Meeting The Challenges of The New Normal

– Cambodia

PRESENTED BY

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THE PRESENTATION IS PREPARED JOINTLY BY MOEYS AND ADB/CARM

I. Country Profile (1)

Infrastructure	• Country Wide Internet Penetration and connectivity is 40% (2018) • Household with reliable electrification rate is 72% (ADB, CPS 2019-2023)
Government	• Education 2030 Roadmap (MoEYS, 2019) • Education Strategic Plan, ESP 2019-2023 (MoEYS, 2019) • Policy and Strategies on Information and Communication Technology in Education (MoEYS, 2018)
Students/Caregivers	• 9.7 million social media users, social media penetration stood at 58% (Digital 2020: Cambodia) • 91% of households owned a cell phone (CSES, 2017) • 73% of households with access to TVs and 30% Radios (CSES, 2017)
Partners/Providers	• Major Telecom providers: Smart, Telecom, and Metfone (DIT, MoEYS) • EdTech providers: E-School Cambodia, Wiki School, System Expert, NGOs (DIT, MoEYS) • Content providers: Wiki School, E-School Cambodia, and Sabay Company, Auxswot, NGOs (DIT, MoEYS)

I. Country Profile (2)

Schools/Teachers

- **Number of Public and Private School**
  - Primary: 7,282 (public); 574 (private)
  - College: 1,247 (public); 87 (private)
  - Lycée: 544 (public); 171 (private)
- **Status of school closure**
  - 13,482 schools were closed on **16 March**, affecting **3.21 million (50% female)** students countrywide
  - The 1st phase of school reopening was in Aug. for schools with high Standard Operational Procedures (SOP) & 2nd phase was started on **7 Septembe**r depending on health and safety readiness measures of each school (MoEYS's SOP and MoH's Guidelines), and the 3rd phase will be followed.

Source: Education Management Information System (EMIS 2019/2020) and COVID-19 Response Plan, MoEYS

I. Country Profile (3)

Schools/Teachers

- **School enrolment (EMIS: SY 2019/2020) by**
  - Primary: NER 91% [F:91.4% (public)]; 6.3%[F:6.5% (private)]
  - Lower Secondary: NER 45.7% [F:51.3%(public)]; 2.9%[3.1% (private)]
  - Upper Secondary: NER 23.0% [F:27.1%(public)]; 2.1%[F:2.2% (private)]
- **Student-staff ratios by level and type**

- Primary: 35.3
- Lower secondary: 19.0
- Upper secondary: 19.2

Source: EMIS 2019/2020, MoEYS

I. Country Profile (4)

Schools/Teachers

School computerization, teacher digital readiness

Schools	With Computers	With Computer Labs	With Internet Connectivity
Primary	94.16%	3.06%	1.81%
Lower Secondary	93.42%	10.58%	10.26%
Upper Secondary	94.30%	45.22%	45.77%
Teacher Training Institution	100%	100%	100%

Countrywide, there are 937 teachers with ICT skills. Teacher digital readiness is generally low, no survey/assessment has been conducted to assess the digital readiness among teachers and staff.

Source: MoEYS, 2019

II. Top 3-5 Issues/Challenges in Past 5 Years (1)

School Level	Description of Issues (i.e. type of issues such as curriculum, pedagogy, assessment, infrastructure)	Magnified by COVID-19? How?
Primary (1-6)	1. Poor performance in Khmer language and Math subject; 2. Poor teaching methodology and knowledge content; 3. Grade 6 students completed primary education with low levels of literacy and numeracy.	Access to online/distance teaching/learning and learning/teaching quality, especially in disadvantaged areas, has been exacerbated across all level of education due to: • Interrupted teacher training, mentoring support and continuous professional development. • Absence of face-to-face monitoring and accountability system has resulted in lower teacher effectiveness.
Lower Secondary (7-9)	1. Access to LSE remains low (GER: 59.9%, NER: 48.6%, SY2019/2020), and dropout rate remains high at 18.6% in 2019/2020; 2. Poor academic background, knowledge content, teaching methodology, and ICT knowledge and competency of teachers; 3. Shortage of education infrastructure (school building and WASH facility), especially in border and disadvantaged areas.	

II. Top 3-5 Issues/Challenges in Past 5 Years (2)

School Level	Description of Issues (i.e. type of issues such as curriculum, pedagogy, assessment, infrastructure)	Magnified by COVID-19? How?
Upper Secondary (10-12)	1. Underqualified subject teachers, gaps in teacher's content mastery and knowledge of effective pedagogy, and ICT; 2. Blended learning curriculum does not exist and is lack of strong backward and forward links with lower education level and private sector, higher education, and disconnection between education and the labor market; 3. Shortage of education infrastructure (school building, WASH and ICT and science facilities), especially in border and disadvantaged areas.	• Limited knowledge of and access to technology and information and communication means among teachers, students, and parents. • Insufficient education infrastructure as a result of reducing student/classroom ratios (physical and social distancing measures). • Absence of blended teaching and learning knowledge and pedagogy, equipment and tools, contents, and unreliable ICT infrastructure and electricity.

