How to Support Innovative Practices of Learning and Learning to Live Together?

The Case of Capacity Development of Teacher Education Institutions in Cambodia and Vietnam

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VVOB Vietnam and VVOB Cambodia
In this presentation…

- Brief introduction Flemish Association for Development Cooperation and Technical Assistance
- Learning to Live Together and pedagogy
- Teacher professional development
- Educational context in Cambodia and Vietnam
- VVOB support at “meso-level”
- 5Cs
- Institutional capacity development in TEIs
- Conclusions and discussion
● Flemish Association for Development Cooperation and Technical Assistance
● Founded in 1981 as a non-profit organisation
● Objectives: “Contribute to poverty reduction and to a fairer world with increased opportunities for all” and “Improve the quality, efficiency and effectiveness of education and training in developing countries”
● Strategic and operational partnerships with countries in Asia, Africa and South America
● The annual budget for each country programme between € 700,000 and € 1,100,000
● More than 130 associates worldwide
● Head office based in Brussels, with local offices in nine countries
● On behalf of the Federal Belgian and Flemish governments
● Cooperations with governmental and non-governmental organisations, both national and international
● In Flanders, programme on linking Flemish schools and schools in developing countries

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VVOB in the World

**Surinam**
PROGRESS (Programme for More Effective Schools Surinam)
- [www.progress-ss.org](http://www.progress-ss.org)

**DR Congo**
Strengthening primary and technical agricultural education
- [www.vvob.be/drc](http://www.vvob.be/drc)

**Zambia**
CPD (Continuous Professional Development at College and School level)
- [http://vvobzambia.blogspot.com](http://vvobzambia.blogspot.com)

**Zimbabwe**
Quality Education and Vulnerability Programme
- [www.vvob.co.zw](http://www.vvob.co.zw)

**Belgium**
Support of the activities in the partner countries and general organisation
- [www.vvob.be](http://www.vvob.be)
  - ‘Northern Operations’
  - School Links
  - Traineeship Programme
  - [www.scholenbanden.be](http://www.scholenbanden.be)

**Kenya**
- ICT Integration in Education
- Healthy Learning In primary schools
- [www.vvob.be/kenya](http://www.vvob.be/kenya)

**Vietnam**
- Strengthening lower secondary education
- Participatory agricultural extension programme
- [www.vvob.be/vietnam](http://www.vvob.be/vietnam)

**Rwanda**
- Strengthening school management
- Strengthening Technical and Vocational Education and Training

**Cambodia**
- SEAL (Science and Life Skills in Teacher Training)
- IMAGE (Strengthening Agricultural Extension)
- [www.vvob.be/cambodia](http://www.vvob.be/cambodia)

**South Africa**
Programme starting in 2011
- [www.vvob.be](http://www.vvob.be)

- [www.vvob.org.ec](http://www.vvob.org.ec)
Expertise in education

WOB focuses on a range of specialised themes within the education sector.

A
- Planning
  - Curriculum development
  - Strategic planning

B
- Resources and support
  - Teacher training and continuous professional development
  - Didactics
  - ICT and media
  - School systems: management, participation, internal quality control

C
- Monitoring and evaluation
  - External quality control (inspectorate, supervision)

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Our core competences

Capacity building
- Strategic and operational partners
- Strengthening effectiveness and efficiency to achieve their goals
- Aligned with the policy plans and the needs of the direct and indirect target groups

Technical assistance
- Mainly in training, coaching, facilitating and planning
- In the education sector
- Medium and longer term assistance
- Local and expatriate experts
- Supported by partnerships with local and Flemish institutions

Bridging between macro, meso and micro level
- Focus on the meso level: sub-sector partnerships, such as with teacher trainer institutions, the provincial level, etc.
- From this position we are able to reconcile the macro level policies with the needs and circumstances at the micro level (implementation).

