

**Cambodian Country
Report**

**Changes in Education for Sustainable Development
Among Selected Cambodian Teacher Education Institutions (TEIs)**

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Changes in Education for Sustainable Development Among Selected Cambodian Teacher Education Institutions (TEIs)

1. Introduction

At first, the notion of ESD appeared new to Cambodian Teacher Education Institutions. Nevertheless, the past and current practices at Cambodian TEIs are relevant to ESD concept. The leaders of those TEIs had just become realized that some activities were called ESD. However, TEIs need to mobilize the concept of ESD throughout whole institutions. Such an action would help increase both teacher educators and teacher trainees' awareness of ESD. For example, although introduced to the National Institute of Education in 2013, ESD did not appear to be widely discussed among policy makers and teachers alike. Nevertheless, what UNESCO Cambodia office did was train the teacher trainers and teacher trainees about the concepts of ESD in general and how the concepts can be integrated in the high school curricular, particularly in the lesson plans that the teacher trainees prepare for their classes. Whether or not it was actually implemented and how exactly it was implemented at the school and classroom levels upon the teacher-trainees graduations was little known.

In 2017, however, selected teacher education institutions' representatives from Cambodia, namely Faculty of Education, Royal University of Phnom Penh and National Institute of Education, were invited to receive a week-long training on ESD, especially on how the concepts can be spread further through teacher educating programs and teacher educators themselves.

After the workshop on ESD in Chiang Rai, the selected representatives were encouraged to cascade the knowledge to other local teacher training institutions within Cambodia with some funding provided by UNESCO Bangkok, SEAMEO, and the Government of Japan. Then, the Faculty of Education, Royal University of Phnom Penh realized the original idea from the workshop in Chiang Rai to organize the in-country ESD workshop in collaboration with Teacher Training Department, MoEYS and National Institute of Education. The workshop aimed at building

capacity of teacher education institution leaders and teacher educators in ESD and inspiring them to initiate and implement ESD concepts at their institutions. The capacity building workshop was conducted in Kampot province, a small seaside province located in Southwestern of Cambodia.

The key targets in the in-country workshop were leaders and teacher educators from Royal University of Phnom Penh (RUPP), National Institute of Education (NIE), Teacher Training Department (TTD), Phnom Penh Teacher Education College (PPTEC), Takeo Regional Teacher Training Center, (TRTTC) and Kampot Provincial Teacher Training College (KPTTC). 30 participants from those institutions attended the workshop and developed their action plan to spread ESD concepts further.



Launching of ESD workshop among teacher trainers in Kampot Province, Cambodia



Demonstration of how everything is connected in the world and in ESD training

2. Reports on Follow-up Activities from All Involved TEIs

Two months after the training was done in Kampot, all involved TEIs submitted their reports on the follow-up activities they had conducted. The reports are presented in the following section:

2.1. Royal University of Phnom Penh (RUPP)

At university level, ESD concepts were implemented as separate student projects funded by the university. These projects included the replacement of normal street lighting within the two campuses to solar powered lighting. Another project was waste water treatment using water plants and solar powered water oxygenation. What students learned from those projects was encouraged to share with other students and other people in their communities.



Waste water cleaning project using plant and solar powered oxygenation process



Waste water cleaning project using plant and solar powered oxygenation process



Students' project on growing vegetable on water



How ESD projects transform the campus to be conducive for learning for students and relaxing for the surrounding communities

At faculty level, the Faculty of Education started to put ESD as a key agenda in projects and other activities. For instance, ESD concepts were planned to integrate into the current project on Teacher Upgrading Program by introducing coursework and developing practical activities among 240 trainees in 2018-2019, 810 trainees in 2019-2020, and 1110 trainees in 2020-2021. Another was about working to integrate ESD concepts into the current Master of Education's curriculum and the course on ESD was planned to deliver for the cohort 13 in 2019.

