



## TEACHER EDUCATION IN CAMBODIA: FORMULAE, CHALLENGES, AND SUGGESTIONS FOR IMPROVEMENT

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**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.

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

**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.

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

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## INTRODUCTION

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).

According to the Laws on Education, passed in 2007, the Royal Government of Cambodia has made great efforts to guarantee that every Cambodian child has fair access to free basic education. The effort is reflected in an increase in the educational budget. From 13.9% in 2001-2002 to over 20% in 2014-2015, the education sector's portion of the national budget grew quickly (Tan, 2007). With the increased budget, MoEYS has been working tirelessly to provide education to school-aged children. By 2014, there were 12,863 public and government k-12 schools in the country (MoEYS, 2014a). In this sense, educational access has vastly increased; for example, the net enrollment rate (NER) for elementary school education was 97.9%. The girls' NER was somewhat greater, accounting for 98.4% of the total. As a consequence, in her speech at the 2015 National Congress on Education, Youth, and Sport, Lemaistre, a UNESCO official and head of the Education Sector Working Group, announced that Cambodia had accomplished the Millennium Development Goals and EFA goals (No, 2015; MoEYS, 2015c). Nevertheless, Cambodia's adult population continues to struggle with illiteracy. Cambodia launched the National Literacy Campaign on March 2, 2015, with the goal of reaching adult literacy by the end of the year (No, 2015; Thigpen, 2016).

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)

These eight priorities aim to improve the quality and efficiency of public service provided so that the Royal Government of Cambodia can achieve its goal of becoming an upper-middle-income country by 2030 and a high-income or developed country by 2050 through developing human resources with high competence and responsibility. Among the eight aims, MoEYS has already enhanced the examination system and formed the Education Research Council, an education policy think tank. Although, until recently, MoEYS prioritized teacher difficulties, The Teacher Policy Action Plan (TPAP) 2015-2020, which was just developed in early 2015, has already become a cliché. However, the rigorous and complete application of this TPAP is thought to be capable of raising the position and rights of Cambodian teachers, improving their pure and pedagogical knowledge, and eventually attracting competent and devoted individuals to this profession (MoEYS, 2015b).

## LITERATURE REVIEW

### 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).

During the King Sihanouk period (The Sangkum Reastr Niyum or People's Socialist Community) between 1953 and 1970, Cambodia recognized the opportunity to

build the country after gaining full independence from France by promoting education. Education received a large portion of the budget. Rural and distant locations received a considerable number of schools. Teachers in public schools have complete autonomy in their work. Their social position was fairly high since they were regarded as highly intelligent individuals with a high degree of money. A teacher could easily raise a family of five or six people back then. Cambodia was known as the pearl of Southeast Asia at the time (Dy, 2004; Neau, 2003; Pov & Kawai, 2020).

It was also noted that some Higher Education Institutions (HEIs) were built during the Sangkum Reastr Niyum or People's Socialist Community. For example, the HEIs that was established in 1965 were the Royal Technical University, the Royal University of Fine Arts, the Royal University of Kampong Cham, the Royal University of Takeo-Kampot, the Royal University of Agricultural Science, and the People's University (Pit & Ford, 2004). In 1967, another HEI was built. It was the Royal University of Battambang (Rany et al., 2012). Then by the end of the decade, nine HEIs were built (Clayton, 1998).

However, the elevated status of Cambodian teachers did not last long. With the help of the United States, General Lon Nol ousted the previous regime of former King Sihanouk in the 1970s. Civil battles raged across the country, and some schools were forced to close. The financial allocation for education was cut in order to fund the purchase of military weapons during the civil war. As a result of the inactivity of many schools, some teachers quit their employment to join the army because their salaries were significantly lower than those of military personnel (Hinton, 1998; Neau, 2003).

During the year-zero period, the Killing Fields or Pol Pot regime, between 1975 and 1979, the formal schooling system was completely demolished. Because the country's economy needed to develop through agricultural advancement, the Khmer Rouge (KR) considered education useless, and Buddhist monks staying at the pagodas (Wats) were considered lazy men who only ate food without working. As a result, almost 90% of teachers, educators, and intellectuals were killed, while the Buddhist monks were forced to leave the monkhood and work on the farms or rice fields during this period (Neau, 2003).

