Improving the quality of teacher education through an effective M&E system

by Samphon Say and Karolina Rutkowska (VVOB Cambodia)

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2. Abstract

For nearly three years now VVOB has partnered with the Teacher Training Department (TTD) at Cambodia’s Ministry of Education, Youth and Sports (MoEYS) to attain sustainable organisational improvements in teacher education. To achieve this objective, VVOB has adopted a multilevel capacity-building approach targeting those responsible for improving the quality of teacher education, including teacher trainers, TTD staff and, in particular, the directors who lead the Teacher Training Centres (TTCs).

In close cooperation with the ministry VVOB developed and facilitated innovative tools, trainings and intense follow-up. For teacher trainers the support tools and training focus on effective means of self-assessment with the goal to develop an individual learning plan supported by management.

Training for the TTC directors improves their capacity to support, monitor and formatively assess their teacher trainers. For higher sustainability, empowerment and strengthened leadership the follow-up happens through regional peer consultation sessions, where the successes and challenges of installing a professional development programme in the TTCs are discussed.

Thirdly, improved qualitative data collection at the TTCs allows TTD staff to implement focused supportive action to effectively improve teacher education throughout the country.
While some challenges remain and valuable lessons are learned, the initial programme results have been positive, showing enhancement in teacher education.

3. Paper

For nearly three years now VVOB Cambodia has partnered with the Teacher Training Department (TTD) at Cambodia’s Ministry of Education, Youth and Sports (MoEYS) to attain sustainable organisational improvements in teacher education. To achieve this objective, VVOB has adopted a multilevel capacity-building approach targeting those responsible for improving the quality of teacher education, including teacher trainers, TTD staff and, in particular, the directors who lead the Teacher Training Centres (TTCs).

In close cooperation with the ministry VVOB developed and facilitated innovative tools, trainings and intense follow-up. As the programme is reaching its end in December 2016, this paper aims to give an overview of the programme build-up, activities and its initial results.

3.1 Situation of planning, monitoring and evaluation in Cambodian teacher training for primary education

To assess the situation regarding planning, monitoring and evaluation in Cambodian teacher training for primary education, VVOB Cambodia did a desk review of government plans, tools, documents as well as related studies. In addition, we had interviews with key informants and a focus group discussion with Teacher Training Centre directors.

Based on the collected information following SWOT-analysis was made:

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
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<tr>
<td>• TTD has the mandate to monitor and evaluate the teacher training programme</td>
<td>• TTD monitoring data and reports provide limited insight into quality issues (mainly focus on infrastructure and quantity)</td>
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<td>• TTD has a monitoring and assessment guideline for teacher trainer performance in TTCs</td>
<td>• Current assessment guidelines and tools for monitoring TTCs require revision</td>
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<td>• Some TTD staff have gained expertise in monitoring of TTCs</td>
<td>• Other TTD staff have limited skills in monitoring and evaluation</td>
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<td>• There are teacher professional standards that can be used as a benchmark to assess teacher trainers</td>
<td>• TTC management as well as teacher trainers lack capacity and tools for self-evaluation or peer evaluation</td>
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<td>• Teacher trainers have regular meetings with their subject peers regarding their teaching</td>
<td>• The quality of the peer meetings is very different from subject to subject and TTC to TTC</td>
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<td>• Teacher trainers are skilled in reviewing each other’s lesson plans and observing each other’s lessons</td>
<td>• There is no recorded systemic performance appraisal of teacher trainers</td>
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<tr>
<td>Opportunities</td>
<td>Threats</td>
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<td>------------------------------------------------------------------------------</td>
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<td>• Teacher Policy Action Plan (TPAP) has been established and focuses on monitoring education quality</td>
<td>• MoEYS’ inter-departmental coordination is limited</td>
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<td>• Directors of TTCs are tasked to monitor and evaluate the quality of their teacher training programme (permanent inspectors)</td>
<td>• Some teacher trainers, due to a low engagement, do not take feedback from an inspection team or their supervisors seriously and threaten to quit jobs if their supervisors are too strict or demanding (around 2,000 teachers per year leave their profession (TPAP 2014))</td>
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<td>• MoEYS’ policy plans foresee the implementation of a performance appraisal system for education staff starting from 2015</td>
<td>• Teachers currently earn only 60% of what other professionals with similar skills do in the private sector which gives teaching professions a low social status across the country (TPAP 2014)</td>
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<td>• MoEYS policy plans aim to improve the living conditions of education staff by increasing remuneration, revising and rationalizing incentives</td>
<td>• Intensifying the monitoring for teaching quality may put strain on the teacher trainers, TTC management and TTD</td>
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<td>• Annual director meetings can be developed into a forum for sharing best practices in addition to the top-down briefing by TTD</td>
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3.2 **Programme goals to improve the situation and align with the ministry’s policies and plans**

