

Teachers and Equitable Education

# CAMBODIA



Equitable  
Education  
Conference 2021



# Content

**3**

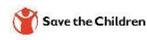
Summary of current status: equity gaps in education

**8**

Teachers in equitable education

**37**

References



The equitable education in Cambodia has been improved drastically over the past five years. The primary schools are largely available in all areas across the country with 98 percent of net academic registration, and 80 percent of completion rates. This indicated that Cambodians understand the countless value of education especially the people who live in remote and disadvantaged areas. MoEYS has put great efforts into national education improvement in all levels. For instance, videos on Khmer language teaching methodologies for grades 1, 2, and 3 have been produced and disseminated through its website in order to strengthen teaching-learning processes. Early Grade National Assessment (consists of Early Great Reading Assessment and Early Grade Mathematics Assessment) is another remarkable achievement which has been applied as an important tool to boost students' capacity and critical thinking. This superb accomplishment can be done, directed, and controlled by teacher because s/he is the key factor who facilitates the teaching-learning process. Teachers have many things to perform such as: teaching methodology, classroom management, teaching materials, and student assessment. National and Project Budget has been introduced to motivate good teachers and those who work in remote and disadvantaged areas. (MoEYS) of Cambodia have put its most efforts into education reform which partly involves the establishment of policies and strategies for teacher professional development. MoEYS (2019) designed the Education Strategic Plan 2019-2023 "for implementing education, youth, and sports reforms and establishing a robust base for education in 2030 and beyond". The MoEYS also designed the implementation manual on teacher career pathway (TCP) that encourages teachers to continuously upgrade their knowledge, skills, and capacity. To be promoted in the teacher pathway of TCP, the judgment and evaluation made by the ministerial committee are based on five criteria such knowledge, work experience, work portfolio, student learning outcome, and



professional ability. The teacher pathway consists of three levels of professional statuses as the following: (1) Young professional (2) Specialist (3) Senior specialist. MoEYS has introduced some necessary mechanisms to teachers who deliver the quality of education which focus mainly on: Providing policy and guideline, Capacity building, Mentoring and coaching, Monitoring and evaluation, District training and monitoring team. In order to improve the availability of quality inputs in primary education, MoEYS has issued following strategies and each strategy target on different perspectives. Strategy 1: Improve pre-service teacher qualifications and improve deployment of teachers; Strategy 2: Strengthen the quality of in-service training for primary teachers; Strategy 3: Improve the supply and utilization of core textbooks and other teaching and learning materials; and Strategy 2.4: Strengthen the implementation of internal, external, and thematic inspections.



# **Summary of current status: equity gaps in education**



**Cambodia has improved equitable education  
over the past few years,**

net enrolment rates at the  
primary education level have  
achieved

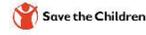


while completion rates have  
reached



Primary schools are largely available in all geographic locations, and the number of primary schools gradually increased, while incomplete schools decreased by 532 and disadvantaged schools decreased by 53 in the school year 2020/21.

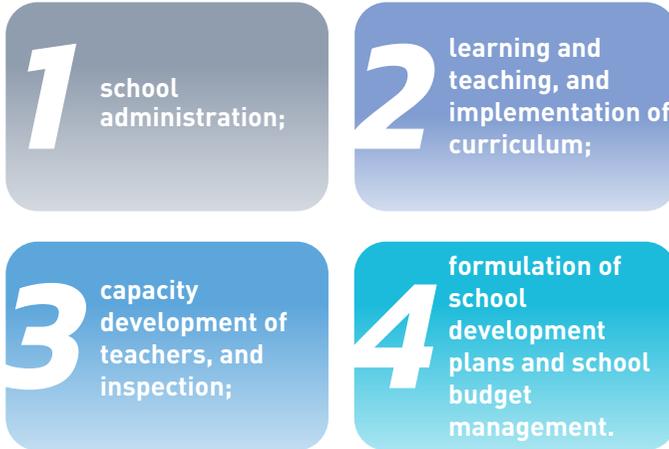
According to the MoEYS Education Congress report, the number of students enrolled at the right age increased, which indicates that Cambodian people understand the value of education, schools are close to their homes especially in remote and disadvantaged areas and they offer a friendly environment. According to MoEYS Education Congress report illustrated the number of students enrolled at the right age increases, which illustrates that Cambodian people value education as socially important and meanwhile the school has come closer to home especially in remote and disadvantaged areas, and has a more friendly environment. MoEYS have implemented a Multi-lingual education program, accelerated learning program, Inclusive education program, and school feeding and scholarship programs to equitable access education. The efficiency of primary education, as represented by dropout and repetition rates, also improved over the past five years. Nevertheless, there are high student dropout rates at Grade 6 of primary school.