Following the genocidal regime's victory, Cambodia needed to re-establish its education system with the help of the communist bloc. As previously stated, Cambodia adopted the motto "Those who know little educate those who know nothing, and those who know a lot teach those who know little" due to the loss of its human resource (Duggan, 1996). Teachers were hired simply by walking out onto the street and looking for anyone who could read and write. Many inexperienced individuals were elevated to teaching positions. They taught with zeal and dedication to rebuilding the country. Those teachers are still employed in the current system. Teachers' credentials have remained poor since the UNTAC's first election in 1993, and teachers have received little attention. Teaching has become one of the country's low-wage occupations. According to recent surveys, becoming a teacher is always virtually the final choice for most young Cambodians (NEP, 2008; Tandon & Fukao, 2015).

### 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).

As shown in Table 2, Cambodia hired people who had not even completed primary school to teach primary school students. The scenario was not much different at the lower-secondary level. Many dropouts or graduates from lower-secondary schools were appealed to work as teachers to teach lower-secondary students. However, as time passed, the situation began to improve. The situation has greatly improved since then. For example, a bachelor's degree is required to teach at an upper-secondary school (See Dy, 2004; Neau, 2003).

Table 2. The teacher training formula evolution from 1979 until now

Primary School	Lower Secondary School	Upper Secondary School
3+1	7+3	8+2
4+1	8+3	10+3
5+3	9+1	11+4
7+1	10+1	BA+1
8+1	11+2	BA+2
8+2	12+2	
11+2	12+4	
12+2		
12+4		

*Source:* No (2015, p. 5). *Note:* The authors added the formulae 12+4 and BA+2 to reflect Cambodia's current teacher education formulae.

### Teacher Education Programs

Teacher education varies in length and substance. As noted in the previous section, teacher education for pre-school, primary, and lower-secondary schools spans two years and takes place in several training sites (see Appendix 1). In addition, updating content knowledge and pedagogy training was part of the course. In two years, elementary school teachers undergo 2726 hours of training. Professional skills, basic education upgrading, major-related knowledge and teaching methods, pedagogy and practicum, and pedagogical research are the five domains into which the training is divided (see Table 3). Most time is spent on major-related information and teaching methods (1209 hours), whereas pedagogical research is taught for 16 hours. There are several subjects in each of the five areas.

For example, the area of major-related knowledge and teaching methods is divided into five disciplines, each with a different number of pieces of training, as indicated in Table 4. Teacher education in lower secondary schools lasts 2830 hours over the course of two years. As shown in Table 3, major-related knowledge and teaching style account

for just 801 hours over the course of two years, compared to 1044 hours for the realm of common topics. On the other hand, the fields of pedagogy and practicum, as well as pedagogical research, get the same number of hours (417 and 16) (MoEYS, 2011a, 2011b). Notably, the 12+4 formula has been practised at Phnom Penh Teacher Education College (PTEC) and Battambang Teacher Education College (BTEC).

Table 3. The subject areas and hours of teacher education (12+2) in Cambodia

No.	Subjects (Primary)	Hours	No.	Subjects (Secondary)	Hours
1.	Professional skill training	524	1.	Common subjects	1044
2.	Basic education upgrading	425	2.	Basic education upgrading	417
3.	Major knowledge and Teaching methodology	1209	3.	Major knowledge and Teaching methodology	801
4.	Pedagogy and Practicum	552	4.	Pedagogy and Practicum	552
5.	Pedagogical research	16	5.	Pedagogical research	16

Source: No (2015, p. 7)

Table 4. The subjects in each domain and hours allocated for each subject

Domain	Subject Details	Hours
1.	Professional skills training	524
	Psychology	90
	Pedagogy	159
	Administration	58
	Professional ethics	30
	General knowledge	144
	Library	43
2.	Basic education upgrading	425
	Khmer	103
	Mathematics	90
	Foreign language	116
	ICT	116
3.	Major knowledge and teaching methodology	1209
	Khmer and teaching methodology	232
	Mathematics and teaching methodology	247
	Applied science and teaching methodology	101
	Social studies and teaching methodology	436
	Technology and teaching methodology	90
	Life skills and teaching methodology	103
4.	Pedagogy research	16
5.	Practicum	552
Total		2726

