



**TEACHER EDUCATION IN CAMBODIA: FORMULAE, CHALLENGES,
AND SUGGESTIONS FOR IMPROVEMENT**
(Time New Roman, Bold, 12pt)

The title should be short, clear, and informative, but does not exceed 20 words. It has to be pinpointed with the issues discussed. The article title does not contain any uncommon abbreviations. The main ideas should be written first and followed by their explanations.

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AUTHOR'S NAMES AND INSTITUTIONS. The author's names should be accompanied by the author's institutions, institutions address, and email addresses, without any academic titles and job titles.

Abstract: Education is the key to building human capital in all countries in the world. Without enough qualified individuals, no country can be properly developed. Therefore, teacher education is essential in all countries. All kinds of development processes emerge from learning and teaching. A teacher is the most important character in building human capital. So, teacher education is even more important. Cambodia has a very long history of education. Education in this country used to reach the top during the Angkor Period and dropped down to zero during the Killing Fields. This article reviews some aspects of education, the formulae of teacher education after year zero, and the challenges of teacher education, and it also suggests some ideas to improve the teacher education process in Cambodia. This research is qualitative research with a documentary study approach. This article shows that education in Cambodia used to peak and fall to zero. (Time New Roman, 10pt)

ABSTRACT. Abstracts should be written in Indonesian or English. Abstracts is written in a single paragraph of about 250 words maximum. For research articles, abstracts should give a pertinent overview of the work. We strongly encourage authors to use the following style of structured abstracts, but without headings: (1) Background: Place the question addressed in a broad context and highlight the purpose of the study; (2) Purpose of the Study: Identify the purpose and objective of the study; (3) Methods: Describe briefly the main methods or theoretical framework applied; (4) Results: Summarise the article's main findings, and (5) Conclusions: Indicate the main conclusions or interpretations.

Keywords: Cambodia, Challenges, Improvement, Suggestions, Teacher Education

KEYWORDS. List three to five pertinent keywords specific to the article; yet reasonably common within the subject discipline; use lower case except for names.

Abstrak: Pendidikan adalah kunci untuk membangun modal manusia di semua negara di dunia. Tanpa individu yang cukup berkualitas, tidak ada negara yang dapat berkembang dengan baik. Pendidikan guru sangat penting di semua negara. Segala macam proses perkembangan muncul dari belajar dan mengajar. Guru merupakan karakter terpenting dalam membangun sumber daya manusia. Jadi, pendidikan guru bahkan lebih penting. Kamboja memiliki sejarah pendidikan yang sangat panjang. Pendidikan di negara ini

dulu mencapai puncak selama periode Angkor, dan turun ke nol selama Ladang Pembunuhan. Artikel ini mengulas beberapa aspek pendidikan dan formulasi pendidikan guru setelah tahun nol dan tantangan pendidikan guru, dan juga menyarankan beberapa ide untuk meningkatkan proses pendidikan guru di Kamboja. Penelitian ini adalah penelitian kualitatif dengan pendekatan kajian dokumenter. Artikel ini menunjukkan bahwa pendidikan di Kamboja dulunya mencapai puncak dan jatuh ke nol. (**Time New Roman, 10pt**)

Kata Kunci: Kamboja, Tantangan, Peningkatan, Saran, Pendidikan Guru

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INTRODUCTION

The Manuscript should be written in Indonesian or English and has never been published or is not in the process of submission for publication to other media and does not contain elements of plagiarism. The Manuscript may take the form of research, case studies, or literary studies.

Manuscripts are typed in MS Word doc. format; using 12-pt Times New Roman font; left, right, top, and bottom margins are 3 cm; single-spaced on A4-sized paper; length: between 3,000 and 5,000 words (excluding abstract, references, and appendices).

INTRODUCTION. An introduction of the paper (with a proportion of 15-20% of the whole article length) should clearly state the purpose of the paper. It includes a review of related literature and research purpose in essay style. The introduction should include key references to appropriate work. It states the significant contribution of the research. The introduction should consist of the background of the study, research contexts, literary review, and research objective (at the end of the introduction). The introduction should explicitly state the research gap and show the novelty of the research. All introductions should be presented in the form of paragraphs, not pointers.

