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
1. Introduction: Assessment Scope
2. Major Findings
3. Conclusions
4. Recommendations
## 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  
*Heads of TEIs as respondents* |
## Assessment Scope

### Curriculum Authority Representatives

<table>
<thead>
<tr>
<th>School Curriculum Authority</th>
<th>1 Survey(s)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Senior official of the Curriculum Development Department as respondent</td>
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<tr>
<td>TEI Curriculum Authority</td>
<td>1 Survey(s)</td>
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<tr>
<td></td>
<td>Senior official of the Teacher Training Department as respondent</td>
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### Individual Respondents

| School textbooks writers | 10 Surveys  
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<tbody>
<tr>
<td></td>
<td><em>School textbook writers as respondents</em></td>
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</table>
| TEI teaching & learning guide writers | 10 Surveys  
|                          | *TEI T&L material writers as respondents*        |
## Teaching and Learning Materials

<table>
<thead>
<tr>
<th>School textbooks</th>
<th>Grade 1; Subjects: Science, Social Studies, Language (Khmer)</th>
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<tbody>
<tr>
<td></td>
<td>Grade 3; Subjects: Science, Social Studies, Language (Khmer)</td>
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<tr>
<td></td>
<td>Grade 5; Subjects: Science, Social Studies, Language (Khmer)</td>
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<td></td>
<td>Grade 8; Subjects: Science, Social Studies, Language (Khmer)</td>
</tr>
<tr>
<td></td>
<td>Grade 11; Subjects: Science, Social Studies, Language (Khmer)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24 Textbooks</strong></td>
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</tbody>
</table>
## 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 |

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Gender Assessment of Teacher Education in Asia (5-Country Study) | Presentation | Bangkok, 2017
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