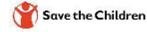
MoEYS strengthened learning and teaching methodologies by disseminating videos on Khmer language teaching methodologies for grades 1, 2, and 3 through its website. It also disseminated reading standards for Grade 1, 2, and 3 teachers, school principals, and district training and monitoring teams (DTMTs) and provided training on teaching methodologies for Khmer subjects at Grades 1, 2, and 3, as well as other methodologies. After successful implementation of the early grade reading assessment (EGRA), Cambodia piloted the early grade mathematics assessment as part of a national assessment. Cambodia prepared its first early grade mathematics assessment (EGMA) in 2015, with the results indicating that students in Grade 1, Grade 2, and Grade 3 lacked understanding of the concepts of mathematical contexts, but could answer questions related to solving procedures. As students lacked this understanding, their Grade 6 learning levels were low, especially for fractions, decimals, percentages, and geometry. Basic skills in early grade mathematics are essential to strengthen mathematics education overall. The main challenges included teachers not following their lesson plans, a lack of teaching and learning materials for teachers and students, and teachers not using inquiry-based learning activities. The challenges facing enrolment at the primary level are over-age children who drop out of school; a lack of schools at all levels in some districts; a lack of competency in early grade reading, writing, and mathematics. More importantly, MoEYS must strengthen classroom management and teaching and learning processes. It must provide teaching and learning materials, improve teacher capacity development, promote the participation of stakeholders in school management processes, and further support students to improve reading and writing at the primary education level. MoEYS must focus more on increasing student enrolment at pre-schools and primary schools in provinces with low student enrolment rates.



**MoEYS disseminated and implemented SBM  
with four components:**



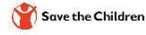
The primary education sub-sector achieved high student enrolment rates at the primary education level but needs to improve these rates for school-aged children who are still not attending primary school. It is necessary to identify these children and the areas they are in and to include children with disabilities, children in rural and remote areas, and immigrant children. As the student learning assessment indicated that students were not learning sufficiently, it is important to address the problems in the early grades, where a large proportion of children are not acquiring basic proficiency in Khmer reading, writing, and mathematics. It is important for MoEYS to focus on improving education quality (improving teacher training, deployment of teachers to schools with shortages of teachers, ensuring appropriate textbooks are adequately distributed, etc.). MoEYS should use the assessment results to improve student learning.



MoEYS has emphasized the improvement of student learning by promoting teacher professional development. Continuous Professional Development (CPD) has been introduced and implemented in various forms. Recently, it is evidentially revealed that the best CPD is a practical and reflecting one that is implementing at the school level and directly linked to learning and teaching. Previous workshops and training conducted usually let teachers go out of class by having never made the best in classwork since the workshops and training failed to make responses to challenges that each teacher faced in the teaching context. Therefore, the activities provided less positive impact. In response, CPD was well prepared for teachers so that they can get deeply involved CPD in their own experiences and take the opportunity of using the knowledge from the CPD practice to try out and reflect. The CPD participants have to translate the received theories into the actual context of student practice to ensure well remembering of cognitive content they have learned (Gathumbi et al., 2013:8). Recently, teacher education and implementation of CPD defines roles of reflection at all levels. Teachers or teacher trainees are encouraged to reflect or have to reflect on their own practice by linking the theories and experience to the classroom practice and keeping it continues



# **Teachers in equitable education**



## **2.1** *Current situations and challenges teachers face*

Education in Cambodia is regulated by the state through the Ministry of Education at the national level and by the Ministry of Education at the provincial level. The Constitution of the Kingdom of Cambodia stipulates that the State shall protect and promote the rights of citizens to quality education at all levels, ensuring that all citizens have equal opportunities to live. The state will adopt educational programs “**according to the principles of modern pedagogy, including technology and foreign languages**”, as well as the state governing public and private schools and classrooms at all levels. The education system in Cambodia includes early childhood education, primary education, general secondary education, higher education, and non-formal education. The education system includes youth development, physical education and sports, information technology education, research development, and technical education. School enrollment increased during the 2000s in Cambodia.



