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Achieving Quality Teaching in Developing Countries.

Identifying factors that influence the delivery of quality teaching in primary schools in rural Cambodia.

A research project presented in partial fulfilment of the requirements for the degree of Master of International Development.

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2015
Abstract

At a global level the Education for All focus has shifted from years of schooling to the quality of education being attained. The delivery of quality education is dependent upon quality teaching. While there is no clear definition of quality teaching there are recognised characteristics which lend themselves to quality teaching and therefore are used as proxies to identify what constitutes a quality teacher. Of importance to this study is the fact these same recognised characteristics of what constitutes quality teaching and a quality teacher are reflected in the Ministry of Education, Youth and Sport in Cambodia (MoEYS) goals and teachers in Cambodia clearly identify with these characteristics.

Drawing on a case study of Cambodia this research examines the influences that work upon a teacher to either positively influence the delivery of quality teaching or to negatively influence the same.

While influences which positively and negatively impact quality teaching are wide ranging, some are definitely more influential than others. Hence there is a clear recognition of the importance of the provision of basic resources for education. The delivery of quality teaching requires basic physical infrastructure and resources such as teacher training, adequate teacher salaries and teaching materials. Without these basic resources a teacher is destined to fail in the delivery of quality teaching. This is particularly relevant in a developing country where the teachers are more likely to be working at a pre-professional level in terms of teaching skills, dependent upon teaching materials and reliant on basic classroom management skills. This is the case in Cambodia. Before any other influences become significant these fundamental needs must be met. There is also an important link between the health of both teachers and children and the delivery of quality teaching. Basic health needs must be met if the delivery of quality teaching is not to be undermined.
Acknowledgements

This thesis would never have been completed if it wasn’t for the patience and wisdom of Dr Rochelle Stewart-Withers. I have needed a lot of her time and attention and I am very grateful. The guidance of Dr Regina Scheyvens throughout this project and also in fielding all manner of questions is much appreciated. The whole Development Studies team at Massey University has had a role to play.

I would like to acknowledge the Ministry of Education, Youth and Sport (MoEYS) in Cambodia. This project could not have happened without the cooperation and engagement of the staff of MoEYS and, through MoEYS, the teachers and School Directors in Cambodia. Thank you.

I also wish to recognise the teams that have been a part of achieving this research. These are the Cambodian team of The Cambodia Charitable Trust being our Country Manager, Ouch Soeun, and our staff of Nget Samboeun, Im Kanovuth, Nget Srey Mom, Meas Samnang and Ouch Soeun Vibol. Without these wonderful people this research would not have been possible, let alone all the other amazing things we are achieving together in Cambodia.

I also wish to thank the New Zealand team of the Cambodia Charitable Trust that helped me conduct the survey. Marie Grills and Jane Muller have been with me every step of the way and have spent many hours helping to understand the education system in Cambodia and prepare the survey accordingly. Claire Edwards, Tegan Arnold, Sue Oakley and Julie Symes were all instrumental in getting the research completed. The collection of data would have been impossible without their assistance. Their patience in sitting through 17 translations of the same survey is commendable.
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Abbreviations

CCT – The Cambodia Charitable trust (www.cctnz.org.nz)
EFA – Education for All
MOEYS – Ministry of Education, Youth and Sport in Cambodia
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2015

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