



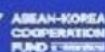
KINGDOM OF CAMBODIA
NATION RELIGION KING

MINISTRY OF EDUCATION YOUTH AND SPORT

CAMBODIA
NATIONAL REPORT
SOUTHEAST ASIA PRIMARY
LEARNING METRICS
(SEA-PLM 2024)



DECEMBER 2025



This report was prepared by the Technical Team of the Ministry of Education, Youth and Sport of Cambodia, with technical support from the Australian Council for Educational Research (ACER) and the Southeast Asian Ministers of Education Organization (SEAMEO), with financial support from UNICEF Cambodia. The report was reviewed by Dr. Jeffery H. Marshall for technical aspects. The report is published under the Ministry of Education, Youth and Sport and does not necessarily represent the official views of ACER, SEAMEO or UNICEF.

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Foreword

Cambodia's education sector has reached a new turning point in its development, encompassing all aspects of education to ensure quality, equity, inclusiveness, lifelong learning, and life skills for children and youth, enabling them to live harmoniously in society in line with socio-economic conditions, labor market demands, and a highly competitive world of work in the 21st century.

The Ministry of Education, Youth, and Sports has organized and implemented several programs outlined in the Education Sector Strategic Plan 2024-2028. These efforts also respond to the Sustainable Development Goal 4 in Cambodia, the Education 2030 Roadmap, and the Cambodia Sustainable Development Goals Framework (2016-2030). The ultimate goal of the Ministry of Education, Youth, and Sports is to strengthen the education system to ensure better educational outcomes and equity for all children and youth. Teaching and learning at the primary education level is a critical area that requires attention to support the development of policies and the provision of quality education services.

To achieve this objective, Cambodia, as a member of the Southeast Asian Ministers of Education Organization (SEAMEO), participated in the first round of the Southeast Asia Primary Learning Metrics (SEA-PLM) in 2019 and the second round in 2024 with other countries in the ASEAN countries to measure the student learning outcomes of Grade 5 students and analyze the influential factors at the primary education level, as well as to identify various actions to ensure that every child achieves better learning outcomes. SEA-PLM assesses student competencies in reading, writing, mathematics, and global citizenship, which are considered essential skills for the 21st century.

This SEA-PLM 2024 National Report was produced by the Technical Team of MoEYS with technical review from international experts. The SEA-PLM 2024 National Report provides data, information, and analysis on activities that support current and future education strategies and programs, particularly in relation to the preparation and improvement of policies by the Ministry of Education, Youth, and Sports, as well as the Cambodian government. This report serves as a means to share lessons learned and experiences regarding the performance of Grade 5 students, comparing them with the results from the first and subsequent rounds, while also offering an opportunity to study the performance of students in other countries in the region, which is an essential part of Cambodia's participation in the SEA-PLM assessment.

The Ministry of Education, Youth, and Sports is committed to reforming the education sector to fully respond to the findings in this report, as well as to monitoring the progress of the interventions implemented to ensure their effectiveness and efficiency. *msl*



Phnom Penh, December 2025
Deputy Prime Minister,
Minister of Education, Youth and Sport

[Signature]
Dr. HANG CHUON NARON

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Acronyms

ACER	Australian Council for Educational Research
ASEAN	Association of Southeast Asian Nations
EAPRO	East Asia and Pacific Regional Office
EQID	Education Quality Inspection Department
GC	Global Citizenship
ICT	Information and Communications Technology
MoEYS	The Ministry of Education, Youth and Sport
MSD	Model School Standards
PED	Primary Education Department
PISA	Program for International Student Assessment
PISA-D	Program for International Student Assessment for Development
SDG	Sustainable Development Goals
SEAMEO	Southeast Asian Ministers of Education Organization
SEA-PLM	Southeast Asia Primary Learning Metrics
UNICEF	United Nations Children’s Fund

Chapter 1. Introduction

1.1. Structure of the National Report

The Southeast Asia Primary Learning Metrics (SEA-PLM) was established to monitor the progress and achievement of Grade 5 students in each country, and ASEAN region. The first round of SEA-PLM was implemented in 2019 with six participating countries, while the second round was conducted in 2024 with seven participating countries.

The SEA-PLM 2024 national report for Cambodia was prepared by the Cambodia SEA-PLM team of MoEYS with additional quality control by international technical experts with support from the United Nations Children's Fund in Cambodia (UNICEF Cambodia). The SEA-PLM 2024 national report for Cambodia is focused on the performance of Cambodian students in reading and mathematics and student, teacher, school, and parent/community factors.

The SEA-PLM national report is organized in five chapters. Chapter 1 provides an overview of the Cambodian educational system, briefly mentioning Cambodia educational system, overview of SEA-PLM and the SEA-PLM assessment methodology. Chapter 2 presents the key findings of student performance in reading and mathematics based on scale scores and proficiency scales and also indicates student performance of participating countries in the region. Chapter 2 also summarizes the critical comparisons of Cambodian student performance in reading and mathematics between the 2019 and 2024 rounds, and reviews factors that influence student performance. Chapter 3 summarizes Cambodian student and teacher attitudes and behaviours towards global citizenship. Chapter 4 reviews the analysis of factors contributing to student performance. Chapter 5 summarizes the key findings, recommendations, policy options, and policy responses.

1.2. Cambodia Education System

After the collapse of the regime in 1979, the education system was re-installed and has been gradually developed. From 1979 to 1987, Cambodia implemented a 10-year education system for general education, in which the first level of education consisted of 4 grades (from grades 1 to 4), the second level of education consisted of 3 grades (from grades 5 to 7), and the third level of education consisted of 3 grades (from grades 8 to 10). In the second phase, from 1987 to 1994, Cambodia implemented an 11-year education system for general education, in which primary education consisted of 5 grades (from grades 1 to 5). In the third phase, from 1994 to the present, Cambodia has implemented a 12-year education system for general education, in which primary education consisted of 6 grades (from grades 1 to 6).

Among the seven participating 2024 SEA-PLM countries, Cambodia, Malaysia, the Philippines, and Timor-Leste have 6 years of schooling for primary education, whereas the other three countries have only 5 years of schooling at the primary level. The official entry age at the primary school level is the same in seven countries.

1.3. Overview of SEA-PLM

The SEA-PLM is a regional assessment and capacity-building program for education systems in Southeast Asian countries that participate voluntarily to improve student learning outcomes and promote equity in achieving foundational learning.

The SEA-PLM assessment provides input to policy-level reforms and improves teaching and learning effectiveness to improve student outcomes, as well as the ability of the education system to provide more learning opportunities to students in the present and future.

The SEA-PLM assessment is designed to measure the academic performance of fifth grade students in reading, mathematics, and global citizenship.

1.3.1. SEA-PLM Objectives

The overall objectives of SEA-PLM include:

1. Enhance capacity to generate and analyse assessment data at regional, national and sub-national levels.
2. Enhance capacity to utilize assessment data for education improvement and more equitable learning outcomes at regional, national and sub-national levels.
3. Promote the integration of student assessment programs in the ASEAN region, focusing on the performance of grade 5 primary school students in reading, writing, and mathematics literacy and global citizenship.

The specific purposes of report are:

- To assess learning outcomes of grade 5 students in reading and mathematics based on common curricula across SEA-PLM participating countries
- To identify key factors that contribute to student learning outcomes
- To examine student perceptions of global citizenship education
- To define policy responses to the SEA-PLM 2024 findings.

1.3.2. Assessment methodology

1.3.2.1. Data collection procedure

The Ministry of Education, Youth and Sports has established a Steering Committee (SC), Technical Committee, and Secretariat for the Student Learning Assessment System at Secondary Education to be responsible for the tasks related to assessing learning outcomes for all types of assessment, and all education levels, including SEA-PLM assessments. The SC is chaired by the MoEYS Minister of Education, and other members include secretary of state, under-secretary of state, director general, director of EQID, and directors of relevant departments. The technical team consists of the National Project Manager (represented by the Director General), the technical officers from EQID and relevant departments, and inspectors/officers from inspection offices in 25 Provincial Offices of Education (PoEs).

For the main survey data collection, the data collection teams (called Test Administrators-TA) and school coordinators (SC) were trained on the technical standards of SEA-PLM assessment, which are clearly defined for each stage. The data collectors (TAs) were chosen from the national level, and included officers from EQID and related departments, and sub-national officers such as inspectors from inspection offices in the 25 PoEs. Additionally, the selection of school coordinator (SC) was targeted to school principal or a representative which was designated by the school principal. The training was carried out in person during three days.

The 25 provincial offices of education across the country played important roles in supporting the national technical team and coordinated schools to prepare student lists and teacher lists, update tracking forms, and distribute the test materials.

1.3.2.2. Sampling procedure

The sample in 2019 consisted of 177 schools in 23 provinces with 5,396 grade 5 students (51.3% female), 380 teachers (48.7% female), and 5,374 parents (Table 1.1). The sample in 2024 consisted of 195 schools in 25 provinces with 6,574 grade 5 students (49.3% female), 196 teachers (54.1% female), and 6,574 parents (Table 1.1).

Table 1.1. SEA-PLM participants in 2019 and 2024 surveys

Round	Participants				
	Schools	Classes	Teachers	Students	Parents
SEA-PLM 2024	195	195	196	6,574	6,574
SEA-PLM 2019	177	177	380	5,396	5,374

All participating countries followed the same sampling procedure. The sampling process was carried out in a two-stage sampling process. In the first stage, schools were selected using systematic random sampling. In the second stage, one class was randomly selected from the total number of fifth grade classes in each sample school, and all students in the selected class were required to participate in the assessment.

The SEA-PLM assessment consists of 18 test booklets and questionnaires for schools, students, parents, and teachers.

Since Cambodia starts from November, 2023 to September, 2024 for the 2023-2024 academic year, the data collection date was set for August 2024 to ensure that fifth graders were able to complete the curriculum.

Table 1.2. Number of schools by geographical zone in 2019 and 2024 SEA-PLM surveys

Round	Geographical zone					Total
	Phnom Penh	Plain	Tonlesap	Plateau	Coastal	
SEA-PLM 2024	17 (9%)	56 (29%)	54 (28%)	49 (25%)	19 (10%)	195
SEA-PLM 2019	14 (8%)	64 (36%)	58 (33 %)	29 (16%)	12 (7%)	177

Note: Phnom Penh was separated from the Plain in 2024. Thus, the 2019 results were reanalyzed by separating Phnom Penh from the Plains.

Table 1.3. Number of schools by region in 2019 and 2024 SEA-PLM surveys

Round	Region		Total
	Urban	Rural	
SEA-PLM 2024	67 (34%)	128 (66%)	195
SEA-PLM 2019	35 (20%)	142 (80%)	177

1.3.2.3. SEA-PLM scores and proficiency scale

The SEA-PLM programme provides an overall scale score average for each domain (Mathematics, Reading), which is normalized to 300 points and the standard deviation to 30 points.

Student achievement results are also presented based on performance bands (or scales), which are called bands, to further facilitate the interpretation and use of the results. Each proficiency band describes the expected skills and knowledge that students have acquired in order to correctly answer questions at that specific level. These proficiency bands are distinct for each subject; therefore, the results of different subjects cannot be compared directly with one another.

For Reading, the SEA-PLM assessment presents results as a proficiency scale. The five bands were produced, based on the difficulty level of reading items and a student's ability to answer these items (Table 1.4). These bands include Band 2 and below, Band 3, Band 4, Band 5, and Band 6 and above; Band 1 is not defined, and is reserved for future expansion of SEA-PLM analysis, if necessary.

Table 1.4. SEA-PLM reading proficiency band and descriptors

Proficiency Band	Description of proficiency band
Band 6 and above 317 points and above (18.4 percent of students)	Understand texts with familiar structures and manage competing information Children are able to understand texts with familiar structures and manage competing information when locating ideas and details. They are able to find multiple pieces of related information in texts with familiar structures and make connections between details and ideas to draw inferences. They are able to use clues and explicit information to support inferences even when there is competing information. They are also able to identify the most likely reasons for events and the reactions of characters in narratives, where that information is only implied in the text.
Band 5 304 points To 316 points (20.5 percent of students)	Make connections to understand key ideas Children are able to connect pieces of related information across sections of texts, including tables and diagrams, enabling them to understand key ideas. The context and ideas in the texts that they can access may not be wholly familiar to the student. They can recognize phrases and sentences that convey the same meaning and make simple inferences when there is some competing information. They can identify the purpose of prominent textual features in short, familiar texts and can use textual features to aid them in locating information.
Band 4 289 points To 303 points (24.4 percent of students)	Understand simple texts Children can understand simple texts that contain some ideas and information that are partly outside of their personal experience. Children can locate different, short expressions that have the same meaning and use textual features to locate information in tables and other familiar text types. They can connect prominent information across adjacent sentences. They can make simple inferences when obvious clues are provided, in a range of simple texts of different types. Children are able to make plausible interpretations of information in a text and can identify the purpose of familiar text types. In matching words to an image, they are able to choose between words that have similar but distinct meanings, and they can identify longer sentences that describe an image.
Band 3 274 points to 288 points	Read a range of everyday texts fluently and begin to engage with their meaning Children are able to read a range of everyday texts, such as simple narratives and personal opinions, and begin to engage with their meaning. They are able to locate

(19.9 percent of students)	prominent details in everyday texts, as well as connect related information where it is obvious and there is minimal competing information. They are typically able to make simple inferences from prominent information.
Band 2 and below Less than 274 points (16.9% of students)	Identify relationships between words and their meanings There were only a few items in SEA-PLM 2019 below Band 3, so it is not possible to create a general description of what children below Band 3 know and can do in reading. However, the items that were included indicate that children in Band 2, and possibly below Band 2, are typically able to match 1 of 4 given words to an illustration of a familiar object, place or symbol, where the task is simple, direct and repetitive. This demonstrates that children below Band 3 are able to identify the meaning of some words.

For Mathematics, the SEA-PLM assessment presents results as a proficiency scale. The eight bands were produced based on the difficulty level of mathematics items and a student's ability to answer these items (Table 1.5). Each level was named, from Band 2 and below up to Band 9 and above. Band 1 was reserved for the future expansion of SEA-PLM. Table 1.5 describes the mathematics skills that students are expected to demonstrate at each band, the associated scores for each level, and the percentage of Cambodian students in each band.

Table 1.5. SEA-PLM mathematics proficiency band and descriptors

Proficiency Band	Description of proficiency band
Band 9 and above 347 points and above (1.6 percent of students)	There were too few items in SEA-PLM 2019 to comprehensively describe what children operating above Band 8 can do. However, the items that were included indicate that children in Band 9 and above can reason about triangles to find an unknown side length using information about the perimeter, and they can solve problems using frequency distributions.
Band 8 335 points to 346 points (5.2 percent of students)	Think multiplicatively and convert between units Children can solve problems by adding fractions with the same denominator and by dividing a decimal number by a 1-digit number. They can continue a pattern involving decimals. They can convert from fractions of hours to minutes, and they can calculate the difference between lengths involving metric conversion. They can solve problems using many-to-one pictographs.
Band 7 322 points to 334 points (12.7 percent)	Apply fractions and percentages and analyze data representations Children can calculate a percentage and a simple fraction of a number. They can identify the rotation of a design by half a turn. Children can find the missing value in a table using a given total and calculate a missing percentage value on a pie chart.
Band 6 309 points to 321 points (20.3 percent)	Perform mathematical operations, including with fractions, and interpret tables and graphs Children can convert a fraction in tenths to its decimal equivalent. They have a firm grasp of place value and rounding in numbers up to 5 digits. They can solve problems involving measuring devices requiring conversion of metric units of length and capacity. They can calculate the weight of objects using

	a balance. Children can add 30 minutes to a given time. They can visualize 3-dimensional objects from 2-dimensional representations and interpret a simple map using directional language. They can interpret a frequency table and a line graph showing growth over time.
Band 5 296 points to 308 points (22.3 percent of students)	Fluently solve arithmetic problems Children can add 4-digit numbers and subtract 2-digit numbers in context, and they can identify a 5-digit number given in words. They can continue simple counting and shape patterns. They can model scenarios with multiplication and division. They understand the process of taking half of a quantity. Children can interpolate capacity from a marked cylinder and can compare angles to a right angle. They can estimate the weight of an object. They can read numbers from a table and sum them. They understand the structure of a bar graph showing amounts over time.
Band 4 283 points to 295 points (18.4 percent of students)	Apply number properties and units of measurement Children can find half of a 1-digit even number and understand place value in 5-digit numbers. They can solve a problem involving capacity that does not involve conversion of units. They can apply their knowledge of the number of minutes in an hour. They can read a value from a bar graph.
Band 3 269 points To 282 points (11.7 percent of students)	Understand place value and scales of measurement Children can order 2-digit numbers. They can read length and weight measurements from scales requiring some interpolation. They can recognize simple shapes and compare angles. They can interpret a simple bar graph.
Band 2 and below Less than 269 points (7.9 percent of students)	There were too few items in SEA-PLM 2019 to describe what children operating below Band 3 can do. Some children might be able to add single-digit numbers together; others might only be able to count a small collection of objects or recognize numbers.

Chapter 2. Student performance in reading and mathematics

2.1. Introduction

The SEA-PLM 2024 was completed at the end of the 2023-2024 school year in seven participating countries in the region: Cambodia, Lao PDR, Malaysia, Myanmar, the Philippines, Vietnam and Timor-Leste. However, the results for Timor-Leste cannot yet be included in the regional report because Timor-Leste requested that they be used for internal purposes.

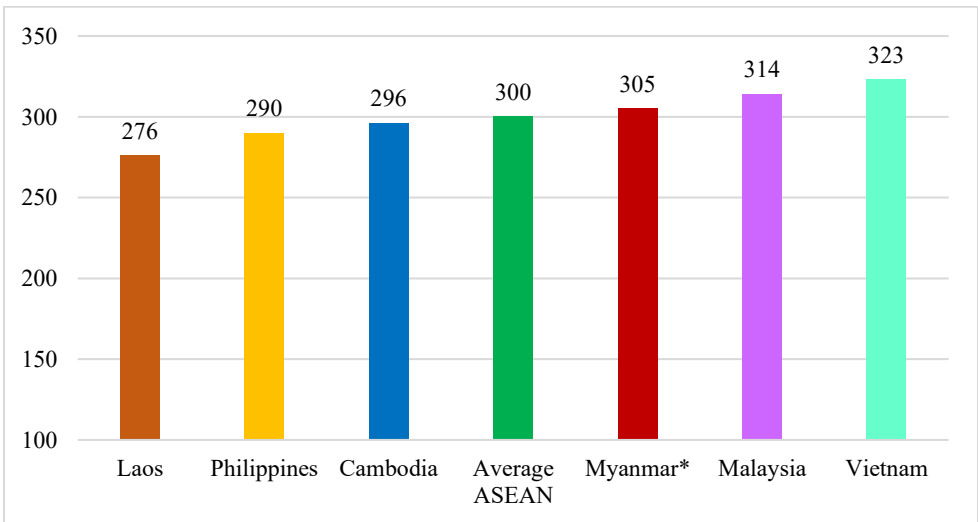
This chapter summarizes the performance of Grade 5 students in Cambodia who participated in SEA-PLM 2024 in reading and mathematics. This includes a summary of the results of the 2024 round, and comparisons between student performance in 2019 and 2024 using comparable (“equated”) scores. Student scores are summarized based on an overall scaled score in each subject (compared against a baseline 2019 mean of 300) as well as proficiency scale (i.e. performance bands).

2.2. Performance in Reading

2.2.1. Performance in Reading by Scale Scores

The ASEAN reading average score in SEA-PLM 2024 is 300 points, which is the same as in 2019. Cambodian reading is at the third rank among the six countries, with an increase of six scale score points (from 290 to 296), while Vietnam and Malaysia show decreases.

Figure 2.1. SEA-PLM 2024 Results in Reading by participating countries

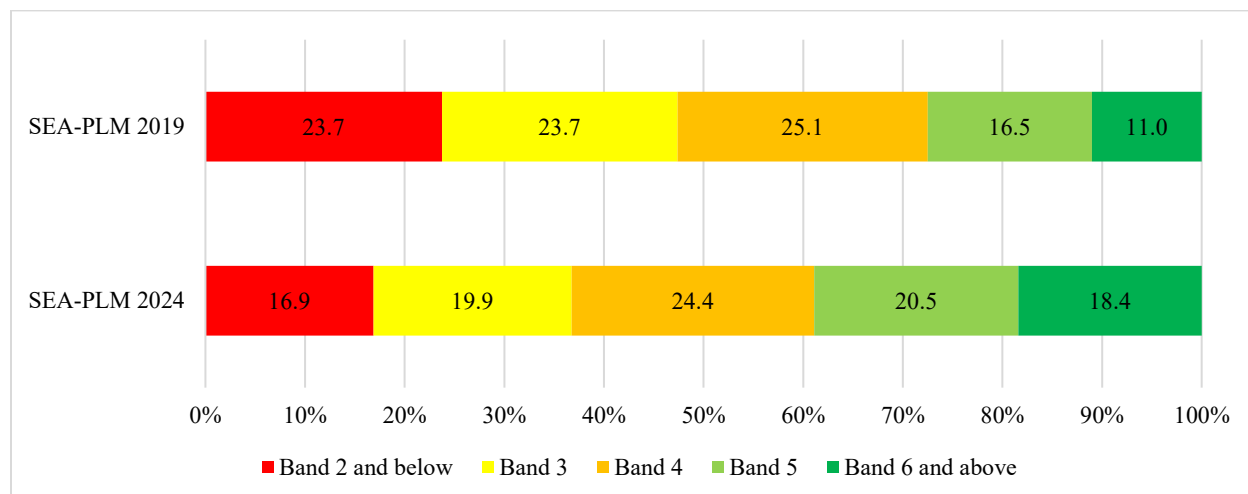


* Myanmar's results are not representative of students nationwide due to internal circumstances.

2.2.2. Performance in Reading by Proficiency Levels

In reading, the proportion of high proficient students (from band 5 and above) in Cambodia increased from 27% in 2019 to 39% in 2024. Among these students, the proportion of high achievers increased from 11% to 18% (see Figure 2.2). These students, though at grade 5, could perform as well as those at the end of primary education across other participating countries. Notably, the percentage of students who cannot fluently read simple text (band 3 and below) has decreased from 47% in 2019 to 37% in 2024.

Figure 2.2. Percentage of Cambodia Grade 5 students in each reading band in 2019 and 2024

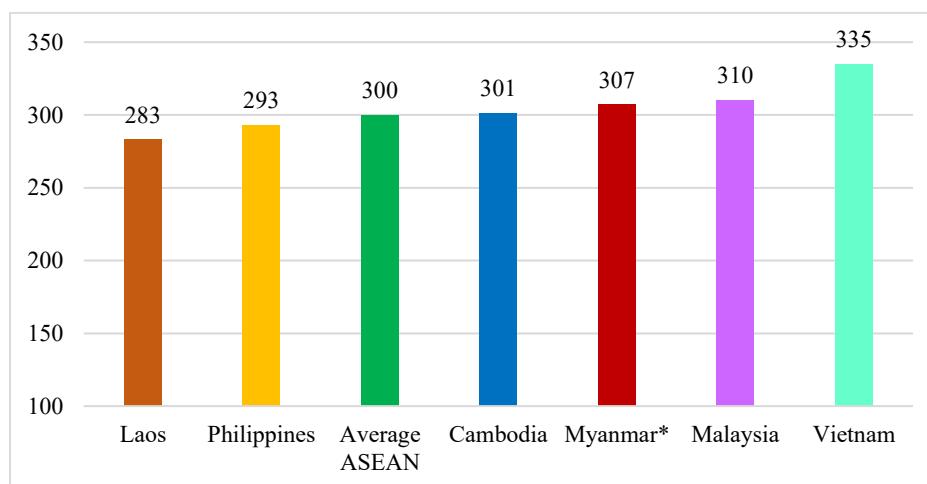


2.3. Performance in Mathematics

2.3.1. Performance in Mathematics by Scale Scores

The ASEAN mathematics average score in SEA-PLM 2024 is 300 score points, which is the same as in 2019. The average scale score of Cambodia grade 5 students increased from 289 points in 2019 to 301 points in the 2024. The summary in Figure 2.3 only shows the 2024 averages. The Cambodia average in mathematics is higher than two countries (Lao PDR and the Philippines) but lower than the other three countries.