The VVOB–MoEYS Cooperation Programme 2014–2016 was designed to strengthen pre-service teacher training for primary education. The specific objective of the programme is that ‘primary education teachers apply strengthened teaching, monitoring and follow-up strategies to improve learning outcomes in mathematics and science for all learners. One Intermediate Result is to address issues regarding planning, monitoring and evaluation of TTCs with a focus on teaching quality for better learning outcomes:

- On the level of teacher trainers, the programme will implement activities to help teacher trainers to reflect on their professional practice through peer feedback and self-assessment leading to the development of an individual learning plan.
- On the level of TTC management, the programme helps the directors to monitor and support the performance of their teaching staff by creating a simple reporting mechanism that captures teacher trainers’ participation during subject group meetings and records their professional development progress. In addition, the directors’ capacity to support their teaching staff through good management and leadership is strengthened.
- On the level of the TTD and the Provincial Offices of Education (POE), the programme builds the staff’s capacity to monitor the TTCs and analyse their data on the progress of teacher trainers’ professional development, with the goal to improve departmental planning.
To maximise the ownership and sustainability of this programme, it is aligned with MoEYS’ key policy priorities, which are the following: MoEYS’ Education Strategic Plan (ESP) 2014-2018 aims to ensure effective leadership and management of education staff at all levels. It further aims to develop, build capacity and change the culture of educational work into an evidence and outcome based planning, budgeting and monitoring system at national and sub-national level.

Meanwhile, MoEYS’ Capacity Development Master Plan (CDMP) 2014-2018 means to strengthen the management skills and overall performance of ministry personnel. For this the ministry looks for international technical assistance to support the development of a staff appraisal system and other elements of the human resource policy.

Finally, MoEYS’ Teacher Policy Action Plan (TPAP) 2014 states that the ministry will strengthen the effectiveness of school leadership as well as the teacher monitoring and evaluation system.

3.3 Strategic priorities in the programme

Before developing the programme content, that supports the policy plans and answers the needs for improvement, VVOB Cambodia stipulated six clear strategic priorities. These priorities are necessary to establish the focus of the programme and the boundaries of our activities.

1. The TTs at the PTTCs are at the centre.

   When it comes to education, teachers are the core element that influences educational quality. The programme aims to make TTs responsible for ensuring their contribution to that quality. Aside from assessments by a supervising entity, TTs themselves are best placed to monitor and assess their own teaching and learning.

   The programme gives the TTs tools for their PD and installs reporting mechanisms that are built up from the bottom. Reporting goes from TT to PTTC management and from PTTC management to TTD. The essence of the reporting is the PD of the teaching staff and their capacity development needs.

2. We focus on internal assessment.

   Before the step towards valuable external assessment can be made, there needs to be a strong and effective internal assessment in place. An internal assessment system will firstly establish an environment that is focussed on internal quality. It will support a mind-set for continuous improvement. By first focusing on creating a coherent system for internal assessment it will be possible in the future to build a performant external assessment system.
3. We only build on what already exists and fully within the MoEYS policy plans.

To maximise ownership and sustainability of the programme results/outcomes it is crucial to work within the framework of existing policies and policy plans. The programme and its activities are discussed with the relevant departments within the ministry before the start of the programme as well as in the course of it.

The tools, processes and activities that already exist in the system of pre-service teacher education are used as a basis to build upon. The target groups are familiar with these tools, processes and activities so instead of installing something completely new, the programme activities originate from what is known.

