

Teacher Preparation for Transformative Education in Cambodia?

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*5th UNESCO Forum on Transformative Education for
Sustainable Development, Global Citizenship, Health and
Well-Being, Korea 30 November 2021*

Guiding policy frameworks and legislations

- ▶ Teacher Professional Standards
- ▶ K-12 Curriculum Frameworks
- ▶ Teacher Education Provider Standards
- ▶ Teacher training curriculum policies
- ▶ Teacher career pathways and professional development policy frameworks including creations of professional learning communities

Teacher candidates

- ▶ University graduates - National Institute of Education for a 1-year preparation program to be upper secondary school teachers
- ▶ At least grade 12 graduates for a 2-year and/or 4-year programs at Teacher Education Colleges to be lower secondary school teachers;
- ▶ At least grade 12 graduates for a 2-year program at Regional Teacher Training Center to be lower secondary school teachers;
- ▶ At least grade 12 graduates for a 2-year program at provincial teacher training center to be primary school teachers
- ▶ At least grade 12 graduates for a 2-year program at pre-school teacher training center to be pre-school teachers

Qualifications of Existing School Teachers

Education Level	Number of Teachers	Percentage
Primary education level	1,779	2%
Lower secondary level	19,267	21%
Upper secondary level	51,820	56%
Bachelor degree	18,034	20%
Master's degree	1,092	1%
Doctoral degree	15	

Current Teacher Training System

- ▶ 1 National Institute of Education (BA+1) and BA+2 (2021)
- ▶ **2 Teacher Education Colleges (12+4)**
- ▶ 4 Regional Teacher Training Center (12+2)
- ▶ 16 Provincial Teacher Training Center (12+2)
- ▶ 1 Preschool Teacher Training Center (12+2)

Challenges

- ▶ Low qualifications of teacher educators and teachers as 60-75% below Bachelor degree;
- ▶ Limited access to ICT devices and connectivity;
- ▶ English language issues due to limited learning and teaching contents in Khmer;
- ▶ Continuous professional development program - began to structure in 2020-2021

Teacher evaluation and promotion

- ▶ HRMIS - TCP and CPD to build healthy, motivated and committed teachers/education personnel
- ▶ School-based management policy to strengthen quality of services with higher community participation
- ▶ Shaping TTCs to provide both PRESET and INSET programs

Thank you

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