Figure 2.3. SEA-PLM 2024 Results in Mathematics by participating countries

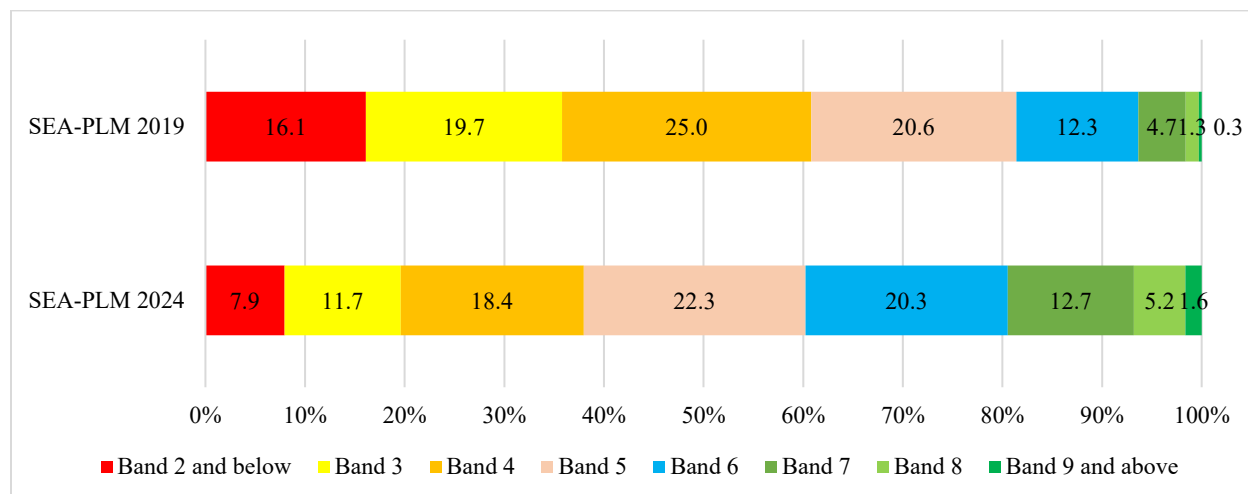


* Myanmar's results are not representative of students nationwide due to internal circumstances.

2.3.2. Performance in Mathematics by Proficiency Levels

In mathematics, the proportion of high proficient students (from band 5 and above) in Cambodia increased from 39% in 2019 to 62% in 2024. Among these students, the proportion of high achievers (Band 6 and above) increased from 19% to 40% (see Figure 2.4). These students can perform as well as those at the end of primary education across other participating countries. Impressively, the proportion of low proficiency students who can only understand place value of decimal numbers and read length and weight measurements (band 3 and below) decreased from 36% in 2019 to 20% in 2024.

Figure 2.4. Percentage of Cambodia Grade 5 students in each Mathematics band in 2019 and 2024

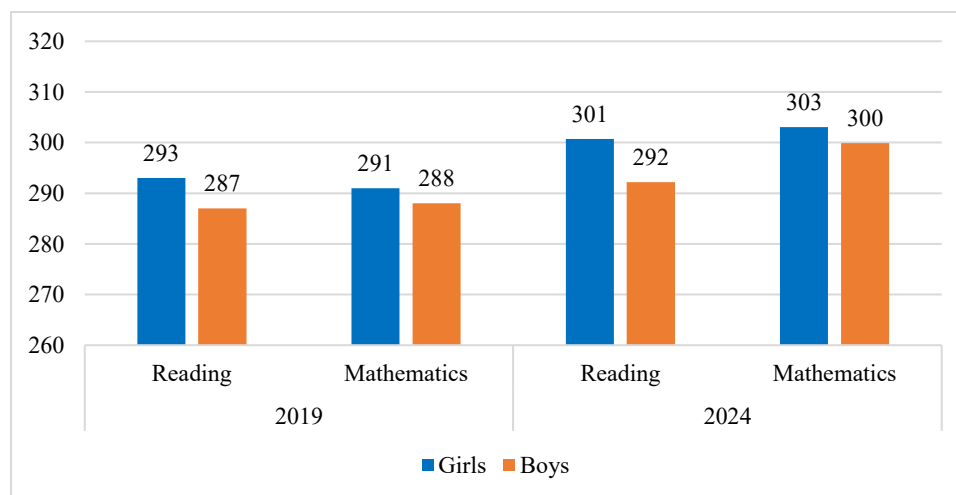


2.4. Equity

2.4.1. Student Gender

Figure 2.5 summarizes the results for grade 5 students in 2019 and 2024 by gender. Female students outperformed their male peers in both domains and cycles. For reading, girls perform much better than boys (9 score points).

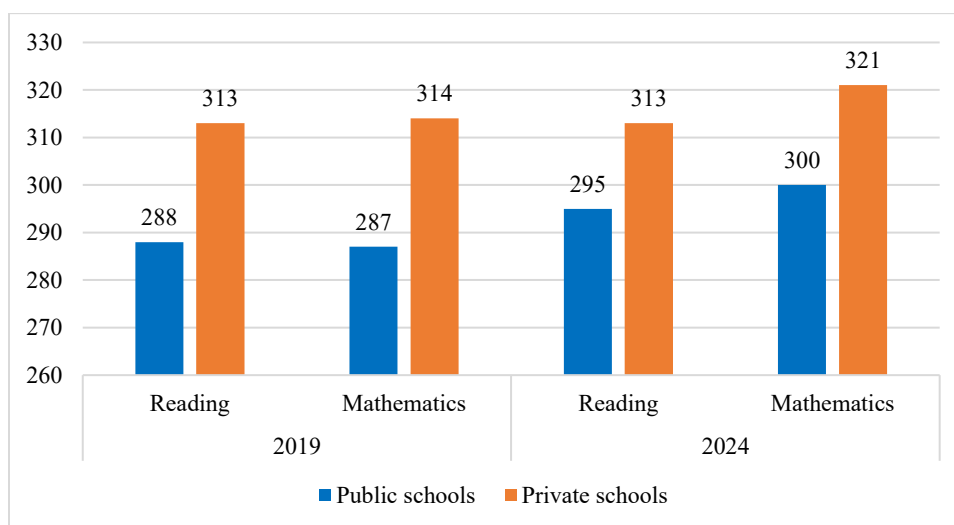
Figure 2.5. Student performance in reading and mathematics by Gender in 2019 and 2024



2.4.2. School Management

Students from private schools have higher scores than students from public schools in both subjects and cycles. The performance gaps between public and private schools have been reduced in 2024, compared with 2019. Figure 2.6 indicates the results of grade 5 students in 2024 by school management.

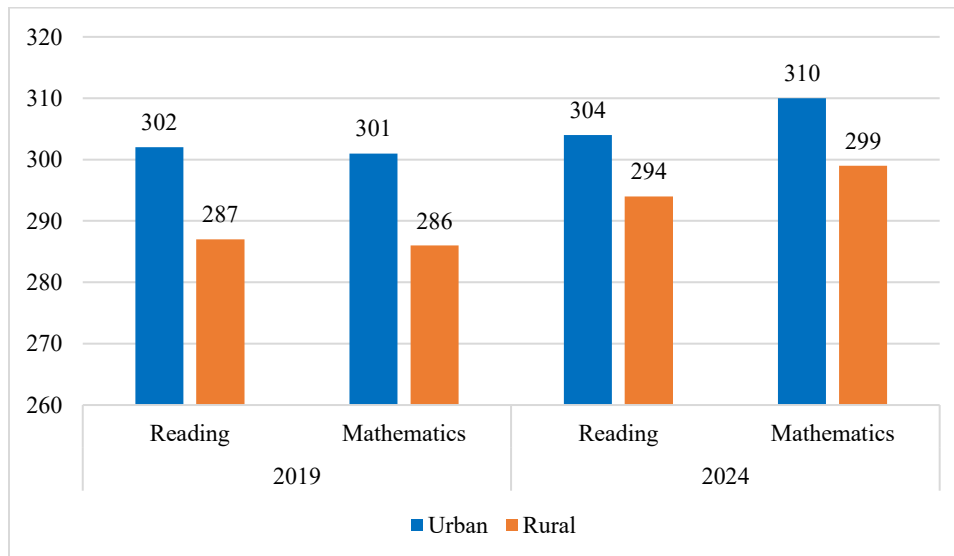
Figure 2.6. Student performance in reading and mathematics by School Management in 2019 and 2024



2.4.3. Regions

In Cambodia, there are two regions defined by EMIS as rural and urban. The performance gaps between urban and rural schools have been reduced in 2024, compared with 2019. Figure 2.7 indicates the results of grade 5 students in 2024 by region.

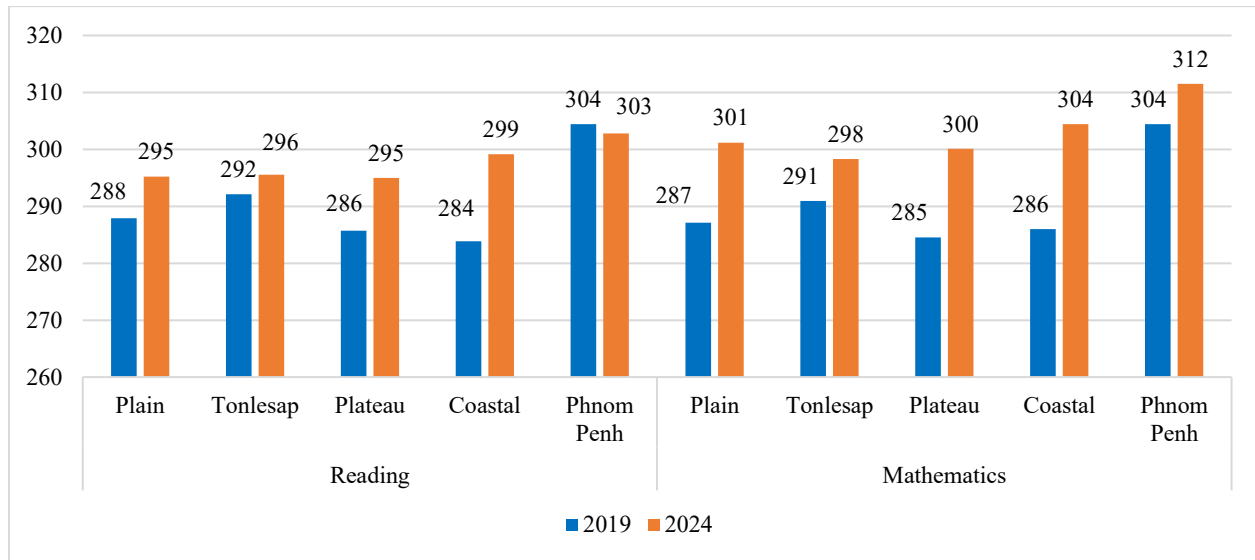
Figure 2.7. Student performance in reading and mathematics by Regions in 2019 and 2024



2.4.4. Geographic zones

Sample schools were classified by geographic zones. Figure 2.8 shows that the results of grade 5 students in 2024 increased, compared to 2019, in both subjects and across geographical zones.

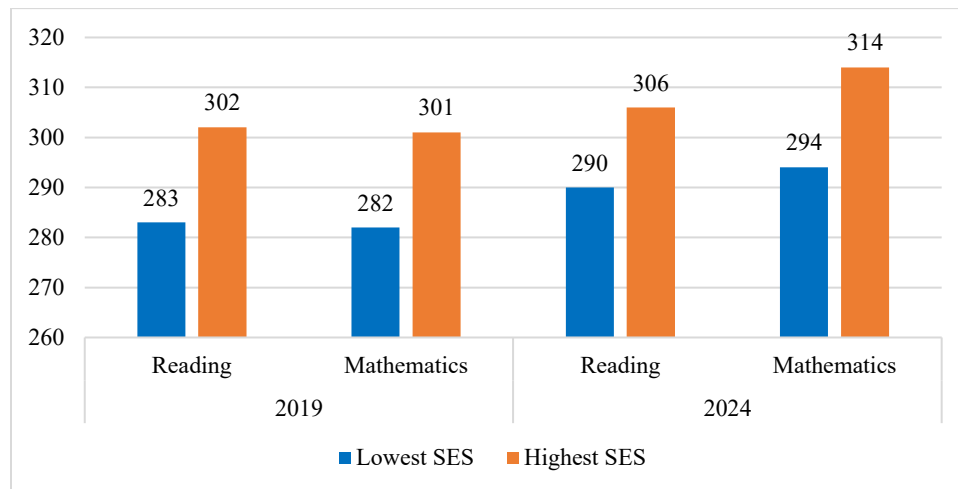
Figure 2.8 Student performance in reading and mathematics by Geographic zones in 2019 and 2024



2.4.5. Socio-Economic Status

In the SEA-PLM study an SES indicator is created based on SES of family, and this indicator was then divided into four levels to create the bottom quartile (lowest SES), second quartile, third quartile, and top quartile (highest SES). The performance of students from the lowest quartile in both subjects improved between 2019 and 2024, but the gap between lowest and highest quartile remained relatively large. Figure 2.9 demonstrates the results of grade 5 students in 2019 and 2024 by SES levels.

Figure 2.9. Student performance in reading and mathematics by Socio-Economic Status in 2019 and 2024



2.5. Interventions lead to an increase in student performance in 2024

2.5.1. Expansion of early childhood education

- Expanded early childhood education services by building additional childcare centers, building preschools in underserved communities, providing high-quality preschool materials and resources, and expanding preschool teacher training.

- The enrolment rate of 5-year-olds has improved over the last 10 years. In the 2014-2015 school year, 61.4% of 5-year-olds were enrolled (50.3% for females), increasing to 71.4% (71.9% female) in the 2024-2025 school year. Based on this progress, the rate of 5-year-olds enrolled in school has increased by 0.9% (1.9% for females) per school year.
- 6-year-olds children who have completed early childhood education services and enrolled in the first grade of primary school has increased from 57.90% (62.0% female) in the 2014-2015 school year to 79.69% (81.24% female) in the 2024-2025 school year. Public preschools increased from 37.30% (36.97% female) to 58.73% (59.87% female). Private preschools increased from 4.0% (3.76% female) to 10.07% (10.14% female). Community preschools increased from 9.40% (9.71% female) to 10.79% (11.23% female).
- Between 2019 and 2024, the proportion of students attending preschool for 1 year or more has increased from 58% to 80%, indicating there were more students with preschool experience attending primary schools in Cambodia.

2.5.2. Improving foundational learning

- Implemented the Early Childhood Reading and Mathematics Package by expanding the implementation of the Reading Package for grades 1, 2, and 3 nationwide and gradually expanding the implementation of the Mathematics Package. At the same time, the Early Childhood Reading and Mathematics Package has been integrated into teacher training programs in both the 12+2 and 12+4 training systems to ensure sustainability, including implementing pedagogical consultation mechanisms.

2.5.2.1 Reading skills

1. Literacy Promotion Measures

- In 2014, MoEYS re-implemented the composition and dictation components in public educational institutions.
- In 2016, MoEYS piloted the implementation of the Grade 1 Early Childhood Reading Package with development partners in a number of primary schools.
- From 2018, MoEYS officially implemented the Grade 1 Early Childhood Reading Package nationwide, including a teacher's guide, student support books, picture-letter cards, writing practice books, and 60 story books.

2. Reviewed the teaching method of reading

- MoEYS has implemented the teaching method of phonetic recognition or synthetic method, which is teaching focusing on recognizing the sounds of consonants and vowels, methods for combining and separating sounds, and teaching syllables. Teaching syllables to students at the first grade level is important to help students learn to combine using the method of separating syllables to read words correctly.
- MoEYS has implemented the teaching method of the whole-word approach, which is teaching focusing on phrases with a single meaning or words with a single meaning, as opposed to the synthetic method, which starts with teaching the characters of the "alphabet" to move on to creating syllables (combining consonants with vowels), creating words, and then creating sentences.
- Reading promotion relies on the use of the two methods above together.

3. Reviewed the teaching principles (I do, we do, you do)

- MoEYS has urged teachers to implement the principle of “I do, we do, you do” to encourage students to participate in learning activities with confidence and pride by gradually giving students responsibility through step-by-step implementation with support in the learning process.

4. Promoted reading activities in the library

- Reading activities in the library included reading aloud, reading together, reading together, and reading individually.

2.5.2.2 Mathematics skills

1. Preparation of the early grade mathematics material package

- The preparation of the first grade mathematics material package aims to provide support for teaching methods for grades 1, 2, and 3 mathematics to respond to the abilities and learning outcomes of students.

2. Promoted the production of teaching aids for mathematics

- Teaching aids help motivate students to be active while learning mathematics by helping them connect from the concrete to the abstract, and can provide a rich teaching and learning experience.
- Teaching aids can help students create images in their minds and understand more clearly and avoid misunderstandings. Teaching aids are also a key part of helping them understand the rules or solve the exercises. On the other hand, they help students learn to observe, analyze, and draw conclusions to compile rules and formulas, especially since they are related to real life, helping students remember the lesson content, increase student interest, have fun during class, and respond to teaching according to the student-centered approach.

3. Reviewed the teaching methods of first grade mathematics

- Teaching methods are a set of techniques, methods, procedures and instructions that are compiled into patterns, systems, or educational action plans so that learning and teaching are scientifically organized, step-by-step, based on the interaction between teacher and student activities on the content of the lesson to achieve the lesson objectives and respond according to the established teaching approach.
- Mathematics teaching has to use the student-centered approach, focusing on the method of providing instruction through activities: teacher does, teacher and students do, students do.

4. Method in solving text problems

- In this activity, the teacher can teach students how to solve problems, have students solve problems and complete math exercises according to the lesson content.
- The POLYA method of solving problems has 4 steps:
 - o Understanding the problem: Read the problem title two or three times. What does it say? What is it asking for?
 - o Creating a plan: Find a way to solve (use formulas, operations, or symbols)
 - o Implementing the plan: Solve based on the defined plan
 - o Reviewing: To fulfill the conditions of the problem.

2.5.3. Improving student health and nutrition

1. Promoting school health

- In the context of the new normal in education, schools have to ensure the sustainability of operations and ensure health safety, including mental health for educational staff and students. Therefore, schools have to: 1). Establish school health committees in schools 2). Improve health infrastructure, such as setting up standard health rooms, green school environments, clean schools without garbage 3). Promote the use of clean water and hygiene, focusing on drinking water, handwashing facilities, toilets, wearing masks and maintaining distance 4). Promote nutrition, focusing on food safety and school meals 5). Educate about academic health and the new normal by following the content of the curriculum on school health, exercise and sports.
- Prepared a safe school environment, food safety, health rooms, clean water, laboratories, libraries, etc.

2. School feeding programs

- Implemented school feeding programs by using community agricultural products. In the 2024-2025 school year, a total of 370,000 students benefited from the implementation of the school feeding program.

3. Scholarship programs

- For the primary school scholarship program, the ministry has continuously expanded its implementation. As of 2025, approximately 330,000 poor students have been receiving scholarships of 240,000 riels per year through the family support package budget.

2.5.4. Improving quality of primary teachers

- Developed teacher qualification standards and teacher competence.
- Upgraded teacher education system from 12+2 to 12+4 (equivalent to a bachelor's degree) or BA+1 for primary teacher.
- Integrated early grade learning packages into pre-service and in-service teacher education and training curriculum.
- Upgraded TTIs infrastructure and facilities, including digital libraries, to promote quality of training delivery.
- Trained existing contract teachers to be qualified for primary education teachers
- Provided Continuous Professional Development (CPD) on EGL, new teaching method, mentoring method, classroom management, and 21st century pedagogy for in-service teachers.
- Strengthened the capacity of teacher educators with minimum qualification, master's degree in education.
- Revised the criteria for teacher recruitment by prioritizing students with grades A, B, and C to serve as teachers.
- Updated the teacher policy action plan to 1) Attract competent candidates to be teachers, 2) Improve the pre-service teacher training, 3) Strengthen the continuous professional development, 4) Improve working conditions for teachers.
- Linked teacher training institutions with new generation schools and model schools, and ensuring the standards of teacher training institutions.
- Promoted research culture among teacher trainers and trainees.
- Improved 21st century teaching methods, experiments and research that promote students' global competency, as measured in the PISA.
- Improved teacher capacity to teach early grade reading and mathematics and link knowledge to solving problems in real life.

- Conducted digital literacy courses for teachers (EdTech for Teachers) at teacher training institutions.
- Transformed two regional teacher training centers into Teacher Education College.

2.5.5. Sustaining learning resilience during COVID-19

- During the fight against COVID-19, the Ministry used all means to ensure that the learning process continued even when schools were closed. These measures included: producing rich video teaching and learning resources, preparing student content or worksheets, creating an E-Learning platform, distributing materials to the community for home-based learning, and broadcasting on television on a regular daily schedule.

2.5.6. Strengthening school governance

- Implemented model school standards with a focus on a) Schools have accountability for community and achieve model school standards; b) Schools have autonomy in school improvement plan and provide regular capacity building to the school management members and teachers; c) Students have to complete standardized tests transparently and fairly in order to improve teaching and learning, assisting low performers, and providing information to parents and the community; d) Teachers use the results of assessments to improve teaching and develop qualifications regularly; e) Parents and the community have to participate and support on school development. The school process proceeds depending on the implementation of the following measures:
 - o **Strengthened school management:** Including the establishment of school management committees, classroom management committees with the participation of local authorities, communities and parents to address challenges in schools and ensure effective management. Schools have to strengthen the data management system, educational statistics and use the school database system, prepare teacher management plans by subjects (solving teacher shortage), provide instructional materials and teaching methods.
 - o **Prepared school development plan:** The schools have identified the vision, mission, strategy and key activities. The schools have to prepare an annual report properly, school development plans (6 years, 3 years and 1 year) including programmes of remedial classes for slow learners with the support of the community.
 - o **Implemented of standardized tests:** Standardized test results from early school year tests, monthly tests, quarterly tests and end of year tests should be used to improve learning and teaching, especially to help slow learners by improving teaching methods, positive discipline education and Pedagogical counseling.
 - o **Conducted staff appraisal:** School management and teachers have to sign an annual performance agreement with the school management committee to ensure accountability with community.

Chapter 3. Global Citizenship

3.1. Introduction

This chapter presents descriptive findings on teacher and student perceptions of global citizenship. The complete information on the conceptualization and operationalization of global citizenship is included in the SEA-PLM 2019 global citizenship framework. In this report the focus is on two main outcomes: Attitudes and values associated with global citizenship, and behaviours and skills associated with global citizenship. According to the global citizenship framework, global citizens are defined as follows: *Global citizens appreciate and understand the interconnectedness of all life on the planet. They act and relate to others with this understanding to make the world a more peaceful, just, safe, and sustainable place.*

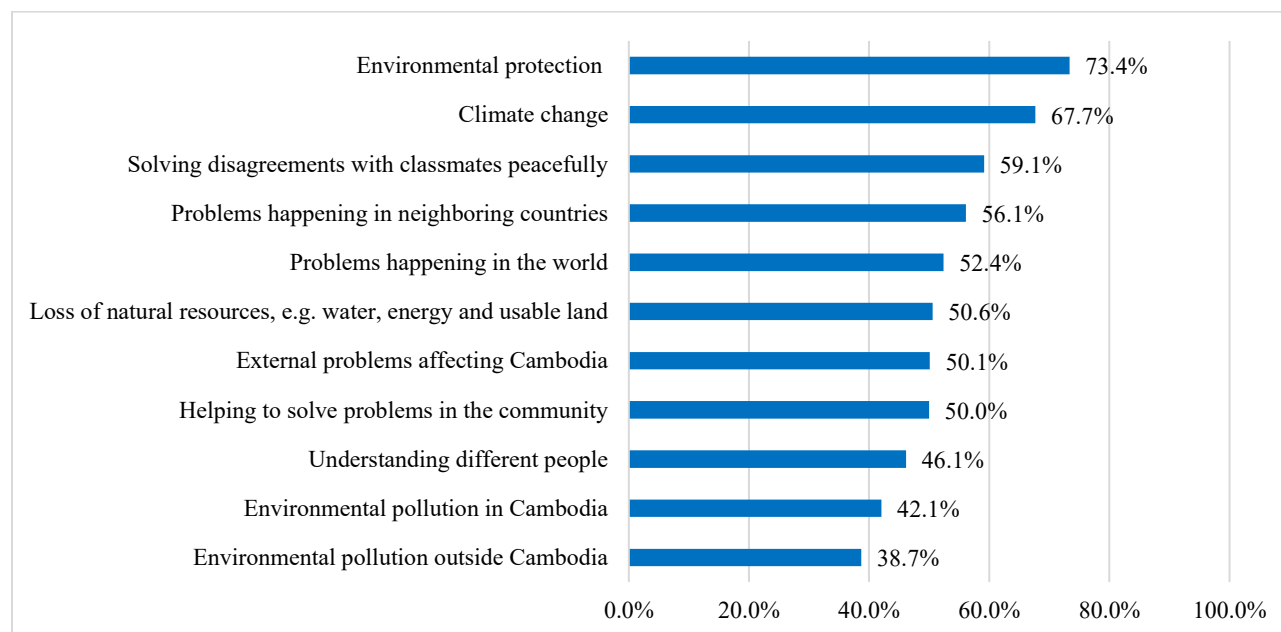
The results from this section also provide countries and stakeholders with quantitative information to help in achieving SDG 4.7. The aim of SDG 4.7. is to “ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”.

