

PLACING EQUITY AT THE CENTRE OF TEACHER EDUCATION REFORM

Samsideth Dy, PhD
Education Research Council, MoEYS

**INTERNATIONAL EDUCATION
DEVELOPMENT FORUM,**
NAGOYA UNIVERSITY, 3-4 NOVEMBER, 2017

Global Trends

- The SDG4-Education 2030 Framework for Action highlights teachers as the key to achieving quality, equitable and inclusive education for all by 2030. As such, the SDG 4 target on teachers (target 4.c) states that, by 2030, we need to "substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and Small Island developing States"
- Establishment of the International Task Force on Teachers 10 years ago with almost 200 member states and organizations involved. Cambodia co-chaired with Korea and Japan in a two-year term of 2016-2017 representing the Asia Pacific Region. The Dialogue Forum is organized every year to discuss teacher issues and solutions.

Global Issues

- Attracting the competent persons to join the teaching force
- Teacher preparation – education and training
- Teacher recruitment
- Teacher management and deployment
- Teacher professional development - CPD
- Teacher re-deployment and promotion

Education Background of the Cambodia's Teacher Force (total 90,345)

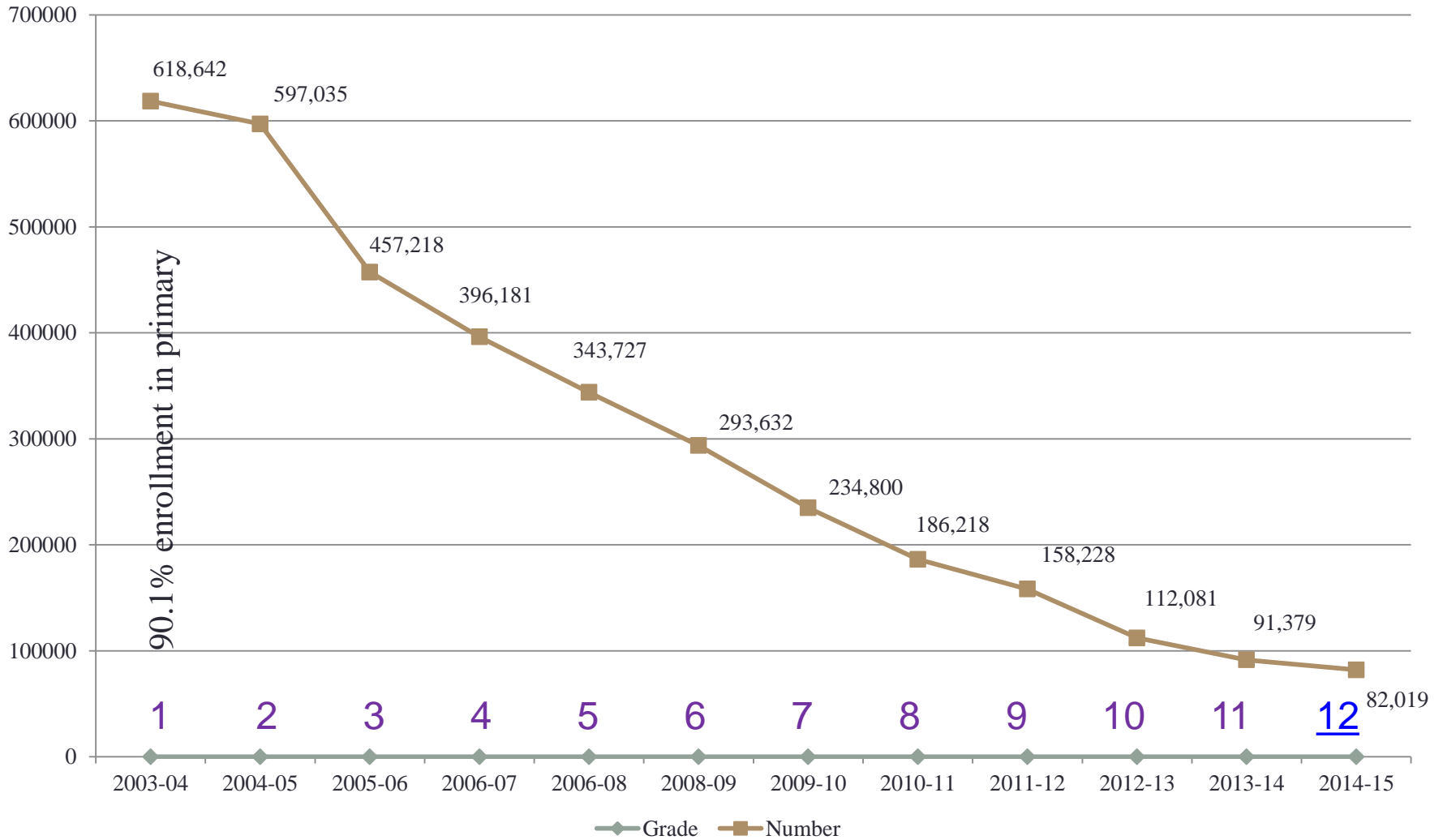
- Doctoral degree: 1
- MA: 969
- BA: 16,405
- Complete secondary education: 50,381
- Complete basic education: 20,948
- Complete primary education: 1,641