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List of criteria for designing and assessing effective teaching-learning in the LTLT:

- participatory, inclusive and experiential classroom methodologies;
- systematic practice of skills;
- encouragement of skills, values, attitudes and behaviours required for living together;
- life skills (Sinclair et al., 2008).
Applying methodologies that provide space for
• exchange
• interaction
• encounter
• discovery
• critical thinking
• reflection and action (Ucko, n.d)

This demands special skills and commitment on the part of the teachers who also need special training and support for this work.
Teacher professional development

- top priority in education policies,
- a most important aspect of educational innovation and change;

Pre-service teacher have to be exposed to effective teaching in TEIs.

→ Imperative to build the capacity of TEIs to provide a meaningful context that allows pre-service teachers to critically examine their own pedagogical beliefs.
Educational context in Cambodia

• commitment to providing basic education for all students in Cambodia from grades 1-9
• ESP 2009/13: 3 main policies
  – being equitable access to education services;
  – quality and efficiency of education services;
    (upgrade staff competences for teacher training institutes)
  – institutional development and capacity building for decentralisation.
Main Challenges in Cambodian Education

- high drop out rate
- ...traditional learning
- ...teacher-centered instruction
- ...limited educational resources
Objective: Graduate teachers apply improved teaching methodology
Strategy: Capacity Strengthening of Pre-service Teacher Training

Primary: Provincial Teacher Training Centres (PTTC)
Lower-secondary: Regional Teacher Training Centres (RTTC)

Pedagogical skills
Student-centered Approaches
ICT in Education

Science education
Biology, Chemistry
Physics, Earth Science

Life skills
Environment & Agriculture
Educational context in Vietnam

Education reform

• renewal of general education (MOET directive 14)
• acceleration of learning and teaching methods in teacher training (MOET directive 15)
• modernization of learning and teaching methods:
  – reduce one-way (teacher centred) education
  – stimulate initiative, creativity and self-study by the students (EDSP 2011-2020)
Strategies

• development of teaching and administration staff
• innovated curriculum and materials
• innovated teaching, learning and assessment methods and education evaluation and accreditation
• education socialization; enhanced efficiency of scientific and technological activities in research and training institutions
• development of advanced education institutions

holistic campaign (2008-2013) on “Friendly schools, active students” at secondary schools
Main Challenges in Vietnamese Education

- pedagogical skills of teachers
- educational resources and materials
- assessment, education evaluation and accreditation
LTLLT in Vietnam

Objective: Graduate teachers apply Active Teaching and Learning methodologies
Strategy: Capacity Strengthening of Pre-service Teacher Training
  Lower-secondary: 5 Provincial Teacher Training Institutes (TTI)

Pedagogical knowledge
  Student-centered Approaches

Technological knowledge
  ICT in education

Content knowledge
  All subjects
VVOB support at “meso-level”

- **MESO (Pilot)**
  - Teacher Education Institutions (TEI)
  - Practice School (PS)
  - VVOB

- **MACRO**
  - Ministry of Education
  - MESO (Mainstreaming)

- **TEI**
  - PS

- **TEI**
  - PS

- **TEI**
  - PS

- **TEI**
  - PS
Institutional capacity development in TEIs (5 C’s)

- Capability to Act
- Capability to achieve coherence
- Capability to relate
- Capability to achieve development results
- Capability to adapt and self-renew
## Five capabilities (Morgan, 2006)

<table>
<thead>
<tr>
<th>Capability</th>
<th>Building blocks</th>
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<tbody>
<tr>
<td>The capability to act</td>
<td>willingness, attitude, motivation, self-confidence, empowerment</td>
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<tr>
<td>The capability to generate development results</td>
<td>mandate, organizational enablers, organizational results &amp; performance</td>
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<tr>
<td>The capability to relate</td>
<td>legitimacy, networking, resource mobilization (institutional &amp; financial)</td>
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<tr>
<td>The capability to adapt and self-renew</td>
<td>contextual intelligence, self-reflection, openness/ flexibility to change, learning, M&amp;E</td>
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<tr>
<td>The capability to achieve coherence</td>
<td>innovation vs. continuity, balance between vision driven vs. donor driven</td>
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The capability to act: willingness and motivation

Cambodia
- MOEYS’s **ambition** to increase the quality of education;
- Adapt the curriculum to **reflect** the changing pedagogical priorities;
- RTTCs, PTTCs’ **willingness**.

