

**Education
...and/of...
sustainability.**

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Outline

- Education for All in the context of Cambodia
- CCT's experience
- Recent research
- Sustainability
 - environmental or economic?
 - Education for/of/and Sustainability?

Education for All in the context of Cambodia

History of Cambodia

1953 Independence from French

1956-75 Vietnam War

1970-75 Civil war

1975-79 Khmer Rouge

75% of teachers, 67% of Primary and Secondary students and 96% of university students killed
(Kim & Rouse 2011, Pearson 2011, Sok 2010)

1980s Schools reopened but seriously under resourced

1993 Amnesty declared

Internationally

1990 Education for All World Conference

2000 Millennium Declaration

MDGs

- Focus on quantity, not quality
- Enrolment rate only one indicator, dropout rate and repetition rate are critical

Enrolment rates in Primary Schools in Cambodia

Year	Primary schools	Primary students	Teachers	Ratio students to teachers	Average number of children per school
1981-82	3521	1538839	31844	48	437
1991-92	4665	1371694	40631	34	294
2001-02	5468	2705453	54519	50	494
2011-12	6849	2142464	56344	38	313

Source: Ministry of Education Youth and Sport (MOEYS 2014)

My involvement in Cambodia

- Programme Manager for the Cambodia Charitable Trust (www.cctnz.org.nz) since 2008
 - focus on capacity building
 - provide support rather than do the work
 - no influence on religion, politics or curriculum
 - work alongside Ministry of Education, Youth and Sport, (MOEYS) Cambodia (have an MOU)



Access to education (uniforms, stationery, bikes)

Basic resources (materials, libraries, text books, preschool classrooms)

Infrastructure/environment (toilets, water, playgrounds, gardens)

Development of teachers and mentors (workshops)

Health care (dental, eyesight, worming, assessment, vitamins)