3.2. Student perception of global citizenship education

3.2.1. Student perception of global citizenship topics learned at school

Figure 3.1 shows the percentage of students who reported learning about global citizenship topics in school. Environmental topics that most Cambodian students learned about included environmental protection (73.4%) and climate change (67.7%). Environmental topics that few students learned about included environmental pollution in Cambodia (42.1%) and environmental pollution outside Cambodia (38.7%). Social and civic topics also ranked at a moderate level, with 59.1% of students reporting learning about solving disagreements with classmates peacefully and helping to solve problems in the community (50%).

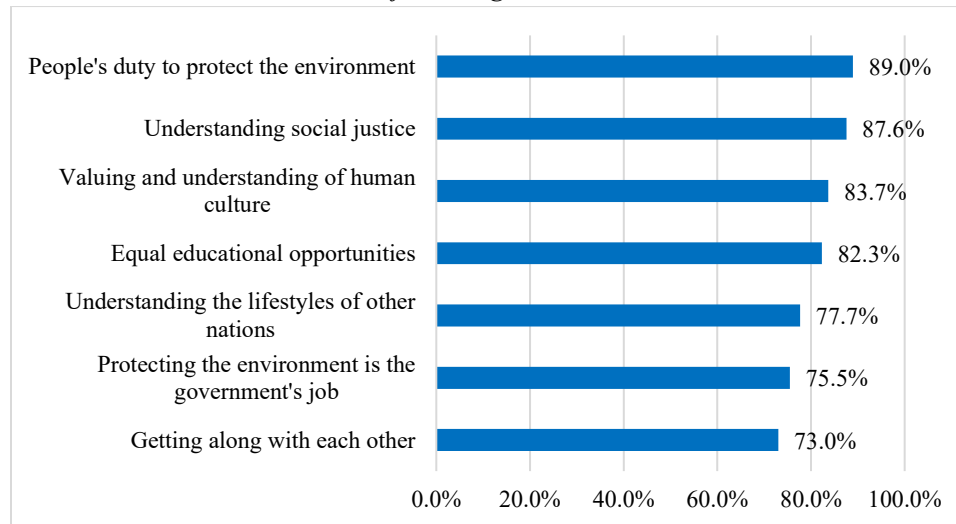
Figure 3.1. Percentage of students who reported having learned some or a lot about the following topics at school



3.2.2. Student attitudes about societal issues

Students were asked about their level of agreement with statements related to social issues. Most students agreed with social issues, including people's duty to protect the environment (89.0%), understanding social justice (87.6%), valuing and understanding human culture (83.7%), and equal educational opportunities for all children (82.3%) (Figure 3.2).

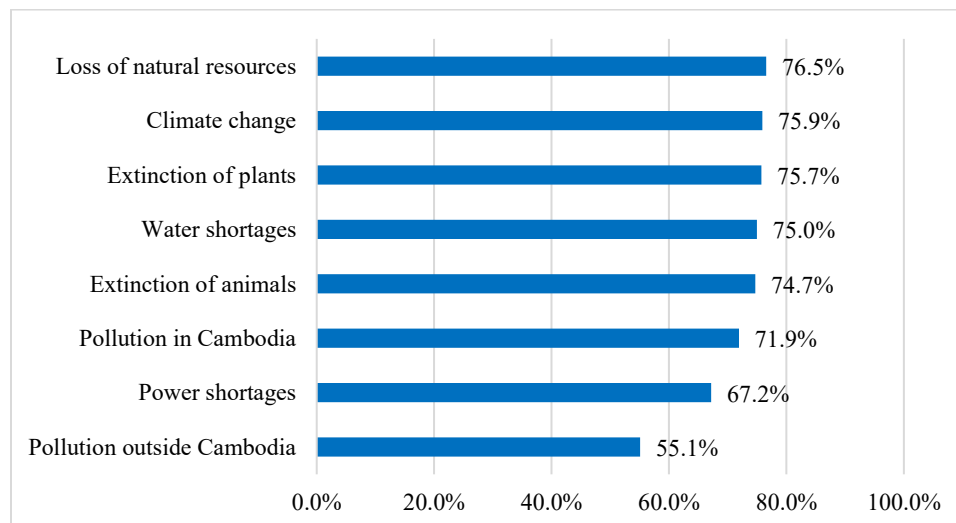
Figure 3.2. Percentage of students who agreed or strongly agreed with the following statements



3.2.3. Student concern for global issues

Cambodian students are concerned about issues related to global citizenship. Most students are very concerned about the loss of natural resources (76.5%), climate change (75.9%), extinction of plants (75.7%), water shortage (75.0%), and extinction of animals (74.7%), etc. (Figure 3.3). It was found that there is a significant relationship between students' concerns about global issues and student performance, with a correlation coefficient (r) of 0.25 for reading and 0.23 for mathematics. This means that high-achieving students are more concerned about issues related to global citizenship than low-achieving students.

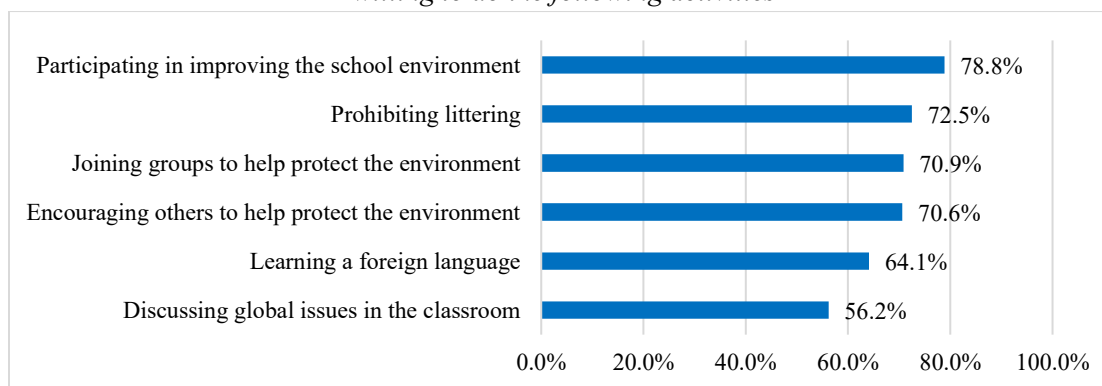
Figure 3.3. Percentage of students who reported being quite or very worried about the following issues



3.2.4. Student expected civic behaviour

Figure 3.4 shows the percentage of Cambodian grade 5 students who said they would take action related to good citizenship. Most students would participate in good citizenship activities, such as participating in improving the school environment (78.8%), prohibiting littering (72.5%), joining a group to help protect the environment (70.9%), and encouraging others to help protect the environment (70.6%), etc.

Figure 3.4. Percentage of students who reported that they might do or were willing to do the following activities



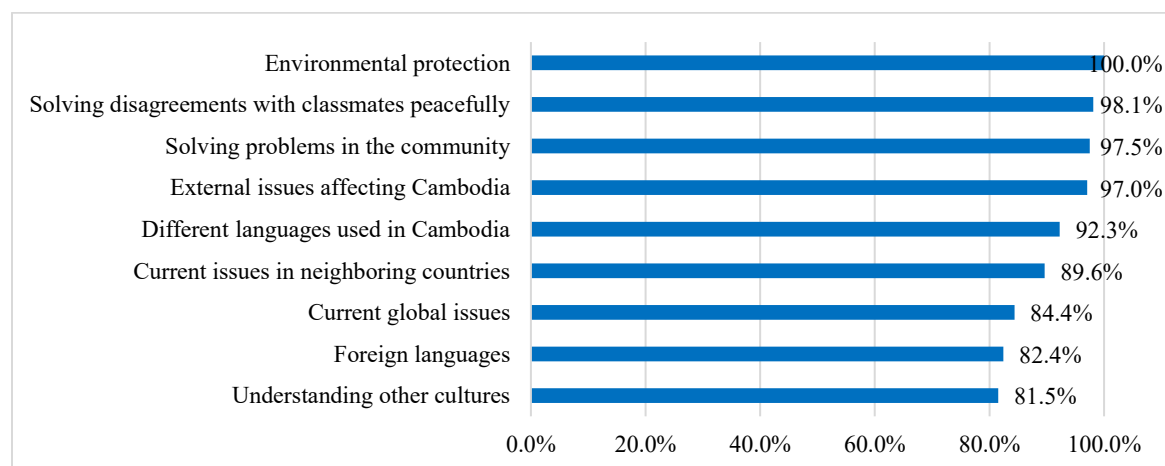
3.3. Teacher perception and capacity related to global citizenship education

Grade 5 teachers were asked to complete the SEA-PLM teacher questionnaire. There was a set of questions about global citizenship. Teachers shared their perceptions on the importance of global citizenship topics for students to learn at school, as well as the global citizenship skills and values that were important for young students, and training on global citizenship content and confidence in teaching global citizenship topics.

3.3.1. Teacher attitudes to student global citizenship learning at school

Teachers were asked about the importance of the following topics related to global citizenship for grade 5 students studying at school. Most teachers felt that all of the following topics were important for students to study at school, including environmental protection (100%), solving disagreements with classmates peacefully (98.1%), solving problems in the community (97.5%), and external issues affecting Cambodia (97.0%), etc. (Figure 3.5).

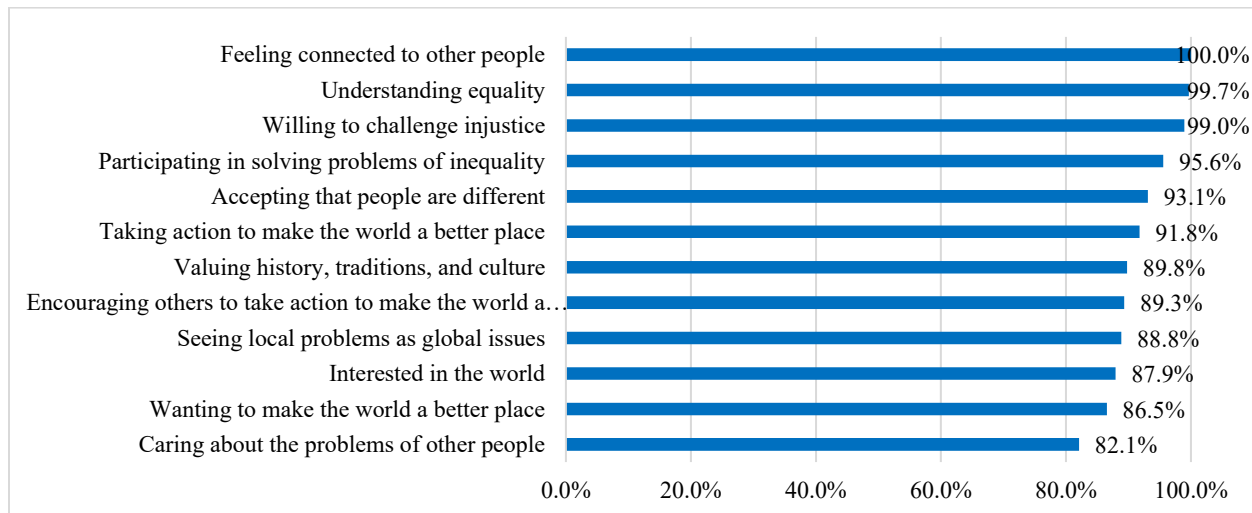
Figure 3.5. Percentage of teachers who perceived that each of the following topics was quite or very important for Grade 5 students to learn at school



3.3.2. Teacher attitudes about student global citizenship skills and values

Most teachers perceived the following skills and values important or very important for students to develop. These skills and values include feeling connected to other people (100%), understanding equality (99.7%), willing to challenge injustice (99%), participating in solving problems of inequality (95.6%), accepting that people are different (93.1%), etc. (Figure 3.6).

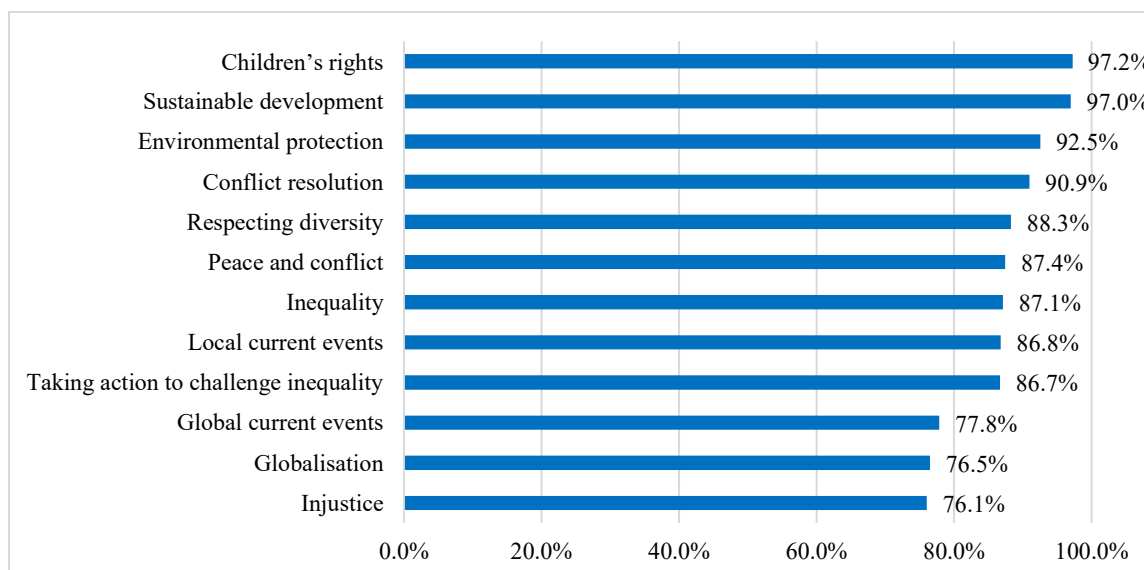
Figure 3.6. Percentage of teachers who perceived that each of the following skills and values is quite or very important for young people to develop



3.3.3. Pre-service preparation for global citizenship education

Most teachers mentioned that the pre-service teacher education program prepared them very well for teaching the following global citizenship topics to students, including children's rights (97.2%), sustainable development (97.0%), environmental protection (92.5%), conflict resolution (90.9%), etc. (Figure 3.7).

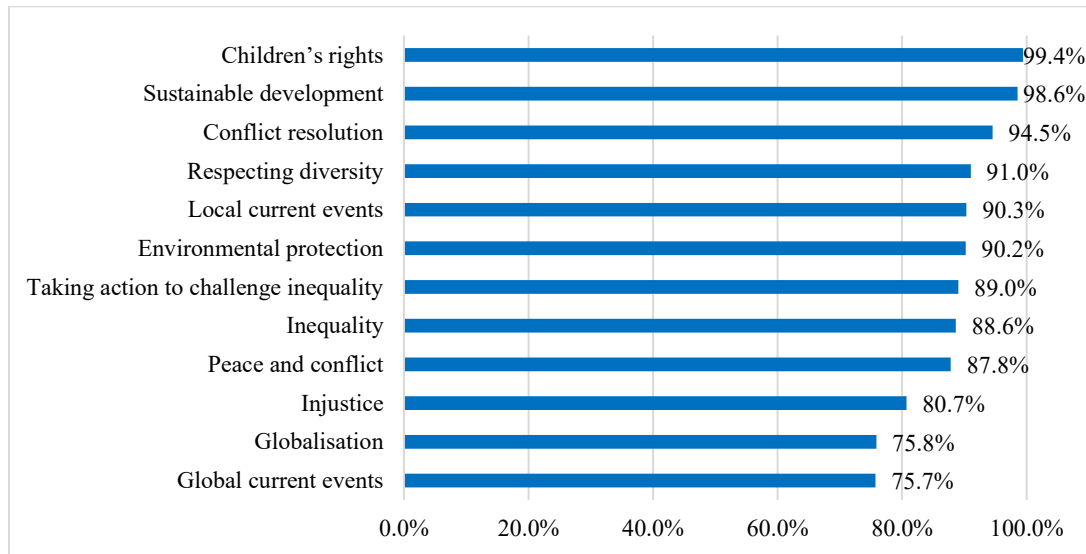
Figure 3.7. Percentage of teachers who reported that the pre-service teacher education program prepared them quite well or very well to teach the following content



3.3.4. Confidence in teaching global citizenship topics

Most teachers are confident in teaching the contents on global citizenship to grade 5 students, which include children's rights (99.4%), environmental protection (98.6%), conflict resolution (94.5%), respect for diversity (91.0%), local current events (90.3%), etc. (Figure 3.8).

Figure 3.8. Percentage of teachers who were quite confident or very confident teaching global citizenship content



Chapter 4. Analysis of factors contributing to student performance

4.1. Introduction

This chapter is guided by the SEA-PLM 2024 conceptual framework, which is grounded in the input-process-output model of educational effectiveness. The framework illustrates how student learning outcomes are influenced by the interaction among antecedents, processes, and outcomes. The antecedent stage represents student and family background conditions, and the process stage focuses on school and classroom environments. This chapter presents the analysis of factors contributing to student performance.

4.2. Student Factors

This section describes student characteristics associated with learning achievement. These characteristics include age, grade repetition, participation in preschool education, parental expectations of their children's education, parental education levels, student behaviour, learning activities at home during the COVID-19 pandemic, and learning disabilities.

4.2.1. Student age

Between 2019 and 2024, the proportion of overage students decreased from 36% to 29%, while the proportion of correct age students increased from 64% to 71%, reflecting better student enrollment and reduced grade repetition (see Figure 4.1). Analysis of age groups showed that correct age students scored higher than overage students by 8 scale score points in both reading and mathematics (see Figure 4.2). The gap in student performance by age groups has, however, been reduced between 2019 and 2024. This result showed that support to overage students has seen some remedial effect on their learning.

Figure 4.1. Percentage of Grade 5 Cambodian students by age in 2019 and 2024

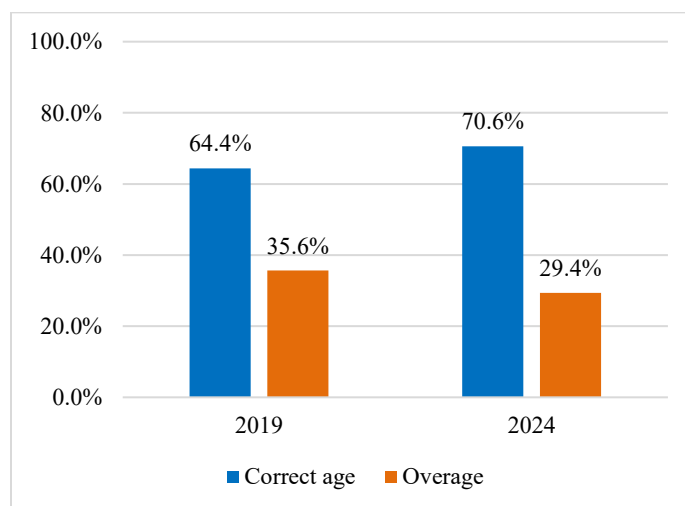
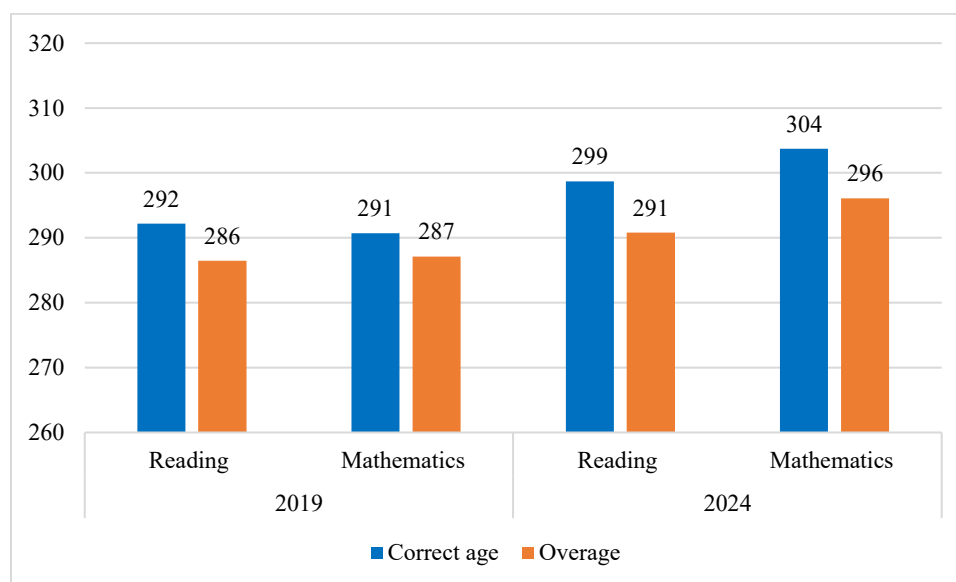


Figure 4.2. Student performance in reading and mathematics by age in 2019 and 2024



4.2.2. Preschool education

Between 2019 and 2024 the proportion of students attending preschool for 1 year or more increased from 58% to 80%, reflecting there were more students with preschool experience attending primary schools in Cambodia (see Figure 4.3). Students who attended preschool performed better in both reading and mathematics than those who did not (in SEA-PLM 2019 and 2024) (see Figure 4.4).

Figure 4.3. Percentage of grade 5 Cambodian students by attending preschool in 2019 and 2024

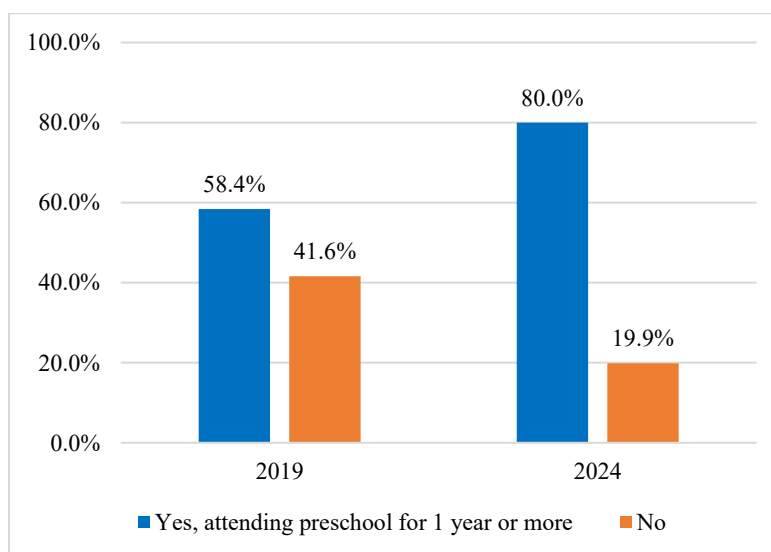
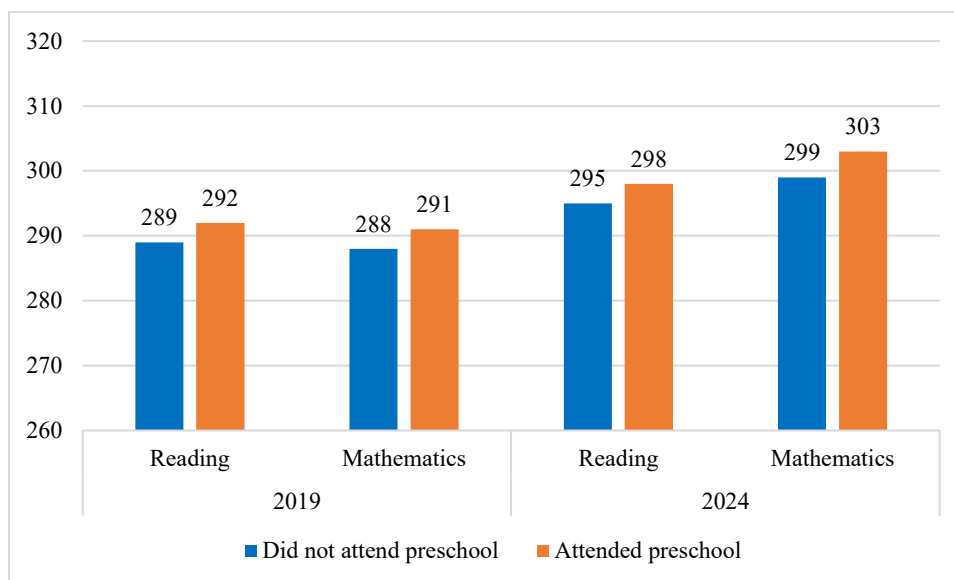


Figure 4.4. Student performance in reading and mathematics by attending preschool in 2019 and 2024



4.2.3. Grade repetition

The SEA-PLM student questionnaire asked students to report on whether they had repeated at least one grade. The results showed that the 37.3% of Cambodia students reported having repeated at least one grade. Among these students, boys were more likely to repeat the grade than the girls (boys 42.3%, and girls 32.3%) (Figure 4.5).

