

Kingdom of Cambodia
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Ministry of Education, Youth and Sport

PTTC INSET Training
Needs Assessment: Report
of Findings

June 2020

With support from the Strengthening Teacher Education Programmes in Cambodia (STEPCam),
financed by the Global Partnership for Education (GPE) and UNESCO

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1. Introduction

This document reports on a Training Needs Assessment (TNA) of teacher educators implemented to inform the Ministry of Education, Youth and Sports (MoEYS) to support reforms postulated in the Teacher Policy Action Plan (TPAP). The TPAP was formulated aiming at providing a clear direction for a systematic reform of teacher policies, including concrete programmes, activities, timelines, expected outcomes, and projected budget for implementation from 2015 to 2020.

Policy 1 in the Cambodian Education Strategic Plan (ESP) 2019-2023 aims to “ensure inclusive and equitable quality education and promote life-long learning opportunities for all” with professional teacher training, capacity development, and staff motivation as some of the key priorities. ESP 2019-2023 (MoEYS, 2019) also emphasises teacher training reform at Teacher Education Institutions to develop teachers’ capacity and teacher education centres with the following strategies:

- Review teacher training programmes at NIEs, TECs and RTTCs, and ensure training equivalence, especially in STEM, ICT and foreign languages
- Strengthen the capacity of trainers on subject-based knowledge, teaching methods and ICT
- Review the operation of provincial TTCs
- Conduct training on school leadership and for school principals
- Improve infrastructure and equip colleges with teaching materials for efficient training
- Develop teachers with quality, competency and accountability in line with the code of conduct, and provide required conditions for effective and efficient performance
- Develop physical infrastructure to meet the requirements of the Teacher Education Professional Standards
- Transform RTTCs into high-quality TECs
- Strengthen the functioning of teacher development centres to provide continuous professional development
- Promote career development by establishing a clear career pathway; promote position and rank based on performance; update the payroll scale through a policy on educational professional development, and a master plan on continuous professional development (systematic INSET / on-service teacher training (ONSET)) prepared in a coordinated manner. The INSET/ONSET budget will be incorporated in the school operational budget.
- Review the criteria for recruiting teachers, following the formula for pre-school teachers 12+2
- Modernize the standards of teacher training programmes to meet national needs and to be competitive regionally and globally by developing teacher education provider standards and teacher educational standard assessments. Develop a policy on TECs; create a master plan on the development of TECs by revising the terms of reference/names, and the mapping of TTCs to become TECs.
- Develop INSET and ONSET at TECs
- Develop a teacher management system and assess teachers’ performance.

In the process of designing the questionnaires, the TNA committees identified key contents of the curriculum, syllabuses, and textbooks approved by MoEYS and currently used for teaching the four subjects. The TNA committee members who designed the questionnaires and interview questions were recruited from the Teacher Training Department, Phnom Penh Teacher Education College, and Royal University of Phnom Penh. All the questionnaire items were developed in the participants' native language.

The questionnaires were piloted with 21 PTTC teacher educators who were undertaking a Bachelor of Education upgrading programme at the Phnom Penh Teacher Education College, and were revised based on feedback generated through the pilot administration of the questionnaires.

2.1.2 Semi-structured interview

The semi-structured interview was conducted after a preliminary analysis based on the questionnaire responses sent back to the TTD by 4 January 2020. By then, the TNA committee members had compiled a preliminary list of contents to be further investigated or confirmed with selected PTTC teacher educators through the interview (See Annex B). Selection of the PTTC teacher educators was made based on the recommendation of PTTC directors, and consent and availability of the teacher educators themselves.

2.2 Participants

The questionnaire was administered with 312 participants from all the 16 PTTCs. Among them, 10 worked in the office and only taught as a substitute for other teacher educators, while the other 302 had a full-time teaching load in the 2019-2020 academic year. In total, there are 323 teacher educators currently on a teaching roster, 172 office staff, and 43 management team members working at PTTCs across the country (Teacher Training Department, 2020). Twenty-one PTTC teacher educators who participated in a qualification upgrading programme leading to a Bachelor of Education at the Phnom Penh Teacher College, also under the STEPCam programme, completed a pilot questionnaire back in early December 2019 and were excluded from the actual data collection. The other 47 BEd participants, upon their return to their PTTCs, were asked by the PTTC directors to complete the questionnaire, and their responses were included in the analysis.