What the programme requires of the target groups is already a part of their job descriptions. Through the programme activities the target groups develop their capacities to better meet the obligations and expectations set by MoEYS.

4. The changes need to be systemic.

To achieve sustainable changes, they need to be anchored on the system level. Trainings go hand in hand with on-the-job support, refreshers and follow-up facilitated and coached by ministry staff. Tools are consolidated in the schools’ quality processes.

5. The tools and processes will be people-centred, not data-driven.

Currently, the quality assessment that exists in teacher education is strongly centred on quantitative data and does not properly reflect the actual quality in teaching and learning. Knowing that teachers are key to qualitative education, a shift is needed towards teacher-centred data collection and teacher-centred PD tools and processes.

The revised/improved data collection and reporting will deliver relevant data that can be acted upon and that will impact decisions. The amount of data that will go up through all the levels will be limited as to maximise its quality.

6. We focus on formative assessment.

In the same philosophy as with internal and external assessment it’s important to have formative assessment embedded in the school’s processes before focussing on a summative assessment system.

We see formative assessment as a prerequisite for fair summative assessment. It verifies that the teacher trainers have a clear understanding of what is expected of them (as described in the Teachers’ Standards) and are given the opportunity to develop their skills.
3.4 Programme content: development phase, training phase and follow-up phase

Multiple interviews with relevant stakeholders and a desk review of policy documents, handbooks and other relevant documents determined the needs and the focus of the programme. Next a group of ministry experts was formed to shape and realise the programme.

This working group consisted of eight members from various departments within the MoEYS (Teacher Training Department, Education Quality Assurance Department and the Provincial Office of Education) as well as from the management of TTCs. They were assigned to the programme by the director of the Teacher Training Department based on their competences and their availability to participate in the three-year programme.

Throughout the entire programme, with strong support of VVOB Cambodia, the working group’s goals were to:

- Strengthen their own capacity in PME, facilitation and coaching.
- Develop the training content, resources and tools.
- Facilitate the trainings.
- Coach the target groups and facilitate the follow-up activities.
- Continuously work towards maximising the quality of the programme.

3.4.1 Development phase

Developing the training content was a labour-intensive and time consuming process. VVOB first prepared the framework of the programme: target groups, objectives, timeframe and limitations. This was discussed, adjusted and finalised with the working group. After receiving approval from the director of the Teacher Training Department, the development of the training content started.

The training content was developed through a constructive process. VVOB pre-developed the content in two manuals, a facilitator’s manual and a participant’s manual. We presented the content to the working group from the role of the facilitator, actually using the teaching methods and exercises that were described in the facilitator’s manual. After experiencing a lesson as it could be taught during the training, the working group went on to review and enhance both the facilitator’s manual as well as the participant’s manual.

Distinct trainings were developed for two target groups. The first target group consisted of the directors and deputy directors of the TTCs, staff from the Provincial Offices of Education, staff of the Teacher Training Department and two selected teacher trainers from every Provincial Teacher Training Centre. This specific target group was formed with the intent to play a crucial role in the implementation of the programme in the TTCs and received a five-day training with a stronger focus on management.

The second target group consisted of all the teacher trainers of all TTCs. The content that was developed for the teacher trainers contained following topics:

1. Context and purpose: programme objectives, programme principles, imbedding in the
current policy and future plans of the Ministry of Education, Youth and Sports

2. Using the Teachers’ Professional Standards as a basis for assessment
3. Assessment (formative and summative)
4. Analysing lesson plans
5. Observing lessons
6. Collecting and interpreting student feedback
7. Self-assessment and the Individual Learning Plan
8. Planning activities for subject group meetings
9. Recording and reporting on PD activities

The additional content that was developed for the management level contained following topics:

1. Planning, monitoring and evaluation
2. Promoting Professional Development of Teacher Trainers
3. Reporting PD
4. Analysis of TTCs PD reports
5. Teacher Training Department’s and POE’s actions for PD
6. External assessment

These manuals came with a set of tools and reports to support the collection of data, the reflection on PD and the reporting of this data for analysis and consecutive action. These tools included:

1. Summary of the Teachers’ Professional Standards
2. Lesson plan analysis tool
3. Lesson observation tool
4. Student feedback questionnaire
5. Teacher trainer’s self-assessment tool
6. Individual learning plan

The reports for all levels in the target groups were the following:

1. Subject group PD report
2. Management PD report
3. Teacher Training Department analysis sheet on PD

The tools were tested in two TTCs before being finalised. And in the meantime the working group members practised implementing trainings amongst themselves to prepare for their role as facilitators.