## The increase total number of school, classroom, student, and staff

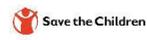
	school	class	student	staff
2000-01	6901	66212	2852571	78301
2020-21	13597	94825	3223475	114174

Resource: Education Statistics & Indicators Preschool and General education for Public School 2020/ 2021

To ensure equity in education, the teacher is the key person who facilitates the teaching and learning process in the classroom to promote students learning achievement. Education in Cambodia has faced the teacher shortage, teacher qualification, teacher implementation

### Teacher shortage:

in the school year 2020-2021, the student's teacher ratio for primary education is 44, so it means that Cambodia needs more teachers to reduce this ratio. In the implementation, MoEYS has used contract teachers and double shift teachers. The contract teachers are not qualified because they have never received training in pedagogy and classroom management. For double shift, teachers could be able to ensure the quality because they spent most of the time in the classroom and has no time to prepare the lesson plan teaching and learning materials, and providing feedback for students or homework.



## Teacher qualification:

Most ASEAN countries' teacher qualifications have bachelor's or master degree but the teacher qualification in Cambodia have deferent training system. Qualification standards for entry into the teaching profession have gradually increased as the country slowly emerged from the dramatic human resource crisis following the Khmer Rouge period. Professional entry requirements have evolved progressively since 1980 increasing both the number of years of basic instruction as well as teacher preservice training needed. For primary education, it started from 3+1 (that is, three years of primary education and one year of teacher training) and moving to 4+1, 4+3, 5+3, 7+1, 8+1, 8+2, 11+2, and 12+2 at present. Lower secondary school teachers followed a similar pathway, starting with 7+3 through 12+2 today, while upper secondary school requirements shifted from 11+3 to 12+4+1 (a university degree) at present. Particularly in the early years, intensive upgrading programs of one or two months during vacation periods were developed to provide equivalency certification to under-qualified teachers. (Teaching in Cambodia, 2008)



### **Teacher implementation:**

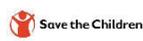
- **Classroom management:** classroom management is very important because it affects the quality of teaching and learning. In each classroom students are from different backgrounds such as from poor families, rich families, low vision, low hearing, children with disability and ethnic minority children, children with malnutrition, children from domestic violence... teachers face all these cases. Therefore teachers need to find a method how to manage classrooms and teaching methods.

- **Teaching methodology:** new teaching methodologies have been innovated for support to teachers but many teachers have not applied them for teaching classes.

- **Teaching materials:** teachers are not able to produce teaching materials by themselves and most teachers prefer using made materials that are not suitable to the lessons taught.

- **Students assessment:** all teachers assess students by their own class, that have to make monthly, semesterly, end year, and beginning school year tests. Most teachers can only prepare test items with respect to what content she/he taught rather than in respect to the learning outcome set in the curriculum. Therefore, the tested result could not be used to improve students learning.

- **Teacher and parent communication:** communication between teacher and parents is not stable. Teachers sometimes failed to inform parents about students learning achievement as well as to get parents involved in school activities of their children.



## Teacher qualification:

**Teacher motivation:** MoEYS prepared the personnel management reform in response to the public administration reform programme of the RGC. Over the last five years, the national programme of implementation and reform has increased the efficiency of educational service provision at all educational levels. This has been motivated by the RGC: regularly paying officials' salaries through the banking system in the fourth week of each month; threefold increases in salaries; increasing the minimum salary from 80 USD in 2013 to 300 USD in 2019; doubling allowances for education staff in remote and disadvantaged areas, and doubling the fee for extra teaching hours.

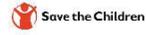
The total number of teachers, broken down first by region and then by education level. It also includes a calculation of the student-teacher ratio for each case.

	Student	Teacher	Ratio
● <b>Total</b>	<b>3223475</b>	<b>93960</b>	<b>34.31</b>
● <b>Urban</b>	<b>620822</b>	<b>22958</b>	<b>27.04</b>
● <b>Rural</b>	<b>2602653</b>	<b>71002</b>	<b>36.66</b>
● <b>Pre-school</b>	<b>229092</b>	<b>5450</b>	<b>42.04</b>
● <b>Primary School</b>	<b>2010286</b>	<b>44879</b>	<b>44.79</b>
● <b>Secondary School</b>	<b>984097</b>	<b>43631</b>	<b>22.55</b>

Resource: EMIS 2020-2021



Qualification standards for entry into the teaching profession have gradually increased as the country slowly emerged from the dramatic human resource crisis following the Khmer Rouge period. Professional entry requirements have evolved progressively since 1980 increasing both the number of years of basic instruction as well as teacher preservice training needed. For primary education, it started from 3+1 (that is, three years of primary education and one year of teacher training) and moving to 4+1, 4+3, 5+3, 7+1, 8+1, 8+2, 11+2, and 12+2 at present. Lower secondary school teachers followed a similar pathway, starting with 7+3 through 12+2 today, while upper secondary school requirements shifted from 11+3 to 12+4+1 (a university degree) at present. Particularly in the early years, intensive upgrading programs of one or two months during vacation periods were developed to provide equivalency certification to under-qualified teachers. (Teaching in Cambodia, 2008)

