

Regional Meeting on Gender Assessment in Teacher Education in Asia

30 – 31 May 2017, Bangkok, Thailand

Preliminary Findings of Gender Assessment in Teacher Education in Cambodia

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Assessment Scope

Institutional Participants

TEI Classroom Observations	6 TEIs: NIE (1); RTTC (2) and PTTC (3) 24 Teacher Educators/Trainers 46 Lessons (2 Teachers were absent) Lessons/Subjects: Science, Social Studies, Khmer language, and Physics
TEI Surveys	6 Surveys <i>Heads of TEIs as respondents</i>

Assessment Scope



Curriculum Authority Representatives

School Curriculum Authority	1 Survey(s) <i>Senior official of the Curriculum Development Department as respondent</i>
TEI Curriculum Authority	1 Survey(s) <i>Senior official of the Teacher Training Department as respondent</i>

Assessment Scope



Individual Respondents

School textbooks writers	10 Surveys <i>School textbook writers as respondents</i>
TEI teaching & learning guide writers	10 Surveys <i>TEI T&L material writers as respondents</i>

Assessment Scope



Teaching and Learning Materials

School textbooks

Grade **1**; Subjects: Science, Social Studies, Language (Khmer)

Grade **3**; Subjects: Science, Social Studies, Language (Khmer)

Grade **5**; Subjects: Science, Social Studies, Language (Khmer)

Grade **8**; Subjects: Science, Social Studies, Language (Khmer)

Grade **11**; Subjects: Science, Social Studies, Language (Khmer)

Total = 24 Textbooks

Assessment Scope



Teaching and Learning Materials

TEI teaching & learning materials

Pre-service: 4 sets of curriculum/syllabus for pre-school (2013), primary school (2011), lower secondary school (2011) and upper secondary school (2016) teacher training programs – teaching and learning materials were developed by individual teacher trainers under the framework of the guiding curriculum and syllabus

2. Findings at the Policy Level (TEIs)

- i. Adopting 12+2 for preschool, primary and lower secondary school teachers at teacher training centers at central, provincial and regional levels
- ii. Budget allocation – managed by the Teacher Training Department for material development and training program
- iii. Ministry gender focal point and working group on gender under the framework of EFA goals
- iv. NIE, RTTC, PTTC and Preschool teacher training center for USS, LSS, Pri school and preschool teacher preparation programs
- v. Centralized curriculum developed by the MoEYS - TTD

3. Findings at the Policy Level (Curriculum & Textbook Development for Schools)

- Curriculum and textbook development committee formed at central level composing of technical departments for school curriculum – under the framework of the school curriculum development policy 2005-2009
- Teacher training curriculum developed by Teacher Training Department, Technical Departments, and by TEIs such as NIE and Preschool Teacher Training Center
- Textbook writer selection processes: experiences, qualifications, quality of application, quality of application and interview performance

4. Findings on Teaching and Learning (TEI Classrooms)

- Low interactive and gender dynamic (between teachers and students; students and students)
- Limited access to learning materials (ICT and other resources)
- Assessment in TEI (Written and oral exam, teaching practice)

5. Findings on Teaching and Learning Materials

- i. TEI materials used (reviewed syllabus, textbooks, teacher guides, suggested readings, etc.) – old materials in hard copies sometimes over 10 years
- ii. Textbook materials (schools) were used to teach the trainees on how to use and plan the lesson accordingly

Key Findings (Highlights)



1. Findings Highlights At a Glance

- i. Strong policy and strategies for gender in education including numerous training on gender concepts at all the TEIs
- ii. Facilities and equipment lack gender responsiveness
- iii. All class monitors were elected but all Males
- iv. Gender focal points roles and responsibilities at each TEI were not clear

Conclusions

1. Good Practices Showing Gender Equality

- i. Gender policy development (mainly at the national level)
- ii. Gender mainstreaming (gender concepts are taught as separated subjects and integrated subjects)
- iii. Classroom environment (No gender discrimination and bias, no sexual harassment)

2. Areas for Improvement

- i. Teaching and learning materials, facilities and equipment
- ii. Teaching pedagogy
- iii. Gender support services (daily function support and emotional Support)
- iv. Institution physical resources (dormitories, libraries, laboratories...)

Recommendations



- Conduct regular M&E under the framework of the Gender Policy in Education to ensure that the curriculum and teaching and learning materials gender-responsive
- Assign GFP at each TEI and ensure regular review of materials and reporting on performance
- Improve gender-sensitive school and classroom environment
- Integrate leadership into the classroom management and learning activities so as to promote gender equality in all school activities
- Developing gender support systems from central to institutional levels