The committee members travelled to 15 PTTCs to conduct the interview. Preah Vihear PTTC was not included due to the distance and restricted time for travel there. Twenty-four interviews were conducted, and 13 participants granted the TNA committee members permission to audio-record the interviews. Comprehensive notes were taken by the committee members for the rest of the interviews.

The latest figures available to TTD (December 2019) identified 126 (39 females) PTTC staff as Master's degree holders. 283 (128 females) held a Bachelor's degree; 147 (74 females) or 26.4% all PTTC staff did not have a Bachelor's degree yet. It was not specified how many among

Preparing a score tables plus formulas	256	3.39	.88
Operator symbols to build formulas	257	3.39	.93
Sorting and filtering data	251	3.35	.91
PowerPoint slide design		3.36	.87
Inserting text, pictures, shapes, audios, and videos	259	3.47	.92
Inserting a hyperlink	256	3.39	.94
Adding an animation	254	3.35	.92
Internet and (multi) media literacy		3.47	.74
Google Drive, file sharing, and online collaboration	262	3.57	.84
Using educational applications and smartphone (including YouTube and Telegram group)	263	3.55	.82
Internet cloud storage	259	3.51	.83

In terms of gender differences, female participants ($M = 3.30$, $SD = .85$) appeared to need more ICT skill training than the male participants ($M = 3.15$, $SD = .65$) although a one-way ANOVA test reveals that the difference between the two genders was not statistically significant [$F(1, 268) = 1.52$, $p = 0.11$]

Table 22: ANOVA test results on needs for ICT training among male and female participants (the higher means, the more the participants thought the ICT training was necessary)

	N	Mean	SD
Male	147	3.15	.85
Female	123	3.30	.65
Total	270	3.22	.77

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.52	1	1.52	2.58	.11
Within Groups	157.78	268	.59		
Total	159.30	269			

Overall, the participants expressed a strong desire to train in ICT skills ($M = 3.22$, $SD = .77$). When looking into needs for ICT training by area of specialization, it is found that the Science group would need ICT training the most ($M = 3.45$, $SD = .64$), followed by the Social

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<https://doi.org/10.7763/IJSSH.2014.V4.376>
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- Tandon, P., & Fukao, T. (2015). *Educating the Next Generation*. International Bank for Reconstruction and Development.
- Teacher Training Department. (2019). *CPD framework for teachers and school directors*. MoEYS.
- UNESCO. (2020). *Continuous Professional Development in Cambodia: Report of findings of a mapping exercise on CPD provision*. UNESCO.

Appendix C: Past efforts to analyse Cambodian INSET and teacher education

- Decisions on credit system and credit transfer for higher education (Accreditation Committee of Cambodia, 2004)
- Effective components of INSET in Cambodia (Courtney, 2007)
- Initial teacher education and continuing training policies in a comparative perspective: Current practices in OECD countries and a literature review on potential effects (Musset, 2010)
- Challenges of Cambodian teachers in contributing to human and social development: Are they well-trained? (Phin, 2014)
- Improving teacher quality in Cambodia (Tandon & Fukao, 2015)
- Improving Teacher Quality: Maximising returns on investment in teacher education investment in Cambodia (Prigent et al., 2016)
- Survey on teachers and teaching profession in Cambodia (No & Heng, 2017)
- Implications for teacher training and support for inclusive education in Cambodia: An empirical case study in a developing country (Kuroda et al., 2017)
- Empirical directions to designing sustainable in-service training framework for primary school teachers in Cambodia (Phin, 2017)
- INSET teacher education (Koellner & Greenblatt, 2018)
- Developing teacher capacity in Cambodia: an expanded model (King, 2018)
- The project for establishing foundations for Teacher Education College (TEC) baseline survey report (JICA, 2019)