



WORKSHOP 2











Education and labor market

EDUCATION

SDG 4

SDG 4 aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

SDG 4 aims to achieve 10 targets by 2030:

TARGET 4-1	TARGET 4-2	TARGET 4-3	TARGET 4-4	TARGET 4-5
				
FREE PRIMARY AND SECONDARY EDUCATION	EQUAL ACCESS TO QUALITY PRE-PRIMARY EDUCATION	EQUAL ACCESS TO AFFORDABLE TECHNICAL, VOCATIONAL AND HIGHER EDUCATION	INCREASE THE NUMBER OF PEOPLE WITH RELEVANT SKILLS FOR FINANCIAL SUCCESS	ELIMINATE ALL DISCRIMINATION IN EDUCATION
TARGET 4-6	TARGET 4-7	TARGET 4-A	TARGET 4-B	TARGET 4-C
				
UNIVERSAL LITERACY AND NUMERACY	EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP	BUILD AND UPGRADE INCLUSIVE AND SAFE SCHOOLS	EXPAND HIGHER EDUCATION SCHOLARSHIPS FOR DEVELOPING COUNTRIES	INCREASE THE SUPPLY OF QUALIFIED TEACHERS IN DEVELOPING COUNTRIES

4 QUALITY EDUCATION



Cambodian education system



In Cambodia, the education sector is mainly under the administration and management of the Ministry of Education, Youth and Sport and the Ministry of Labor and Vocational Training.

The Cambodian Constitution adopted in 1993 mandates **free primary and secondary education in state-run schools.**

In 2007, the government passed the *Cambodian Education Law*, requiring the state to **provide nine years of compulsory basic education.** Formal education in Cambodia consists of general and higher education.



TVET - technical and vocational education and training

Formal TVET provision in Cambodia consists of four levels:

- **Certificate level** (short courses from a few weeks to less than a year leading to certificates)
- **Diploma level** (post grade 9 trade training leading to diplomas of one to three years duration)
- **Higher diploma level** (post grade 12 entry plus two years of study leading to higher diploma in polytechnics or technical institutes)
- **Bachelor level** (post grade 12 plus four years (4.5 years for engineering) leading to a bachelor degree or higher diplomas plus two years of training)

TVET - technical and vocational education and training

In 2013, there were **14 formal polytechnics and technical institutes** providing formal TVET courses at certificate, diploma and degree level.

A number of providers are engaged in delivering **non-formal TVET programs ranging from public institutions**, such as provincial training institutions, community learning centers, NGOs, Womens Development Centers, private providers and small businesses.

TVET aims to fill the gaps between youth's skills and labor market needs.



TVET - technical and vocational education and training

Challenges

- TVET institutes can only produce 2500 qualified graduates annually
 - **As a result of high dropout rates**, there are not enough candidates who are eligible to join TVET
 - Many TVET institutions report that the **quality of grade 9 completers is poor**
 - **Financial constraints prevent participation** and completion of formal TVET. Most public TVET institutions lack adequate, industry-relevant equipment and training facilities, and the quality of TVET instructors is low
- TVET institutions can only offer certificate and diploma programs in a limited number of fields
 - **Links between TVET institutions and enterprises are weak**
 - **Lack of interest for TVET** among young people; many of them are not willing to give up work to study full-time TVET programs
 - TVET programs are believed to be for low paying jobs -> difficult to attract young people to TVET as there are **no opportunities to progress** to higher levels in existing specializations

Importance of education

- **Education develops critical thinking.** This is vital in teaching a person how to use logic when making decisions and interacting with people (e.g., boosting creativity, enhancing time management).
- **Education helps an individual meet basic job qualifications** and makes them more likely to secure better jobs.



Importance of education

- **Education promotes gender equality and helps empower girls and women.** A World Bank report found that an extra year of schooling for girls reduces teen pregnancy rates by six% and gave women more control over how many children they have.
- **Education reduces child mortality.** According to UNESCO, a child born to a mother who can read is 50 per cent more likely to survive past the age of five.





Illiteracy

- The World Literacy Foundation (2018) reported that **illiteracy and low levels of literacy have estimated to cost the global economy approximately \$800 billion annually.**
- Individuals with low levels of literacy are **more likely to experience poorer employment opportunities and outcomes and lower income.** As a result, they often face welfare dependency, low self-esteem, and higher levels of crime.