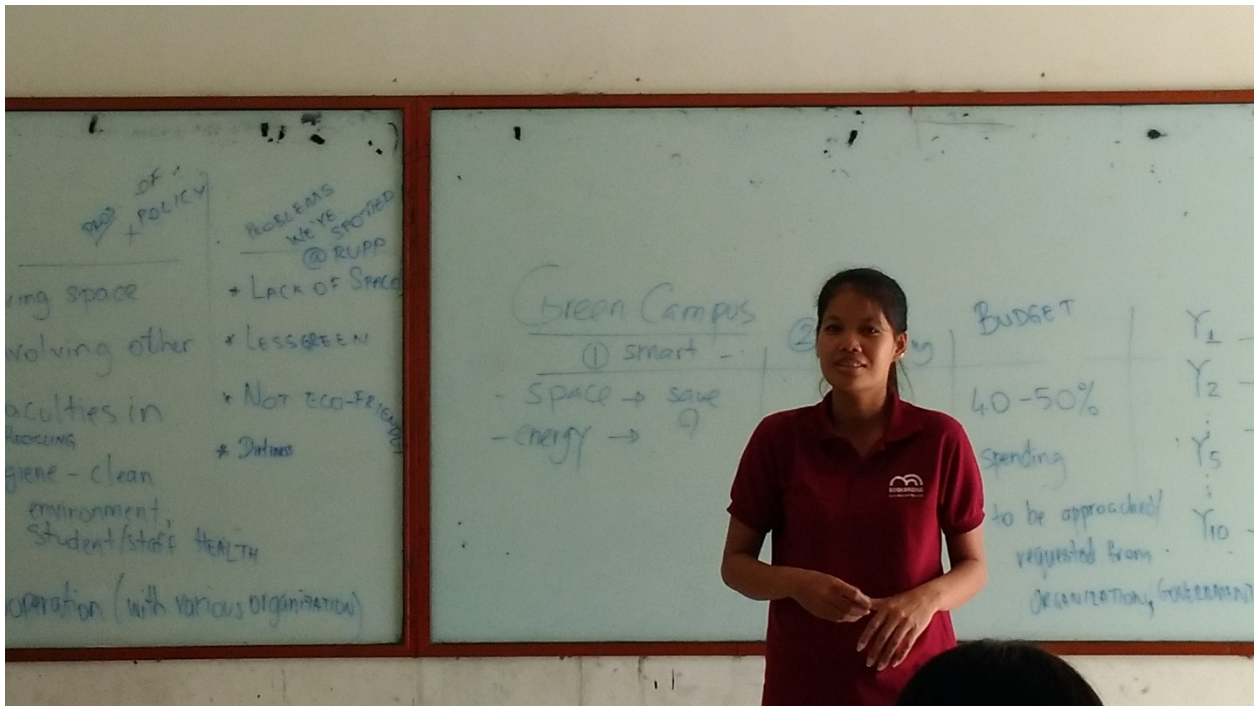
Remarkably, in bio-monthly meetings, ESD concepts usually became a topic for discussion. The Dean of Faculty of Education always brought the idea of ESD in meeting, even in planning short courses and developing research projects. What could be observed was that at least the Faculty's leaders and few faculty members kept discussing concepts and practices of ESD, to what extend educators could do to promote ESD in various context. Everywhere the Dean of the Faculty talked in meetings, the concepts of ESD came along. This was becoming the new working environment happening currently at the Faculty of Education.

A faculty member re-designed his course syllabus for the “Education Policy” course, delivered to current Master of Education students (cohort 12) with ESD concepts. Totally 12-hour teaching was used to debate on SGDs in general and ESD in particular. Concepts of SD and ESD were shared within 6-hour teaching. Then, students were assigned in 4 groups to analyze the current situation of the RUPP and to propose a particular education policy for promoting green university.





The implementation of the ESD concepts at classroom levels in the Faculty of Education, Royal University of Phnom Penh



The implementation of the ESD concepts at classroom levels in the Faculty of Education, Royal University of Phnom Penh: Presentation of How the Concept Can be Further Implemented

2.2. National Institute of Education (NIE)

Even before the training in Kampot, NIE had been very active in spreading the notion of ESD among all the teacher trainers throughout the country using its own budget and resources. The activities focused mainly on mainstreaming and integrating ESD into NIE's PRESET and INSET program and lesson plans.

The activities were illustrated in the following figures.

Activities: Mainstreaming and Integrating ESD into NIE's PRESET and INSET Programs and Lesson Plans: Practices and Implication.

Activity 1: NIE's activities and practices to promote ESD through Pre-service Lecture on mainstreaming and integrating ESD into USS Teacher Training syllabi and Lesson Plans



Classroom Activity: Designing ESD-integrated Lesson Plans



Cascading workshop on ESD in Kampot Province on 01-02 February 2018



In-service Workshop on ESD's Integration in Modulkiri province



In-service workshop to enhance ESD organized and conducted by NIE



Workshop on Revising and Harmonizing PREST and INSET USS Teacher Training Syllabi in Kampong Cham Province: 29 March-02 April 2018



Workshop on Revising and Harmonizing PREST and INSET USS Teacher Training Syllabi in Kampong Cham Province: 29 March-02 April 2018