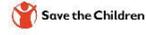


MoEYS received a new quota for annual recruitment of between 3,500 and 3,600 teachers. This figure is equitably distributed to schools where there are teacher shortages. MoEYS has strengthened education staff management, teachers, and contract teachers, and continues to implement teacher deployment from schools with surplus teachers to schools with too few teachers. To implement institutional and human resource capacity reform, MoEYS reviewed its organizational structure and function, developing staff, management, and teacher competency in accordance with career pathways. MoEYS used the national and project budget to strengthen the appointment of management staff through performance-based appraisals, testing competencies, and interviews. An M&E system for technical and administrative tasks at administrative institutions and schools has been implemented. Updates have been made to the principles of inspection, and staff has been trained on inspections. Regular inspections have been made.



## **2.2 Good Cases of Professional development of teachers to be the leader to promote equitable education on the ground**

The Ministry of Education, Youth, and Sport (MoEYS) of Cambodia have put its most efforts into education reform which partly involves the establishment of policies and strategies for teacher professional development. MoEYS (2019) designed the Education Strategic Plan 2019-2023 “for implementing education, youth, and sports reforms and establishing a robust base for education in 2030 and beyond”. In Cambodia SDG4-Education 2030 Roadmap, the MoEYS has a strong perspective and commitment to improving education quality by focusing on equity, inclusion, and learning for all in a larger framework that covers all types and levels of education, especially align with the national development perspective to become high-middle income country by 2030 and a developed country by 2050 (MoEYS, 2019). In this regard, the MoEYS designed the teacher professional standard as a means for upgrading the teacher capacity in teaching and learning (MoEYS, 2016). The standard consists of four main components such as professional knowledge, practice, learning, and morality. And it is mainly not to assess the teacher’s capacity but to improve the teacher’s teaching and learning for improving the student learning outcomes that are appropriate and respond to general education curriculum standards. Indeed,



the education systems are strong whenever investment and focus are on teachers (World Bank, 2018). Delivered a presentation on Cambodia's teacher reform, Dy (2020) highlights the SDG4-Education 2030 Framework for Action that teachers are considered to play the key role to achieving quality, equitable and inclusive education for all by 2030. As illustrated in the annual education progress report, there are five pillars framework regarding the implementation of education sector reform strategy. Pillar 1 emphasizes the implementation of an activity plan on teacher policy through continuous professional development (CPD) for teachers and school directors... (MoEYS, 2020). The MoEYS also designed the implementation manual on teacher career pathway (TCP) that encourages teachers to continuously upgrade their knowledge, skills, and capacity. To be promoted in the teacher pathway of TCP, the judgment and evaluation made by the ministerial committee are based on five criteria such knowledge, work experience, work portfolio, student learning outcome, and professional ability. The teacher pathway consists of three levels of professional statuses as the following:

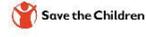
- 1 **Young professional:** Young professional uses teaching and learning methodology based on types, background, needs, and growth of students to make the student learning outcomes in the classroom reach a fair grade. The young professional is highly responsible for and is a role model for other teachers in his/her school.



- 2 **Specialist:** Specialist leads, cooperates, and supports other colleagues to make the student learning outcomes in the classroom reach a good grade.
- 3 **Senior specialist:** Senior specialist builds creative and innovative approaches to make the student learning outcomes in the classroom reach a superior grade. The senior specialist initiates new ideas and leads activities both inside and outside school to make all students acquire equal learning opportunities. (MoEYS, 2021, pp.1-2)

In addition, MoEYS (2021) released a manual on professional learning community (PLC) to all public education units/schools to practice. PLC is “a group of teachers, trainers and school directors who are committed to commonly working and learning, learning from each other in the action research process, lesson study and self-reflection on the implementation in order to improve the mindset towards working, work achievement and student learning outcomes by the teacher” (p.1).