Illiteracy

- Parents who are functionally illiterate often **prioritize work before education, have lower expectations in regards to schooling**, and the children of parents who fail to complete primary school are more likely to do likewise. This leads to **a cycle of disadvantage through generations.**
- **People with low levels of literacy are more likely to experience adverse health outcomes and practice poor health behaviors** (higher hospital admission rates, a lack of engagement with health services, a lack of understanding and adherence to medical advice).



Learning English

English is the **official language of 53 countries** and spoken by around 400 million people across the globe.

English is the dominant business language and it has become almost a necessity for people to speak English if they are to enter a global workforce.

Speaking English gives you access to a world of entertainment (movies, books, series...).

According to a report by Education First, **English is the language of the internet**. An estimated 565 million people use the internet every day, and an estimated **52% of the world's most visited websites are displayed in the English language**.

In the world

As a result of poverty and marginalization, **more than 72 million children around the world remain unschooled.**

Sub-Saharan Africa is the most affected area with over 32 million children of primary school age remaining uneducated. Central and Eastern Asia, as well as the Pacific, are also severely affected by this problem with **more than 27 million uneducated children.**

Additionally, **these regions must also solve continuing problems of educational poverty** (a child in education for less than 4 years) and extreme educational poverty (a child in education for less than 2 years).





In the world

Over 600 million children and adolescents worldwide are unable to attain minimum proficiency levels in reading and mathematics, even though two thirds of them are in school.

Developing countries have made tremendous progress in getting children into the classroom, but learning is not guaranteed, as the 2018 World Development Report (WDR) stressed.

In the world

The **learning poverty indicator**, created by the World Bank and UNESCO in 2019, gives **the proportion of 10-year-old children that are unable to read and understand a short age-appropriate text.**

In low- and middle-income countries, the share of children living in Learning Poverty – already 57% before the pandemic – could potentially reach 70% given the long school closures due to the pandemic.





In the world

Today, it is girls who have the least access to education. They make up more than **54%** of the non-schooled population in the world.

This problem occurs most frequently in the Arab States, in central Asia and in Southern and Western Asia and is principally explained by the cultural and traditional privileged treatment given to males.

In Yemen, it is more than 80% of girls who will never have the opportunity to go to school.

In Cambodia

Since 2007, the number of children enrolled in preschool programs has more than doubled, but **only 43% of children** aged 3 to 5 years are enrolled in early childhood education.

82.7% is the percentage of primary completion rate (PCR). Low primary completion often takes place in places with high dropout rates.

Between 2008 and 2018, + 713 schools. Primary schools are largely available in all geographic locations .

Between 1997 and 2017, the number of children enrolled in primary education has increased from **82% in 1997 to 97.8% in 2017.**



In Cambodia

At the primary level, **nearly 25% of children in Grade 3 cannot write a single word** in a dictation test. Only 27% of 3 to 5-year-olds are developmentally on track in literacy and numeracy, and by the time they are 17 years old, 55% of adolescents will have dropped out of school.

In 2012 , **50% of grade 1 students could not recognize any letter** and 2/3 could not read any familiar word. Likewise, half of grade 2 students were unable to read a familiar word. Similarly, of the total grade 3 children who took the Khmer and Math tests in 2012, only

PRIMARY EDUCATION

54.1% and 48% answered correctly respectively. In 2014, only 35.2% of them demonstrated correct performance for the same tests.

Only 45.7% of the total grade 6 children who took the test in Khmer responded correctly whereas in Math only 43.4% did so in 2013.

Challenges

- Strong divide between public / private schools
- Teacher absenteeism
- Excessive official holidays
- Weak school management

In Cambodia

Lower secondary level

- The government has expanded the number of lower secondary schools in recent years, thus lowering the density of students: from 489 students on average in 2007/08 to 353 in 2017/18.
- Increase in the number of lower secondary teachers from 23,158 teachers in 2007/08 to 33,181 in 2017/18.
- 59% of enrolment (grade 7 to grade 9).

SECONDARY EDUCATION

Upper secondary level

- 29% of enrolment (grade 10 to 12).
- Decrease in the density of students in upper secondary schools from 828 in 2007/08 to 594 in 2017/18.
- Upper secondary teachers went from 784 in 2008 to 13,223 in 2018.