A Revised Course Outline (12 hours in semester 1)

t	Main Pedagogy	Time
<ul style="list-style-type: none"> ✓ Orientation ✓ Universal Education Goals (SDG 4-4.7) ✓ Introduction to ESD ✓ ESD Framework: <i>Three interconnected dimensions</i> ✓ Understanding Sustainable Development ✓ Education for Sustainable Development (ESD) and Teacher Education 	Teacher uses: Lecture Presentation Videos Pictures group work Collaborative approach Holistic approach	
<ul style="list-style-type: none"> ✓ Integrating ESD dimensions with roles of education and training ✓ Celebrations in the school calendar: National and International events. ✓ ESD Infusion into learning experiences in all subjects ✓ Reasons to support ESD ✓ <i>The roles of education and Training</i> 	Teacher uses: Lecture Pictures Group work Presentation Whole-school approach Problem solving approach Collaborative approach Inquiry Based Learning	
<ul style="list-style-type: none"> ✓ ESD: Teaching and learning methods and approaches ✓ The ASEAN Eco-School Initiatives ✓ Community Engagement and Partnership ✓ ESD-integrated Lesson Plans ✓ Reflection on ESD Implications 	Teacher uses: Discussion Project work Activities Role play Problem-Based Approach Collaborative approach Holistic approach	

2.3. Phnom Penh Teacher Education College (PP TEC)

The two days' workshop on Education for Sustainable Development for Teacher Education in Cambodia was organized by the Royal University of Phnom Penh, starting from 01 to 02 February 2018. This workshop aims to share with stakeholders from relevant educational institutions such as Teacher Training Center and Teacher Education College the important concept of the ESD and the ESD implementation, which are linked with the Sustainable Development Goal 4 of the United Nations on "Quality Education". The workshop also aims to promote the use of ESD concept in teacher education institutions to ensure effective teaching and learning environment for sustainable development in the 21st century.

The management team from Phnom Penh Teacher Education College (PP TEC) was invited to participate in the workshop to deepen their understanding about ESD and to promote ESD concept in the institution after the workshop. Four of the management team members from PP TEC, namely, Dr. SET Seng, Director, and the other three deputy directors such as Dr. SAM Chanphirun, Mr. ROW Phengse, and Ms. PENG Tithsothy participated in the workshop with the expectation that they will be able to apply what they have learned from the workshop to promote the concept of ESD at PP TEC to improve the teaching and learning environment for teacher educators and student teachers. Meanwhile, they expect that they will be able to incorporate the concept of ESD in study programs for student teachers who will become school teachers upon their graduation from PP TEC.

Actions taken on ESD after the workshop

Considering the importance of ESD concept for the implementation at Teacher Education institutions, the PP TEC management team has placed great importance on the ESD concept for implementation at PP TEC. So far the TEC management team has taken several actions to ensure that ESD will be applied to improve education quality at PP TEC.

Collaboration with relevant partners

Recently, the TEC management team has collaborated with a Japanese Non-Government Organization (NGO) to promote a green and clean environment within TEC in order to ensure good teaching and learning environment. That is, teachers and students are to be actively engaged in various activities to support good environment for teaching and learning. Moreover, ESD related course will be offered to students to raise their awareness about the importance of ESD for quality education. Meanwhile, the management team has also collaborated with VVOB to promote eco-friendly school environment at TEC.

ESD activities in TEC Strategic Plan

TEC has set 10 goals in its strategic plan to achieve its own three missions: education, research and community service. ESD has been included as one of the main activities in goal 4, which is to

ensure effective teaching and learning. This is aimed to promote good environment for teaching and learning at TEC.

ESD in teaching and learning

TEC lecturers will be offered training workshops to raise their awareness of ESD concept so that they will be able to share this knowledge with their student teachers. At the same time, ESD is planned to be part of the study program at TEC in order that they will be well informed of its importance and how to implement it effectively. It is expected that the student teachers' good understanding of the ESD will enable them to promote ESD among their students when they are deployed to teach at designated schools upon their graduation from TEC. To make it happen, collaboration with relevant partners will be needed to offer training to both lecturers and student teachers at TEC.

ESD in Internal Quality Assurance (IQA)

In order to ensure that ESD is properly implemented for effective teaching and learning environment, IQA has set ESD as one of the components for quality evaluation at TEC. As clearly stated in standard 6 about teaching and learning, indicators related to ESD are indicated as follows:

- Education for Sustainable development (ESD) is incorporated into the curriculum/syllabus/course outline/lesson plan.
- Project-based learning is applied to enhance education quality and to promote ESD within the institution.
- ESD activities are promoted on campus to ensure effective teaching and learning environment.

In short, the TEC management team is determined to promote ESD-related activities within the institution in order to ensure the quality teaching and learning in order to respond to the global context and the Sustainable Development Goals of the United Nations. It is important that the ESD concept be promoted in educational institutions, particularly the teacher education colleges or teacher training centers. The local and regional collaboration with relevant partners is deemed

necessary to bring about success in implementing the ESD concept for the sustainable development in the global, regional and local contexts.

2.4. Takeo Regional Teacher Training Center

Current situation

Currently we have one program that involves promoting good habit about garbage, but it is not fully implemented. We have only one wire bin and able to separate garbage in one area of the center. This program started before none of us have learned about ESD. Now, three of us have learned something about ESD from the workshop in Kampot. After receiving the training, we hope to implement ESD at our center and below is our plan.