The development phase took 9 months, from January 2015 until September 2015.

3.4.2 Training phase
The training phase came in two waves. The first wave consisted of the five-day trainings for directors and deputy directors of the TTCs, staff from the Provincial Offices of Education, staff of the Teacher Training Department and two selected teacher trainers from every Provincial Teacher Training Centre. There were eight of these five-day trainings, from October 2015 until January 2016.
The second wave consisted of the three-day trainings for all the teacher trainers of all TTCs. In total thirteen trainings were held for teacher trainers from February 2016 until May 2016.

These trainings were conducted in provinces throughout Cambodia. They were facilitated by between two and four facilitators and supported by VVOB staff. After every training day the facilitators and VVOB staff discussed the progress made, the interaction of the participants, their understanding of the content and of course the teaching quality of the facilitators. During all the trainings the facilitators were coached in their facilitation role and further strengthened in their knowledge of PD and planning, monitoring and evaluation.

Regarding the teaching strategies and methodologies used in the trainings; the facilitators always started from the pre-existing knowledge and know-how of the participants. They built up on that knowledge, expanding it and offering new tools with matching skills to use them. During several group work exercises, the participants reflected on the importance of and facilitating factors for teachers’ PD. Step by step the facilitators went through the supporting tools and the participants practised using them. For the facilitators, the important message to convey was not to simply implement the tools for the sake of having them, but to use them as a structured support to reflect and finally to report on PD, thereby giving management and supporting departments the means to undertake action.

3.4.3 Follow-up phase
After the completion of the first wave, while all the teacher trainers were receiving their trainings, the follow-up activities for the first target group began. The programme objectives of doing follow-up activities were:

- Monitoring progress: The national trainings were a first step in a change process. They strengthened all participants with knowledge and skills towards stronger PD. But these strengthened elements need to be applied. A follow-up made it possible to monitor how the implementation at target group level is progressing.
- Quality control: Follow-up activities created the possibility to check the quality of the changes that were being implemented. It gave us feedback on the level of understanding of the training content, the achievability of the changes as seen by the participants and the level of professionalism in applying the changes.
- Offer support: The information gained during the follow-ups made it possible to offer on-the-spot support or even steer in a better direction.
- Measuring outcome: The follow-up moments were used to measure the programme outcomes.

The strategy how to organise follow-up and reach the objectives was twofold. Although every stakeholder has his/her responsibilities when it comes to PD, we believed that the directors and deputy directors of the TTCs were the main facilitators and drivers towards change. It’s their initiative to invest in teachers’ PD that will create the environment and support for all teacher trainers to work on their PD. Therefore, during follow-up, we focussed on the (deputy) directors’ approach and experiences through the installation of peer consultation groups. Following the
Minister’s wishes in the Teacher Policy Action Plan we established know-how sharing communities for these school leaders. During these peer consultation meetings, the (deputy) directors exchanged experiences on the change progress (successes and obstacles) and learned from each other. The meetings had a clear goal, with matching structure and were coached by the working group members with support from VVOB.

The peer consultation groups were formed to reach the objectives of this programme but they were from the outset not meant to stay within the limits of the programme. During the development phase the installation of these groups was discussed with the director of the Teacher Training Department. Since the concept of know-how sharing communities is a policy goal, it was agreed that these peer consultation groups will become a structural platform embedded in the organisation of primary education teacher training. Time will tell if this dialogue and knowledge sharing on quality improvement and professionalization will continue after the MoEYS-VVOB programme has come to an end.