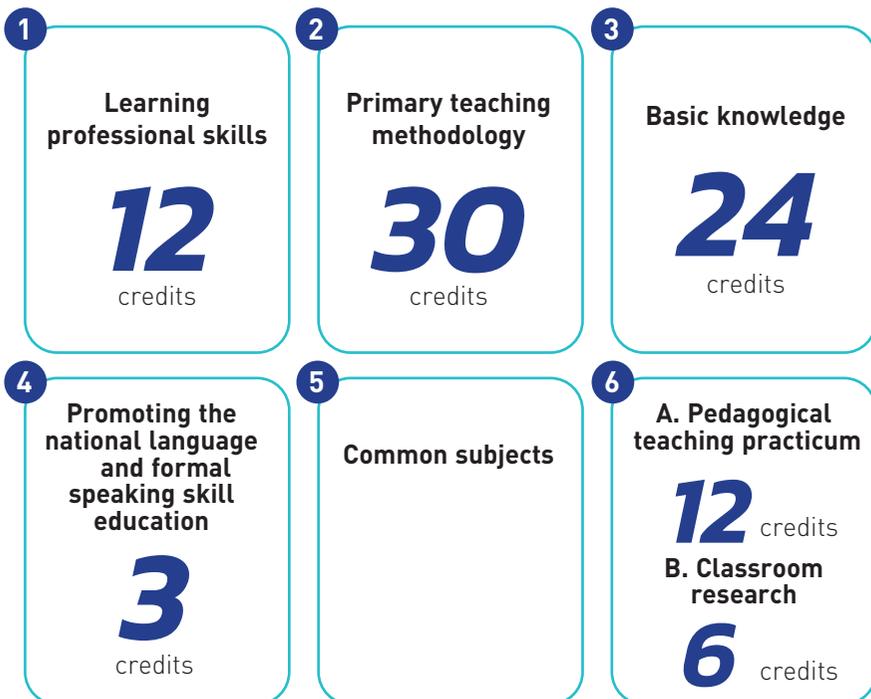
Dy (2020) highlighted the aims of teacher policy which involves “attracting and motivating competent persons into the teaching profession; ensuring the quality of pre-service teaching training; ensuring regular professional development and in-service training for teachers; and ensuring the conditions necessary for teachers to fulfill their professional activity effectively and efficiently.” (Slide 5)



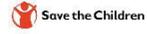
Understanding of the pre-service teacher training systems is preliminarily prioritized. The training systems in Cambodia are three folds such as B.A. + 1 for teaching at high school; 12+4 or 12+2 for teaching at secondary school, and 12+4 or 12+2 for teaching at primary school. All the systems are compulsory to have 6 or 12 months teaching practicum depending on types of the teacher trainees (MoEYS, 2020).

The pre-service teacher selection examination and process are to be organized transparently to ensure equitable education. In general, MoEYS is to issue a recruitment letter to announce to all provincial departments of education to endorse applicants to serve the teaching profession in designated schools through the selection examination. The selection conditions and process involve (1) selection conditions of applicants, (2) selection examination (3) duties of provincial department of education (4) duties of schools to be selected by applicants, and (5) list of distribution of applicants by province (MoEYS, 2021).

MoEYS (2017) highlighted the two-year training program (12+2) for pre-service primary teacher trainees is mainly concerned with six components that include theory, practice ,and credit, as follows:



Similar to the pre-service teacher training program for general education in terms of names of subjects, there are 13 subjects in relation to the above primary training program. The following subjects/courses are about both theory and practice in the teacher education curriculum to promote equitable education as they are compulsorily basic for primary teacher trainees and students:



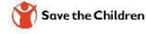
1	Khmer Literature	9 credits	180 contact hours	2 years
2	Mathematics	9 credits	180 contact hours	2 years
3	Applied Science	4 credits	90 contact hours	2 years
4	Inclusive Education, Child Friendly School program, And Double Classes	4 credits	90 contact hours	2 years
5	Information and Communication Technology	9 credits	180 contact hours	2 years



In terms of pre-service training, as recommended by the Minister of Education, the Primary Education Department (PED) has provided online training on grade 1 and 2 Khmer and Math packages program to all teacher trainers of Teacher Education Colleges of Phnom Penh city and Battambang province, and Teacher Training Colleges of 16 provinces, aiming to promote equitable education. After the training, the teacher trainers continuously train their trainees so that the program is expected to be implemented widely in all primary schools for improving the student learning outcomes at early grades. Indeed, the packages have been developed by the MoEYS in collaboration with development partners and organizations. Under the Global Partnership for Education (GPE) project, PED has launched the piloting of the packages and has then implemented the packages in the target provinces after much progress of students has been discovered.

During the last two decades, the MoEYS has been working to promote access and quality in primary education. Cambodia achieved the universal primary education of the EFA goals in 2015 but the quality is still the main problem. To solve this problem the MoEYS has to promote teacher's capacity through in-service training.

For primary education teachers in-service training, the MoEYS has developed the early grade learning package for main subjects Khmer and Mathematics in 2019 in addition to existing core textbooks. Based on these materials the MoEYS provided training to around 6000 grade 1 and 2 teachers.