Source: No (2015, p. 8)

Table 5. Subjects and hours for upper-secondary school teacher education (BA+1)

Subjects	Hours a Week	Number of Weeks	Total Hours
Psychology	2	34	68
Pedagogy	2	34	68
General knowledge	2	34	68
Professional ethics	2	34	68
Administration	2	34	68
Educational research	2	34	68
Foreign language	2	34	68
ICT	2	34	68
Arts	1	34	34
Major subject	8	34	272
Teaching methodology	4	34	136
Practicum	6	34	204
Total			1190

Source: No (2015, p. 8)

Unlike primary and lower-secondary school teacher education, taking place in teacher training facilities under the direct supervision of the Department of Teacher Training, upper-secondary teacher education takes place at the National Institute of Education (NIE). Those who pass the admission exam and have a BA or BEd receive one year of training, which is realistically 1190 hours. Due to the fact that the applicants have previously completed a bachelor's degree, the training focuses on the main topic (272 hours), teaching methods (136 hours), and practicum (204 hours). Notably, the BA+2 formula has been practised for some majors at NIE Cambodia.

### Challenges of Teacher Education

Everything has advantages and disadvantages, and the same applies to teacher education. This section proves both the challenges and disadvantages of teacher recruitment and the implementation of the training process. Pich (2017) pointed out that there were some challenges to teacher education. Those challenges include “recruitment of low-motivated individuals into the teaching career, ineffective teacher preparation programs, inadequate teacher professional development, and poor incentives and pay for teachers are all significantly accounted for low teacher quality in Cambodia” (p. 39).

Most students or candidates who apply for teaching careers are not highly motivated because becoming a teacher is the last choice when those students or candidates cannot find any better profession (King, 2021; Pich, 2017). Another challenge is connected to the low payment for teachers' salaries. These days, Cambodian teachers do not earn much money from their salaries to support their lives and families (Em, 2021). Even if there is a small amount of payment, corruption in the selection process is still a very major challenge. For example, if the candidates for teacher selection exams have enough money and a good relationship with high-ranking officials at MoEYS or with the examiners, they might have the opportunity to pass the exams easily. As a result,

qualified individuals are barred from having the opportunities to involve in teaching careers or seem to be kicked away from the education stages (Pich, 2017).

After passing the exams, King (2018) and Pich (2017) stated that there are still challenges at the TTCs or TECs. Ineffective teacher preparation programs cause teacher trainees not to be qualified enough when they finish the training programs and are assigned to teach students at target schools. Inadequate teacher professional development is another challenge, causing both those who passed the exams by their own ability and those who passed through corruption to become even less qualified when they are trained at TTCs or TECs. Finally, even though the teachers, teacher trainers, teacher trainees, deans, or vice deans try their best to teach and learn, they are only be given very few incentives.

## **RESEARCH METHODOLOGY**

### **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**

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).

Lower-secondary school teachers' and upper-secondary school teachers' educations were also illustrated in Table 2. Lower-secondary school teachers were first chosen from those who finished Grade 7 to receive three-year training courses at Teacher Training Centers. Nowadays, those who want to become lower-secondary school teachers need to finish Grade 12 and take the strict selection exams. Then, if they pass, they need to take the training courses at Teacher Education College for two or four years, according to the types of exams they choose prior to the selections.

The final type is upper-secondary school teacher training, which first started using the formula 8+2. That means those who finished Grade 8 could be asked to fill high school teachers' positions by receiving two-year training courses at NIE in Phnom Penh, Cambodia. Presently, students need to finish a Bachelor's Degree and take the strict selection exams to become high school teachers in Cambodia. Then, if they pass the exams, they need to receive the training courses for one or two years at NIE, according to the types of exams they choose prior to the selections.

### **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.

Additionally, there are still problems that exist at TECs or TTCs. For example, when teacher candidates graduate from training programs and are given student teaching assignments at target schools, ineffective teacher preparation programs render them insufficiently competent. Another issue is that when teachers are taught at TTCs or TECs, inadequate teacher professional development results in both those who passed the examinations on their own merits and those who passed via corruption becoming even less competent. Last but not least, despite the fact that the instructors, teacher trainers, teacher trainees, deans, or vice deans make every effort to educate and learn, they are only granted a small number of rewards. Choosing teacher education through corruption and bias was also another big challenge in making high-quality teacher education (see King, 2021; Knowledge-Tips, 2018; Pich, 2017).