Challenges

- Performance still low compared to other SEA countries
- Dropout in lower secondary levels, low participation in upper secondary level, **high drop out in grade 12 (38%)**
- Poor learning achievement raises serious challenge at the secondary level
- Grade 8 students (data from 2014) : **only 55.6% of the total students taking the test responded correctly to the Khmer test, 44% to the Maths test, 50% in Physics.** In all the tests, a large percentage of students performed below the basic level.

In Cambodia

HIGHER EDUCATION

- Developing higher education is necessary to improve the economy performance and develop new sectors of activities
- Increase in the number of university in Cambodia: 8 universities in 1997, 70 in 2009 and 121 in 2018
- Only 1% of Cambodian youths went to university in 1990, 6% in 2006 and 10% in 2018 – lowest among all south east Asian countries

Challenges

- Lack of funding and budget (most of the budget goes to primary and basic education)
- 75% of enrolments are concentrated in social sciences, business, law, humanities while there is very low enrolment in science, technology, engineering and mathematics
- Not perfectly adapted to labor market needs
- Lack of students taking up PHD and research centers institute

In Cambodia

Table 1. Persons aged 25 years and over by educational attainment (percent).

Educational attainment	2004	2007	2008	2009	2010	2011	2012	2013
None or only some education	32.7	26.8	25.7	28.3	24.7	22.2	21.3	20.4
Primary school not completed	35.2	38.6	39.6	36.0	38.3	38.0	37.8	38.4
Primary school completed	17.9	18.9	19.7	20.1	20.3	21.5	22.0	21.6
Lower secondary completed	7.8	8.7	8.3	9.2	9.7	10.7	11.0	10.7
Upper secondary completed	3.8	4.6	4.2	4.2	4.7	5.0	5.0	5.4
Post-secondary education	1.3	1.8	2.2	2.0	2.2	2.6	2.9	3.5
Other	1.2	0.5	0.3	0.1	0.0	0.1	-	-
Total	100	100	100	100	100	100	100	100

Source: Cambodia Socio-Economic Survey (CSES)

In Cambodia

Table 2. The number of schools, teachers and students in Cambodia's education system.

General education (2015/2016)							
Education level	Public			Private		Informal functional literacy programme	
	School	Teachers	Students	School	Students	Teachers	Students
Pre	3,706	4,722	173,893	321	29,890		
Primary	7,085	56,421	2,010,673	357	95,230		
Lower secondary	1,251	4,722	558,621	43	2,568		
Upper secondary	463	14,434	266,449	108	34,358		
Total	12,505	80,299	3,009,636	829	162,046	3,534	74,899
Higher education							
72 higher education institutions (HEIs) in 2008: 46 private and 26 public.							
The number of students at HEIs: 245,000 in 2010/2011							

Data sources: Ministry of Education, Youth and Sport of Cambodia



In Cambodia

Cambodia's working-age population is growing faster than its total population – 2.4% compared to 1.9% over 2007–2015.

Cambodia has the highest labor force participation rate in the Southeast Asia/Pacific region, with 82.7% of the working population aged 16-64 employed or seeking employment.