Education in Cambodia has been rooted since the prehistoric period. Cambodian Education reached the top during Angkor or Khmer Empire period between 802 and 1218 or 1221 and dropped down to zero during the Killing Fields or Pol Pot regime between 1975 and 1979 (Em et al., 2022). Over the previous three decades or after the Killing Fields, Cambodia's educational system has undergone three major modifications.

After defeating the genocidal regime, the new government began to implement a 10-year education system in order to quickly build human resources to fill vacant positions, as a large number of literate and well-educated people and intellectuals, between 75 and 80 per cent, were killed and fled to other countries (Duggan, 1996). Later, in 1986, an 11-year education system was implemented to improve the quality of education so that young Cambodians could compete with foreign students seeking further study abroad. At the time, formal schooling and literacy campaigns were primarily used in Cambodia to

generate a set number of literate individuals. However, the World Conference on Education For All (EFA) in Jomtien represented a turning point in the Cambodian government's attempts to provide universal basic education for its citizens (Courtney, 2008; Dy & Ninomiya, 2003). As a result, the compulsory education level was increased to 9 years in 1996, giving rise to the current 12-year education system (Neau, 2003; No, 2015).

Despite the fact that the system has been modified multiple times and significant progress has been made in terms of education access and fairness, the Cambodian government still faces many educational challenges. MoEYS is currently working on bringing its Education Strategic Plan to fruition, with the main goals of achieving equitable access to education, improving the quality and relevance of learning, and promoting effective leadership and management of educational staff (MoEYS, 2014). According to MoEYS (2015a), low quality, high dropout rates, high repeat rates, and a lack of educational openness, accountability, and meritocracy at the local levels are among the recurring issues. Until recently, however, Education Minister has laid out a comprehensive education reform plan. As a result, a total of eight reform measures have been prioritized (Hang, 2015; MoEYS, 2015b). The eight education reform measures are shown in Table 1.

Table 1. The eight education reform measures

No.	Education Reform Measures
1.	Improving the quality of learning and teaching
2.	Increasing civil service and teacher salaries and introducing merit-based appointments
3.	Providing more resources to front-line service providers
4.	Reforming the examination system
5.	Establishing an education policy think-tank
6.	Reforming youth and vocational skills programs
7.	Implementing higher education reform and student job counselling
8.	Reforming the sports sector to prepare athletes for the Olympics

Source: No (2015, pp. 2-3)

Table. Each table must be typed, and consecutively numbered. The title is written in the align-left above the table and in 11-pt Times New Roman, while the source is placed below the table in the same font.

LITERATURE REVIEW

LITERATURE REVIEW. Literature Review (with a proportion of 15-20% of the whole article length). Review the key concept you use in the research and provide previous relevant studies/investigations that are relevant to your paper.

Review of Teacher Education

Throughout Cambodia's history, teaching has been regarded as a sacred profession providing people with knowledge, skills, habits, and attitudes. Singh (2022) noted that prior to the modernization of education in most countries, religious leaders served as intellectuals and gurus (teachers), instructing their children and communities. The Buddhist institutional system of instilling at least rudimentary literacy and numeracy abilities in young people as well as teaching them Buddhist teachings about individual life, family, and civil society dates back to the eleventh century (Bit, 1991). Later, because the teachers were Buddhist monks, teaching and learning took place solely in Buddhist temples or pagodas. Notably, girls were not encouraged to learn due to the old mindset of the then Khmer (see Neau, 2003). The teachers were revered for their religious beliefs, as well as their expertise. They significantly influenced the young Cambodian's code of ethics and code of conduct. In the early 1900s, during the French colonization of Cambodia, a new kind of education was developed based on the French model (Dy, 2004; Neau, 2003).

Formulae of Teacher Education

As previously stated, the Royal Government of Cambodia began recruiting teachers with minimal qualifications to restore the human resources for development after the Khmer Rouge massacred many highly educated individuals. The formula 3+1 was used to attract elementary school teachers, for instance. It means completing three years of schooling and one year of teacher education to become a primary school teacher (Dy, 2004; Neau, 2003).