Figure 4.5. Percentage of grade 5 students by repeating a grade in 2024

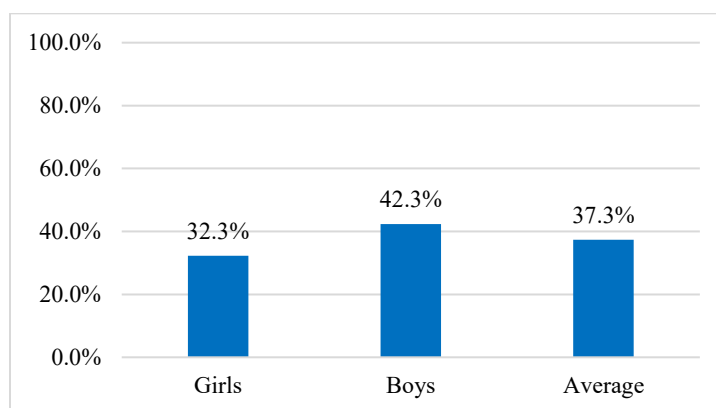
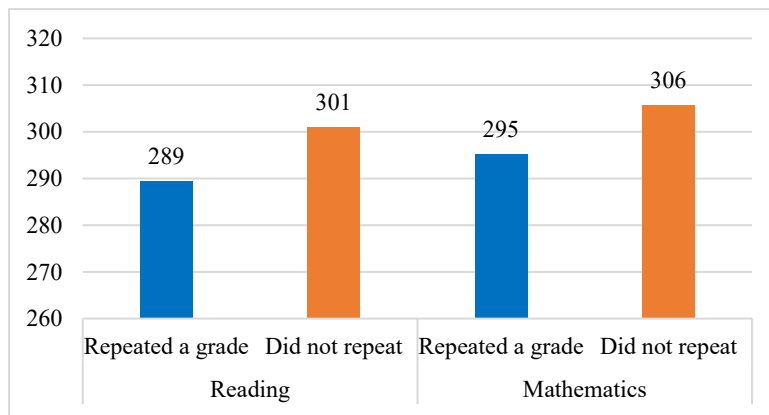


Figure 4.6 shows that students who did not repeat a grade performed better than their peers who did in both reading and mathematics. The differences are 12 score points in reading and 11 scale score points in mathematics. These results indicate that grade repetition is linked to lower academic achievement.

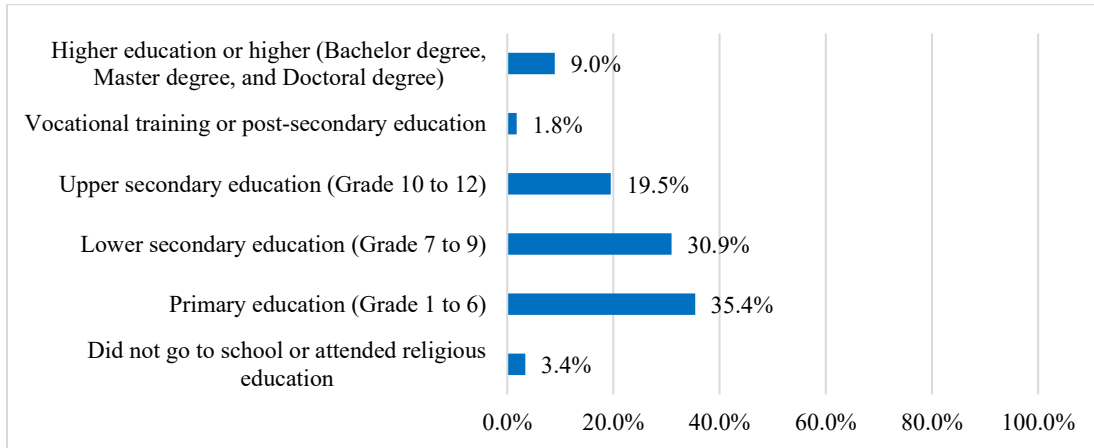
Figure 4.6. Student performance in reading and mathematics by repeating a grade in 2024



4.2.4. Parental education level

Most students come from families where parents have relatively low educational attainment. 35.4% and 30.9% of students reported that their parents completed only primary education and lower secondary education, respectively. Meanwhile, 19.5% of students reported that their parents attained upper secondary education, and only 9.0% said their parents had completed higher education, such as a bachelor's, master's, or doctoral degree. 1.8% of students reported that their parents had vocational or post-secondary training.

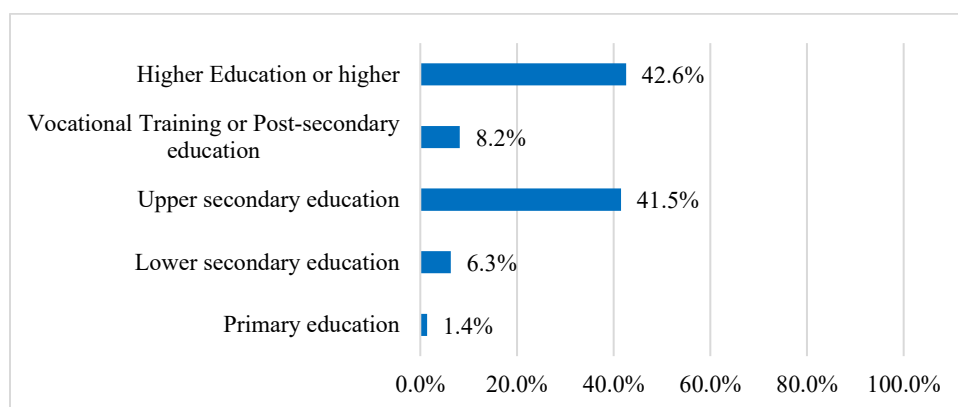
Figure 4.7. Percentage of grade 5 students by parental education level



4.2.5. Parental expectations for their children's education

Most students believed their parents had high educational aspirations for them. 42.6% of students reported that their parents expected them to complete higher education or above, and 41.5% indicated that their parents wanted them to finish upper secondary education. Meanwhile, 8.2% of students said their parents expected them to pursue vocational or post-secondary training, 6.3% of students mentioned lower secondary education, and only 1.4% of students said primary education was the expected level.

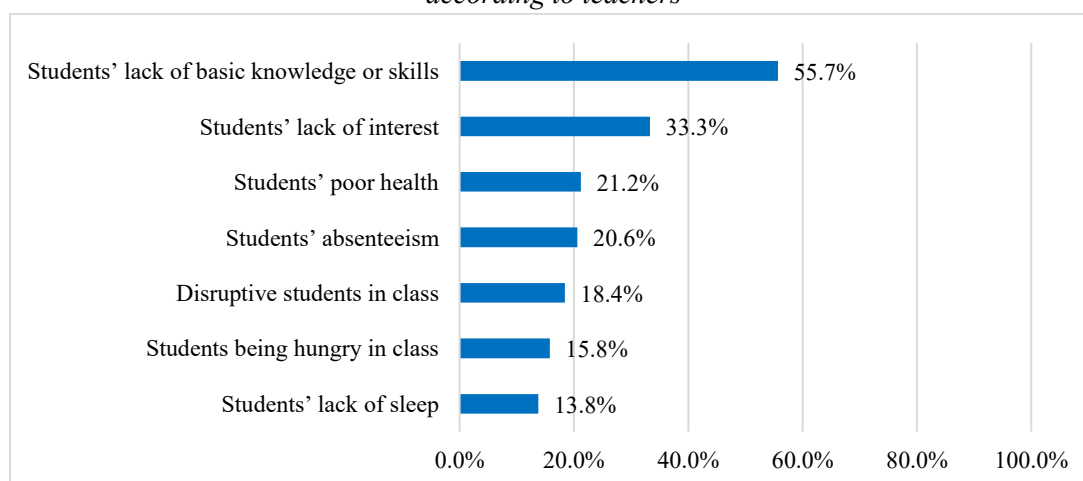
Figure 4.8. Percentage of grade 5 students by parents' expectation for their children's education



4.2.6. Teacher perceptions of issues that affect student learning

Teachers were asked to identify several key factors that moderately or largely affect Grade 5 student learning (Figure 4.9). 56% of grade 5 teachers reported that the most frequent issue was student lack of basic knowledge or skills, followed by student lack of interest (33.3%), poor health (21.2%), absenteeism (20.6%), disruptive behavior in class (18.4%), hunger (15.8%) and lack of sleep (13.8%).

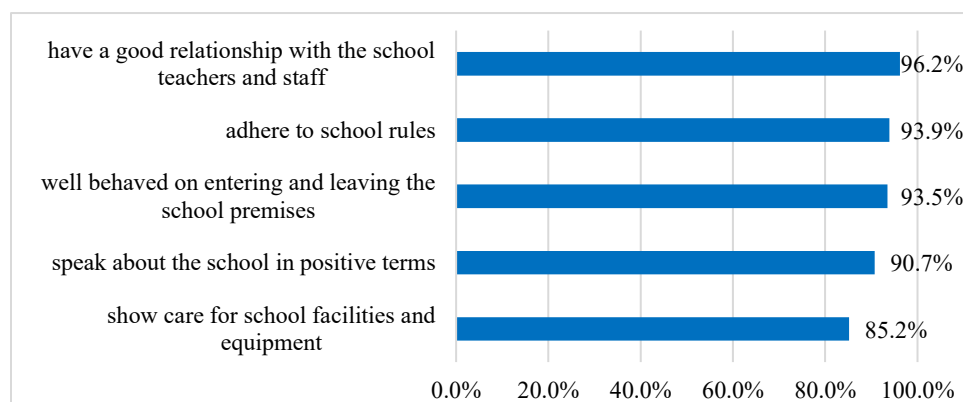
Figure 4.9. Percentage of issues that have a moderate or a large effect on the learning according to teachers



4.2.7. Teacher perceptions of student behaviour

Based on teacher reports, the behaviour of Cambodian Grade 5 students is positive in all aspects. The majority of students demonstrate positive behaviors in school; specifically, 96% of students maintain a good relationship with teachers and staff, and 94% both adhere to school rules and are well behaved on school premises. Additionally, 91% of students speak positively about their school, while 85% show care for school facilities and equipment.

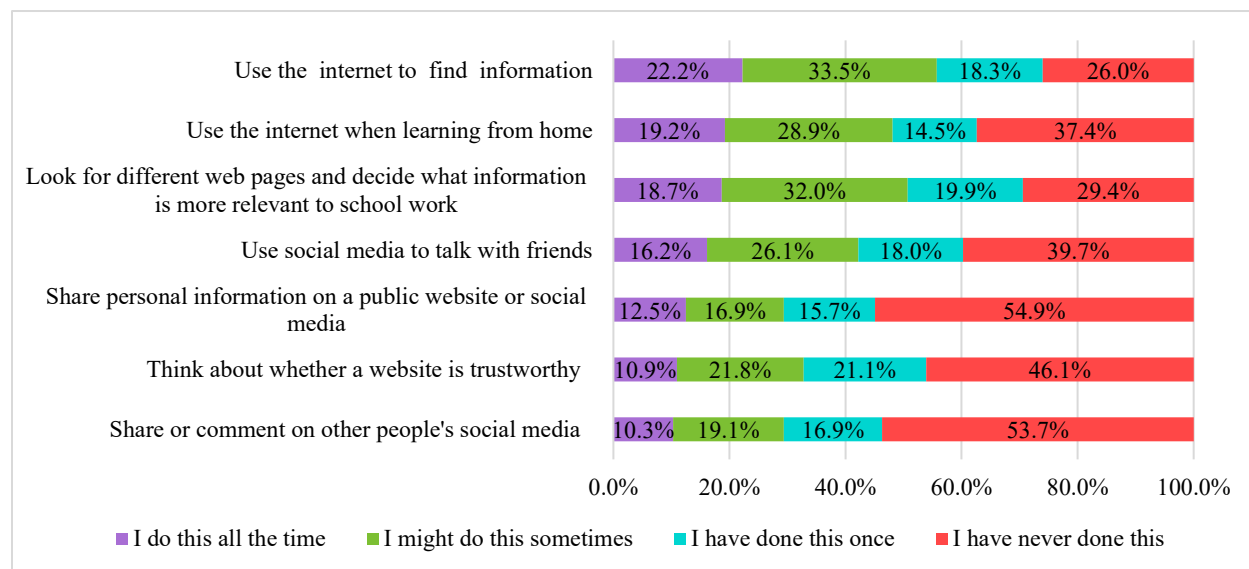
Figure 4.10. Percentage of students' behaviour problems reported by grade 5 teachers



4.2.8. Learning at home during the COVID-19 pandemic

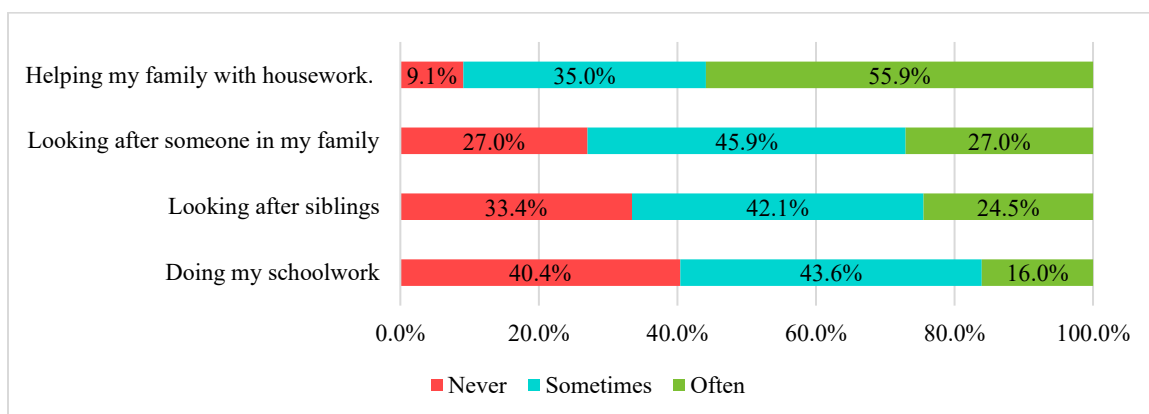
Regarding the activities done by students during the COVID-19 pandemic, many students had limited experience with digital learning activities (see Figure 4.11). Only a small proportion of students reported consistently engaging in these digital activities, with 22.2% frequently using the internet for schoolwork and 19.2% regularly used it for learning from home. A majority of students reported that they never engage in several online practices, such as sharing personal information on public websites or social media (54.9%), thinking about whether a website is trustworthy (46.1%), or commenting on others' social media posts (53.7%).

Figure 4.11. Percentage of grade 5 students by activities during the COVID-19 pandemic in 2024



Grade 5 students were also asked about activities they did at home during the COVID-19 pandemic (see Figure 4.12). The data reveal that many students faced competing household responsibilities and limited learning resources while schools were closed. Over half of the students (55.9%) reported that they often helped their families with housework, showing that domestic duties were a common part of their daily lives. Additionally, 27.0% of students often looked after someone in the family who was sick or elderly, and caring for younger siblings (24.5%). Moreover, 16.0% of the students often felt that they did not have what they needed to do their school work, indicating that a considerable number faced difficulties accessing learning materials or study tools at home.

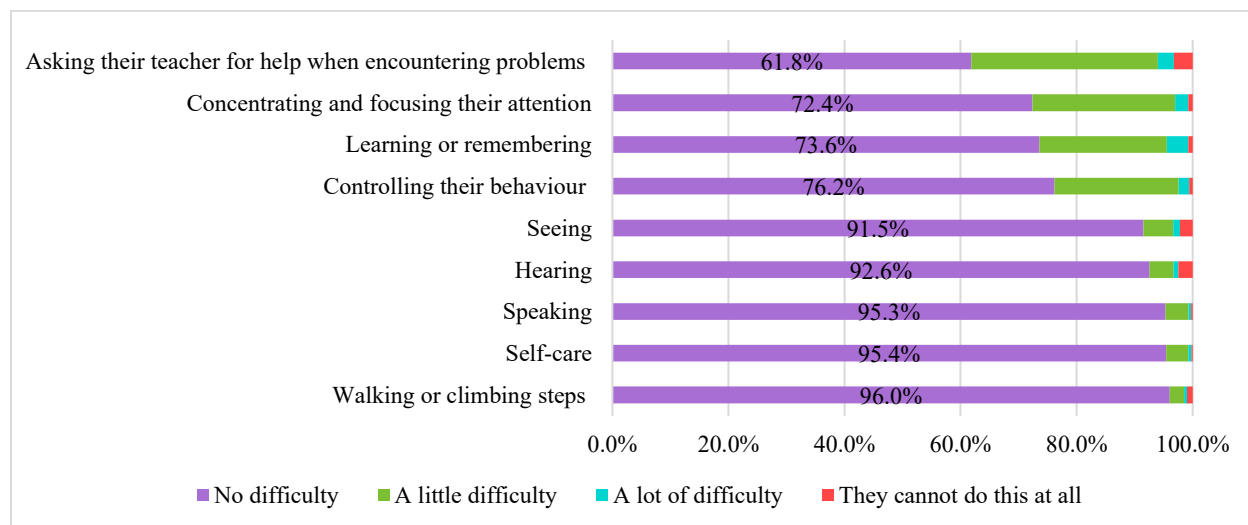
Figure 4.12. Percentage of Grade 5 students by activities during the COVID-19 pandemic in 2024



4.2.9. Students with special educational needs

Figure 4.13 shows the percentage of Grade 5 Cambodian students who reported experiencing different types of learning or functional difficulties. The results indicate that most students reported having no significant difficulties in basic functioning or learning tasks. For example, 96.0% of students had no difficulty with walking or climbing steps, followed by self-care activities (95.4%), being understood when speaking (95.3%), hearing (92.6%), or seeing (91.5%). However, 23.8% of students indicated having a little or more difficulty in controlling their behaviour, learning or remembering (26.4%), concentrating and focusing their attention (27.6%), and difficulty in asking teachers for help when encountering problems (38.2%).

Figure 4.13. Percentage of Grade 5 students by learning disabilities in 2024



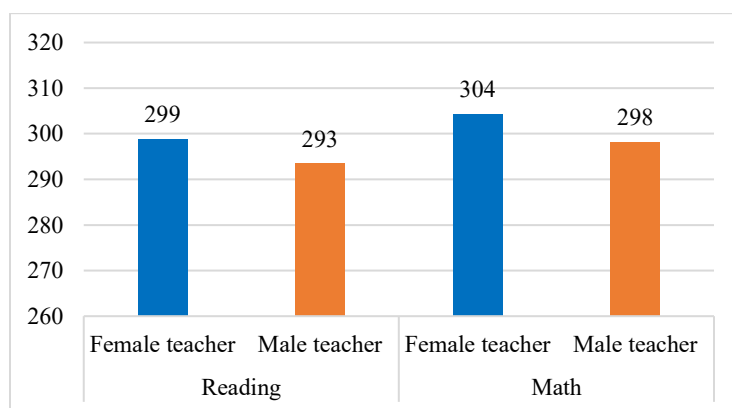
4.3. Teacher Factors

This section describes the teacher characteristics such as teacher gender, age, education level, capacity training, and teacher performance evaluation.

4.3.1. Teacher gender

Most of the Grade 5 teachers in Cambodia who participated in the SEA-PLM 2024 were female (54%) and male (46%). Figure 4.14 shows student performance in reading and mathematics by teacher gender. The results indicate that students taught by female teachers perform better than those taught by male teachers in both reading and mathematics, with a difference of 6 score points in both subjects.

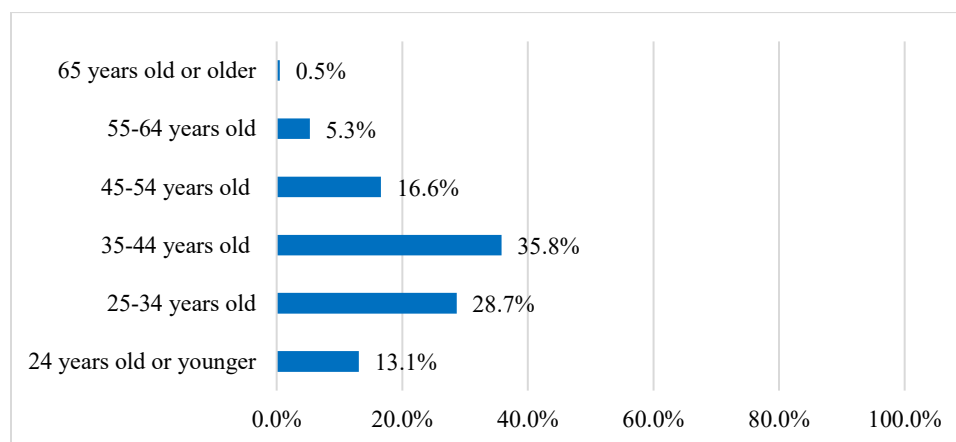
Figure 4.14. Student performance in reading and mathematics by teacher gender in 2024



4.3.2. Teacher age

64.5% of grade 5 students study with teachers aged 25 to 44 years old, followed by 45 years old or older (22.4%), and 24 years old or younger (13.1%).

Figure 4.15. Percentage of grade 5 teachers by age group



4.3.3. Teachers' Qualification

Most Cambodian grade 5 students are taught by teachers with either a bachelor's degree (41.4%) or upper secondary education (40.6%) (see Figure 4.16). A smaller proportion of students are taught by teachers who completed vocational or post-secondary training (9.0%), while very few have teachers with master's degrees (3.6%), lower secondary education or below (4.7%), or associate degree (0.7%).

Figure 4.16. Percentage of grade 5 teachers by qualification level in 2024

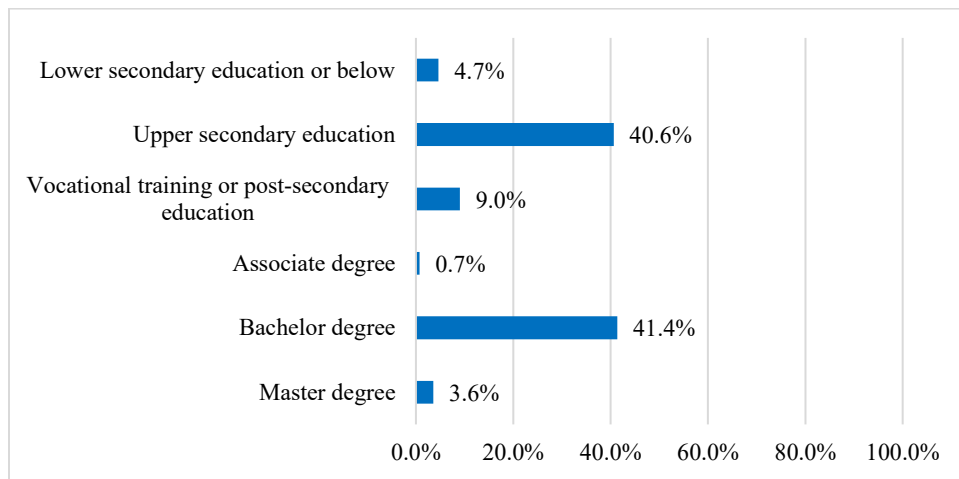
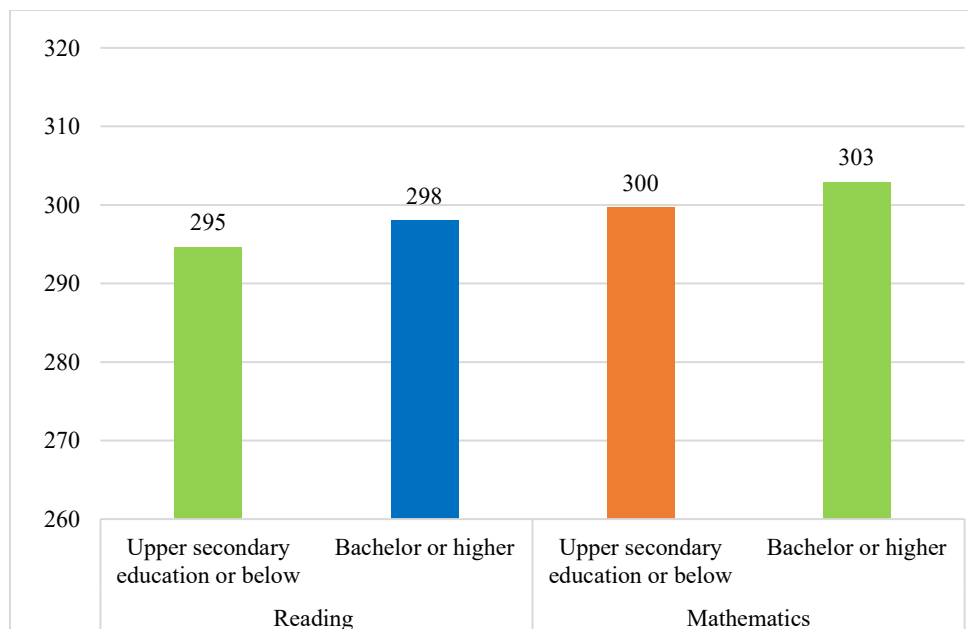


Figure 4.17 shows student performance in reading and mathematics by teacher education level. The results indicate that students taught by teachers with bachelor's or higher degrees outperformed students taught by teachers with upper secondary education or below.