Vietnam
TEIs
- Being **Autonomous** in TEIs;
- Being **Empowered** to envision education innovation and change process;
- Implement Education Innovation Plan.
Capacity to generate the results: Capacity development in Cambodia

2008 2009 2010 2011 2012 2013

Science

Environmental Agricultural

Life Skills

RTTC Kandal

PTTC Siem Reap

PILOT STAGE

other RTTC’s

other PTTC’s

MAINSTREAMING STAGE
Capacity to generate the results: Capability development in Vietnam

Integration of ICT
Environmental Education

2008  2009  2010  2011  2012  2013

ICT core group in 5 TEIs
Methodology core group in 5TEIs

Teaching methodologies

PILOT STAGE
MAINSTREAMING STAGE
Capacity to generate the results: Capability development in Cambodia
ICT4ATL Toolbox

With this online toolbox we want to introduce you to some technology-enhanced instructional designs for classroom teaching and learning. Our aim is to show how ICT can be used for Active Teaching and Learning (ATL) to take place, and to prepare teachers for a changed teacher role.

All the tools and instructional designs address the process where teachers and learners are constructing knowledge and insight in the world around them through active exploration, experimentation and reflection, in interaction with each other and the learning materials. The tools and technology enhanced instructional designs all have the potential to innovate and/or transform classroom teaching and learning practice. The different tools can for example support collaborative learning, problem solving, meaningful learning...

Take your time to explore the toolbox, feel free to comment and share your thoughts on added value of the different instructional designs, take a reason test and print your diploma, or get inspired by some video examples from all over the world.

www.ict4etl.org
Capability to relate: meso-macro

Cambodia
- Meso level
- Collaboration with macro level
- Lack of communication between the stakeholders

Vietnam
- Expertise from local, national and international experts
- Mainstream national wide
- Key player meeting
Capability to adapt and self renew: master change and adopt new ideas

Cambodia
- Embed all operations within the existing institutional structures
- Have a strong donor dependency affect the capability of organization to adopt new ideas

Vietnam
- Start with research by research groups
- Organize conferences
- M&E plan in the TEIs
Capability to achieve coherence: Cambodia
Capability to achieve coherence: Vietnam

- Education Innovation Plan of TEIs
  - In line with MOET
  - In line with the social development
- Promote the networking and collaboration among stakeholders: UNESCO, Intel, BC, VNIES... for the common strategies and activities.
More hands-on approach (especially in pilot):

- Due to lack of resources focus on *capability to achieve development results*:
  - Development of teaching materials
  - Training of teacher trainers

- **Capability to relate**: 
  - Strong involvement of educational stakeholders at micro-level (schools) and macro-level (central departments of the MoEYS)

- **Capability to achieve coherence** as a challenge due to strong donor dependency
Support to TEIs in Vietnam

More hands-off approach from the early stages:

- TEIs had sufficient capabilities to generate development results: teacher educators (in core groups) highly involved in the development of training materials and as trainers
- Focus on capability to adapt and self-renew: management training on how to monitor and evaluate education innovation processes
- Focus on capability to achieve coherence: development of institutional vision on educational innovation
  → Professional culture and environment to learn from good practice as well as mistakes
Conclusions and discussion

- Capacity development on LTLT dependent on local (educational) context
- Capacity development beyond teacher training
  - Institutional capacity development of TEIs
  - Addressing different “capabilities”
- Support strategy dependent on local (educational) context as well
  - Towards a more hands-off, low level intervention
Thank you!

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