Current CCT Programmes

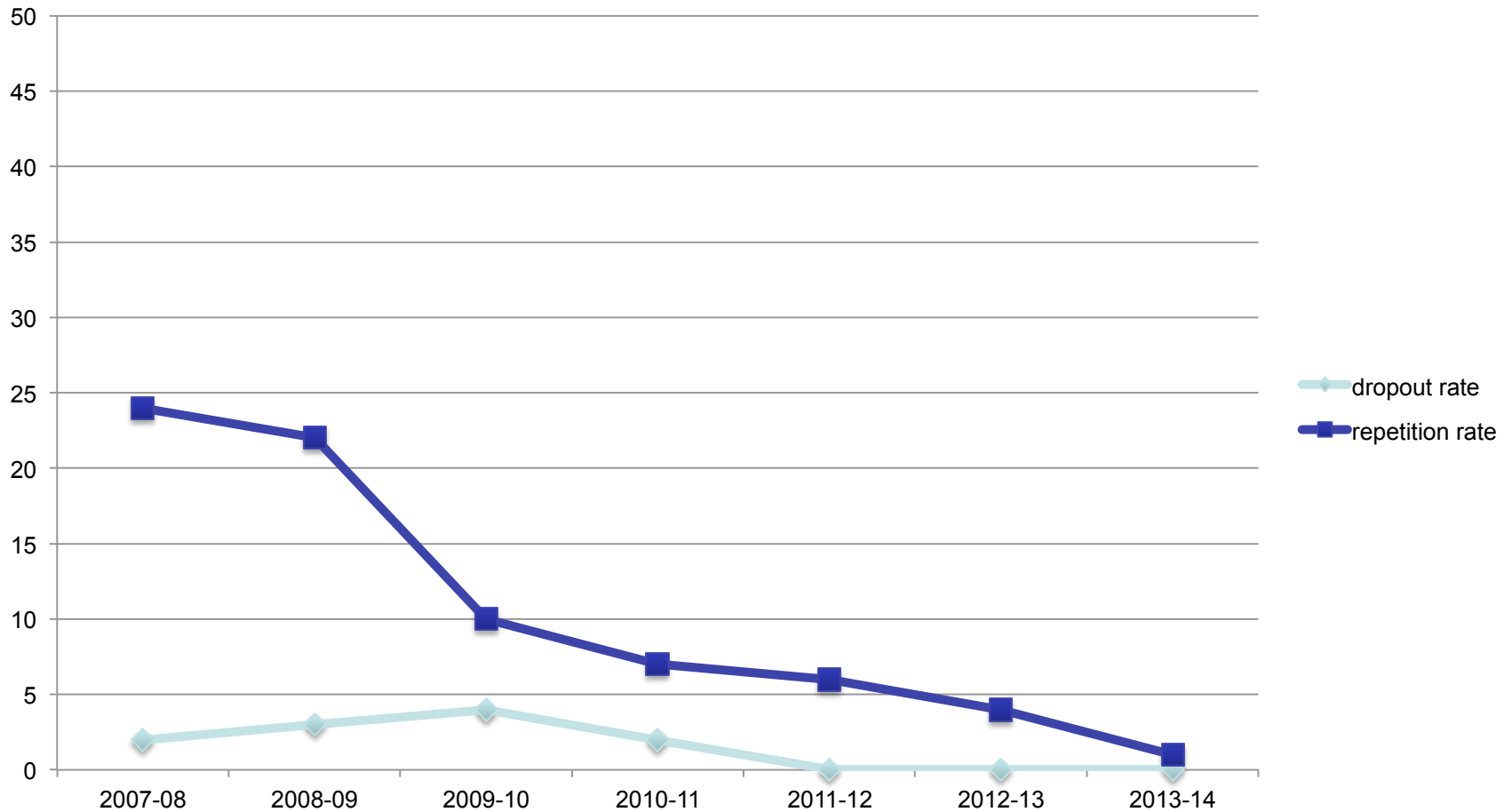
- 12 schools supported fully, 9 Primary and 3 Secondary = 5425 students
- Teacher workshops = 176 in service teachers
- 2 Teachers Training Colleges supported = 400 trainees
- 302 Sponsored girls
- 29 Mentor Teachers covering 174 Primary Schools

CCT's Experience

- Increase enrolment through support – short term change
- Requires resources within school to reduce drop out rate – mid term change
- Build teacher capacity to reduce repetition rate – long term change
- Strive for quality education, need quality teaching