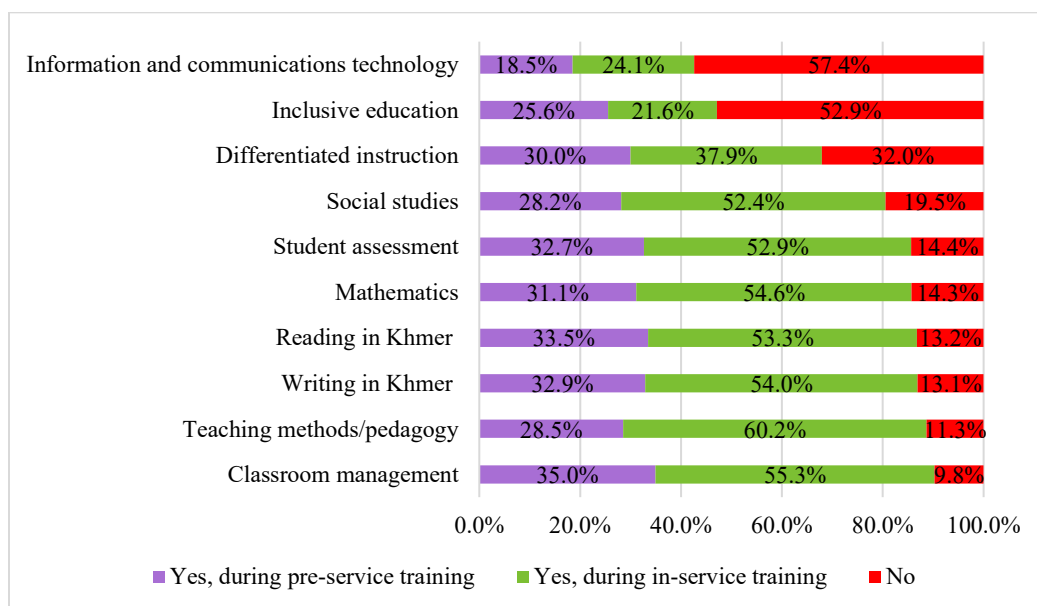
Figure 4.17. Student performance in reading and mathematics by teachers' qualification level in 2024



4.3.4. Teachers attending training

Teachers reported that the topics they learned in both pre-service training and in-service training included classroom management (90.2%), teaching methods/pedagogy (88.7%), writing (86.9%), reading (86.8%), mathematics (85.7%), and student assessment (85.6%). However, 57.4% of teachers reported that they did not receive the training in ICT, inclusive education (52.9%), and differentiated instruction (30.0%).

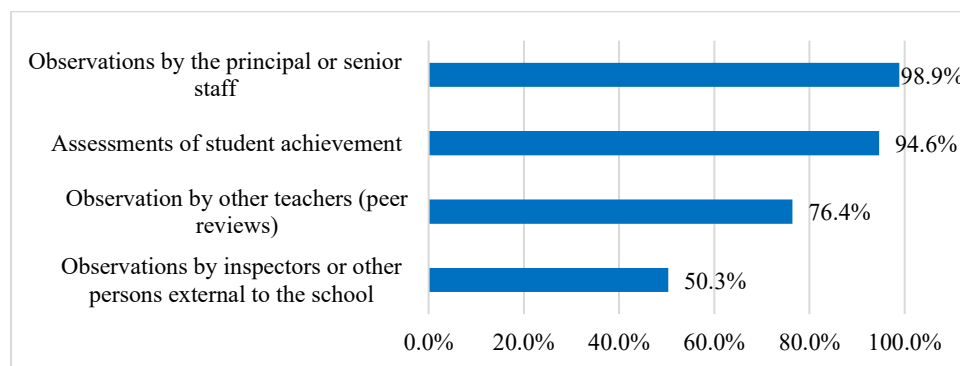
Figure 4.18. Percentage of grade 5 teacher attendance in training by each topic in 2024



4.3.5. Performance evaluation of Grade 5 teachers

As shown in Figure 4.19, more than 99% of students were at schools where Grade 5 teachers are evaluated based on observation by the principal or senior staff. 95% of students attended schools where teachers were evaluated using Grade 5 student achievement, class observation (76.4%), and observation by inspectors from PoE and MoEYS (50.3%).

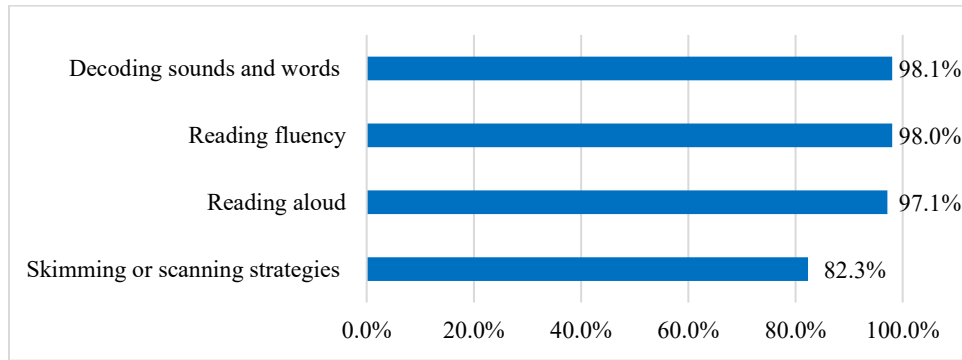
Figure 4.19. Percentage of students by method used in schools to evaluate teachers in 2024



4.3.6. Teacher emphasis on key aspects of reading activities

It was considered important to know the extent to which teachers focused on key aspects of reading when teaching Grade 5 classes. In SEA-PLM 2024, teachers were asked a series of questions about their teaching activities (see Figure 4.20). Teachers reported some or strong emphasis on all of the listed activities: 98.1% focused on decoding sounds and words, 98.0% on reading fluency, and 97.1% on reading aloud. However, only 82.3% of teachers emphasized skimming or scanning strategies.

Figure 4.20. Percentage of grade 5 teachers that place some or strong emphasis on different aspects of reading in 2024



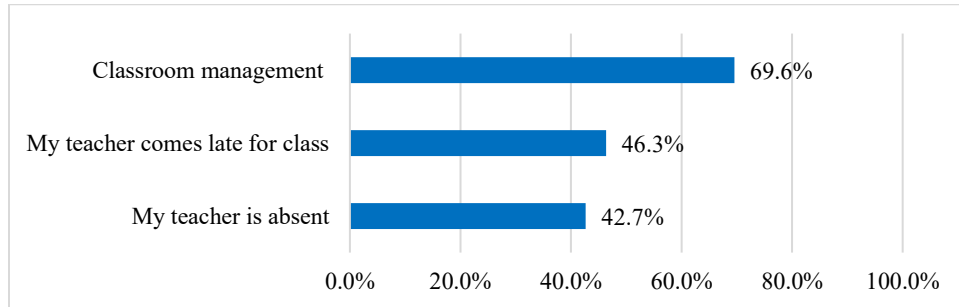
4.4. Classroom Factors

This section provides an overview of classroom factors including classroom environment, reading and mathematics activities in classroom.

4.4.1. Classroom environment

About 70% of students reported that their teachers often or sometimes have difficulty to get students to quiet down, indicating challenges in classroom management. Furthermore, 46.3% of students noted that their teachers arrive late to class, and 42.7% of students mentioned that teachers are absent.

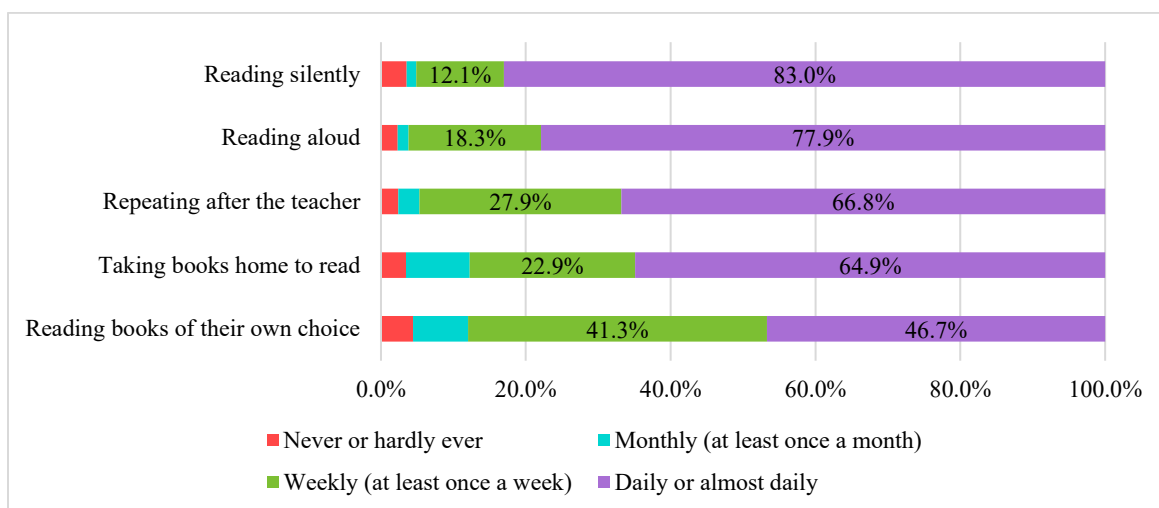
Figure 4.21. Percentage of grade 5 students that reported classroom-related issues as occurring often or sometimes in 2024



4.4.2. Reading activities in the classroom

Figure 4.22 shows the percentage grade 5 teachers who allow students to read silently on their own (83.0%), read aloud to the teacher (77.9%), and repeat aloud after the teacher (66.8%) on a daily or almost daily. Additionally, 64.9% of teachers indicated that they let students take books home to read, while 46.7% said their students read books of their own choice frequently.

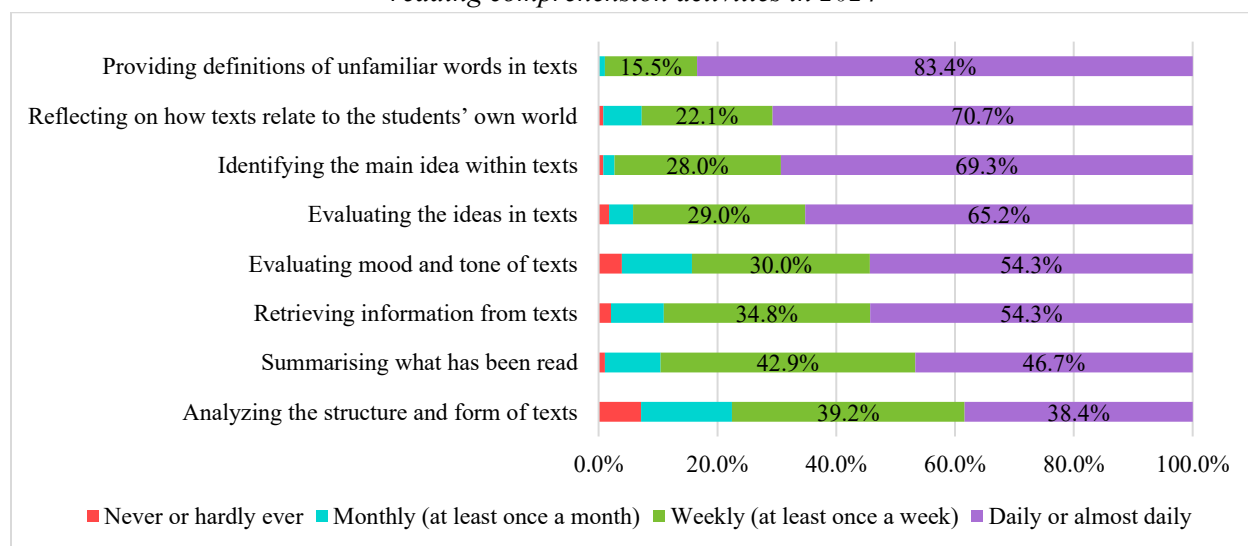
Figure 4.22. Percentage of grade 5 teachers that allow students complete the following reading activities in class in 2024



4.4.3. Reading comprehension activities in classroom

Most grade 5 teachers report having their students regularly engage in various reading comprehension activities in their classrooms. The grade 5 teachers reported that their students frequently provided definitions of unfamiliar words (83.4%), identified main ideas within texts (69.3%), and evaluated ideas (65.2%) daily and almost daily. Additionally, over half of the students practiced retrieving information from texts (54.3%), evaluating mood and tone (54.3%), and summarizing what they read (46.7%). Finally, 38.4 % of teachers report that their students analyze text structure and form, and 70.7 % of teachers report that students reflect on how texts relate to students' own experiences.

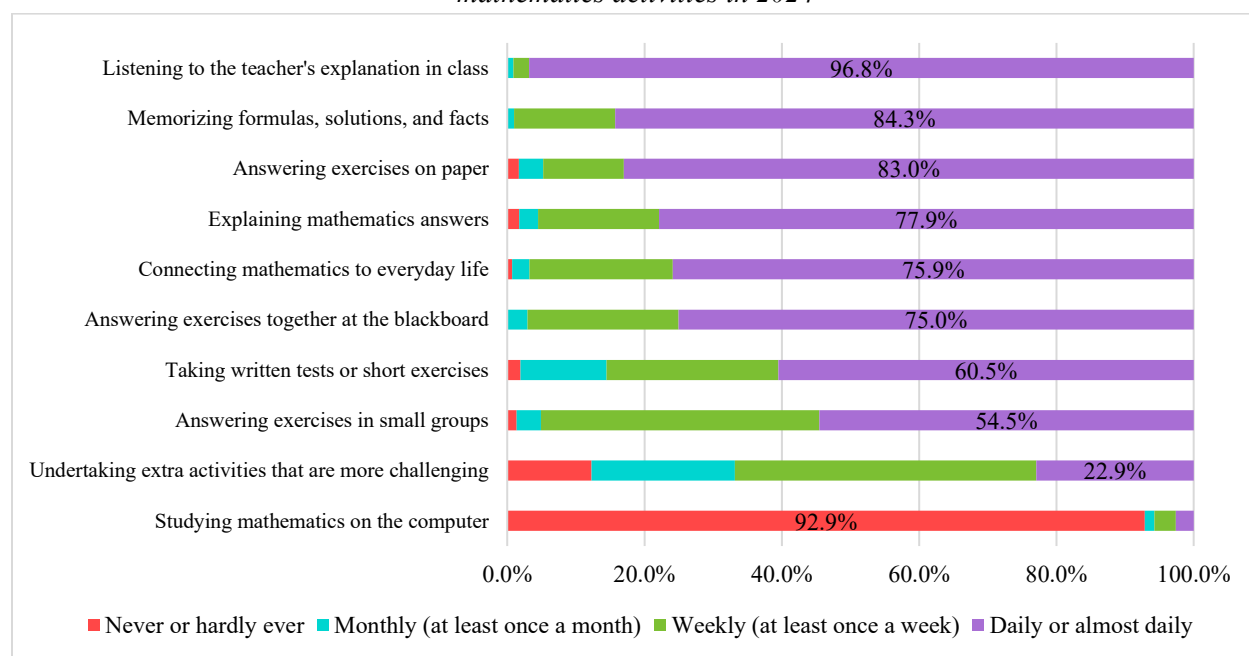
Figure 4.23. Percentage of grade 5 teachers reporting that their students completed reading comprehension activities in 2024



4.4.4. Mathematics activities in the classroom

96.8% of teachers reported that their students listen to teachers explain mathematical content daily or almost daily, while 84.3% of teachers mentioned that students frequently memorized rules, procedures, and facts. Moreover, 83.0% of teachers reported that their students regularly answered mathematics questions on paper, and 77.9% explained their answers to mathematics questions. However, 75.9% of teachers reported that they relate mathematics to daily life, 75.0% had their students answer questions in front of the class, 54.5% engaged in small-group problem-solving, 22.9% engaged in activities at higher difficulty levels, and 2.6% learned mathematics on a computer.

Figure 4.24. Percentage of grade 5 teachers reporting that their students completed mathematics activities in 2024



4.5. School Factors

This section presents school factors such as school principal gender, experience as school principal, school size, student-teacher ratio, library access, monitoring procedures, issues occurring among students, issues hindering school capacity, and school policy responses to COVID-19.

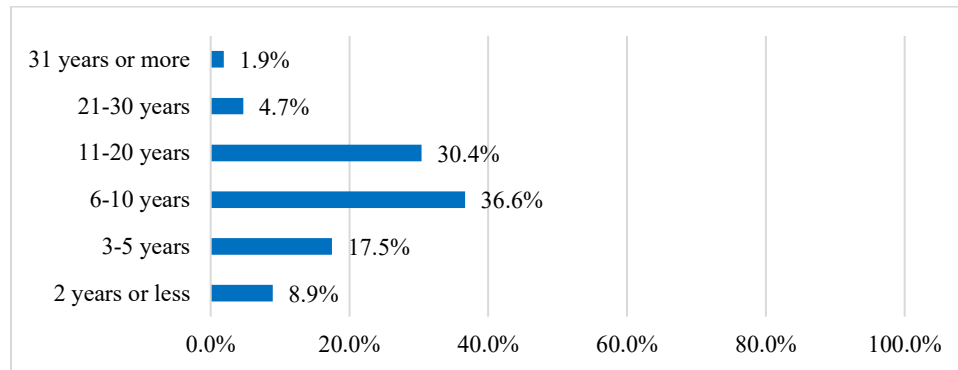
4.5.1. School principal gender

Based on the SEA-PLM 2024, men outnumber women as school principals: 85% male to 15% female. This finding reflects the gender gap in management and leadership at school level in Cambodia.

4.5.2. Experience as school principals

The results indicate that most students (36.6%) are in schools led by principals with 6-10 years of experience, followed by 30.4% of students whose principals have 11-20 years of experience. Meanwhile, 17.5% of students are under principals with 3-5 years of experience, and 8.9% have principals with 2 years or less. Only 6.6% of students have principals that are highly experienced as principals (more than 21 years).

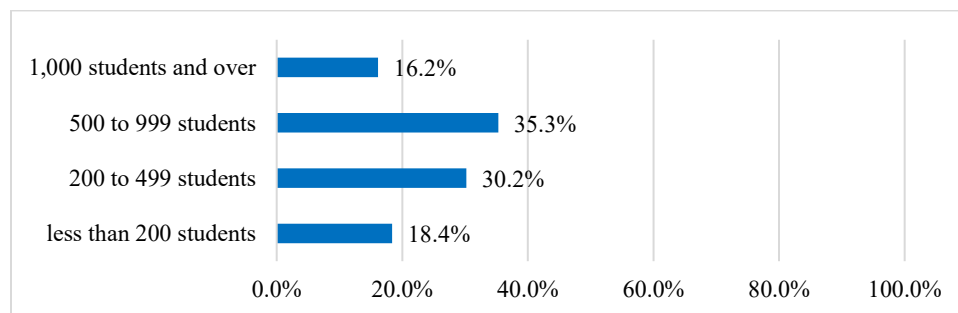
Figure 4.25. Percentage of students by school principal experience in 2024



4.5.3. School size

On average the number of students in Cambodian primary schools was 652 students per school in 2024 while in 2019, it was 690 students per school. School principals reported that 18.4% of students were attending schools with fewer than 200 students (small schools); 30.2% of students were attending schools with 200 to 499 students (medium schools); 35.3% of Grade 5 Cambodian students were attending schools with 500 to 999 students; and 16.2% of students were enrolled in schools with 1,000 students and over (large schools).

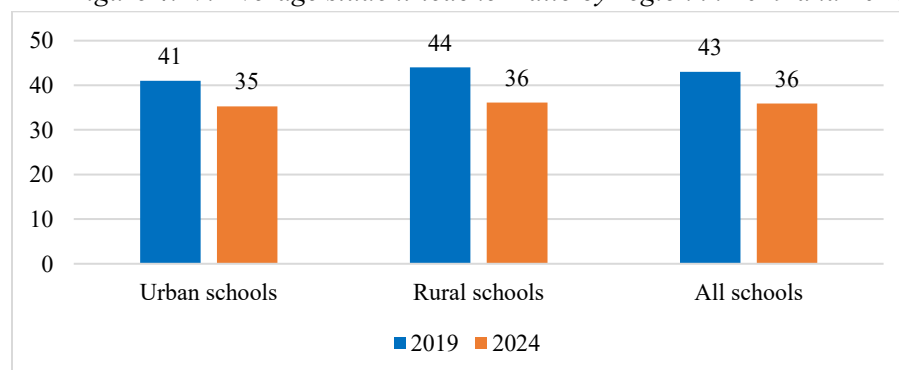
Figure 4.26. Average school size in 2024



4.5.4. Student-teacher ratio

The average student-teacher ratio decreased from 43 in 2019 to 36 in 2024. Moreover, in 2024, student-teacher ratio in urban schools and rural was similar (see Figure 4.27).

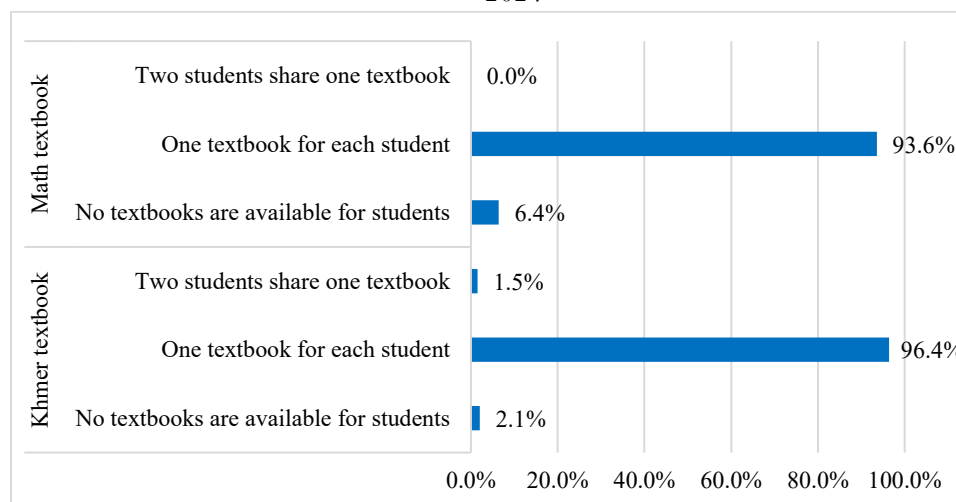
Figure 4.27. Average student-teacher ratio by region in 2019 and 2024



4.5.5. Textbook availability

Principals of schools participating in the SEA-PLM were asked to indicate the availability of Khmer language and mathematics textbooks for Grade 5 classes. As shown in Figure 4.28, 96.4% of students attended schools where there was one Khmer textbook per student, while 1.5% shared textbooks, and 2.1% had no textbooks. Similarly, 93.6% of students attended schools where there was one mathematics textbook each, and 6.4% reported having no mathematics textbooks.

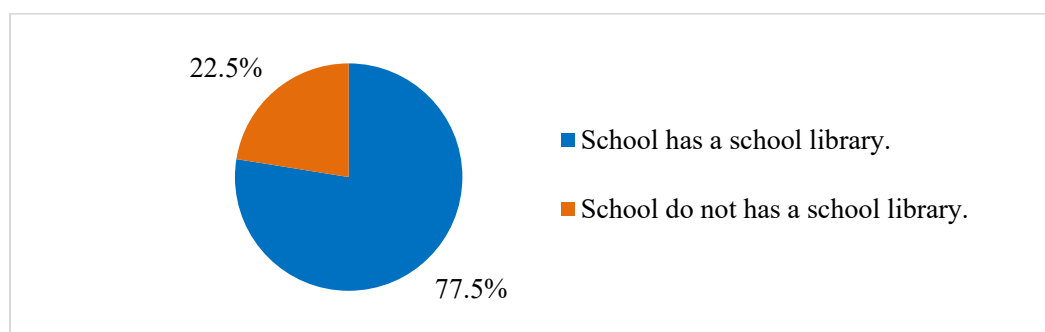
Figure 4.28. Percentage of students by Khmer language and mathematics textbook availability in 2024



4.5.6. Library access

As illustrated in Figure 4.29, 77.5% of students attended school where there is a library, while 22.5% of students attended school where there is no library.