To make sure that the above packages have been implemented effectively and efficiently, mentoring is another important program that can be used as a long-term mechanism for monitoring the implementation of early grade Khmer and Math packages. That is, all mentors from provincial and from district offices of education have been trained for providing technical support to early grade teachers at the school level. Unfortunately, the mentors have had limited opportunity and access to assist the teachers due to the outbreak of the Covid-19 pandemic even though the teachers try hard to provide actual group teaching to their students.

For secondary teachers, the MoEYS establish the teacher upgrading programme(TUP) in the faculty of education of the Royal University of Phnom Penh in 2019 to provide one-year training to the lower secondary teachers as 12+4. Until now, more than 3500 lower secondary teachers have been graduated from this programme and continue to work at the same level.

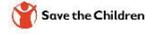
Lastly, giving accreditation to teachers who attend in-service training is also important to encourage the teachers to upgrade their professional knowledge, skill, and attitude towards teaching as well as to improve the student learning outcomes through implementing continuous professional development (CPD) to earn credits in teacher career pathway (TCP) under the judgment and evaluation of Department of Personnel of MoEYS.

In the context of the Covid-19 pandemic, digital skills play a key role in communication and continuous professional support of teaching. Promoting equitable education is therefore applicable unless teachers are given continuous online training with the aforementioned skills and internet networks important for teaching and learning. The sponsoring participation of the private sector is necessary to ensure the sustainability of online teaching and learning at the school level, particularly in urban/remote areas.



## **2.3** *Good Cases of Support mechanisms for teachers*

Teacher incentives can be broadly defined to include instruments that affect: (a) who becomes a teacher, (b) how long they stay in the profession, and (c) what they do in class. This broad definition of incentives encompasses “general incentives” such as salaries and benefits, as well as “targeted” incentives such as bonuses given to teachers for their performance or for undertaking special activities (e.g. teaching in remote schools). Incentives can be monetary and non-monetary (e.g. status or career stability). International experience provides fairly robust evidence that general incentives do have an impact on teaching quality and supply. The level and profile of teacher salaries, both in absolute terms and relative to the salary of comparable workers, matter. In theory, targeted incentives can be argued to be a superior policy tool to improve teaching quality than across-the-board salary increases on the basis of both fiscal and efficiency considerations by increasing the minimum salary from 80 USD in 2013 to 300 USD in 2019

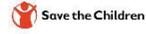


Cambodia has a small program recently introduced to recognize the best teachers. Three teachers in each province receive a one-time award ranging from USD 20 to USD 30. Targeted incentive programs rewarding teachers for undertaking special activities, such as working in difficult areas are far more common than performance-based incentives. Beyond financial incentives, 56 several governments have introduced school-based management reforms giving local communities greater authority over schools, in the hopes of increasing teacher accountability and as a result, student achievement. The general principle is that engaging communities in school matters make teachers more accountable for what they do in class and also makes their work more appreciated, thus creating an incentive for teachers to work harder and better. Incentives such as placing teachers near their homes (which is especially important for female, disabled and ethnic minority teachers)... need not cost much at all, but can have strong motivating effects for teachers and ultimately on the quality of education they are able to deliver”.

- **Provide policy and guideline:** MoEYS has developed many policies and guidelines to support teachers in schools, to ensure that the quality of teaching affects students learning achievement. In 2007 MoEYS developed a child-friendly school (CFS) policy for primary education and it was updated to be basic education CFS policy to cover grades 1 to 9. After that MoEYS developed a child protection policy, teacher policy, continuous development policy, teacher career pathway guideline...
- **Capacity building:** provide short courses to teachers of the multi-lingual classes, inclusive education, positive discipline, accelerated learning for students with disabilities and ethnic minority groups.



- **Mentoring and coaching:** to support the early grade teaching methodology in the classroom, MoEYS developed school base early grade learning mentoring guidelines in 2020. Senior mentors, Master mentors, and school base mentors have been trained on how to use the guideline to be able to support teachers in the classroom. After training all levels of mentors conduct mentoring to the teacher to grade 1 and two teachers by observing the teaching and learning process in the classroom and providing feedback.
- **Monitoring and evaluation:** MoEYS and provincial education have conducted regular education congress annually to review progress, define the challenge, and set up next-step direction. MoEYS consolidate and issue result base reports on a quarterly and annual basis. MoEYS and POE technical staff has conducted monitoring hand in hand to assist school principal and teacher of the poor-performing schools.
- **District training and monitoring team:** facilitate school in monthly Thursday meetings to support teachers to improve teaching and learning effectiveness, conducted mentoring to the school principals to improve leadership and management as well as to teachers to improve teaching methodology and classroom management.