RESEARCH METHODOLOGY

RESEARCH METHODOLOGY. The method section (with the proportion is 10-15% of the total article length) consists of a description concerning the research design, participants of the research, data sources, data collection (the real procedures of collecting data), and data analysis (the real procedures of analyzing data).

Research Design

The current study employed a documentary method, one of the qualitative methods. According to Scott and Marshall (2009), a documentary study is a research method that draws on both public and private records as its sources: newspapers, diaries, stamps, directories, handbills, maps, government statistical publications, pictures, artworks, phonograph recordings, cassettes, and computer data are only a few examples of documents.

Data Collection

The present study collected as many related documents regarding teacher education in Cambodia as possible. The documents we collected contain some written in English and some written in Khmer. We then divided the important parts for our team to read and find the main points. The main points that we focused on included the formulae of teacher

education, the challenges, and the suggestions from different authors and researchers to improve teacher education in Cambodia. We also focused on other factors contributing to teacher education in Cambodia, including the teaching hours, the courses for teacher education, and its brief history.

Data Analysis

This study analyzed qualitative data using Graneheim and Lundman's (2004) proposed content analysis. A research technique called content analysis identifies the presence of particular words, themes, or concepts in qualitative data (i.e., texts). Using content analysis, researchers can quantify and assess the presence, significance, and relationships among particular words, topics, or concepts. In addition, they can deduce the meanings of the texts, the author(s), the target audience, and even the society and historical era in which the work was created (Graneheim & Lundman, 2004). The current study's extensive data processing process used three repeated reading, coding, and continuous comparison approaches. We then themed and sub-themed the points in the documents we had read. We, finally, interpreted the meanings of themes accordingly.

FINDINGS AND DISCUSSION

FINDINGS AND DISCUSSION. The findings obtained from the research have to be supported by sufficient data. The research results and the discovery must be the answers, or the research hypothesis stated previously in the introduction part. The findings section consists of a description of the results of the data analysis to answer the research question(s). The findings should summarize (scientific) findings rather than provide data in great detail. Please highlight the differences between your results or findings and the previous publications by other researchers. This section should be explained in several subsections with a detailed explanation of the findings.

Findings

In this section, we have considered the findings according to the literature review by focusing on the formulae of teacher education in Cambodia from the past to the present and the challenges of teacher education in Cambodia. Finally, we have suggested ways to improve teacher education in Cambodia according to some very useful documents from the authors and our experiences as teachers.

Formulae of Teacher Education in Cambodia

The section covers the formulae of teacher education from the past to the present, respectively. Accordingly, the formulae of teacher education in Cambodia presented in the followings are those after Cambodia's year zero, the Killing Fields. There have been three different types of teacher education, previously called teacher training, in Cambodia. Those types included teacher education to become primary school teachers, teacher education to become lower-secondary school teachers, and teacher education to become upper-secondary school teachers. Primary school teacher education, including

pre-school teachers, was said to start at 3+1. Due to the lack of well-educated people, those who finished Grade 3 were selected to receive the training courses for one year at the Teacher Training Centers and become a primary school or pre-school teachers. However, due to the development of the educational sector in Cambodia, primary school or pre-school teachers now need to finish Grade 12. Then they need to take the strict selection exams to become teachers, and if they pass the exams, they need to receive the training courses for two or four years at Teacher Education College, according to the types of exams they choose prior to the selection (see Table 2).

Discussion

The discussion should explore the significance of the results of the work, not repeat them. In the discussion, it is the most important section of your article. Here you get the chance to sell your data. Make the discussion correspond to the results, but do not reiterate the results. Often should begin with a brief summary of the main scientific findings. The meanings of the findings should be shown from current theories and references to the area addressed. In the discussion section, you are comparing and contrasting the findings of the current research with those from the previous research or the supporting theories. There should be a similarity and contrast analysis. The following components should be covered in the discussion: (a) How do your results relate to the original question or objectives outlined in the Introduction section? What is your finding of research? (what/how)? (b) Do you provide an interpretation scientifically for each of your results or findings presented (why)? This scientific interpretation must be supported by valid analysis and characterization (why). (c) Are your results consistent with what other investigators have reported (what else)? Or are there any differences? (The proportion of the Findings and the Discussion sections is 40-60% of the total article length).