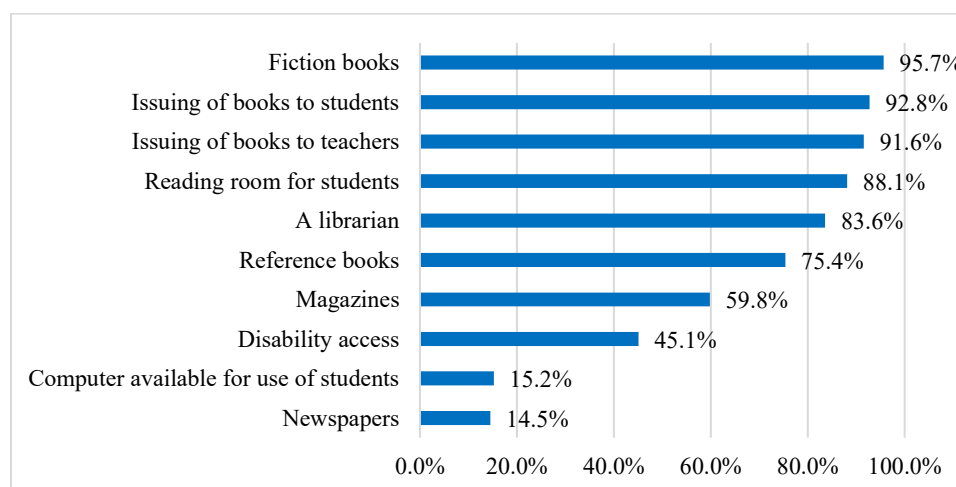
Figure 4.29. Percentage of students with a school library available in 2024



If school principals reported the availability of a school library, they were then asked to report on a variety of library resources and services that support student learning. As shown in Figure 4.30, 95.7% of students attended schools where the library had an availability of fiction books, followed by book borrowing services for students (92.8%) and for teachers (91.6%). Additionally, 88.1% of students attended schools where the library has a reading room, and 83.6% have a librarian, suggesting that many school libraries are well-

organized and actively managed. However, 15.2% and 14.5% of students attended schools where the library had the availability of computers and newspapers, respectively.

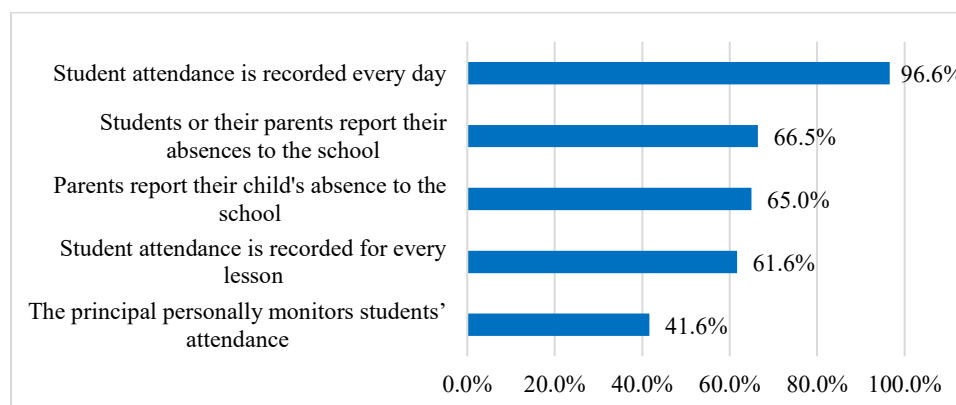
Figure 4.30. Library resources and services availability in 2024



4.5.7. Monitoring student attendance

School principals were asked to report how they monitored student attendance. As shown in Figure 4.31, 96.6% of students attended schools where principals reported that attendance is recorded every day, reflecting strong adherence to school attendance policies. Meanwhile, 66.5% of students attended schools where principals indicated that absences are reported to the school by students or their parents. Additionally, 61.6% and 41.6% of students attended schools where principals stated that attendance is recorded for every lesson and that the principal personally monitors student attendance, respectively.

Figure 4.31. Percentage of students by school practices of monitoring student attendance in 2024

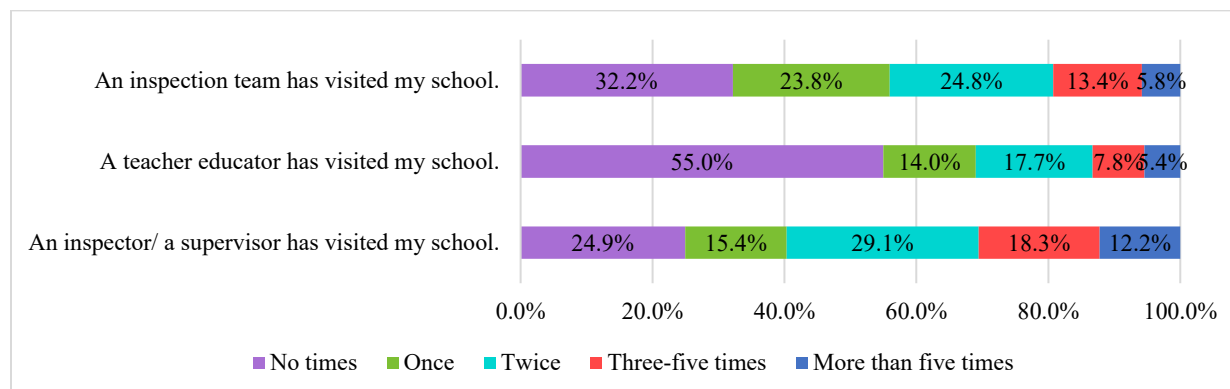


4.5.8. Monitoring schools

Principals from schools that participated in SEA-PLM were asked to indicate the frequency with which different people or teams visited the school in the last two years. About 45% of students were at schools where principals reported that a teacher educator had visited their school at least once in the last two years; 68% of students were at a school where an inspection team had visited once; and 75% of students were

enrolled in schools where principals reported that an inspector or a supervisor had visited the school at least once in the last two years (see Figure 4.32).

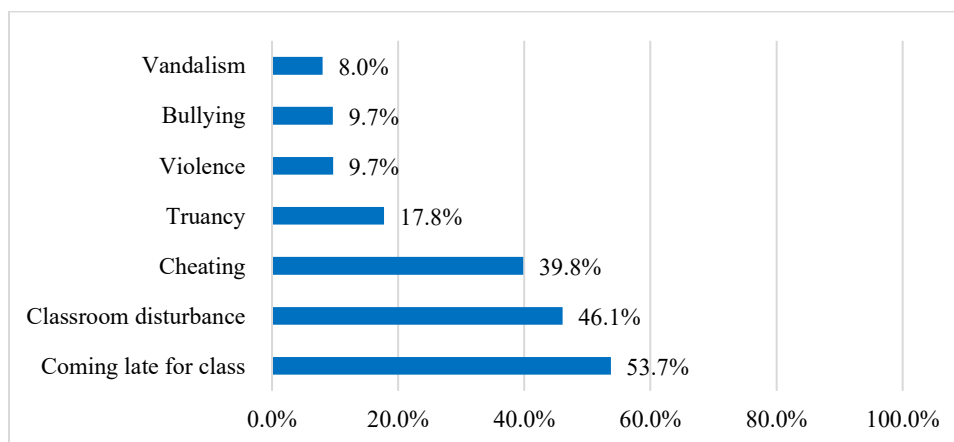
Figure 4.32. Percentage of students attending schools that have been inspected in the last two years



4.5.9. Issues occurring at school among students

To find out more about issues occurring at school among children, school principals were asked to indicate the frequency of different issues. As shown in Figure 4.33, students attended schools where the issues such as coming late for class (53.7%), classroom disturbances (46.1%), cheating (39.8%), and truancy (17.8%) occurred at least once a month.

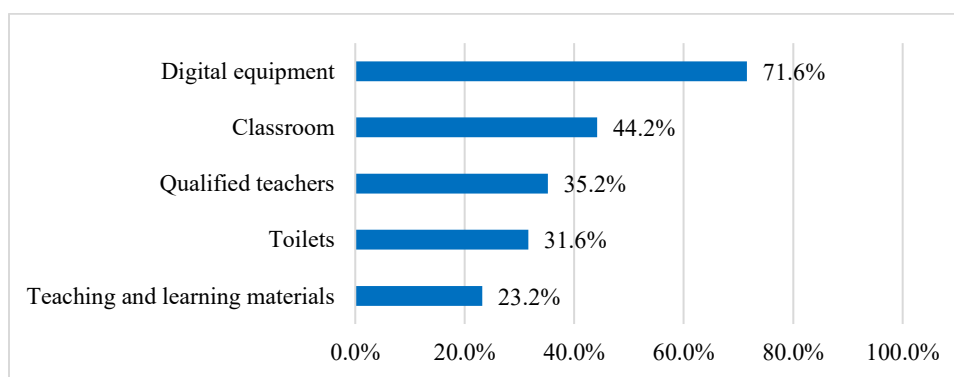
Figure 4.33. Percentage of students by issues occurring at school among students at least once a month in 2024



4.5.10. Issues hindering school capacity

As shown in Figure 4.34, several factors were identified by school principals as hindering their school's ability to provide effective instruction. 71.6% of students attended schools where there was a lack of digital equipment, classrooms (44.2%), and qualified teachers (35.2%). In addition, 31.6% of students attended schools that lack toilets and teaching and learning materials (23.2%).

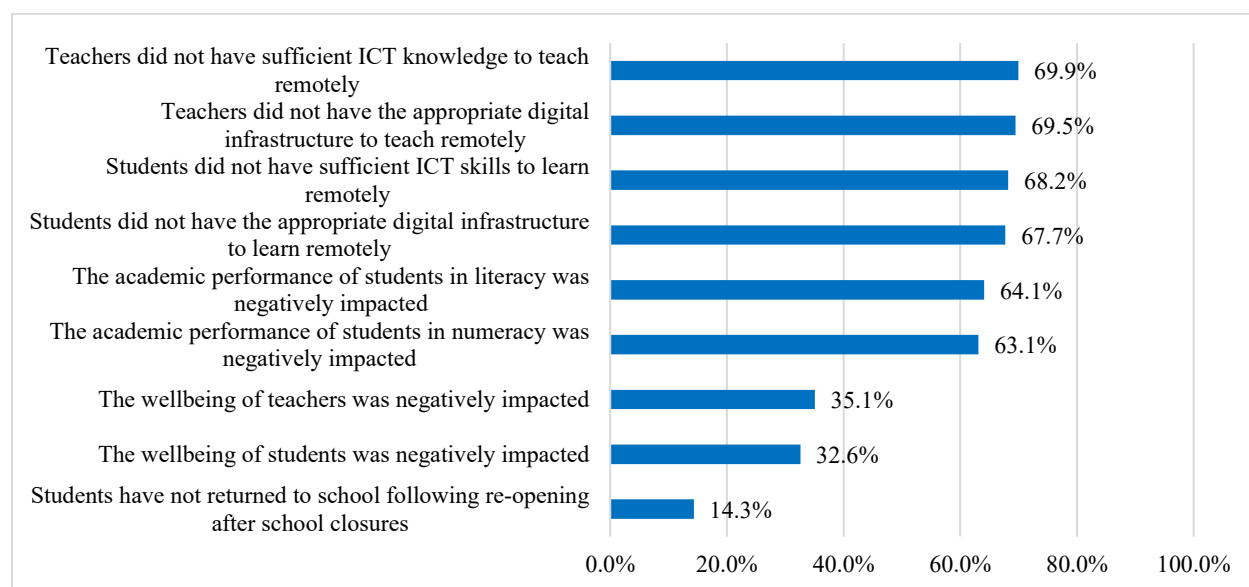
Figure 4.34. Frequency of principal-reported issues that hindered instruction in 2024



4.5.11. School challenges during the COVID-19 pandemic

As shown in Figure 4.35, around 70% of students attended schools where principals reported problems with teachers lacking sufficient ICT knowledge, a lack of digital infrastructure, students with insufficient ICT skills, and limited access to digital infrastructure for effective online learning that moderately or largely impacted schools during the COVID-19 pandemic. Moreover, around 60% of students attended schools where principals reported that students' academic performance in literacy and numeracy was negatively affected by the pandemic.

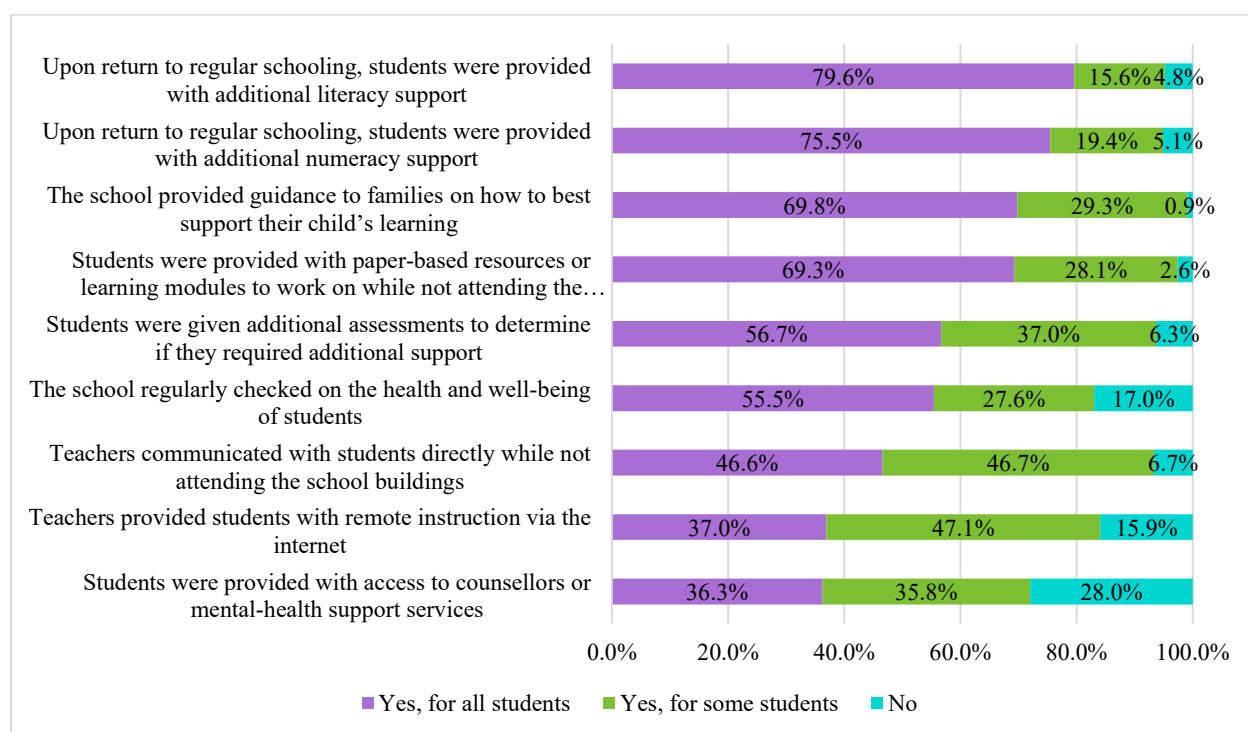
Figure 4.35. Percentage of students attending a school where the principal reported that the following issues moderately or largely impacted schools during the COVID-19 pandemic in 2024



4.5.12. School policy responses to the COVID-19 pandemic

As illustrated in Figure 4.36, 79.6% and 75.5% of students attended schools where the principal reported that schools provided additional literacy and numeracy support upon returning to school after the COVID-19 pandemic for all students, respectively. Moreover, about 70% of students attended schools that guided families on supporting children's learning and distributed paper-based learning materials for use. However, less than 37% of students were in schools that provided remote instruction via the internet and access to counselors and mental health services.

Figure 4.36. Percentage of students attending a school where the principal reported that schools provided the following policies in response to the COVID-19 pandemic in 2024



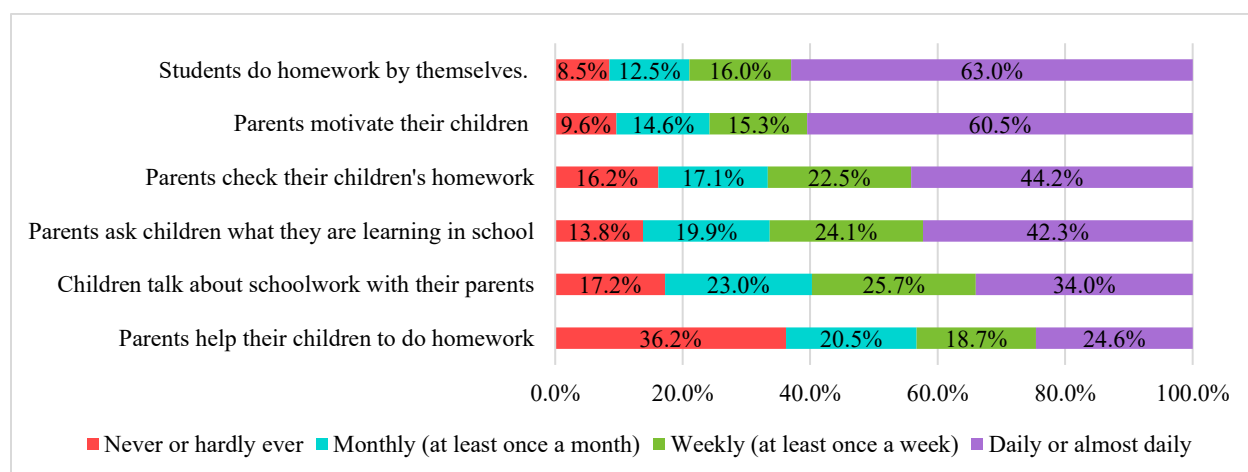
4.6. Community Factors

This section provides an overview of the community characteristics including parental engagement towards schooling, parental assistance during COVID-19, and community participation.

4.6.1. Parental engagement towards schooling

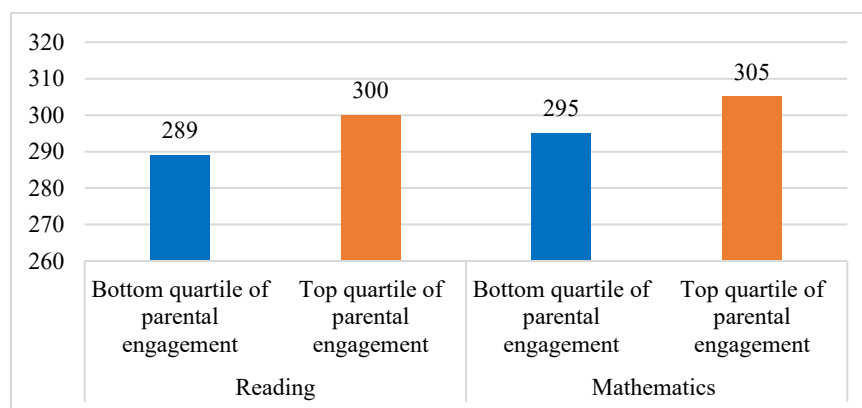
In the SEA-PLM assessment, students were asked about their parents' involvement in school-related activities at home. As shown in Figure 4.37, 60.5% of students said that their parents encouraged them to study hard, while 44.2% of students said that their parents always monitored their homework every day. Similarly, 42.3% of students reported that their parents asked them about their studies. About one-third (34.0%) said that they asked their parents about schoolwork. However, only 24.6% of students said that their parents helped them with their homework daily.

Figure 4.37. Percentage of students by activities at home in 2024



Students whose parents are very involved in their children's education score 11 points higher than students whose parents are less involved in their children's education in reading and 10 points higher in mathematics (Figure 4.38).

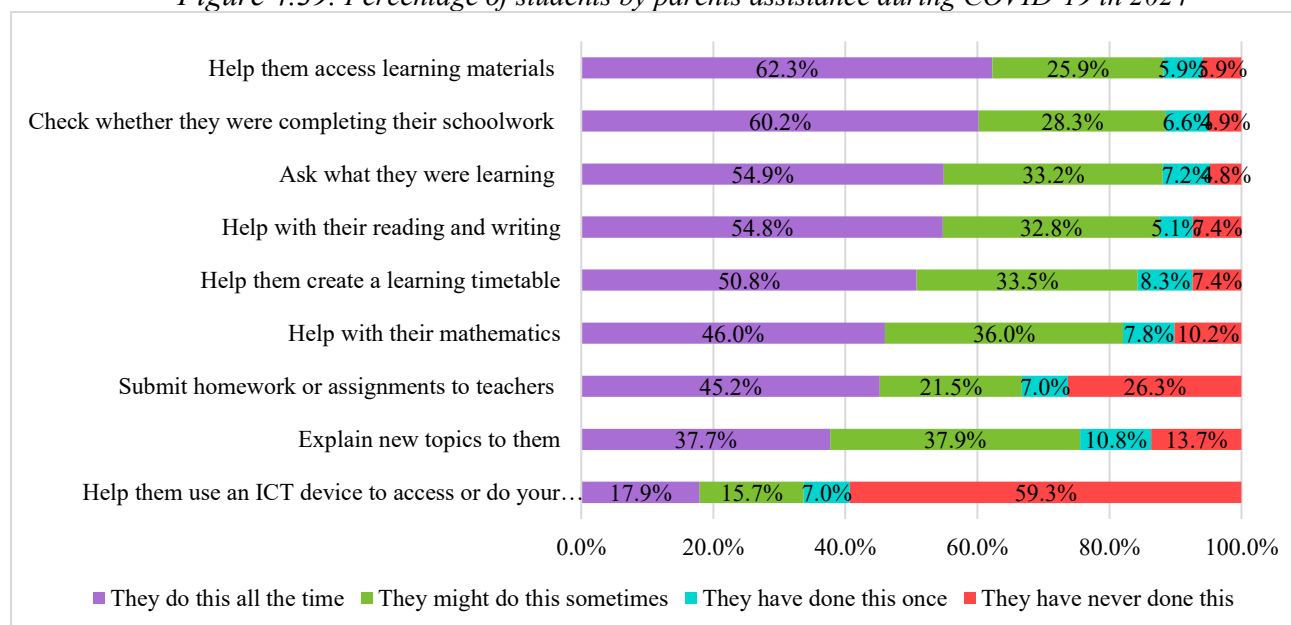
Figure 4.38. Results by level of parental involvement in their children's education in 2024



4.6.2. Parental assistance during COVID-19

Figure 4.39 presents the percentage of Grade 5 Cambodian students who reported receiving various forms of parental assistance during the COVID-19 pandemic. The results indicate that while some parents actively supported their children's learning, many students received limited assistance, particularly in digital learning areas. More than half of the students reported that their parents helped them access learning materials (62.3%) or checked if they completed their schoolwork (60.2%) all the time, showing strong monitoring roles at home. Around 55% of students reported that they received regular help with reading and writing, and were asked about their learning. Moreover, 46.0% of students reported that their parents helped them with mathematics, and around 45.2% of students said their parents always submitted homework or assignments to teachers. However, only 17.9% of student said their parents frequently helped them use an ICT device and engaged in instructional support such as explaining new topics (33.7%).

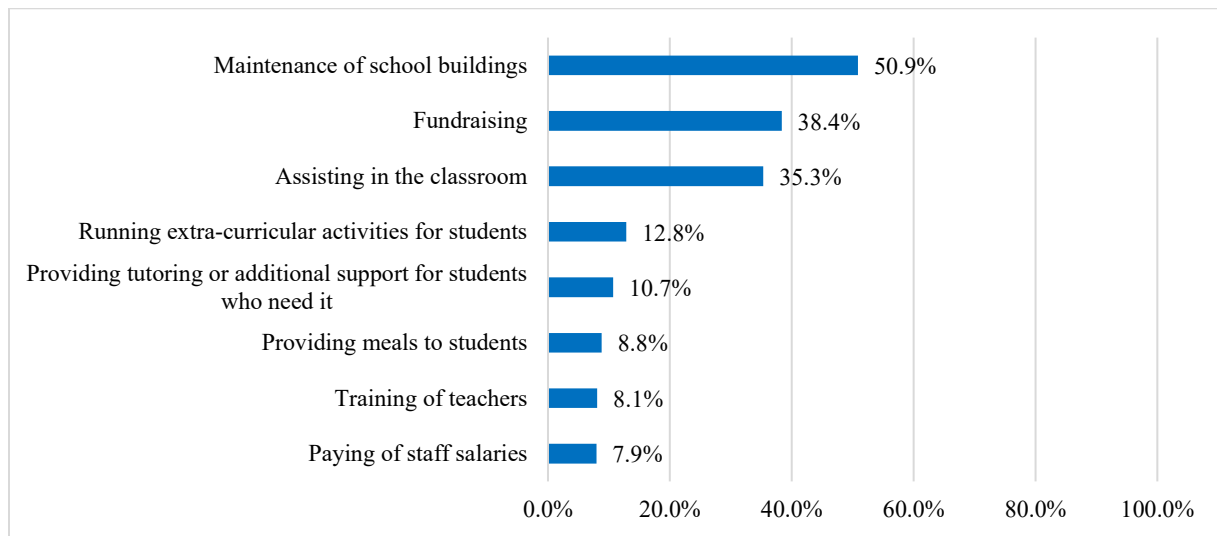
Figure 4.39. Percentage of students by parents assistance during COVID-19 in 2024



4.6.3. Community participation

Figure 4.40 shows local community participation in various school activities. 50.9% of students attended schools where principals reported that the local community participated in maintenance of school buildings (50.9%), fundraising (38.4%) and assisting in classrooms (35.3%). On the other hand, 12.8% of students attended schools where principals reported that the community was involved in running extra-curricular activities (12.8%), and providing tutoring (10.7%).