The second part of the follow-up strategy entails a support team. Because change within an organisation affects everyone and demands everyone’s engagement, it can only be successful when it is implemented, supported and promoted on every organisational level. Therefore, within the framework of the programme we worked with a capacity development support team (CD support team). Every Provincial Teacher Training Centre formed its own CD support team consisting of six members in total: the director and a deputy director, two teacher trainers and two members of the Provincial Office of Education. These are the same people that received a more extensive training in the first wave of the training phase. The CD support team covers the three main organisational levels and they were the contact persons for all colleagues. Their role was to be the driving support base for every colleague, to go to for information on the new tools and processes, as well as support.

The CD support teams were divided in five regions; bringing three to four TTCs together to the meetings. The mornings were reserved for the directors and deputy directors to hold a peer consultation while the other part of the CD support team discussed and prepared related topic items. In the afternoon the (deputy) directors joined the other members, bringing both teacher trainers’, management’s and the supervising institute’s perceptions together. The meetings are concluded with concrete action plans to further strengthen the PD of teacher trainers at the TTCs.

To be able to effectively use the method of peer consultation both the working group members and the (deputy) directors of the Teacher Training Centres received a hands-on training from a Flemish educational partner. The working group received a four-day training focusing more on their role as facilitators and coaches during peer consultations and the (deputy) directors were submerged in the why and how of peer consultation during a two-day training. The peer consultation method is very structured but clearly works towards reaching a tangible output. In addition, the cycle of reflection by Korthagen is used to reflect on given situations is a systematic and profound way.

The first peer consultation meeting took place mid-February 2016 and focused on the (deputy) directors’ role as initiators and promotors of change in their training centre. As a preparatory assignment they were asked to reflect (using the cycle of reflection) on that role by analysing an
actual situation where they took the lead to change something and it didn’t work out entirely as they had hoped. 

During the second peer consultation meeting, that took place in June/July 2016, the focus was put on the planning and implementation of PD activities/actions. The (deputy) directors were asked to reflect on an actual situation (non-financial) that they experienced previously or were experiencing at that time where they encountered obstacles with either the planning or the realisation of PD actions/activities. 

The third peer consultation meeting will take place in mid-October 2016 and will be centred around the PD report that the teacher trainers through their subject groups and the (deputy) directors created for the first time. The (deputy) directors are asked to analyse the information on PD that they received from their subject groups. During the peer consultation they will share each other’s analyses of the strengths and weaknesses of their centre. They will share insights to deepen and strengthen their analyses and discuss what short term and longer term actions can be taken based on that information. 

3.5 Initial results and our learning curve

3.5.1 Initial results

The current programme runs until the end of 2016; which means that only initial results have been collected thus far. However, only two months left in the programme and feedback/results have been collected continuously, thus the final results will very likely be in line with these initial results.

Results have been/are being collected through various channels and tools:

- Feedback forms after the CD support team meetings
- Meeting reports from the CD support team meetings
- Online questionnaire for (deputy) directors
- Online questionnaire for members of the Teacher Training Department
- Online questionnaire for teacher trainers
- TTCs management reports on PD
- Teacher Training Department’s analysis report combining all 18 management reports
- Online student feedback reports

Quantitative data that has been collected so far from the programme’s target groups is identified below. Data regarding the Teacher Training Department and the teacher trainers is in the process of being collected.

Use of collection and reflection tools within the TTCs:

- At least 90% of the directors of all TTCs report to use following tools: lesson plan analysis, lesson observation, student feedback survey and self-assessment
- With 98%, the student feedback survey is reported as the most used tool
- Use of the individual learning plan is only reported by 71% of directors of all TTCs
- All directors report to be fairly (47%) or very familiar (49%) with all the tools
• About 10% of all directors however report that they are not so familiar or have a neutral/no opinion in regards to the student feedback survey and the individual learning plan
• 89% of all directors report that the information provided by the collection and reflection tools is very useful, 9% report the tools are fairly useful and 2% report a neutral or no opinion
• The usefulness of the self-assessment and the individual learning plan scores slightly lower with about 20% of all directors reporting that the information provided by these tools is only fairly useful or they have a neutral/no opinion about them
• About 5 out of 18 TTCs (28%) have adequate/good skills in the use of Excel, email and online applications (such as Survey Monkey)
• 61% of the TTCs used the online student feedback surveys in a correct way gathering relevant data
• 39% of the TTCs used either an incorrect online student feedback survey, used a paper student feedback survey or did not reach enough students to gather relevant data