Summary of Challenges of Teacher Education in Cambodia

The section covers the findings of teacher education challenges in brief from the past to the present, respectively. Accordingly, teacher education challenges in Cambodia presented in the followings are still happening in some forms. There have been some challenges in teacher education in Cambodia, including selection and training. For example, Cambodian Supreme Advisory Council noted that during the selection process, there were some irregularities: using money to pass teacher selection exams through corruption and intervention from some high-ranking officials (see Knowledge-Tips, 2018; Pech, 2019). In addition, poor incentives and remuneration for teachers, recruitment of unmotivated people into the teaching profession; inefficient teacher preparation programs; inadequate opportunities for professional growth, and low payments are all other key contributors to Cambodia's low teacher quality.

CONCLUSION

CONCLUSIONS. The conclusion section (only one paragraph) consists of the summary, and restatement of the main findings. It should state concisely the most important propositions of the paper as well as the author's views of the practical implications of the result. Tell how your work advances the field from the present state of knowledge. Without a clear conclusion, reviewers and readers will find it difficult to judge the work, and whether or not it merits publication in the journal. Do not repeat the Abstract, or just list experimental results. Provide a clear scientific justification for your work, and indicate possible applications and extensions. You can also suggest future research and point out those that are underway.

In conclusion, this article shows that Education in Cambodia used to reach the top and used to drop down to zero. The article mostly focuses on the evolution of the teacher education formulae and the challenges of teacher education, including the selection process and the training period. This review shows the candidates' low motivation in the selection process, corruption in the selection process, and inadequate training supply. However, the review focuses mostly on the formulae 12+2 and BA+1. Therefore, future studies regarding the challenges of the implementation of teacher education or training using the formula 12+4 at BTEC and PTEC, and the implementation of teacher education or training using the formula BA+2 at NIE in Phnom Penh, Cambodia, should be conducted.

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References. The literature listed in the References contains only the sources referenced or included in the article. We recommend preparing the references with a bibliography software package, such as Mendeley, EndNote, Reference Manager, or Zotero to avoid typing mistakes and duplicated references. Referral sources should provide 80% of journal articles, proceedings, or research results from the last five years. Writing techniques bibliography, using the system cites APA (American Psychological Association) Style and the 7th edition.

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APPENDIX

Appendix 1. Teacher training centers (TTCs) in Cambodia

No.	Teacher Training Centers In Cambodia
1.	One Pre-School Teacher Training College (PSTTC) trains pre-school teacher trainees for two-year courses, and trainees are high school graduates.
2.	18 Provincial Teacher Training Centers (PTTCs), which train primary school teacher trainees for two-year, and trainees are supposed to have at least a high school education.
3.	Six Regional Teacher Training Centers (RTTCs) train lower secondary school teacher trainees for two years and trainees are supposed to complete at least high school.
4.	A National Institute of Education (NIE) provides a one-year teacher training course to bachelor's degree holders to prepare them for upper secondary school teacher placement.

Source: Pich (2017, p. 43).

Notably, the formula of teacher education 12+4 has been practised at BTEC and PTEC since 2018, while the formula of teacher education BA+2 has currently (2022) been practised at NIE Cambodia. BTEC is a merge of Battambang Regional Teacher Training Center (Battambang RTTC) and Battambang Provincial Teacher Training Center (Battambang PTTC), while PTEC is a merge of Phnom Penh Regional Teacher Training Center (Phnom Penh RTTC) and Phnom Penh Provincial Teacher Training Center (Phnom Penh PTTC). Hence, there are only 4 Regional Teacher Training Centers (RTTCs) and 16 Provincial Teacher Training Centers (PTTCs) in Cambodia now.