Activities	Participants	Resources Needed	When
1. Promoting good habit about garbage	-All staff -Trainees - English students in the evening	- Facilitators - Posters - Big wire bins for recycle containers (cans, bottle) - A small kiln - Compost shelter	- At the beginning of every training course - Daily
2. ESD training for trainers (highlight the practice and follow up with trainees)	- All teacher trainer	- Facilitators - Snack and tea -	- Once for each trainer
3. ESD training for teacher students (trainees)	- Trainees	- Facilitators	- Before practicum
4. ESD in lesson plans for trainees	- Trainees	- Teacher trainers	- Relevant subjects and lessons

	Details and Description
Title of Activity	1. Promoting good habit about garbage
Objectives and Expected Output	- To train student teachers to separate different types of garbage, to recycle and to make compost from biodegradable garbage - Student teachers have a good habit about garbage, spread and encourage their students to do the same

Methodology and Timing	<ul style="list-style-type: none"> - Three hour workshop during orientation week to share the idea with student teachers to encourage participation in daily life, follow ups and feedbacks from time to time - A 5 to 10 minute picture presentation with students in the evening and people who use our center - Follow up and feedback weekly with student teachers - Follow up and feedback once a month while with students
Potential Risks/Challenges	<ul style="list-style-type: none"> - Lose the investment in the wire bins and compost shelter - Not everyone is enthusiastic and participate - People who are not teacher students might not participate
Funding Requirement and Partners	<ul style="list-style-type: none"> - Funding for five more wire bins (one bin is about 35 dollars), a small kiln and a compost shelter - SEMEO?
Follow up Activities/ Next Steps	<ul style="list-style-type: none"> - Follow up and feedback every week - Incentive to outstanding individual or group each year

	Details and Description
Title of Activity	2. ESD training for teacher trainers (highlight the practice and follow up with trainees)
Objectives and Expected Output	<ul style="list-style-type: none"> - To introduce the concept of ESD to every teacher trainer and to encourage them to implement it in their teaching and training - Teacher trainers implement ESD in their teaching and training
Methodology and Timing	<ul style="list-style-type: none"> - Workshop - Before semester one starts
Potential Risks/Challenges	<ul style="list-style-type: none"> - Not all teacher trainers are enthusiastic about and implement ESD in their teaching and training
Funding Requirement and Partners	<ul style="list-style-type: none"> - Snacks - Incentive
Follow up Activities/ Next Steps	<ul style="list-style-type: none"> - Self report from teacher trainers at the end of each semester

	Details and Description
Title of Activity	3. ESD training for trainees
Objectives and Expected Output	<ul style="list-style-type: none"> - To introduce the concept of ESD to all trainees and to encourage them to implement it in their teaching - Trainees implement ESD in their teaching in class, during the practicum and when they become teachers
Methodology and Timing	<ul style="list-style-type: none"> - Teacher trainers include ESD with relevant subjects and lessons
Potential Risks/Challenges	<ul style="list-style-type: none"> - Not all trainees are enthusiastic and implement ESD in their teaching
Funding Requirement and Partners	<ul style="list-style-type: none"> - Enthusiasm and collaboration from teacher trainers

Follow up Activities/ Next Steps	- Survey at the end of each semester
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	Details and Description
Title of Activity	4. ESD training for trainees (highlight the practice, follow up with during the practicum)
Objectives and Expected Output	- To reinforce the implementation of ESD during the practicum - Trainees implement ESD in their teaching
Methodology and Timing	- Workshop before each practicum
Potential Risks/Challenges	- Not all trainees implement ESD in their teaching - Teachers at the practicum schools might not know about ESD - Not all teacher trainers follow up with ESD implementation
Funding Requirement and Partners	- Teacher trainers 'enthusiasm and collaboration - Cooperation from the practicum schools and teachers
Follow up Activities/ Next Steps	- Report from teacher trainers - Report from trainees

3. Conclusion

The awareness of ESD increased significantly among teacher educators at TEIs. ESD concepts became important and were mobilized from the city to province. Major TEIs start working together and get closer. There would be a possibility to invest on ESD further.

The following can be concluded:

- Each institution shows positive signs on what they can do, but slow speed, with challenges.
- All TEIs should work cooperatively and collaboratively with development partners and the government agencies on both policy establishment and resource/activities
- Cambodia needs more competent trainers, more reading materials in Khmer, more evidence of best practices in ESD
- Other immediate areas are being prioritized in the time of large-scale education reform such as policy, curriculum framework, and textbooks. A space and place for ESD must be there for it to work effectively.

- Finally, for ESD to flourish, there should be a system for aligning ESD concepts, policy, resources, practitioners and time.