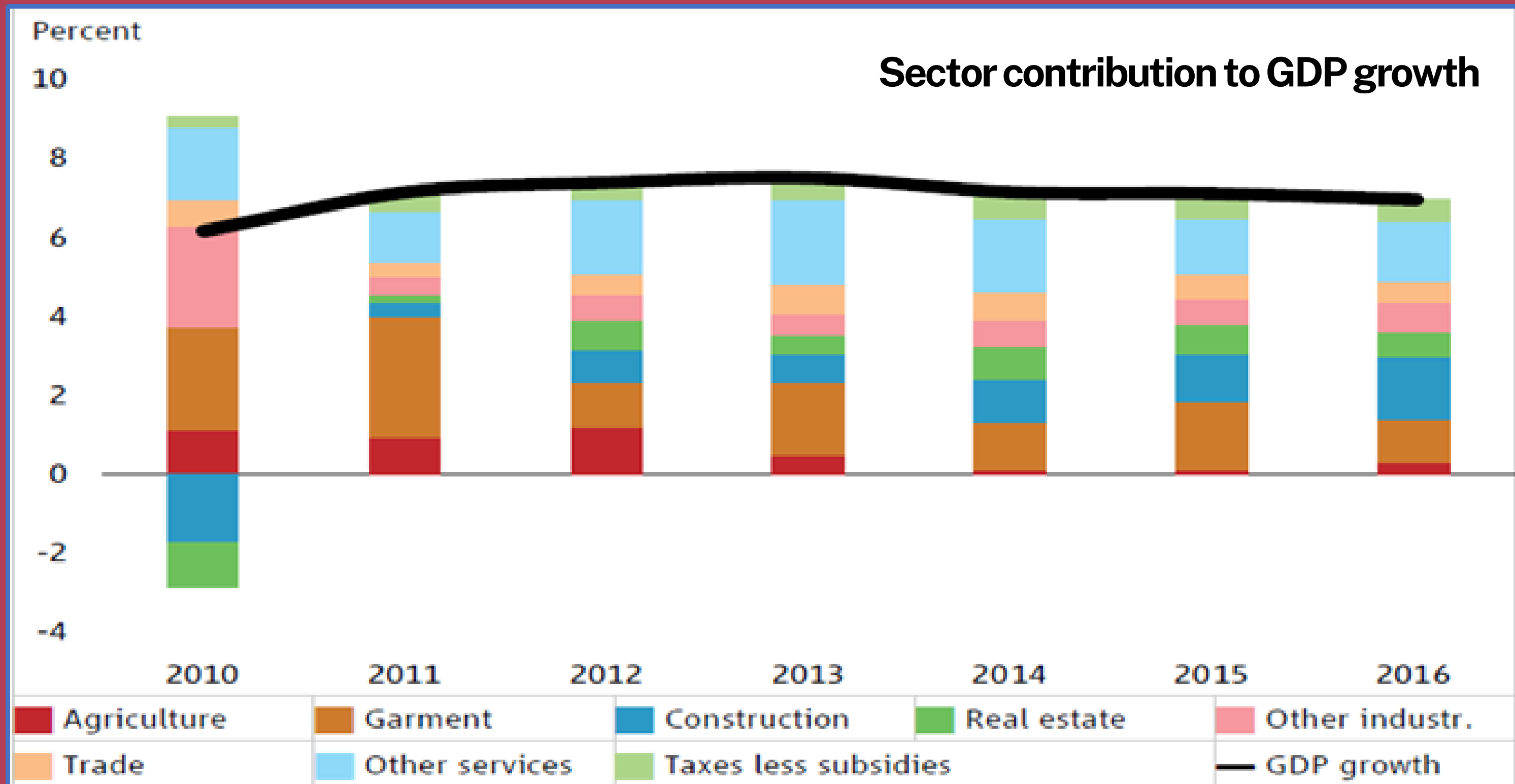


In Cambodia

Since 2012, non-agricultural sectors such as services and industry have been the main source of job growth.

The percentage of people who are wage or salaried workers (employees) grew from 29.8% in 2010 to 48.9% in 2014.