Cambodia's Plan

Teacher Policy (2013) aims:

- To attract and motivate competent persons into the teaching profession
- To ensure quality of pre-service teacher training
- To ensure regular professional development and in-service training for teachers
- To ensure the conditions necessary for teacher to fulfill their professional activity effectively and efficiently

Equity matters (1)



MoEYS: 2003-2015

Equity matters (2)

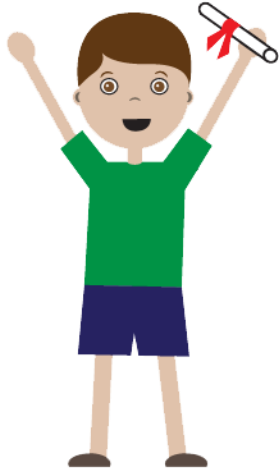
Grade 1 Enrollment		Grade 12 Completion	
Academic Year	Enrollee	Academic Year	Number (%)
2003-2004	<u>618,642</u>	2013–2014	46,560 (7.5)
2002–2003	656,641	2012–2013	49,921 (7.6)
2000–2001	742,704	2011–2012	91,370 (12.3)
1999–2000	719,300	2010–2011	96,023 (13.3)
1998–1999	681,007	2009–2010	92,236 (13.5)
1997–1998	666,737	2008–2009	87,561 (13.1)

MoEYS: 2003-2015

Equity matters in teacher training and deployment

Institution	Lecturing		Practicum		Total		Year of study	Diploma	Salary scale
	Hours	Credits	Hours	Credits	Hours	Credits			
PTTC	2134	142	504	11	2638	153	2	Primary teaching certificate	B or lower
RTTC	2154	144	504	11	2658	155	2	Lower secondary teaching certificate	B
NIE	1054	70	336	7	1490	77	4+1	High school teaching certificate	A
HEI	1800	120			1800	120	4		A

EQUALITY



- . Human Resources
- . Material Resources
- . Socioeconomic background

REALITY



EQUITY



How can we do that?

What everyone needs...

- Every student needs a good teacher
- Every teacher needs a good school director
- Every school director needs a good school
- Every government needs well-trained, competent and motivated workforce ...

What have we responded?

- Education policy that enhances equitable access to the quality of education
- Education policy that address the issues in capacity building and development of education providers: teacher education providers, education service providers, teaching and learning support systems...
- Teacher education reform is crucial as it breaks through the mentioned issues.

Conclusion

- Reform demands the participation from stakeholders and it needs to cut deep into the schools. Many successful activities starts with changing the mindsets of the service providers and the financiers.
- Teachers and school directors are at the front line to ensure the qualify of education. Neglecting their capacity development is neglecting quality of education.

Thank you

- Q & A