

**IMPROVING QUALITY ASSURANCE IN CAMBODIA:
THE PERCEPTIONS OF EDUCATIONAL OFFICIALS ON THE
NEW EDUCATIONAL INSPECTION SYSTEM**

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APPROVAL

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EXECUTIVE SUMMARY

Since November 2011, the Swedish Schools Inspectorate has worked with a team (MoEYS, NIE, EQAD) in Cambodia which focuses on quality assurance (QA)/ inspection in Cambodia. The aim and goal has been to develop a proposal for cooperation between the Cambodian Ministry of Education, Youth and Sport (MoEYS) and the Swedish School Inspectorate on the issues of the inspection system in Cambodia.

The Educational Inspection System has been introduced to ensure quality of education in Cambodia in 2015, after the existing inspectors were trained on the new educational inspection system by the Ministry of Education, Youth and Sport (MoEYS) and the National Institute of Education (NIE). The inspectorate of Education of Sweden provided support to MoEYS and NIE to organize the training programme for inspection's trainers and existing inspectors.

This research aims to find out the strengths and weaknesses of the inspection system in Cambodia by providing a clear answers to four main research questions: (1) what are the main changes introduced by the new educational inspection system? What are the main differences between the old inspection system and the new one? Why it has been introduced? (2) What are the perceptions of educational officials on the new educational inspection system? What strengths and weaknesses have been raised? (3) How to overcome the challenges that have been raised by educational officials related to the implementation of the new educational inspection system? And finally (4) what is NIE's role in implementing the new inspection system and how can its capacity in this regards can be strengthened?

This research seeks to learn from the perceptions of the educational officials at all levels, student inspectors, and inspector's trainers on their teaching and learning and implementation's challenges of the new educational inspection system. This research aims to improve the quality of inspectors' training delivered by the NIE under control and support by MoEYS of Cambodia and provides recommendations in this regards.

The data were collected from interviews and questionnaires. In 2016, 181 of educational officials (head of provincials of education, head of inspection officers, inspectors, school principals and teachers) answered to the survey, and 13 were interviewed. In 2017, 40 students's inspectors completed a questionnaire and 15 inspector's trainers filled in a self assessment questionnaire.

There are four main changes brought by the educational inspection system compared to the previous inspection system: **(1) Change from atomistic to holistic inspection system:** it means that, by moving to the educational inspection system, the school principals/teachers have to put together a lot of information about the school and find out and clarify how the school as a whole can change its practice to improve the students' learning outcomes. Eventhough, the school staffs and the school leaders are not always aware of how things are interdependent in their school, but an implementation and planning of self-evaluation have to be established to find out the new methods to improve the students' result and see it in clear process that they are followed up and evaluated. **(2) Change from summative evaluation to formative evaluation:** It means that MoEYS wants to change the inspection methods from providing only information about the effect (impact) of activities through one-way communication processes between the evaluator and the evaluated to assess teacher performance, to inspection methods that provide information on the working process activities within the school by providing advices and guidance on the pedagogical approaches. **(3) Change from a top down approach to school self-evaluation:** It means that MoEYS wants to change the role and responsibility from the central to the local level of inspection which use the same method and tool of school self-assessment. The school principal act as internal inspectors in term of internal evaluation and improving the school development plan which means each school works out its development plan based on the school aims, and school vision, mission, and implement the plan. The school conducts self-evaluation and produces an annual report towards the end of the year to provincial of education (POE) and Educational Quality Assurance Department (EQAD)) which under control and support by MoEYS; And **(4) Change from subject inspection to new educational inspection system:** it means moving from specific subject inspectors to educational inspection system's inspectors which specify by 4 main areas namedz **Management and Leadership, Teaching and Learning, Students' Results and Achievements and School Self-Assessment.**

After the depth discussion with school inspectorate of Sweden, the MoEYS decided to implement the new educational inspection system in Cambodia to improve the quality of education because, the main idea, it is not only inspected on teaching and learning processes in classrooms, it also covers all related factors by using the four 4 main keys of the inspection as I have mentioned above by providing the advantage of implementing on educational inspection system. The benifitary of this inspection are, requires less inspectors than previous one (subject inspection) and less materials, especially, inspectors do not need specific skills on subjects; they need professional skills in inspection. There is no

duplication on tasks and responsibilities, inspire and encourage the students to participate actively, support and guidance on pedagogical approaches and other relevant teaching and learning materials.