Figure 4.40. Local community participated in the following activities in 2024



Chapter 5. Interventions to Improve Foundational Learning

Based on the strong reform experience, especially in the production of primary education teaching and learning materials, in-service teacher education, mentoring mechanisms at the cluster level, and the use of technology, the Ministry of Education, Youth and Sport will continue to support quality-enhancing mechanisms, ensure sustainability and expand the scope of the reform. These combined efforts support the on-going reform agenda, which includes the following components:

5.1. Summary of Recommendations from Regional Reports

At the official launch of the regional report (on 4 December 2025), 10 recommendations were made, including:

1. Increase investment in the learning foundations, prioritizing the most vulnerable students and schools.
2. Continue to invest in building resilient education systems to help students and schools to face diverse shocks.
3. Develop accelerated learning strategies and support for low-performing students to improve academic outcomes.
4. Promote inclusive and gender-responsive education to ensure that all students achieve full learning.
5. Address educational inequalities that arise from socio-economic differences and other factors that affect students' achievement.
6. Ensure equity in the provision of early childhood education interventions, teacher support, and learning environments, etc.
7. Align policies on the use of language in learning with the language that students speak at home.
8. Strengthen teacher qualifications with a focus on differentiated learning, inclusive teaching, and the use of information and communication technology (ICT).
9. Increase equity and efficiency of investment in education to ensure sustainable development in each country.
10. Use data to develop policies and strengthen monitoring of the education system's progress to ensure investment efficiency.

5.2. Key interventions to respond to Cambodia's 2024 SEA-PLM assessment results

5.2.1. Improve school readiness through Early Childhood Education

- Strengthen and expand the nursery in communities, enterprises and public institutions, and private nurseries.
- Continue to provide opportunities for children to complete preschool before entering primary school.
- Provide capacity training to preschool teachers and caregivers on play-based teaching skill and child care.

5.2.2. Improve foundational learning through Early Grade Reading and Mathematics

- Expand the implementation of early grade learning packages nationwide through providing the EGL packages to all primary teachers.
- Strengthen teaching methods for reading and mathematics.
- Strengthen library activities and promote reading in the library.
- Organize reading competitions at schools.

- Strengthen implementation of the Primary Learning Program (PLP) for both teachers and students in teaching, learning, and assessment.
- Expand implementation of Personalized Teaching to Overcome Marginalization (PTOM) to ensure student learning at the correct levels, reducing repetition and drop-out rates and increasing primary completion rates.

5.2.3. Improve school governance at primary education

- Implement model school standards with a focus on a) Schools have accountability for community and achieve model school standards; b) Schools have autonomy for the school improvement plan and provide regular capacity building to school management members and teachers; c) Students have to complete standardized tests transparently and fairly in order to improve teaching and learning, thereby assisting low performers and providing information to parents and the community; d) Teachers use the results of assessments to improve teaching and develop qualifications regularly; e) Parents and communities have to participate and support school development.
- The effectiveness of the school governance processes depends on the implementation of the following measures:
 - o **Strengthen school management:** Including the establishment of school management committees, classroom management committees with the participation of local authorities, communities and parents to address challenges in schools and ensure effective management. Schools have to strengthen the data management system, educational statistics and use the school database system, prepare teacher management plans by subjects (solving teacher shortage), provide instructional materials and teaching methods.
 - o **Prepare school development plan:** The schools have identified the vision, mission, strategy and key activities. The schools have to prepare an annual report properly, as well as school development plans (6 years, 3 years and 1 year) including programmes of remedial classes for slow learners with the support of the community.
 - o **Implement standardized testing:** Standardized test results from early school year tests, monthly tests, quarterly tests and end of year tests should be used to improve teaching and learning, especially to help slow learners by improving teaching methods, positive discipline education and Pedagogical counseling.
 - o **Conduct staff appraisal:** School management and teachers have to sign an annual performance agreement with the school management committee to ensure the accountability with community.
- Address the issue of teacher surplus and shortage by providing additional incentives to schools in remote and disadvantaged areas and continuing to build teacher houses and providing appropriate stipends.
- Increase community involvement in sending children to schools and keeping students in school through encouraging community and parent involvement in sending their kids to school at the correct age, especially in primary and secondary school. Encouraging the community and parents to support student learning, especially students with disabilities, to prevent dropout and reduce grade repetition.
- Strengthen regular inspections by inspecting schools and taking the results from the inspection report to effectively address identified issues.
- Support schools by strengthening school-based management towards achieving model school standards to improve student achievement, changing school culture, strengthening school discipline, morals, ethics, virtues, and positive attitudes of educators and students, strengthening student

learning assessment and implementing standardized tests from primary to secondary level, and reducing the gap between urban and rural schools by ensuring that schools have adequate staff and good instructional materials.

5.2.4. Improve school curriculum and instruction hours

- Develop and implement the full-day schooling strategy.
- Increase learning hours on important subjects, especially Khmer language, mathematics and science in the curriculum and increase self-study time by establishing study clubs and using Primary Learning Platform (PLP).
- Ensure the quality of learning time (no learning loss and students receive actual learning) by strengthening school discipline, classroom management, and school-based management by using technology to assist in monitoring and strengthening daily practices.
- Review textbooks for all subjects and in all grades in order to align with contents of SEA-PLM items.
- Incorporate concept-based learning and assessment focus on the development of student performance and align between teacher training programs, teaching methods, and classroom assessment.
- Set up digital classrooms and infrastructure in schools including Learning Management System (LMS) and Learning support program (Apps).

5.2.5. Improve teacher capacity and teaching practices

- Attract more qualified candidate teachers.
- Integrate early grade learning packages into pre-service teacher training.
- Provide more Continuous Professional Development (CPD) on EGL, new teaching methods, classroom management, especially ICT, inclusive education, differentiated instruction, social studies, and student assessment.
- Continue in performance-based teacher selection to solve the teacher shortage, teacher quality, and teacher redeployment.
- Improve teaching methods by shifting from memorization to concept-based learning and the application of new teaching methods such as critical thinking, inquiry-based learning, problem solving, and teaching in relation to solving problems in real life.
- Encourage teachers to use digital resources.

5.2.6. Improve school infrastructure and facilities

- Build more classrooms to reduce student-class ratios and address overcrowded classrooms.
- Build more preschools attached primary schools to enhance school readiness.
- Equip school with ICT teaching and learning material to promote digital education.
- Build physical library and enhance E-library.

5.2.7. Promote school health and nutrition

- Implement school feeding programs, primary scholarships, and promoting health and nutrition.
- Improve health infrastructure, such as setting up standard health rooms, and promote green and clean environment schools with no litter.
- Promote the use of clean water and sanitation, focusing on drinking water, hand washing, toilets, wearing masks and physical distancing.
- Promote nutrition by focusing on food safety and school feeding.
- Incorporate health education in the curriculum.

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Annex 1. Detailed analysis results of Chapter 2

1.1. Results by scaled scores in reading by participating countries in SEA-PLM 2019 and 2024

Round	Laos	Philippines	Cambodia	Average ASEAN	Myanmar*	Malaysia	Vietnam
2019	275 (0.8)	288 (0.9)	290 (0.8)	300	292 (0.8)	319 (1.1)	336 (0.9)
2024	276 (0.8)	290 (1.0)	296 (0.7)	300	305 (0.7)	314 (1.1)	323 (0.6)

* Myanmar's results are not representative of students nationwide due to internal circumstances. .

Standard errors appear in parentheses.

1.2. Results by proficiency levels in reading by participating countries in SEA-PLM 2019 and 2024

Reading	SEA-PLM 2019	SEA-PLM 2024
Band 2 and below	23.7%	16.9%
Band 3	23.7%	19.9%
Band 4	25.1%	24.4%
Band 5	16.5%	20.5%
Band 6 and above	11.0%	18.4%

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

1.3. Results by scaled scores in mathematics by participating countries in SEA-PLM 2019 and 2024

Round	Laos	Philippines	Average ASEAN	Cambodia	Myanmar*	Malaysia	Vietnam
2019	279 (0.8)	288 (0.8)	300	289 (0.8)	288 (0.6)	315 (1.1)	341 (1.0)
2024	283 (0.9)	293 (0.9)	300	301 (0.8)	307 (0.8)	310 (1.2)	335 (0.9)

* Myanmar's results are not representative of students nationwide due to internal circumstances.

Standard errors appear in parentheses.

1.4. Results by proficiency levels in mathematics by participating countries in SEA-PLM 2019 and 2024

Mathematics	SEA-PLM 2019	SEA-PLM 2024
Band 2 and below	16.1%	7.9%
Band 3	19.7%	11.7%
Band 4	25.0%	18.4%
Band 5	20.6%	22.3%
Band 6	12.3%	20.3%
Band 7	4.7%	12.7%
Band 8	1.3%	5.2%
Band 9 and above	0.3%	1.6%

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

1.5. Student performance in reading and mathematics by gender

Round	Domain	Girls	Boys	Score difference (girls-boys)
2019	Reading	293 (0.9)	287 (0.9)	7 (0.3)
	Mathematics	291 (0.9)	288 (0.8)	3 (0.4)
2024	Reading	301 (0.7)	292 (1.0)	9 (1.0)
	Mathematics	303 (0.7)	300 (1.1)	3 (1.0)

Significant differences ($p < 0.05$) indicated in bold.

Standard errors appear in parentheses.

1.6. Student performance in reading and mathematics by school management

Round	Domain	Public	Private	Score difference (Private - Public)
2019	Reading	288 (0.7)	313 (2.1)	25 (2.2)
	Mathematics	287 (0.7)	314 (2.3)	27 (2.4)
2024	Reading	295 (0.7)	313 (1.5)	18 (1.7)
	Mathematics	300 (0.8)	321 (1.7)	21 (1.9)

Significant differences ($p < 0.05$) indicated in bold.

Standard errors appear in parentheses.

1.7. Student performance in reading and mathematics by regions

Round	Domain	Urban	Rural	Score difference (Urban - Rural)
2019	Reading	302 (1.9)	287 (0.8)	15 (2.0)
	Mathematics	301 (2.1)	286 (0.7)	15 (2.2)
2024	Reading	304 (1.5)	294 (0.8)	10 (1.7)
	Mathematics	310 (1.7)	299 (0.9)	11 (1.9)

Significant differences ($p < 0.05$) indicated in bold.

Standard errors appear in parentheses.

1.8. Student performance in reading and mathematics by geographical zones

Round	Domain	Plain	Tonlesap	Plateau	Coastal	Phnom Penh
2019	Reading	288 (1.2)	292 (1.6)	286 (1.8)	284 (2.0)	304 (3.4)
	Mathematics	287 (1.1)	291 (1.7)	285 (1.6)	286 (2.4)	304 (3.7)
2024	Reading	295 (1.2)	296 (1.4)	295 (1.6)	299 (2.4)	303 (1.6)
	Mathematics	301 (1.2)	298 (1.6)	300 (1.9)	304 (2.4)	312 (2.2)

Standard errors appear in parentheses.

Phnom Penh was separated from the Plain in 2024. Thus, the 2019 results were reanalyzed by separating Phnom Penh from the Plains.

1.9. Student performance in reading and mathematics by socio-economic status (SES)

Round	Domain	Bottom quartile of SES (lowest SES)	Second quartile of SES	Third quartile of SES	Top quartile of SES (highest SES)	Score difference (top quartile - bottom quartile)
2019	Reading	283 (1.0)	286 (0.9)	291 (1.1)	302 (1.3)	19 (1.5)
	Mathematics	282 (1.0)	286 (0.9)	290 (1.1)	301 (1.3)	19 (1.6)
2024	Reading	290 (1.0)	294 (0.9)	297 (0.9)	306 (1.0)	16 (1.3)
	Mathematics	294 (1.0)	298 (1.0)	302 (0.9)	314 (1.1)	20 (1.3)

Significant differences ($p < 0.05$) indicated in bold.

Standard errors appear in parentheses.

Annex 2. Detailed analysis results of Chapter 3

2.1. Percentage of students who reported having learned about the following global citizenship topics at school

	A lot	Some	A little	Nothing
Problems happening in neighboring countries	21.2 (0.8)	35.0 (1.2)	24.5 (1.0)	19.4 (1.0)
Problems happening in the world	18.7 (0.8)	33.7 (1.0)	25.2 (0.8)	22.4 (1.0)
External problems affecting Cambodia	18.6 (0.9)	31.5 (1.0)	25.9 (0.8)	24.0 (1.1)
Understanding different people	16.5 (0.7)	29.7 (0.8)	25.4 (0.8)	28.5 (1.2)
Solving disagreements with classmates peacefully	23.8 (0.9)	35.3 (1.0)	24.3 (0.8)	16.6 (0.8)
Helping to solve problems in the community	17.8 (0.7)	32.2 (0.9)	28.1 (0.9)	21.9 (1.1)
Environmental protection	42.9 (1.1)	30.5 (0.8)	17.4 (0.8)	9.2 (0.9)
Environmental pollution in Cambodia	19.5 (0.8)	22.6 (0.9)	19.6 (0.7)	38.4 (1.3)
Environmental pollution outside Cambodia	15.3 (0.7)	23.4 (0.8)	21.2 (0.8)	40.2 (1.2)
Loss of natural resources, e.g. water, energy and usable land	20.6 (0.8)	29.9 (1.0)	25.5 (0.7)	23.9 (0.9)
Climate change	28.9 (1.0)	38.8 (1.1)	20.1 (0.6)	12.2 (0.7)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

2.2. Percentage of students who agreed with the following statements related to societal issues

	Strongly agree	Agree	Disagree	Strongly disagree
Understanding social justice	37.8 (1.0)	49.8 (1.3)	7.7 (0.6)	4.8 (0.8)
Getting along with each other	22.9 (1.0)	50.1 (1.3)	20.1 (0.7)	6.9 (0.5)
Valuing and understanding of human culture	34.1 (1.1)	49.6 (1.2)	11.1 (0.6)	5.2 (0.4)
Protecting the environment is the government's job	32.4 (1.1)	43.1 (1.3)	15.5 (0.8)	9.0 (0.9)
People's duty to protect the environment	46.6 (1.4)	42.4 (1.3)	7.2 (0.5)	3.9 (0.3)
Equal educational opportunities	30.6 (1.2)	51.7 (1.3)	12.0 (0.6)	5.7 (0.4)
Understanding the lifestyles of other nations	28.7 (1.3)	49.0 (1.3)	14.8 (0.6)	7.5 (0.6)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

2.3. Percentage of students who reported being worried about the following global issues

	Not worried at all	Not very worried	Quite worried	Very worried
Pollution in Cambodia	15.7 (0.9)	12.4 (0.6)	30.2 (0.9)	41.7 (1.4)
Pollution outside Cambodia	17.6 (0.9)	27.3 (0.7)	36.0 (1.1)	19.1 (1.0)
Power shortages	13.4 (0.7)	19.4 (0.8)	36.5 (0.9)	30.6 (1.2)
Extinction of plants	11.6 (0.7)	12.7 (0.7)	28.4 (0.8)	47.3 (1.4)
Extinction of animals	11.5 (0.7)	13.8 (0.7)	28.9 (0.8)	45.8 (1.3)
Loss of natural resources	10.7 (0.6)	12.8 (0.7)	26.0 (0.8)	50.6 (1.3)
Water shortages	12.4 (0.7)	12.6 (0.6)	25.2 (0.9)	49.8 (1.5)
Climate change	10.6 (0.7)	13.5 (0.6)	31.8 (0.8)	44.0 (1.3)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

2.4. Correlation between student performance and students' concern for global issues

Coefficient	Reading	Mathematics
Index of students' concern for global issues (S WORRY)	0.25 (0.0)	0.23 (0.0)

Standard errors appear in parentheses.

2.5. Percentage of students who reported that they might do the following activities related to expected civic behaviour

	I do this all the time	I might do this sometimes	I have done this once	I have never done this
Prohibiting littering	36.3 (1.2)	36.1 (1.0)	14.7 (0.8)	12.8 (0.5)
Encouraging others to help protect the environment	34.6 (1.1)	36.0 (1.1)	19.7 (0.7)	9.7 (0.5)
Joining groups to help protect the environment	36.2 (1.2)	34.6 (1.1)	17.9 (0.7)	11.3 (0.8)
Discussing global issues in the classroom	23.2 (1.1)	33.0 (1.1)	20.6 (0.7)	23.2 (1.2)
Participating in improving the school environment	44.7 (1.3)	34.1 (1.2)	14.0 (0.6)	7.2 (0.4)
Learning a foreign language	35.7 (1.1)	28.4 (1.0)	16.3 (0.7)	19.6 (0.7)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

2.6. Percentage of teachers who perceived that each of the following global citizenship topics was important for grade 5 students to learn at school

	Very important	Quite important	Not very important	Not at all important
Current issues in neighboring countries	34.7 (3.6)	54.9 (3.8)	8.5 (2.1)	1.9 (0.9)
Current global issues	30.9 (3.4)	53.4 (3.4)	14.8 (2.5)	0.9 (0.7)
External issues affecting Cambodia	56.7 (3.4)	40.3 (3.6)	1.7 (0.9)	1.3 (0.9)
Understanding other cultures	21.8 (3.4)	59.8 (3.8)	16.3 (3.0)	2.2 (1.2)
Solving disagreements with classmates peacefully	59.9 (3.8)	38.2 (3.9)	1.2 (0.9)	0.6 (0.6)
Environmental protection	76.5 (3.2)	23.5 (3.2)	0.0 (0.0.)	0.0 (0.0)
Solving problems in the community	40.1 (3.6)	57.4 (3.6)	2.5 (1.2)	0.0 (0.0)
Different languages used in Cambodia	34.9 (3.6)	57.4 (3.9)	7.7 (1.8)	0.0 (0.0)
Foreign languages	23.8 (3.3)	58.6 (3.8)	16.9 (3.1)	0.7 (0.0)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

2.7. Percentage of teachers who perceived that each of the following global citizenship skills and values is important for young people to develop

	Very important	Quite important	Not very important	Not at all important
Feeling connected to other people	47.9 (3.6)	52.1 (3.6)	0.0 (0.0)	0.0 (0.0)
Interested in the world	20.2 (3.0)	67.7 (3.7)	12.1 (2.6)	0.0 (0.0)
Caring about the problems of other people	15.9 (2.9)	66.2 (3.8)	16.5 (3.0)	1.4 (1.0)
Wanting to make the world a better place	30.8 (3.6)	55.8 (4.2)	12.0 (2.7)	1.4 (1.0)
Taking action to make the world a better place	32.8 (3.7)	59.0 (4.0)	7.4 (2.2)	0.9 (0.7)
Encouraging others to take action to make the world a better place	32.0 (3.4)	57.4 (3.7)	9.3 (2.4)	1.3 (0.9)
Understanding equality	60.4 (3.3)	39.3 (3.3)	0.3 (0.3)	0.0 (0.0)
Willing to challenge injustice	64.9 (3.6)	34.0 (3.5)	1.0 (0.8)	0.0 (0.0)
Participating in solving problems of inequality	45.8 (3.7)	49.8 (3.7)	3.6 (1.5)	0.9 (0.7)
Accepting that people are different	37.8 (3.1)	55.3 (3.5)	5.7 (1.7)	1.2 (0.9)
Seeing local problems as global issues	27.9 (3.2)	61.0 (3.4)	9.8 (2.4)	1.4 (1.0)
Valuing history, traditions, and culture	42.7 (3.2)	47.1 (3.4)	9.2 (2.0)	1.1 (0.7)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

2.8. Percentage of teachers who reported that the pre-service teacher education program prepared them to teach the following contents related to global citizenship

	Very well	Quite well	Not very well	Not at all
Local current events	15.6 (2.6)	71.2 (3.4)	6.8 (1.9)	6.4 (1.9)
Global current events	13.6 (2.6)	64.3 (3.6)	15.1 (2.9)	7.0 (2.0)
Globalisation	12.4 (2.6)	64.1 (3.4)	16.6 (2.8)	6.9 (1.9)
Children's rights	50.3 (3.6)	47.0 (3.7)	1.2 (0.8)	1.6 (0.9)
Environmental protection	34.6 (3.6)	57.9 (3.8)	3.1 (1.1)	4.4 (1.5)
Sustainable development	50.4 (3.5)	46.5 (3.5)	1.9 (1.1)	1.2 (0.7)
Respecting diversity	27.2 (3.2)	61.0 (3.5)	7.2 (2.1)	4.5 (1.6)
Conflict resolution	30.5 (3.1)	60.4 (3.5)	5.0 (1.7)	4.0 (1.5)
Inequality	26.8 (3.2)	60.3 (3.9)	7.4 (2.1)	5.5 (1.7)
Injustice	23.9 (3.1)	52.1 (3.8)	9.6 (2.3)	14.4 (2.5)
Peace and conflict	23.3 (2.9)	64.2 (3.3)	6.2 (1.8)	6.4 (1.8)
Taking action to challenge inequality	23.1 (2.6)	63.6 (3.4)	8.1 (2.2)	5.3 (1.7)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

2.9. Percentage of teachers who were confident teaching the following contents related to global citizenship to grade 5 students

	Very confident	Quite confident	Not very confident	Not at all confident
Local current events	25.1 (3.5)	65.2 (3.7)	8.6 (1.9)	1.1 (0.7)
Global current events	14.9 (2.7)	60.9 (3.9)	23.2 (3.0)	1.1 (0.7)
Globalisation	12.5 (2.7)	63.4 (3.8)	22.2 (3.3)	2.0 (1.0)
Children's rights	62.2 (3.8)	37.2 (3.8)	0.6 (0.6)	0.0 (0.0)
Environmental protection	25.9 (3.6)	64.3 (3.6)	9.8 (2.3)	0.0 (0.0)
Sustainable development	55.8 (3.8)	42.8 (3.7)	1.4 (0.9)	0.0 (0.0)
Respecting diversity	27.8 (3.2)	63.2 (3.8)	8.5 (2.3)	0.5 (0.0)
Conflict resolution	36.4 (3.9)	58.1 (3.9)	4.3 (1.6)	1.2 (0.9)
Inequality	26.9 (3.4)	61.7 (4.1)	7.7 (2.2)	3.7 (1.5)
Injustice	25.3 (3.2)	55.4 (3.7)	9.7 (2.3)	9.6 (2.2)
Peace and conflict	26.5 (3.4)	61.3 (3.8)	10.4 (2.3)	1.8 (1.0)
Taking action to challenge inequality	22.3 (3.2)	66.8 (3.7)	9.1 (2.3)	1.9 (1.1)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

Annex 3. Detailed analysis results of Chapter 4

3.1. Percentage of students by student age category

Round	Age's category	Percentage of students
2019	Correct age	64.4 (3.7)
	Overage	35.6 (3.7)
2024	Correct age	70.6 (1.2)
	Overage	29.4 (1.2)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

3.2. Student performance in reading and mathematics by student age category

Round	Domain	Correct age	Overage	Score difference (correct age-over age)
2019	Reading	292 (1.0)	286 (1.0)	6 (1.1)
	Mathematics	291 (0.9)	287 (1.1)	4 (1.2)
2024	Reading	299 (0.7)	291 (0.9)	8 (1.0)
	Mathematics	304 (0.8)	296 (0.9)	8 (0.9)

Significant differences ($p < 0.05$) indicated in bold.

3.3. Percentage of students by preschool education

Round	Preschool education	Percentage of students
2019	Yes, for 2 years or more	23.7 (1.3)
	Yes, for 1 year	34.7 (1.7)
	Yes, for less than 1 year	N/A
	No	1.6 (2.0)
2024	Yes, for 2 years or more	35.8 (1.4)
	Yes, for 1 year	37.9 (1.2)
	Yes, for less than 1 year	6.3 (0.4)
	No	19.9 (1.1)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

3.4. Student performance in reading and mathematics by attending preschool

Round	Domain	Did not attend preschool	Attended preschool	Score difference (Attended preschool - Did not attend preschool)
2019	Reading	289 (0.9)	292 (1.0)	3 (1.1)
	Mathematics	288 (0.8)	291 (1.1)	3 (1.1)
2024	Reading	295 (1.0)	298 (0.8)	3 (1.1)
	Mathematics	299 (1.2)	303 (0.9)	4 (1.2)

Significant differences ($p < 0.05$) indicated in bold.

Standard errors appear in parentheses.

3.5. Percentage of students who have ever repeated a grade

Gender	Grade repetition	Percentage of students
Girls	Yes	32.3 (1.4)
	No	67.7 (1.4)
Boys	Yes	42.3 (1.7)
	No	57.7 (1.7)
Average	Yes	37.3 (1.3)
	No	62.7 (1.3)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

3.6. Student performance in reading and mathematics by grade repetition

Domain	Repeated a grade	Did not repeat a grade	Score difference (Did not repeat a grade - repeated a grade)
Reading	289 (0.8)	301 (0.7)	12 (0.8)
Mathematics	295 (0.9)	306 (0.8)	11 (0.8)

Significant differences ($p < 0.05$) indicated in bold.

Standard errors appear in parentheses.