In Cambodia



Labor market

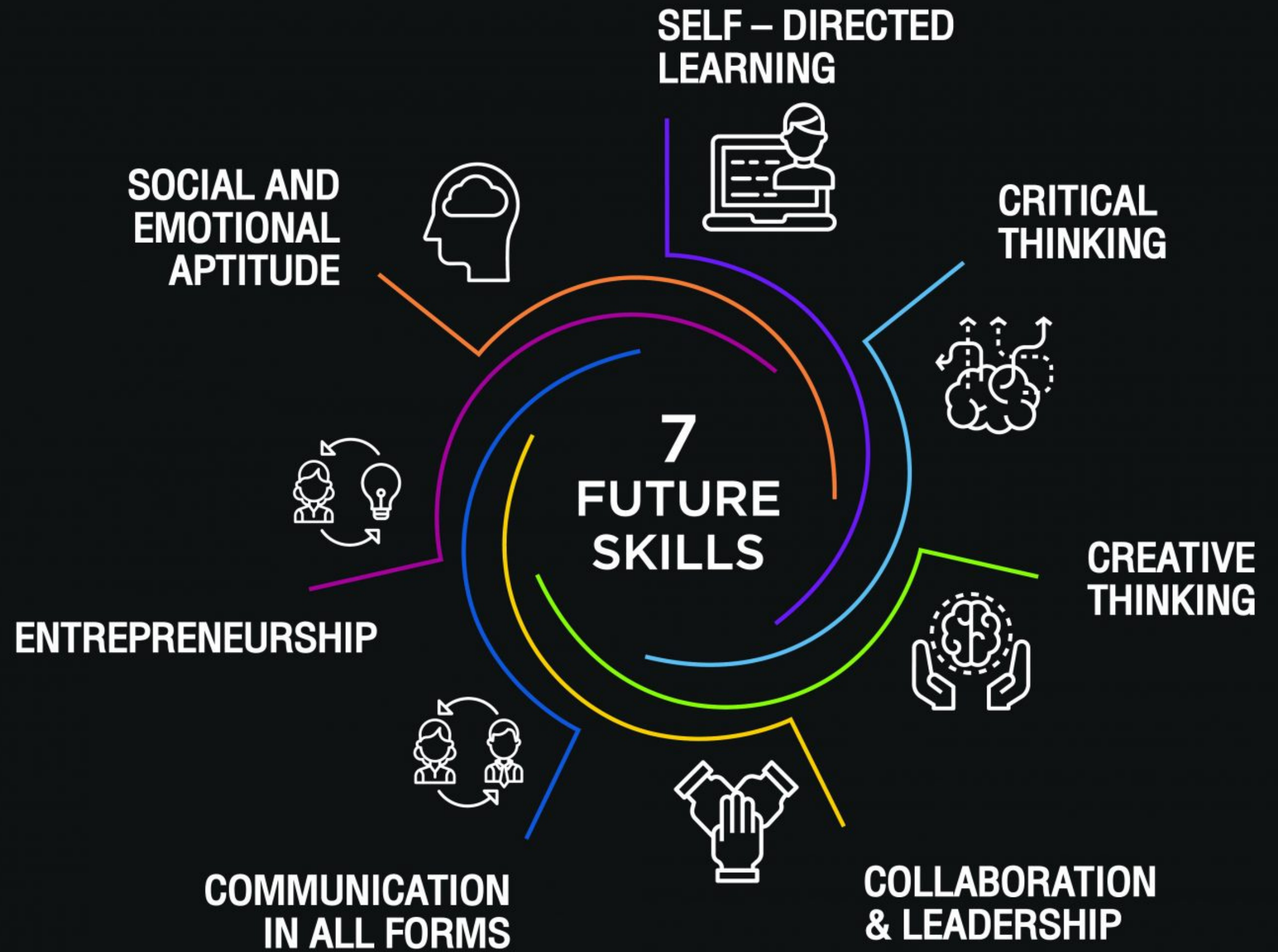
Most significant skills by sectors



2030 skills mentioned here are rising in significance during the decade. They can be seen as additional to significant skills in 2020, rather than replacing them.
 Source: GEF Expert Surveys, n=350

LABOR

Skills that are - and will be
- the main requirements
on the labor market.



The power of data

Skills related to the internet and technology in general are strong advantages on the current market. Two of them especially stand out:



Data literacy

In the average business context, **data literacy means being able to access appropriate data and work with it confidently.** To cultivate data literacy, working on extracting meaning from data and communicating data-based insights to others.

Digital literacy

Digital literacy encompasses the skills to learn, work and navigate everyday life in our digital world. These skills involve the ability to use devices, software, and apps safely and with confidence.

The power of data

Future jobs in data

- Data Scientist
- Data Analyst
- Blockchain Developer
- Digital Marketer
- Cloud Computing Professional
- Artificial Intelligence and Machine Learning Expert
- Manager (MBA)
- Software Developer
- Big Data Engineer
- Cyber Security Expert



What can we do?

Unlock access to education

This means tackling the barriers that keep children away from school, such as poverty, remoteness, stigma and discrimination.

- **Provide scholarships** for children of poor households, so they can stay in school instead of dropping out to go to work.
- **Give access to quality early childhood education services**, especially in rural and remote areas, as well as accessible school facilities for girls and boys, with and without disabilities; schools with adequate water and sanitation facilities.
- **Qualified multilingual teachers** for ethnic minority students, particularly in the north-eastern provinces, and skilled teachers to teach children with disabilities.

What can we do?

Focus on quality teaching and learning

- **Advocate for financial investment** that allows for better training for teachers, from early childhood through to secondary education.
- **Include health, nutrition and life skills in the curriculum**, so that adolescents can learn how to become healthy, capable and responsible adults.

What can we do?

Build leadership and support

- **Build effective leadership and management** among government officials and education staff.
- **Provide technical training** so that officials can budget and plan to create inclusive, equitable, relevant and quality education services.
- **Help school leaders and teachers** plan and allocate their resources more effectively.