### **Suggestions for Improvement**

The section covers the findings of teacher education suggestions for improvement in brief from the past to the present, respectively. Accordingly, teacher education suggestions for improvement in Cambodia presented in the followings are suggested by different authors, researchers, and our own experiences as teachers. Different authors have suggested many suggestions to improve teacher education in Cambodia. Teacher policies and teacher training reforms are very important for Teacher Education Centers or Colleges to take on more responsibilities. To implement teacher policies and teacher training reforms successfully, leaders, deans, vice deans, teacher trainers, and student teachers have to develop their capacity and make great efforts to fulfil professional activities to achieve the three missions, namely (a) to educate and develop student teachers to become fully competent; (b) to promote educational research to improve teaching and learning; (c) to provide in-service training and community services. Therefore, leaders, deans, vice deans, and teacher trainers have to work cooperatively to achieve the first mission above.

The second mission is to promote educational research to improve teaching and learning so that the TTCs or TECS will be able to offer high-quality training programs and meet the standards of professional teachers. Another mission is to provide quality pre-service and in-service training and community services. To achieve this mission, vice-deans, deans, and teacher trainers must be responsible for implementing the teacher policies and training reforms. Therefore, TTCs or TECs have to develop the capacity of teacher trainers with quality, competency, and accountability in accordance with the code of conduct and provide the teacher conditions required for effective and efficient performance. Teacher educators will be able to develop school teachers with (a)

knowledge, connecting the content to real-world relevance and balancing the conceptual and the practical; (b) 21st-century skills, such as communication, critical thinking, collaboration, and creativity (see also Em et al., 2021), and (c) characteristics, such as a positive attitude, behaviours, respect, value, ethics, integrity, honesty, and justice, and high commitment and motivation. Then the school teachers will be able to help students with the highest quality and best ethics.

Giving incentives and enough wages are essential. However, as revealed earlier, there is still a limit on monthly wages along with incentives for teachers, student teachers, teacher educators, and other education-related staff. Therefore, MoEYS and education stakeholders need to seek funds from different partners, especially from the government and NGOs, to support all the education staff. Besides, those who bring about fruitful achievements must be provided incentives as encouragement. As Em (2021a, 2021b), Em et al. (2021) and Houn and Em (2022) noted that when teachers are appropriately motivated, they are going to work their best for the sake of students' future.

The final and most important reform is eliminating corruption in the selection process. To guarantee to produce qualified teachers (see Em et al., 2021), qualified teacher trainers, deans, vice-deans, and other workers, MoEYS must make sure that all the selection processes are free of corruption. For example, choosing only relatives or those the examiners know is also a form of severe corruption. Unfortunately, that sometimes means the selection process is not fully blinded.

Cambodia's social-economic development aims to achieve an upper-middle income status by 2030 and high-income status by 2050. To achieve this perspective development, MoEYS developed a vision, missions, objectives, and policies, namely inclusive, equitable, quality Education, and lifelong learning. The second policy ensures the effectiveness of leadership and management at all levels, along with relevant policies and reforms, including eight priority educational reforms, 15 education reform agendas, and five pillars of educational reform (MoEYS, 2019).

According to the findings from the current study, Cambodia has developed itself from the very first stage after the Killing Fields. The teacher education process has been developed through different stages to what it is today. However, there have still been some challenges to teacher education, including in the selection and training processes. In the selection process, it was said to have been two things in relation to corruption: using money to pass the exams and intervention from high-ranking officials (see Knowledge-Tips, 2018; Pech, 2019). Therefore, in order to achieve the goals set by the Cambodian government of producing fully equipped individuals (see also Em et al., 2022), the challenges mentioned above need to be eradicated.

Last but not least, fully equipped individuals are also a big part produced by qualified teachers. Many authors suggested that qualified teachers can be produced through the close attention of the principals or teacher supervisors (see Em, 2022; Em & Nun, 2022; Hakim, 2021). To conclude, the eradication of teacher education challenges produces qualified teachers, and qualified teachers produce fully equipped individuals.

## CONCLUSION

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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## 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.