## ***Sub-sector Objective 2:*** ***Improve the availability of quality inputs in primary education***

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**Strategy 2.1:** Improve pre-service teacher qualifications and improve deployment of teachers

- Continue implementing the teacher training system 12+2 and 12+4
  - Develop the teacher training curriculum in line with the general education framework
  - Strengthen the capacity of teacher training centers/TECs
  - Review principles, mechanisms, and guidelines on teacher deployment
  - Provide training on inclusive education to student teachers
  - Integrate early grade reading and mathematics and SBM into teacher training programmes by teacher training colleges and TECs
- Continue to implement the outstanding teacher's contest



**Strategy 2.2:** Strengthen the quality of in-service training for primary teachers

- Teach the methodology for early grade reading and mathematics for primary teachers

- Train teachers on SBM for primary teachers

- Implement a teacher career pathway policy and continuous professional development policy

- Develop supporting documents for teaching and learning for teacher training institutions. As these likely exist already, and this is a regular activity, there is probably no need to repeat it.

- Develop and implement both long and short continuous professional development programmes aimed at teacher qualification upgrades.

- Conduct research and develop updated teaching methods with high order thinking skills (critical thinking and creative thinking), inquiry-based learning, and STEM approaches in line with teacher competency frameworks of Southeast Asia in the 21st century

- Develop manuals on teaching methodologies by subject

- Train teachers of Grades 1, 2 and 3 on teaching and learning methodologies for early grade mathematics and reading methods

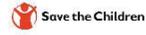
- Train teachers of English for primary schools (Grades 4 to 6)

- Encourage the compilation and exchange of teaching methods, best practices and peer exchanges among teachers, and study tours.

- Provide training on inclusive education to teachers

- Train primary school teachers on painting, art education and life skills

- Provide mentoring to primary teachers to ensure professional development support, and the proper implementation and application of training content by using cluster-based mentoring.



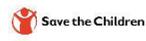
**Strategy 2.3:** Improve the supply and utilization of core textbooks and other teaching and learning materials

- Collect data on the utilization of core textbooks by subject
- Implement guidelines on core textbook management
- Mobilize charitable people to supply additional textbooks and reading books
- Allocate budget for purchasing reading books and materials by school
- Develop information technology in the development and supply of books
- Schools must organize reading spaces or libraries appropriately for students to read and to learn to enjoy reading
- Provide adequate teaching and learning materials to all students (including assistive devices to learners with special needs)
- Develop supplementary reading materials and encourage their use by teachers.



**Strategy 2.4:** Strengthen the implementation of internal, external, and thematic inspections

- Increase the number of inspectors focusing on regions with the greatest need
- Revise inspection tools in line with standards
- Introduce gradual implementation by focusing on primary school standards
- Provide training for inspectors on inspection systems in the regional and global context
- Strengthen the quality of pre-service inspector training by collaborating with EQAD and National Institute of Education
- Strengthen the DTMTs on inspection systems and quality assurance at the provincial level - Disseminate results of inspection reports and assessments to technical departments to improve teaching and learning in schools
- Conduct national assessments in Grades 3 and 6 on Khmer and mathematics
- Conduct the student assessment of early grade reading and mathematics in Grades 1, 2 and 3 and classroom and school assessments - Use school self-assessment to create the school development plan.



## **2.4 Good Cases to promote equitable education through teachers under COVID-19 and beyond**

In the Covid-19 outbreak, all schools in Cambodia were postponed for a long period that affected students' learning and it continued to affect the whole education system. During difficult times, MoEYS issued many guidelines in order to get schools to access based on possibility and situation in each school. Furthermore, MoEYS has prepared long-distance learning in various ways, but the teachers face many challenges in this context:

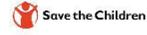
- Around 7% of primary school teachers could be able to deliver online teaching to students via zoom or google meet.
- Around 60% of teachers could be able to deliver online content such as teaching videos, student's worksheets, summary lessons... to students via the group of telegram or messenger.
- Some teachers do not understand how to teach online because they know a little bit of language and they are difficult to use a smart device. However, in some areas, the internet service is poor and cannot visual video of teaching on the TV channel, and some aren't used to with new technology especially the teachers who are in old age. (PED\_First Quarterly Report 4 Sep 2021)
- Some students do not have smart devices and electricity that is affected to long-distance learning
- Poverty students who live in remote areas cannot learn online (Telegram or Messenger or WhatsApp or Facebook) because they have to earn money for living.



The COVID-19 global pandemic continues to remind us that we as common humanity are strongly interconnected and yet vulnerable. Learning remains interrupted in many provinces in Cambodia. Many children and youth have been cut off from learning as well as the supportive and safe school environment. They may also have been exposed to misinformation, hate speech, violence, etc. Therefore, promoting student welfare and well-being are very important in the minds of students, parents, educators, and so on during the pandemic.