Use of the data reports within the TTCs:
• Both the subject group report and the management report are reported to be used by at least 90% of the directors of all TTCs
• All directors report to be fairly (72%) or very familiar (28%) with both reports
• All directors report that the information that both reports provide is fairly (13%) or very useful (87%)

Cooperation with the Teacher Training Department:
• 88% of all directors report to have received feedback from the TTD inspector that inspected their school
• 70% of all directors report that the feedback they received from the inspector was very useful, 25% fairly useful and 5% have a neutral/no opinion
• The most used tools by an inspector were the lesson observation (reported by 81% of all directors) and an inspection report (reported by 73% of all directors)
• 93% of all directors report that the inspector looked at a teacher trainers’ lesson plans, 83% at the Centre’s annual operational plan and 68% at the feedback a teacher trainer received during lesson observations from peers

3.5.2 Analysis and learning curve
Underlying skills to analyse data and formulate to-the-point conclusions
The Cambodian education system and more specifically the teacher training is still very much defined by ‘following the hierarchal rules’. Curricula are set by the government, student handbooks are produced or approved by the government, the lesson plan form has been defined by the government and everyone uses only that tool. Teacher trainers and Centre directors are used to work in these predefined structures which often leads to just doing it by the book without much creative out-of-the-box thinking or critical reflection. However, planning and budgeting TTC activities has been more decentralised over the last year, giving the directors more autonomy and room for initiative.
By focusing on the collection of valuable data regarding the PD of their teaching staff, the programme wanted to support this autonomy. The information that the management collects and interprets can be used to monitor the Centre’s PD and to plan strengthening activities for all staff. Collecting this kind of information however is new and therefore analysing it and putting it to use, is new as well. Some directors adapted to the new methods quickly but for some the change was more difficult because analysing qualitative and quantitative data from a broad managerial point of view requires underlying competences.

Generally speaking, we see that the skills to think critically and to analyse and draw conclusions in a holistic manner are underdeveloped at the management level. We overestimated the directors’ competences in this regard and therefore did not specifically focus on strengthening these competences during the trainings. This shortcoming did not stand out that much during the trainings but it surfaced during the follow-up peer consultations. Key elements during the peer consultation are strong analytical skills, to-the-point summarising, asking in-depth questions, critical thinking and formulating concrete conclusions. More coaching and even direct intervention on our part were required to make sure that the peer consultation meetings were concrete enough and reached a deeper level of understanding. With the third peer consultation round coming up we see that a hands-on approach by VVOB is still necessary to reach qualitative results. With the programme reaching its conclusion at the end of this year, this know-how sharing platform should have a higher self-sustainability at this point in time, without the strong VVOB support.

Notwithstanding this factor, the creation of this knowledge sharing platform is successful and can even be considered crucial, not only for the implementation of this programme but more importantly for facilitating and promoting a continuous debate on teacher quality and quality education.

*Using tools as a means and not as a goal*

The challenge in the Cambodian context of ‘doing it by the book’ was to design tools, supporting a teacher trainer in his/her PD, that:

- Collect more qualitative data than quantitative data
- Stimulate reflection on one’s teaching performance
- Are compact and easy to use
- Match the tools that are already in use

Although the tools do tick these boxes, they were not easily implemented by the teacher trainers. Putting all the feedback that a teacher trainer received (from peers, management and students) together and reflecting on their own performance was a first hurdle. A second hurdle was to transform that self-assessment into concrete learning goals and a matching plan of action. The last hurdle was simply getting used to working digitally rather than with pen and paper.

Mirroring the directors’ competences regarding critical thinking, the teacher trainers generally speaking also struggle with this skill. Reflections on the collected information about their professional performance will gradually improve by practicing it often, with the support of peers and management. To help the teacher trainers in this learning trajectory we underlined using the
subject group meetings to discuss the content of the self-assessment and to help to determine the learning needs. Doing this in an open setting among peers will also stimulate them to grow as a team, to step outside their comfort zone and to support each other in the trial and error process of trying out new teaching strategies and methods.