The results of the survey show that, the educational officials at all levels, the student inspectors and the inspector's trainers believe that the new educational inspection system can ensure high quality of education because it is not focus only teaching and learning but it can inspect as overall at school and the inspectors can provide the guidance and support to improve the quality of education.

Another finding is that, the educational officials consulted through the survey are willing to implement the new educational inspection system. The educational officials who were trained on educational inspection system valued that the trainers are well educated, high qualification as inspector's trainers including preparing lessons, training contents and training materials. All contents were arranged in relation to his daily jobs as a school inspectors or school principals.

On the other hand, the educational officials said that, it is very fast to implement it because they are not familiar on this kind of inspection system's processes and also most of the schools are not yet ready in implementing because it is newkind of inspection and there are too much work to do on it. Some teachers is not yet fully understand the process of educational inspection system and some teachers who are not yet implemented on this kind of inspection said that, it is just change the name of inspection but inside of its processes are the same as the previous one.

The student inspectors said that, the timeline of educational inspection training is too short while they are not yet fully understanding on this kind of inspection. The curriculum should be more update which related to the need of inspectors such tool of inspection, practicum as well as report writing to the MoEYS. The text books must be in both languages (English and Khmer), especially use the key term of inspection during the session as the real practice.

The inspector trainers expressed the idea that, they need more knowledge to fulfill their tasks and responsibilities of the training because their qualification came from different background of inspection system and some of them do not fully understand the content of the educational inspection system for the whole process. Moreover, they would like to have more in-service training and study

visits to other countries which related to inspection system for comparing their teaching and learning skill.

According to some of the gaps identified through this research, a few suggestions emerged for the Ministry of Education, Youth and Sport and other relevant institutions, to improve the educational inspection system, the improvement of the professional skill of teachers is needed because they are the most direction to full fill the quality of education.

The recommendation of this research are providing to all involvement actors such as MoEYS should be more supported in term of technical and materials in inspection, NIE should provide more contents which related to the new innovation approaches of teaching and learning, school principal should improve on school self-assessment, implementers should be full of skill in implementing on it and cooperation partners and other relevant people in the whole country should cooperated with inspection process as well as the key person in term of implementing educational inspection system. The educational inpection system should expand more longer than usual training as national standard for controlling and supporting schools in order to ensure good quality of education and to compete with other countries in the region and the world.

On the other hand, the MoEYS/NIE should improve the capacity of the inspector's trainers to be strong as the professional inspectors because to be strength on the capacity of the inspectors, first MoEYS/NIE must be strengthen the capacity of the trainers. To be shtrenghten the capacity of the trainers MoEYS/NIE should invite the experts from the modern countries which are succed in implementing this kind of inspection or provide trainers to study visit for inspector's trainer to learn more deeply on it in order to fulfill in their roles and responsibilities in teaching.

The curriculum should be revised as equivalent with the period of the training (timelines) and add more longer than on practicum on the field to gain more relevant taks and responsibilities as the professional of inspectors because it is the way that inspector can practice and understand well about inspection and get feedback, support, guidance from the inspector trainers. Especially the way of writing the report from the school to MoEYS.

The finding of this survey show that the new educational inspection system is promising, although MoEYS and NIE need to tackle the challenges that this research revealed to ensure its successful implementation and, further, its impact on the quality of education in Cambodia.