3.7. Percentage of students by parental education level

Education level	Percentage of students
Did not go to school or attended religious education	3.4 (0.5)
Primary education (Grade 1 to 6)	35.4 (1.2)
Lower secondary education (Grade 7 to 9)	30.9 (0.9)
Upper secondary education (Grade 10 to 12)	19.5 (0.9)
Vocational training or post-secondary education	1.8 (0.2)
Higher education or higher (Bachelor degree, Master degree, and Doctoral degree)	9.0 (0.8)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

3.8. Percentage of students by parental expectations about their level of education in the future

Education level	Percentage of students
Primary education	1.4 (0.2)
Lower secondary education	6.3 (0.5)
Upper secondary education	41.5 (1.6)
Vocational Training or Post-secondary education	8.2 (0.6)
Higher Education or higher	42.6 (1.7)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

3.9. Percentage of students whose teacher reported on issues affecting student learning

	To a large extent	To a moderate extent	To a little extent	Not at all
Students' lack of basic knowledge or skills	23.9 (3.0)	31.7 (3.8)	41.4 (3.7)	2.9 (1.3)
Students' lack of interest	15.9 (2.4)	17.4 (2.8)	55.9 (3.9)	10.8 (2.3)
Students' poor health	11.3 (2.2)	9.9 (2.2)	50.6 (3.8)	28.2 (3.4)
Disruptive students in class	11.8 (2.4)	6.6 (1.7)	52.5 (3.8)	29.1 (3.3)
Students' absenteeism	14.6 (2.6)	6.0 (1.9)	70.2 (3.7)	9.2 (2.4)
Students being hungry in class	3.0 (1.2)	12.8 (2.1)	38.4 (3.2)	45.8 (3.5)
Students' lack of sleep	7.9 (2.1)	5.9 (1.3)	29.0 (3.5)	57.3 (3.9)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

3.10. Percentage of students whose teacher reported on student behaviour

	All or nearly all	Most of them	Some of them	None or hardly any
well behaved on entering and leaving the school premises	46.4 (3.8)	47.1 (3.7)	5.3 (1.6)	1.2 (0.8)
have a good relationship with the school teachers and staff	50.8 (4.2)	45.4 (4.2)	3.3 (1.4)	0.5 (0.0)
show care for school facilities and equipment	31.3 (3.3)	53.9 (3.4)	14.2 (2.6)	0.6 (0.0)
speak about the school in positive terms	46.8 (3.9)	43.9 (4.0)	8.8 (2.1)	0.5 (0.0)
adhere to school rules	46.3 (3.4)	47.7 (3.6)	6.1 (1.9)	0.0 (0.0)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

3.11. Percentage of students by the following activities related to learning during the COVID-19 pandemic

	I do this all the time	I might do this sometimes	I have done this once	I have never done this
Use the internet when learning from home	19.2 (0.8)	28.9 (0.9)	14.5 (0.6)	37.4 (1.3)
Use the internet to find information about school work	22.2 (0.9)	33.5 (0.8)	18.3 (0.7)	26.0 (1.2)
Use social media to talk with friends	16.2 (0.7)	26.1 (1.1)	18.0 (0.6)	39.7 (1.3)
Share or comment on other people's social media	10.3 (0.6)	19.1 (0.7)	16.9 (0.7)	53.7 (1.2)
Think about whether a website is trustworthy	10.9 (0.6)	21.8 (0.8)	21.1 (0.8)	46.1 (1.4)
Look for different web pages and decide what information is more relevant to school work	18.7 (0.7)	32.0 (0.9)	19.9 (0.7)	29.4 (1.4)
Share personal information on a public website or social media	12.5 (0.7)	16.9 (0.6)	15.7 (0.7)	54.9 (1.3)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

3.12. Percentage of students by the following activities related to learning at home during the COVID-19 pandemic

	Never	Sometimes	Often
Looking after siblings	33.4 (1.0)	42.1 (1.0)	24.5 (0.8)
Looking after someone in my family	27.0 (1.0)	45.9 (1.2)	27.0 (0.8)
Helping my family with housework	9.1 (0.5)	35.0 (1.1)	55.9 (1.1)
Doing my schoolwork	40.4 (1.1)	43.6 (1.1)	16.0 (0.7)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

3.13. Percentage of students by categories of learning disabilities

	No difficulty	A little difficulty	A lot of difficulty	They cannot do this at all
Seeing	91.5 (0.8)	5.1 (0.5)	1.1 (0.2)	2.2 (0.4)
Hearing	92.6 (0.8)	4.1 (0.4)	0.8 (0.2)	2.5 (0.4)
Walking or climbing steps	96.0 (0.4)	2.5 (0.3)	0.5 (0.1)	1.0 (0.2)
Speaking	95.3 (0.4)	4.0 (0.3)	0.4 (0.1)	0.2 (0.1)
Self-care	95.4 (0.5)	3.8 (0.4)	0.5 (0.1)	0.2 (0.1)
Learning or remembering	73.6 (1.1)	22.0 (0.9)	3.7 (0.4)	0.8 (0.1)
Controlling their behavior	76.2 (1.0)	21.4 (0.9)	1.9 (0.2)	0.6 (0.1)
Concentrating and focusing their attention	72.4 (1.2)	24.6 (1.1)	2.2 (0.3)	0.8 (0.2)
Asking their teacher for help when encountering problems	61.8 (1.3)	32.2 (1.2)	2.7 (0.3)	3.3 (0.6)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

3.14. Percentage of students by teacher gender

Teacher gender	Percentage of students
Female	54.1 (3.4)
Male	45.9 (3.4)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

3.15. Student performance in reading and mathematics by teacher gender

Domain	Female teacher	Male teacher	Score difference (Female teacher - Male teacher)
Reading	299 (0.9)	293 (1.0)	6 (1.4)
Mathematics	304 (1.1)	298 (1.1)	6 (1.6)

Significant differences ($p < 0.05$) indicated in bold.

Standard errors appear in parentheses.

3.16. Percentage of students by teacher age category

Teacher age category	Percentage of students
24 years or younger	13.1 (2.6)
25-34 years	28.7 (3.4)
35-44 years	35.8 (3.3)
45-54 years	16.6 (2.8)
55-64 years	5.3 (1.8)
65 years or older	0.5 (0.5)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

3.17. Percentage of students by teacher education level

Education level	Percentage of students
Master degree	3.6 (1.4)
Bachelor degree	41.4 (3.6)
Associate degree	0.7 (0.0)
Vocational training or post-secondary education	9.0 (2.1)
Upper secondary education	40.6 (3.9)
Lower secondary education or below	4.7 (1.1)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

3.18. Student performance in reading and mathematics by teacher education level

Domain	Upper secondary education or below	Post secondary, non Bachelor (vocational, etc.)	Bachelor or Master	Score difference (Post secondary, non Bachelor (vocational, etc.)-Upper secondary education or below)	Score difference (Bachelor or Master - Upper secondary education or below)	Score difference (Bachelor or Master- Post secondary, non Bachelor (vocational, etc.))
Reading	295 (1.1)	297 (2.8)	298 (1.0)	2 (3.1)	3 (1.6)	1 (3.0)
Mathematics	300 (1.3)	303 (3.8)	303 (1.1)	3 (4.2)	3 (1.8)	0 (4.0)

Significant differences ($p < 0.05$) indicated in bold.

Standard errors appear in parentheses.

3.19. Percentage of students whose teachers attended training on the following topics

	Yes, during pre-service training only	Yes, during in-service training only	Yes, during both pre- and in-service training	No
Mathematics	31.1 (3.4)	12.8 (2.7)	41.8 (3.9)	14.3 (2.7)
Reading in Khmer	33.5 (3.7)	11.7 (2.6)	41.6 (3.9)	13.2 (2.7)
Writing in Khmer	32.9 (3.6)	11.8 (2.6)	42.2 (3.9)	13.1 (2.6)
Social studies	28.2 (3.6)	14.4 (2.8)	38.0 (3.8)	19.5 (3.2)
Classroom management	35.0 (3.6)	12.0 (2.7)	43.3 (4.0)	9.8 (2.2)
Student assessment	32.7 (3.6)	11.1 (2.5)	41.8 (4.1)	14.4 (2.6)
Information and communications technology	18.5 (3.0)	7.3 (2.0)	16.8 (3.1)	57.4 (3.8)
Teaching methods/pedagogy	28.5 (3.3)	15.2 (2.8)	45.0 (3.8)	11.3 (2.3)
Inclusive education	25.6 (3.0)	5.8 (1.9)	15.8 (2.7)	52.9 (3.7)
Differentiated instruction	30.0 (3.4)	9.7 (2.0)	28.2 (3.3)	32.0 (3.6)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

3.20. Percentage of students attending schools where Grade 5 teachers were evaluated by the following methods

	Yes	No
Observations by the principal or senior staff	98.9 (0.8)	1.1 (0.8)
Observations by inspectors or other persons external to the school	50.3 (3.5)	49.7 (3.5)
Assessments of student achievement	94.6 (1.7)	5.4 (1.7)
Observation by other teachers (peer reviews)	76.4 (3.3)	23.6 (3.3)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

3.21. Percentage of students whose teachers placed emphasis on teaching the following aspects of reading with their grade 5 class

	Strong emphasis	Some emphasis	Little emphasis	No emphasis
Decoding sounds and words	83.3 (3.0)	14.8 (2.8)	1.9 (1.1)	0.0 (0.0)
Skimming or scanning strategies	29.9 (3.7)	52.5 (4.0)	13.4 (2.5)	4.2 (1.6)
Reading fluency	81.4 (3.0)	16.6 (2.9)	1.8 (1.1)	0.1 (0.0)
Reading aloud	79.8 (3.2)	17.3 (3.0)	2.3 (1.0)	0.6 (0.5)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

3.22. Percentage of students who reported teacher classroom-related issues

	Often	Sometimes	Rarely	Never
My teacher comes late for class.	10.1 (0.9)	36.2 (1.4)	17.7 (1.0)	35.9 (1.5)
Classroom management	35.9 (1.6)	33.6 (1.3)	13.1 (0.6)	17.3 (0.9)
My teacher is absent.	10.8 (0.7)	31.9 (1.4)	26.9 (1.4)	30.4 (1.6)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

3.23. Percentage of students whose teachers reported that students completed the following reading activities in class

	Never or hardly ever	Monthly (at least once a month)	Weekly (at least once a week)	Daily or almost daily
Reading aloud	2.3 (1.0)	1.5 (0.9)	18.3 (3.1)	77.9 (3.4)
Repeating after the teacher	2.4 (1.1)	2.9 (1.2)	27.9 (3.4)	66.8 (3.5)
Reading silently	3.5 (1.2)	1.3 (0.8)	12.1 (2.4)	83 (2.8)
Reading books of their own choice	4.4 (1.3)	7.6 (1.9)	41.3 (3.8)	46.7 (3.6)
Taking books home to read	3.5 (1.3)	8.8 (2.3)	22.9 (3.5)	64.9 (4.0)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

3.24. Percentage of students whose teachers reported that students completed the following reading comprehension activities in class

	Never or hardly ever	Monthly (at least once a month)	Weekly (at least once a week)	Daily or almost daily
Summarizing what has been read	1.1 (0.7)	9.3 (2.0)	42.9 (3.6)	46.7 (3.5)
Retrieving information from texts	2.1 (1.0)	8.9 (2.1)	34.8 (3.6)	54.3 (4.0)
Identifying the main idea within texts	0.8 (0.7)	1.9 (0.8)	28.0 (3.6)	69.3 (3.7)
Providing definitions of unfamiliar words in texts	0.1 (0.1)	1.0 (0.6)	15.5 (2.7)	83.4 (2.7)
Evaluating the ideas in texts	1.8 (0.7)	4.1 (1.3)	29.0 (3.7)	65.2 (3.8)
Analyzing the structure and form of texts	7.2 (2.0)	15.3 (2.6)	39.2 (3.8)	38.4 (3.8)
Evaluating mood and tone of texts	3.9 (1.4)	11.8 (2.4)	30.0 (3.4)	54.3 (3.5)
Reflecting on how texts relate to the students' own world	0.8 (0.1)	6.4 (1.8)	22.1 (3.2)	70.7 (3.4)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

3.25. Percentage of students whose teachers reported that students completed the following mathematics activities in their grade 5 class

	Never or hardly ever	Monthly (at least once a month)	Weekly (at least once a week)	Daily or almost daily
Listening to the teacher's explanation in class	0.1 (0.1)	0.8 (0.0)	2.3 (0.9)	96.8 (1.2)
Memorizing rules, procedures, and facts	0.1 (0.1)	0.9 (0.8)	14.7 (2.5)	84.3 (2.6)
Answering exercises together at the blackboard	0.1 (0.1)	2.9 (1.4)	22.0 (3.1)	75.0 (3.2)
Answering exercises on paper	1.7 (1.1)	3.5 (1.5)	11.7 (2.5)	83.0 (3.0)
Answering exercises in small groups	1.4 (0.9)	3.5 (1.3)	40.5 (3.7)	54.5 (3.7)
Explaining mathematics answers	1.7 (0.9)	2.8 (0.9)	17.6 (2.9)	77.9 (3.2)
Connecting mathematics to everyday life	0.7 (0.5)	2.5 (1.2)	20.9 (3.5)	75.9 (3.7)
Taking written tests or short exercises	1.9 (1.1)	12.5 (2.5)	25.0 (3.1)	60.5 (3.7)
Studying mathematics on the computer	92.9 (1.9)	1.4 (0.9)	3.1 (1.2)	2.6 (1.2)
Undertaking extra activities that are more challenging	12.3 (2.7)	20.8 (3.3)	43.9 (3.6)	22.9 (3.3)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

3.26. Percentage of students by school principal gender

Principal' gender	Percentage of students
Female	15.4 (2.8)
Male	84.6 (2.8)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

3.27. Percentage of students by the school principals experience

Number of years	Percentage of students
2 years or less	8.9 (2.4)
3-5 years	17.5 (3.0)
6-10 years	36.6 (3.9)
11-20 years	30.4 (3.3)
21-30 years	4.7 (1.5)
31 years or more	1.9 (1.0)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

3.28. Percentage of students attending school by school size

School size	Percentage of students
Less than 200 children	18.4 (2.6)
200-499 children	30.2 (2.7)
500-999 children	35.3 (3.4)
1000 children and over	16.2 (2.4)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

3.29. Student-teacher ratio by region

Student-teacher ratio	Number
schools in Urban	35 (2.5)
schools in Rural	36.2 (1.6)
All sampled schools	36 (1.4)

Standard errors appear in parentheses.

3.30. Percentage of students by Khmer language and Mathematics textbook availability

		Percentage of students
Khmer textbook	No textbooks are available for students	2.1 (1.2)
	One textbook for each student	96.4 (1.6)
	Two students share one textbook	1.5 (1.1)
Mathematics textbook	No textbooks are available for students	6.4 (1.8)
	One textbook for each student	93.6 (1.8)
	Two students share one textbook	0.0 (0.0)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

3.31. Percentage of students by the availability of school library

	Percentage of students
Yes	77.5 (3.0)
No	22.5 (3.0)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

3.32. Percentage of students attending schools which have the following resources and services in the school library

	Yes	No
A librarian	83.6 (3.4)	16.4 (3.4)
Fiction books	95.7 (1.9)	4.3 (1.9)
Reference books	75.4 (3.6)	24.6 (3.6)
Newspapers	14.5 (2.3)	85.5 (2.3)
Magazines	59.8 (3.9)	40.2 (3.9)
Computer available for use of students	15.2 (2.7)	84.8 (2.7)
Reading room for students	88.1 (3.1)	11.9 (3.1)
Issuing of books to students	92.8 (2.4)	7.2 (2.4)
Issuing of books to teachers	91.6 (2.5)	8.4 (2.5)
Disability access	45.1 (4.1)	54.9 (4.1)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

3.33. Percentage of students attending schools where student attendance was monitored as follows

	Yes	No
Student attendance is recorded every day	96.6 (1.5)	3.4 (1.5)
Student attendance is recorded for every lesson	61.6 (3.9)	38.4 (3.9)
Students or their parents report their absences to the school	66.5 (3.0)	33.5 (3.0)
Parents report their child's absence to the school	65.0 (3.9)	35.0 (3.9)
The Principal personally monitors students' attendance	41.6 (3.4)	58.4 (3.4)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

3.34. Percentage of students attending schools where monitored was conducted

	No times	Once	Twice	Three-five times	More than five times
An inspector/ a supervisor has visited my school.	24.9 (3.1)	15.4 (2.5)	29.1 (3.4)	18.3 (3.2)	12.2 (2.5)
A teacher educator has visited my school.	55.0 (3.7)	14.0 (2.4)	17.7 (3.1)	7.8 (2.2)	5.4 (1.8)
An inspection team has visited my school.	32.2 (3.6)	23.8 (2.6)	24.8 (3.3)	13.4 (2.3)	5.8 (1.8)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

3.35. Percentage of students attending schools where issues occurred at school among students

	Never or hardly ever	Monthly (at least once a month)	Weekly (at least once a week)	Daily or almost daily
Coming late for class	46.3 (3.8)	40.5 (3.8)	11.3 (1.8)	1.8 (1.0)
Truancy	82.2 (2.5)	14.4 (2.6)	3.4 (1.4)	0.0 (0.0)
Classroom disturbance	53.9 (3.6)	29.3 (3.7)	12.0 (1.9)	4.8 (1.7)
Cheating	60.2 (3.7)	32.7 (3.6)	5.4 (1.6)	1.7 (1.0)
Vandalism	92.0 (2.0)	7.5 (1.9)	0.0 (0.0)	0.5 (0.0)
Bullying	90.3 (2.4)	8.5 (2.2)	0.6 (0.0)	0.5 (0.0)
Violence	90.3 (2.3)	8.5 (2.2)	0.7 (0.6)	0.5 (0.0)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

3.36. Percentage of students attending a school where the principal reported that their school's capacity to provide instruction was hindered by the following issues

	To a large extent	To a moderate extent	To a little extent	Not at all
Classroom	20.2 (2.9)	24.0 (3.1)	20.0 (2.9)	35.8 (3.5)
Toilets	10.1 (2.3)	21.5 (3.3)	29.5 (3.5)	38.9 (3.5)
Teaching and learning materials	9.2 (2.0)	14.0 (2.7)	35.9 (3.6)	40.9 (3.2)
Digital equipment	56.9 (3.7)	14.7 (2.5)	8.4 (2.0)	20.0 (3.0)
Qualified teachers	15.1 (2.9)	20.1 (2.8)	38.5 (3.8)	26.3 (3.2)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

3.37. Percentage of students attending a school where the principal reported that the following issues impacted schools during the COVID-19 pandemic

	To a large extent	To a moderate extent	To a little extent	Not at all
Teachers did not have the appropriate digital infrastructure to teach remotely	41.8 (3.5)	27.7 (3.3)	16.7 (2.9)	13.8 (2.5)
Students did not have the appropriate digital infrastructure to learn remotely	48.1 (3.7)	19.6 (3.0)	20.6 (3.1)	11.7 (2.3)
Teachers did not have sufficient ICT knowledge to teach remotely	33.5 (3.6)	36.5 (3.4)	20.3 (2.7)	9.8 (2.2)
Students did not have sufficient ICT skills to learn remotely	51.4 (3.3)	16.8 (3.0)	20.0 (2.8)	11.8 (2.4)
The academic performance of students in literacy was negatively impacted	22.0 (3.3)	42.1 (4.0)	32.0 (3.5)	3.9 (1.4)
The academic performance of students in numeracy was negatively impacted	21.1 (3.2)	42.0 (3.9)	31.5 (3.4)	5.4 (1.6)
The wellbeing of teachers was negatively impacted	9.5 (2.3)	25.6 (3.0)	47.2 (4.1)	17.6 (2.8)

The wellbeing of students was negatively impacted	9.4 (2.3)	23.2 (2.9)	54.2 (4.1)	13.2 (2.5)
Students have not returned to school following re-opening after school closures	10.0 (2.0)	4.3 (1.5)	31.7 (3.6)	54.0 (3.5)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

3.38. Percentage of students attending a school where the principal reported that the following policies were taken with regard to grade 5 students in the school, in response to the COVID-19 pandemic

	Yes, for all students	Yes, for some students	No
Teachers provided students with remote instruction via the internet	37.0 (3.0)	47.1 (3.3)	15.9 (2.4)
Students were provided with paper-based resources or learning modules to work on while not attending the school buildings	69.3 (3.0)	28.1 (3.1)	2.6 (1.1)
Teachers communicated with students directly while not attending the school buildings	46.6 (3.2)	46.7 (3.4)	6.7 (2.1)
The school regularly checked on the health and well-being of students	55.5 (3.8)	27.6 (3.2)	17.0 (3.1)
The school provided guidance to families on how to best support their child's learning	69.8 (3.5)	29.3 (3.4)	0.9 (0.7)
Upon return to regular schooling, students were provided with additional literacy support	79.6 (3.2)	15.6 (2.8)	4.8 (1.4)
Upon return to regular schooling, students were provided with additional numeracy support	75.5 (3.5)	19.4 (3.1)	5.1 (1.5)
Students were given additional assessments to determine if they required additional support	56.7 (3.5)	37.0 (3.4)	6.3 (1.9)
Students were provided with access to counsellors or mental-health support services	36.3 (3.2)	35.8 (3.6)	28.0 (3.3)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

3.39. Percentage of students by parental engagement towards schooling

	Never or hardly ever	Monthly (at least once a month)	Weekly (at least once a week)	Daily or almost daily
Students do homework by themselves.	8.5 (0.6)	12.5 (0.6)	16.0 (0.7)	63.0 (1.3)
Parents ask children what they are learning in school	13.8 (0.7)	19.9 (0.7)	24.1 (0.8)	42.3 (1.0)
Children talk about schoolwork with their parents	17.2 (0.7)	23.0 (0.7)	25.7 (0.8)	34.0 (1.0)
Parents check their children's homework	16.2 (0.6)	17.1 (0.6)	22.5 (0.7)	44.2 (1.1)
Parents help their children to do homework	36.2 (1.1)	20.5 (0.6)	18.7 (0.7)	24.6 (0.9)
Parents motivate their children	9.6 (0.5)	14.6 (0.6)	15.3 (0.6)	60.5 (1.0)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

3.40. Student performance in reading and mathematics by parental engagement

Round	Domain	Bottom quartile of parental engagement	Second quartile of parental engagement	Third quartile of parental engagement	Top quartile of parental engagement	Score difference (top quartile - bottom quartile)
2024	Reading	289 (1.2)	297 (0.8)	300 (0.9)	300 (0.8)	11 (1.3)
	Mathematics	295 (1.2)	302 (1.0)	306 (0.9)	305 (0.9)	10 (1.3)

Significant differences ($p < 0.05$) indicated in bold.

Standard errors appear in parentheses.

3.41. Percentage of students by the following activities related to parental assistance during COVID-19 pandemic

	They do this all the time	They might do this sometimes	They have done this once	They have never done this
Help with their reading and writing	54.8 (1.6)	32.8 (1.3)	5.1 (0.4)	7.4 (0.6)
Help with their mathematics	46.0 (1.4)	36.0 (1.2)	7.8 (0.5)	10.2 (0.7)
Ask what they were learning	54.9 (1.4)	33.2 (1.1)	7.2 (0.5)	4.8 (0.4)
Help them create a learning timetable	50.8 (1.4)	33.5 (1.3)	8.3 (0.6)	7.4 (0.6)
Help them access learning materials	62.3 (1.5)	25.9 (1.2)	5.9 (0.4)	5.9 (0.6)
Check whether they were completing their schoolwork	60.2 (1.3)	28.3 (1.1)	6.6 (0.5)	4.9 (0.5)
Explain new topics to them	37.7 (1.4)	37.9 (1.0)	10.8 (0.7)	13.7 (1.1)
Help them use an ICT device to access or do your schoolwork	17.9 (1.1)	15.7 (0.8)	7.0 (0.5)	59.3 (1.5)
Submit homework or assignments to teachers	45.2 (1.3)	21.5 (1.0)	7.0 (0.5)	26.3 (1.5)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.

3.42. Percentage of students attending a school where the principal reported that the local community participated in the following activities to help run the school

	To a large extent	To a moderate extent	To a little extent	Not at all
Fundraising	8.0 (2.0)	30.4 (3.6)	37.0 (3.8)	24.6 (3.0)
Assisting in the classroom	5.1 (1.8)	30.2 (3.4)	37.8 (3.6)	26.9 (2.7)
Maintenance of school buildings	19.1 (2.9)	31.8 (3.5)	24.1 (3.0)	25.0 (2.9)
Paying of staff salaries	3.7 (1.5)	4.3 (1.6)	1.8 (0.8)	90.3 (2.3)
Running extra-curricular activities for students	3.8 (1.2)	9.0 (2.0)	17.3 (2.9)	69.9 (3.5)
Training of teachers	3.0 (1.4)	5.1 (1.4)	4.8 (1.8)	87.1 (2.0)
Providing meals to students	4.6 (1.7)	4.2 (1.6)	8.3 (2.0)	82.9 (2.4)
Providing tutoring or additional support for students who need it	2.3 (1.1)	8.4 (2.1)	22.5 (3.0)	66.8 (3.2)

Standard errors appear in parentheses.

Results are rounded to the nearest decimal point, therefore some totals may be larger or smaller than 100 percent.



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