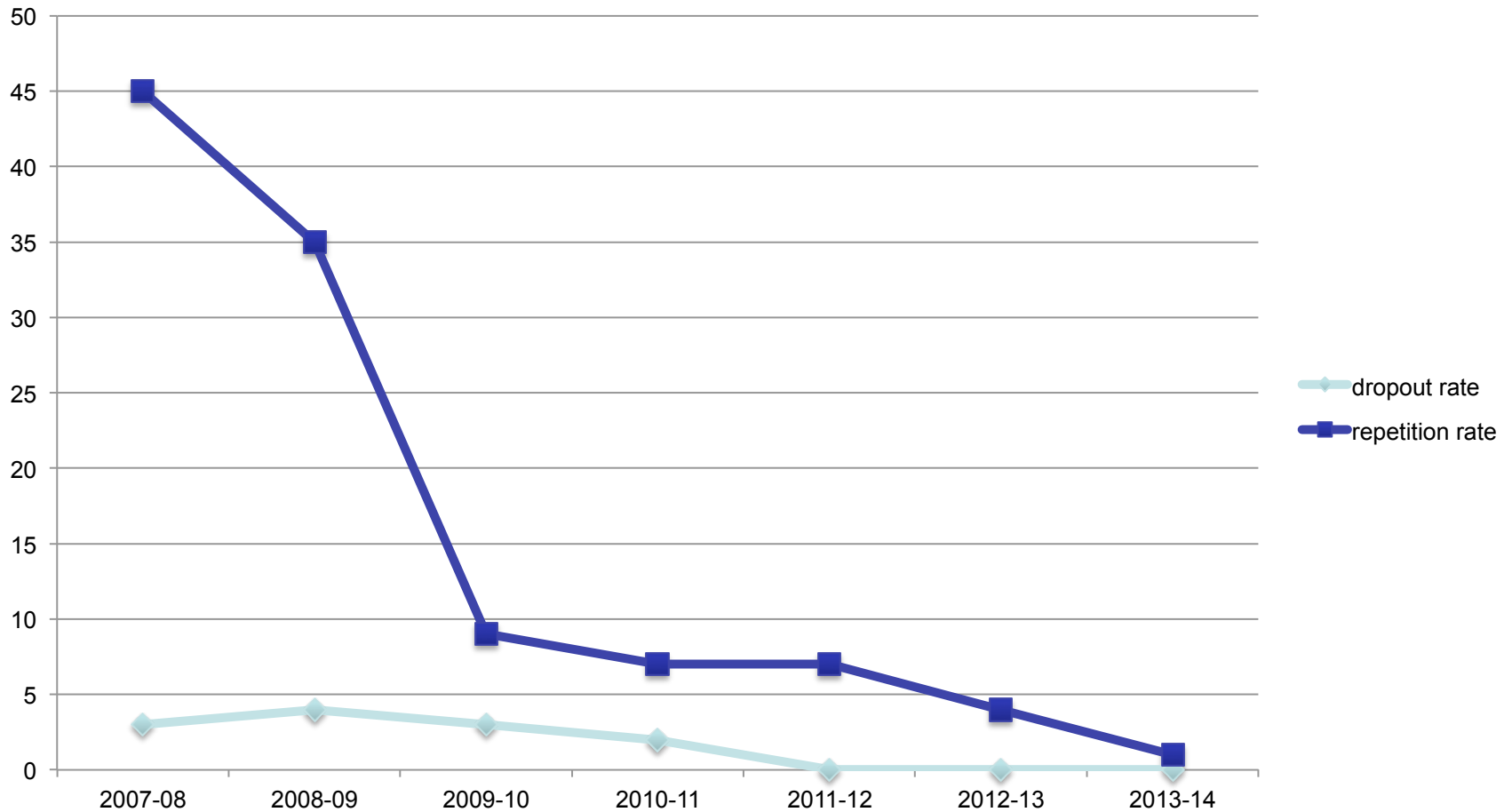
Nikrotheaream Primary school

CCT's support started 2008-09



Nikrotheaream Primary – Girls

CCT's support started 2008-09



Research topic

“What are the factors that influence the delivery of quality teaching in rural Cambodia?”

