Teacher Education in Cambodia


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Outline of presentation

- Brief Background
- Framework and philosophy of teacher education
- Government policy in term of teacher selection, preparation, and professional development
- Structure and nature of the institutions and universities responsible for teacher education
- Challenges and opportunities for internationalization of teacher education
Since the end of civil war, gross enrollment rate at all levels increase, between 2000/11
- primary school: from 105% to 125% (net enrollment rate 98%)
- secondary school: from 16% to 44% (net enrollment rate 37%)
- tertiary education: numbers of students from just 10 000 in 1990 to over 200 000 recently.

Within such a rapid expansion, teacher education plays a very important role
- response to the increasing numbers of students
  key to improving the quality of educational provision
  ◦ 75% of teachers, 96% of university students

Cambodia adopted a unique strategy to recruit teachers after the end of KR
  ◦ “those who know more will teach those who know less, and those who know less will teach those who do not know”.

During 1980,
  ◦ Cambodian teacher training was influenced by socialist and communist ideologies and the planned economy

Since 1990s, Cambodia has moved towards a democracy and free market economy, and seeking greater regional and international integration.

Since then, especially post–2000, numbers and characteristics of Cambodian teachers have changed dramatically.
Between 2005/06 and 2011/12, number of teachers increase from 78,606 to 86,404 (45% female)
  ◦ by 2011/12, slightly over 50% is primary school teacher

However, level of formal teacher education is still low
  ◦ 2% master degree
  ◦ 12% bachelor degree
  ◦ 50% upper secondary education
  ◦ 35% had only lower secondary education

At tertiary education, there were over 10,000 teaching staffs

But, overall qualification of teaching remain low
  ◦ a significant proportion of teaching staff held only a bachelor degree
  ◦ a very small proportion hold a doctorate degree.
Framework and philosophy of teacher education

- No legal documents that specify an exact terminology for the Cambodian “framework and philosophy of teacher education”, but
  - Cambodian government acknowledged the critical role of teachers in achieving its national education vision
    - to develop human resources of the very highest quality and ethics in order to develop a knowledge-based society
  - there are clearly articulated expectations and teachers are guided by performance goals
    - national standards curriculum, local life skills, and elective vocational subjects
Framework and philosophy of teacher education

• Although the documents provided clear expectations, in the past decades,
  
  • teachers have not received sufficient support to perform their role well,
    
    • better in–service training programs
    • professional development programs
    • adequate and appropriate teaching and learning materials
  
  • Insufficient teacher support is recognized by teacher policy adopted in early 2013 which spelled out that it was necessary to
    
    • equip teacher with full knowledge, pedagogical skillfulness through appropriate pre– and in–service teacher training
    • update and modernize teaching and learning materials
Government policy in term of teacher selection, preparation, and professional development

- Annually, 5000 student-teacher were recruited
- Public teachers are employed as permanent civil servant
  - government has a right to assign teacher trainees after the completion of training program
- Teaching remains a highly attractive profession
- Cambodian teachers are largely a dedicated cadre, actively pursued education as a life career, low rate of turn overs
- There are entry requirements to pre-service training, but
  - unable to attract top performing students to the teaching profession
    - due to low and flat teacher salary structure
    - salary increase scheme is very low,
Further, the quality of pre-service training is also limited.

In-service training remain limited. In 2005/06 survey
  ◦ about 35% of primary teachers received some form of training during this four-year period
  ◦ only 15% of lower secondary teachers had the opportunity to attend professional development workshops

Professional development in the form of workshops or training courses is not required
  ◦ no teaching licensing program neither does a teacher need to re-apply for a license to teach
  ◦ Cambodian public teachers are permanent civil servant, a position for life with little or no requirement for professional refreshing or retraining
Government policy in term of teacher selection, preparation, and professional development

- School leadership materials were developed
- Over 30 Core trainers have been trained to conduct the training course for school principal. Duration of training is 18 days.
- The training for school leadership: 4 modules
  - Leadership, School–self–assessment, relation with community, and Administration.
  - Up to date 14,964 of which 2,176 are females primary and secondary school principals have been trained by various programs/projects.
In Cambodia, all teacher training programs are free of charge.

There are 26 teacher training centers:
- 1 pre-school teacher training center (9 or 12 +2)
- 18 provincial primary teacher training centers (12 or 9 +2)
- 6 regional lower secondary teacher training centers (12 or university graduate +2)
- 1 national institute of education for upper secondary school teacher (university graduate or master +1)

It is important to note that there is no Faculty of Education.

Public university lecturers are not required to undertake pedagogy training:
- must hold at least a Master’s degree
- pass the civil service national examination
Challenges and opportunities for internationalization of teacher education

- Demand for skilled and qualified teachers will be steadily increase,
  - not so much for primary school teacher
  - but rather in the pre–primary and secondary school sectors due to the anticipated increase in enrollments.

- Demand for internationalization of teacher education is also predicted to increase
  - expansion of private schools, (focused on bi–lingual education; International curriculum using English and National curriculum)
  - focus of expanding English in general education due to the adaptation of English as official language by ASEAN

- Opportunity:
  - majority of Cambodia’s teachers are young and hold higher level of formal education

- Challenge:
  - level of Cambodian teachers’ formal education and their level of English proficiency is still low
  - Unequal teacher’s knowledge (urban and rural)
  - Shortage of teacher for rural schools
Thank you very much for your attention!