III. Latest and Past Reforms and Actions (1)

implemented to address top issues (Indicate guidance notes/policy measures developed or made available)

No.	School Level (i.e. primary, middle and high schools)	Types of Issues addressed (link to the Issue No. in section II if there is a corresponding issue)	Reforms Implemented /Year Implemented	Successes/Difficulties
1	**Key education sector-wide reforms** 1. Teacher Policy, Continuous Professional Development (CPD), and Teacher Career Pathways (TCP) 2. Review curricula and textbooks and improve learning environments 3. Enforcement of Inspection. 4. Improve learning evaluations to meet national, regional and international level through		2018-2023	**Successes** 1. Strengthening NIE and TECs, and Pre- and In-SET for upgrading teacher qualifications, and CPD which links with TCP. 2. Adoption national curricula framework (K-12) and reviews of STEM and ICT curricula and development of syllabus. 3. Adoption the concept of education quality assurance and development of sub-national inspection structure. 4. Implementation of EGRA and EGMA (Grades 1, 2, and 3) and finalizing the student national assessment framework (K-12) and regular national assessment test for Grades 3, 6, 8 and 11. Participated in PISA-D in 2017.

III. Latest and Past Reforms and Actions (2)

implemented to address top issues (Indicate guidance notes/policy measures developed or made available)

No.	School Level (i.e. primary, middle and high schools)	Types of Issues addressed (link to the Issue No. in section II if there is a corresponding issue)	Reforms Implemented/Year Implemented	Successes/Difficulties
2	**Latest key education sector-wide reforms** • Digital Literacy Policy Framework, 2020 • Participate in PISA • Development of Cambodia Secondary Education Blueprint (CAMSEB, 2030)		 Started in 2020 To be started in 2022 Started in Feb. 2020	**Success:** • Established the Center for Digital and Distance Education (CDDE) in May 2020. • Develop educational portal and mobile application and digital contents. • Promote the use of digital classrooms and laptops by teachers for online and blended teaching. • Training of teachers and directors on ICT and EdTech. **Challenges:** • Mindsets of teachers and parents toward digital education/use of technology • Low digital literacy/pedagogical knowledge • poor ICT infrastructures and limited financial resources

IV. COVID-19 Response during lockdown/school closures (1)

No.	School Level (i.e. primary, middle and high schools)	Efforts made to minimise learning loss during lockdown/school closures	Successes/Difficulties
	All efforts have been made to provide continuous learning across all level of education.	• Developed distance/online learning contents and services for K-12 education since March, and more than 1,600 assets, including 1,340 e-learning videos, have bee produced • Different distance/online learning ICT means have been used by teachers and accessed by students (Google Suite and Zoom) and communication means (Telegram and social media), and MoEYS's newly developed e-Learning platform. • A new dedicated education television channel (TVK2) broadcasts content relevant for K-12 through 77 channels, and radio programs focus on reaching parents and children engaged in pre-school and MLE, and students in pre-school and Grades 1-3.	**Successes:** • It is estimated that 10,000 pre-school students, 69,000 Grades 4-6 students, and 70,000 secondary school students are reached with e-learning through the platforms. • Changing mindsets among teachers and education staff, parents and students toward using technology for education.

IV. COVID-19 Response during lockdown/school closures (2)

No.	School Level (i.e. primary, middle and high schools)	Efforts made to minimise learning loss during lockdown/school closures	Successes/Difficulties
	All efforts have been made to minimize learning loss across all level of education.	• Supports provide to school management and students to help them to navigate the Covid-19 impacts of their schools and learning outcome of students through distribution of learning packages to households using traditional way. • 486 teacher trainers and 500 secondary teachers from 20 out of 50 Secondary Resource Schools (SRSs) and 34 SRS network schools received training on digital education and blended learning to produce and run online/distance learning and contents using different platforms and communication means.	**Challenges:** • Gaps in access, especially among students from poor households and those living in remote locations, due to irregular internet access or do not have internet access at all. • Some students also face challenges accessing TVK2 education channel and radio education programs as households don't own a TV or radio or not satellite or cable connection. • Robust assessments have not been carried out due to travel barriers and restrictions, and limited resources.

V. COVID-19 Recovery
Challenges with regard to learning recovery post-lockdown

No.	School Level (i.e. primary, middle and high schools)	Challenges with regard to learning recovery post-lockdown	Measures Taken (if any)
1	Pre-School and Primary	Ensure staff and students are able to continue remote teaching and learning safely and effectively, and high moral. Infrastructure and facility adjustments in terms of spaces and hygiene measures	Digital education at school level with standardized library and computer lab
2	Lower Secondary Education	Reduce student/classroom ratios impacts on teacher management by subject teaching and learning facilities.	CPD (credit system for career pathways) to be linked with technology competency
3	Upper Secondary	National grade 12 exams and school-based Grade 9 exam have been postponed (Aug to Dec) Learning resources for both teachers and students.	Remedial and special online/distance learning programs for Grade 9 and 12
4	National Institute for Education and Teacher Education Colleges	PRE-and IN-SET and CPD of teachers and staff are disrupted	Blended digital pedagogy and content knowledge capacity building will be held.

Thanks for your time 

"We moved 10 years ahead of time to introduce digital education to the education sector in Cambodia."

Dr. Hang Chuon Naron, Minister of MoEYS

WORKING TOGETHER