Since March 20, 2020, the Ministry of Education Youth and Sport (MoEYS) has suspended all primary schools across the country and then MoEYS continued to issue the next guidelines on re-opening schools. Currently, the MoEYS issued Guidelines No 46 MoEYS, dating on August 31, 2021, on Teaching and Learning by a small group for Public and Private schools in the low-risk areas and Guideline No 50 MoEYS, dating on September 13, 2021, on “Standard Operation Principle (SOP) enhancing health and learning the safety of teaching and learning in a small group for public and private schools” to prevent and manage Covid-19 breakout effectively.

Furthermore, in order to promote students welfare and well-being during the pandemic, the MoEYS instructs the public and private schools to implement the following instruction:



1

## Establish school health committee

- Establish and strengthen health committee tasks at the schools level by defining members in accordance with legal standards.
- Prepare health room in school by providing First Aids and temperature equipment, mask, alcohol, and gel for daily use.
- Prepare an action plan to promote school health and learning safety to put into School Annual Operational Plan
  - Cooperate with stakeholders to collect resources for a health-enhancing implementation program
  - Decision making to postpone learning in a small group or closing school temporary in case of an epidemic or Brathan Sak and inform stakeholders in order to urgent intervention
  - Conduct to manage, monitor and evaluate and collect data involving indicator implementation on health-enhancing program
  - Prepare achievement report to promote health education for stakeholders by hierarchy



## 2 The measure of security and sanitation

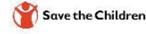
- Teacher measure learners temperature educational personnel and others before allowing them into campus
- Learners and educational personnel have to wear masks regularly that can prevent the Covid-19 epidemic and put it into the dust bin after use
- Have to wash hands with clean water and soap or alcohol or gels when coming into the campus, into the small group, before having a meal, after cough or sneeze and after leaving the toilet
- Prepare security gab at least 1.5 m in campus, a small

## 3 Sanitation facilities

- Prepare hand-washing equipment near the entrance and exit of the campus with soap and clean water that is suitable for the number of learners and educational personnel
- All students have their own clean water from home
- Must contain a number of toilets that is suitable with a number of students and educational personnel

## 4 Doing Antigen urgent test Covid-19

- In the case of Covid-19 breakout, the implementation of urgent Covid-19 Antigen test must be used in accordion with the operational principle
- The authority compromise to support both resources, equipment, and technic



## 5 Vaccine injection

- Both Learners and educational personnel have to inject vaccines to prevent Covid-19 infection
- Both learners and educational staff have to show vaccine card Covid-19 before entering the campus
- Both learners and educational staff that are unvaccinated should not allow entering the campus but they have to learn online

## 6 Food safety

- To instruct and disseminate to parents and guardians to prepare food for their children full of safe and health
- Learners and educational personnel have to prepare the meal from home and have them separately

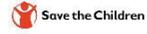
## 7 Mental care

- Understanding the student's stress such as low memory, hard to focus, hard decision making, negative thinking, sorrow, afraid, boring, angry, hopelessness, insomnia, over or less diet, lost power fast, headache, dizziness, hard bread, low immune system.
- Manage stress and how to take care of mental health, regular healthy meals, get enough water and sleep, regular exercise, meditation, take time with family and lovely people, do everything can help other people, avoid drugs, beer, cigarettes, medicine without doctors command.
- Go meet with a mental specialist who has a license from the ministry of health.



Provide Digital training for teachers the way how to teach online. Try to persuade parents, community, and stakeholders to change positive behavior among learners to improve health and social well-being in the current context. Produce the videos for distance learning and broadcasting on KTV 2, MoEYS Website, Facebook, and other social media. Piloting to provide Credit cards for teachers and parents to access distance learning. Encourage teachers to be willing, patient in this situation and learn digital skills in order to use the smart devices to share lessons or documents with the students. So the students can learn during the Covid-19 breakout and during the schools was closed.

During the Covid-19 pandemic, the school was closed, the teacher still continue teaching in many ways as well as they can. Teachers can use technology for teaching and learning. Collect students that can learn face to face or in small groups or using google Forms, meet, zoom, and other social media. Encourage them to participate in a meeting or training on google meet or zoom, send the picture to friends, share the document. Train them on how to conduct standardized tests via technology for the student in the Covid-19 pandemic. Change from how to test by using the worksheet to a google form that is saved. Can use 3 kinds of the test method: Traditional, Technology and mixture. All tests can conduct long distances. Not use much more worksheet that is spent much to become controlled by the system. Teachers start learning ICT and use smart devices.



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