One element that frequently appeared as a learning point in the teacher trainers’ individual learning plans was the need to diversify their teaching methods and find more student-centred methods to deepen students’ learning. Pedagogical research is needed but the knowledge and skills for this need strengthening. The fact that this capacity development need exists on a national level became more clear through the tools and reports.

The third hurdle applies to all the target groups, more so to the management than the teacher trainers. Knowing that the learning process would be slowed down by solely working with digital documents, we chose that path regardless because it is the most efficient way to share data and to monitor, evaluate and plan. We invested a significant amount of time to follow-up and assist the management teams by phone, by email and even in person. In retrospect this time investment might have been lowered by providing a very basic training in the use of Excel and email earlier on in the programme.

**PD as a core responsibility**

The current teacher training education system does not yet have a digitalised, systematic and institutionalised teacher trainer follow-up that links to a career path. This influences how the PD of teacher trainers is perceived and approached by all stakeholders involved. There is no individual track record for teacher trainers regarding their teaching performance and their PD. Feedback from management is often not concrete enough or is generally given in group. Only the exceptionally unfit teacher trainers are removed from their teaching position while the outstanding teacher trainers receive limited rewards. This system makes it hard for the Centres’ management as well as the teacher trainers to perceive PD as a core responsibility for both parties.

During meetings with the CD support teams this became very clear. Teacher trainers sometimes felt discouraged to invest private time in their PD when they saw that other teacher trainers did not even bother but were eventually treated just the same. Directors shared how difficult it is to motivate teacher trainers from an older generation who were never asked before to self-reflect or create individual learning plans. These processes and supporting tools need to demonstrate their added value first before reluctant teacher trainers will consider investing time in them. Staff from the POE shared that they often only received information on teacher trainers’ performance when disciplinary action was needed.

The current system in itself is limiting and it subsequently showed the limitations of this programme. The need for a broader systemic change is however known to the ministry and is already a policy action point in the current multiyear plans. In the meantime, the first PD reports have shown the Centres’ directors that keeping track of teacher trainers and subject groups’ activities is a valuable source of information on their PD and learning needs.
3.6 Conclusions

Concluding on a programme that is still in the process of collecting end results and outcomes is a bit preliminary but a few general conclusions can be made.

Throughout the development of the programme content and the following capacity building activities, having made clear strategic priorities helped VVOB and the working group to focus and to stay within the predefined boundaries.

Forming and executing this programme with a working group, being a team of stakeholder-experts, is crucial for the sustainability of the outcomes. Accordingly, co-developing the training content is a tedious process but very important for a clear understanding of all concepts and general ownership.

The implementation time for the tools, reports and processes at the TTCs is too short to be truly consolidated within the organisation and entwined in the organisational culture. A continued implementation, with all the normal struggles and successes, is necessary for all changes to reach their full potential.

Regardless the limited implementation time, the programme has successfully altered the perception on teacher trainers’ PD at all levels of the teacher training system for primary education. It has offered the responsible stakeholders the capacity to work towards more and better teaching quality.

3.7 Abbreviations

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<th>Acronym</th>
<th>Description</th>
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<td>TTD</td>
<td>Teacher Training Department</td>
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<td>TTC</td>
<td>Teacher Training Centre</td>
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<tr>
<td>MoEYS</td>
<td>Ministry of Education, Youth and Sports</td>
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<td>POE</td>
<td>Provincial Office of Education</td>
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<td>professional development</td>
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4. Bio

Samphon SAY, programme coordinator VVOB Cambodia, graduated from the Faculty of Pedagogy (National Institute of Education, Cambodia) in 1999 where he was trained to be a secondary school English teacher. He additionally graduated as Master of Development Management (Norton University, Cambodia) in 2013.

Karolina RUTKOWSKA, education advisor VVOB Cambodia, graduated as a Master of science in Criminology (University of Ghent, Belgium) in 2005. Additionally, she graduated as an Aggregated secondary school teacher in communication and behaviourial science (University of Antwerp, Belgium) in 2008 and as Executive Master in Public Management (Antwerp Management School, Belgium) in 2012.