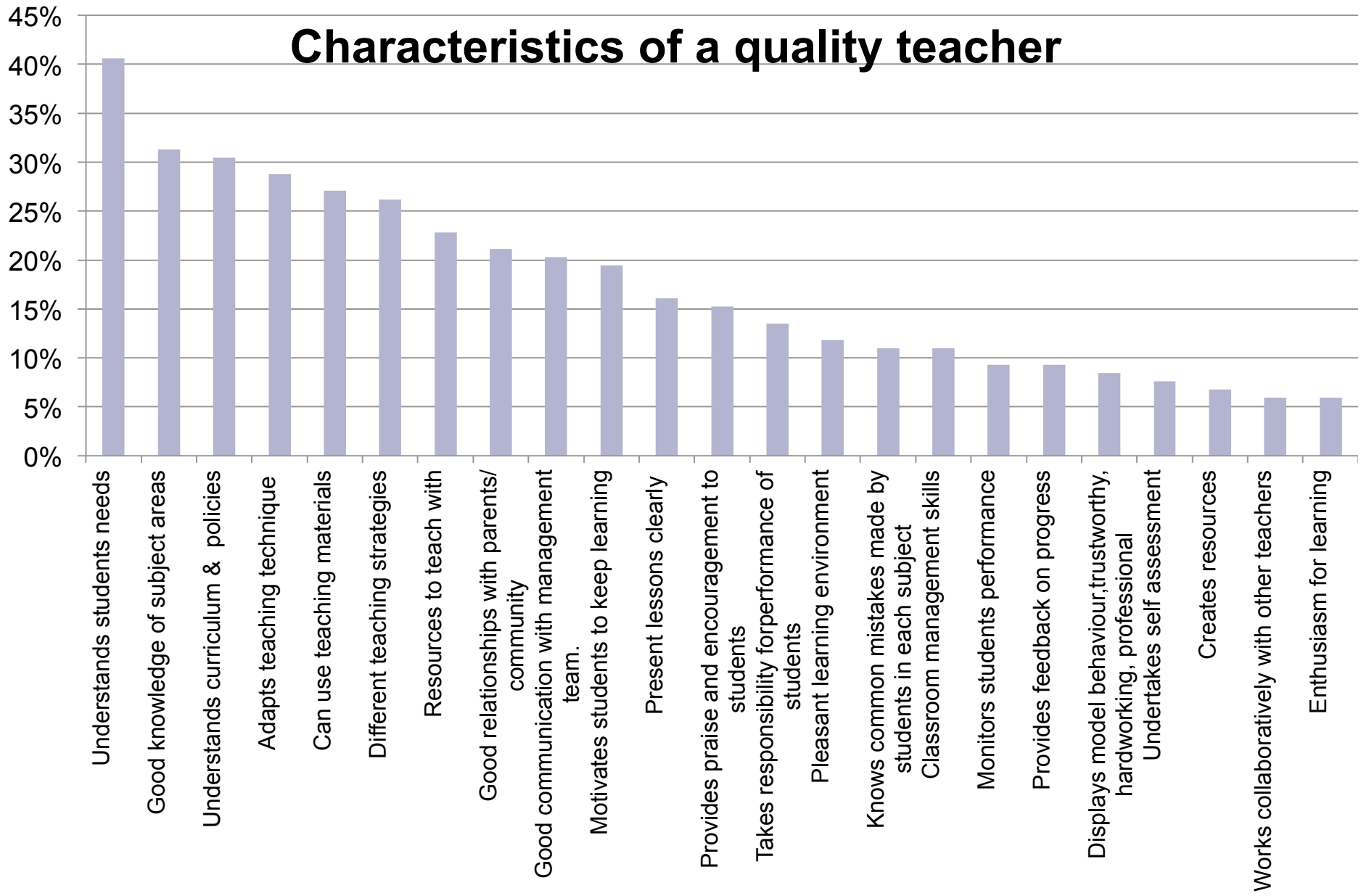
July 2014

Surveyed 234 teachers
from 17 schools

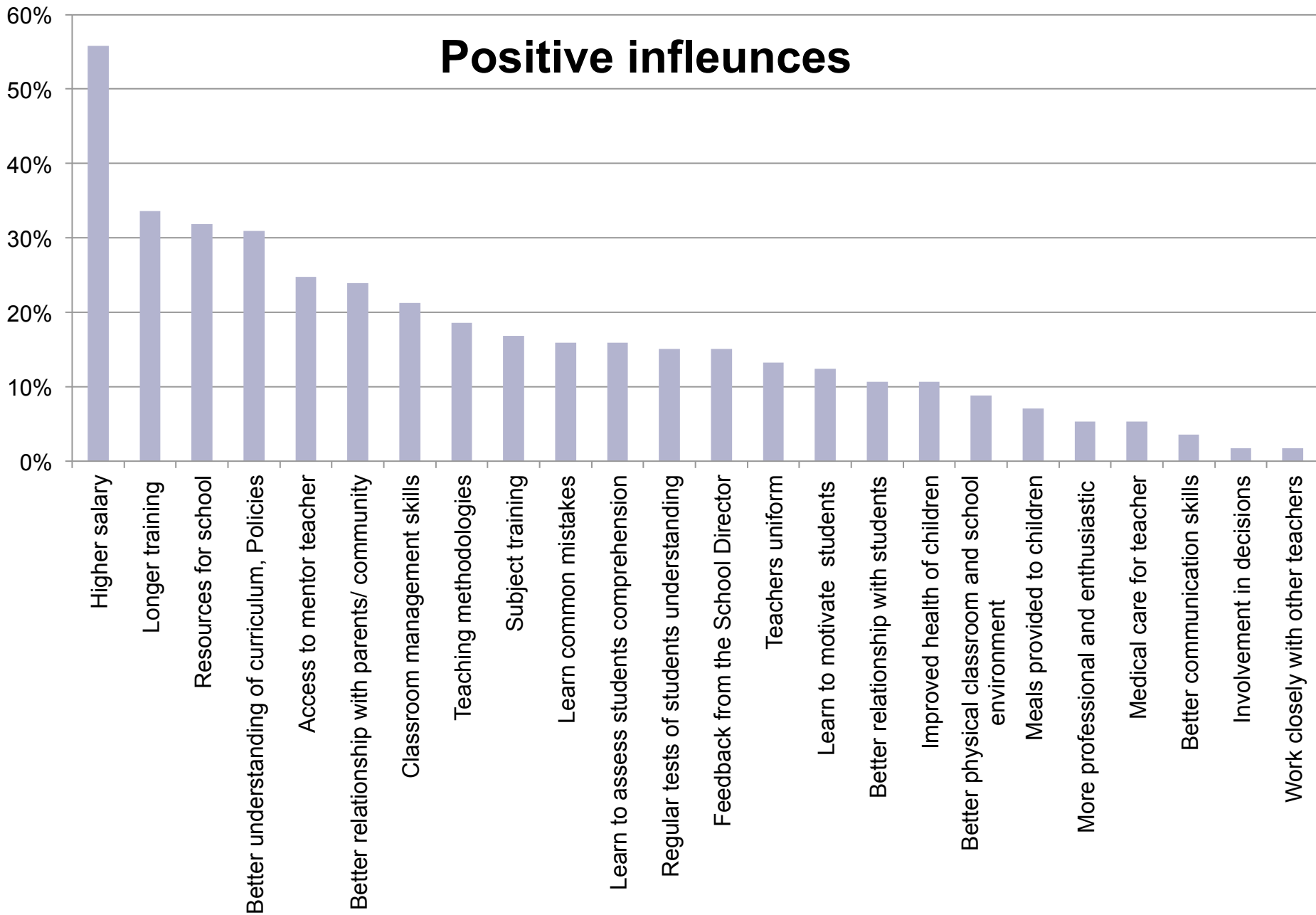
What is quality teaching?

- No universal measure
- Universally recognised characteristics of a quality teacher
- Recent MOEYS exams reinforce desirability of certain characteristics

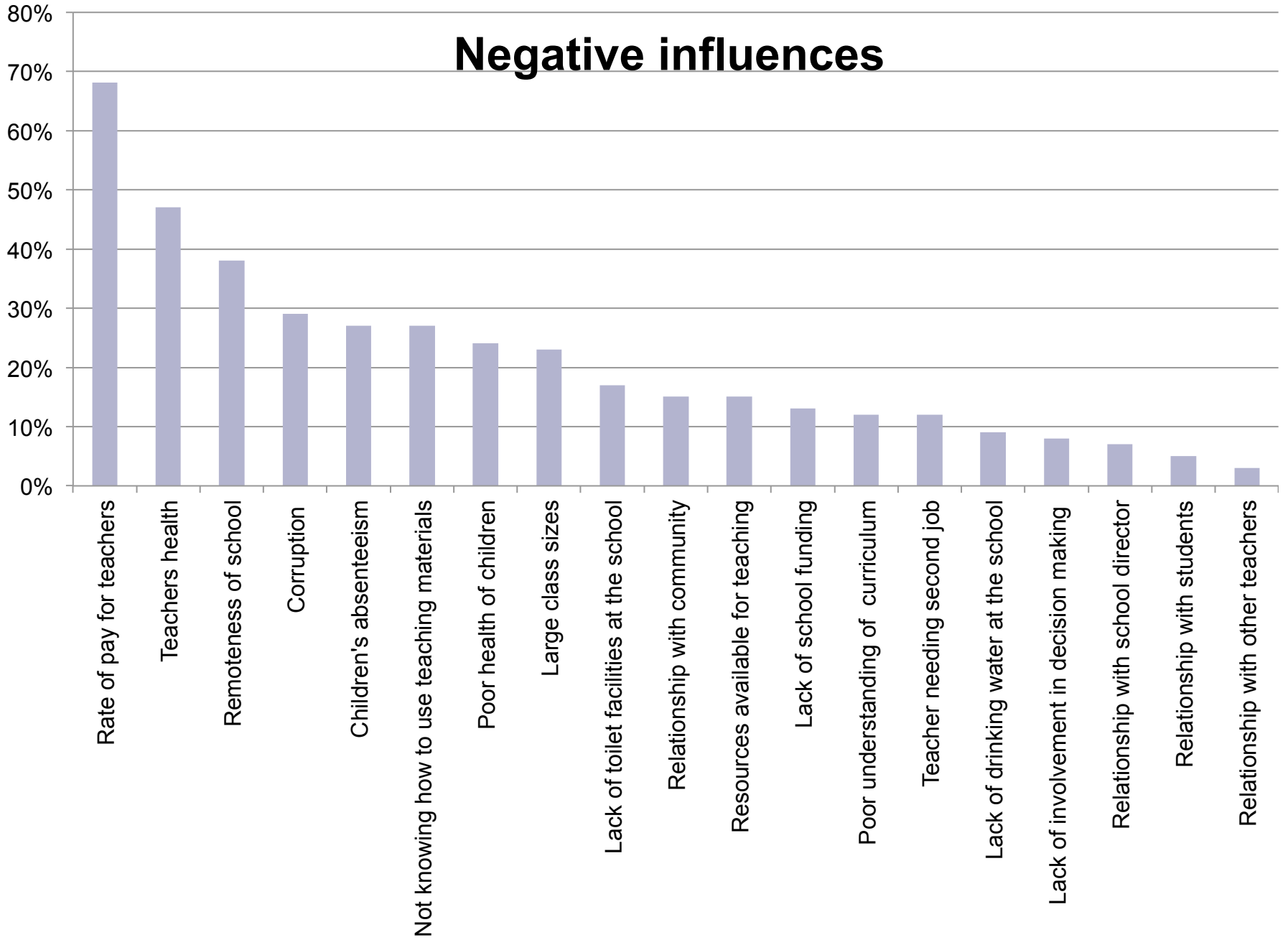
Characteristics of a quality teacher



Positive influences



Negative influences



Results of research

- Basic infrastructure required
- Schools need resources
- Teachers need a living wage
- Teachers need training
- Teachers and children need healthcare

Sustainability

When will the
schools be sustainable?

Sustainability

- Education and sustainability
 - rain water collection, toilets, solar power, rubbish collection, gardens, health care and education, community development, basic literacy and numeracy
- Education of sustainability
 - life skills, environmental care, supporting curriculum topics (health, food production, animal care)
- BUT Economically Sustainable?

Conclusion

- Education needs to be resourced
- Quality teaching required
- Barriers to education still faced by children
- Healthcare linked to education
- Education can contribute towards sustainability economically and environmentally but be careful of dangerous expectations of schools being self sustaining.