Keyword: Thematic inspection, Regular inspection, Educational inspection system,

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LIST OF ABBREVIATIONS

CFS	Child Friendly School
DOE	District of Education
DTMT	District Training and Monitoring Teams
EIS	Educational Inspection System
ESP	Educational Strategic Plan
EQAD	Education Quality Assurance Department
GED	General Education Department
GSED	General Secondary Education Department
HED	Head of Education Department
MoEYS	Ministry of Education Youth and Sport
PB	Programming Budget
POE	Provincial of Education
PRD	Pedagogical Research Department
QEMIS	Quality of Education Management Information System
SWOT	Strengths, Weaknesses, Opportunities and Threat
TOT	Trainer of Trainees
USS	Upper Secondary School
MEA	Master of Educational Administration

CHAPTER 1: INTRODUCTION

1.1 THE EDUCATION SITUATION IN CAMBODIA AND PROJECT RATIONALE

The Kingdom of Cambodia is located in Southeast Asia, shares borders with Vietnam, Laos, Thailand and the Gulf of Thailand, and covers a total area of 181,035 Km² (69,898 sq mi) with a population of 16,076,370 (2017). Education in Cambodia was highly developed during the 1950s and 1960s. However, the quality of education declined in the 1970s when the country experienced a long civil war. The worst period for the education system was between 1975 and 1979 during the Pol Pot regime when the education system in the whole country was destroyed; nearly all educated people were killed and died because of starvation and hard work.

After the nightmare regime was defeated in January 1979, the education system was rebuilt and developed gradually with very limited human and material resources. The Ministry of Education as well as the government decided to rebuild the education system based on the principal of “the first learner teaches late learner” and “the person who has more knowledge teaches the person who has less knowledge”. Under the Constitution of the Kingdom of Cambodia, article 63 states that “the state shall protect and promote the right of the citizens to receive quality of education at all levels and take action step by step in order to educate to all citizens”. Article 21 of the law of education states that “The state must improve the quality of education ... effectively”. This means that education is considered a child’s right; everybody must be educated with equal quality. This requires a general understanding/agreement that this is important supported by a common strategy by all teachers. “The Ministry of Education Youth and Sports has strong vision to establish and develop human resources of the very highest quality and ethics in order to develop a knowledge-based society within Cambodia” (Ministry of Education, Youth and Sport, 2015a). The MoEYS’ mission is to lead, manage, and develop education responding to the socio-economic and cultural development needs of the people in the national and international context. The MoEYS also defined three main policies to achieve the vision: (1) ensuring equitable access to education services, (2) improving the quality and efficiency of education services, and (3) the institutional and capacity development for educational officials for decentralization. (Ministry of Education, Youth and Sport, 2015a).

From the national election in 2013 up to now, the Cambodia’s political and educational context has been changing, a new minister of education, “H.E DR. HANG CHOUN NARON”, was nominated. The new minister has the long vision to transform the country from the agriculture to industrial

country. Therefore the capacity of the human resource should be needed develop first and the education of Cambodia also need to improve almost all sectors.

The Education Strategic Plan (ESP) 2014-2018 introduced a reform of the education system in Cambodia focused on 15 points: (1) Public financial management; (2) Teacher deployment; (3) Teacher Training Center Reform; (4) Promoting Teacher qualification; (5) Inspection; (6) Learning Outcome Assessment; (7) Upper Secondary Education Examination Reform; (8) Curriculum and Core textbook Reform; (9) School Building Construction and Repair; (10) Higher Education Institution Assessment; (11) Sport Sector Promotion; (12) Youth Policy Action Plan Implementation; (13) Technical Education; (14) Establishment for New General School; (15) Career Pathway and Training for School Directors (Ministry of Education, Youth and Sport, 2014a). Therefore the inspection in Cambodia also reform as the new educational inspection system.

As the result, from the year of implementation of the reform, the quality of education in Cambodia has been changed and the national examination's result of upper secondary school students (BacII) have been increased from year to year. The figure below show that, 40.60% of total students and 43.20% of females passed in academic year 2013-2014 (Ministry of Education, Youth and Sport, 2014c); 55.88% of total students and 59.43% of females passed in academic year 2014-2015 (Ministry of Education, Youth and Sport, 2015b); 62.18% of total students and 65.46% of females passed in academic year 2015-2016 (Ministry of Education, Youth and Sport, 2016), and 63.84% of total students and 65.92% of female passed in academic year 2016-2017.

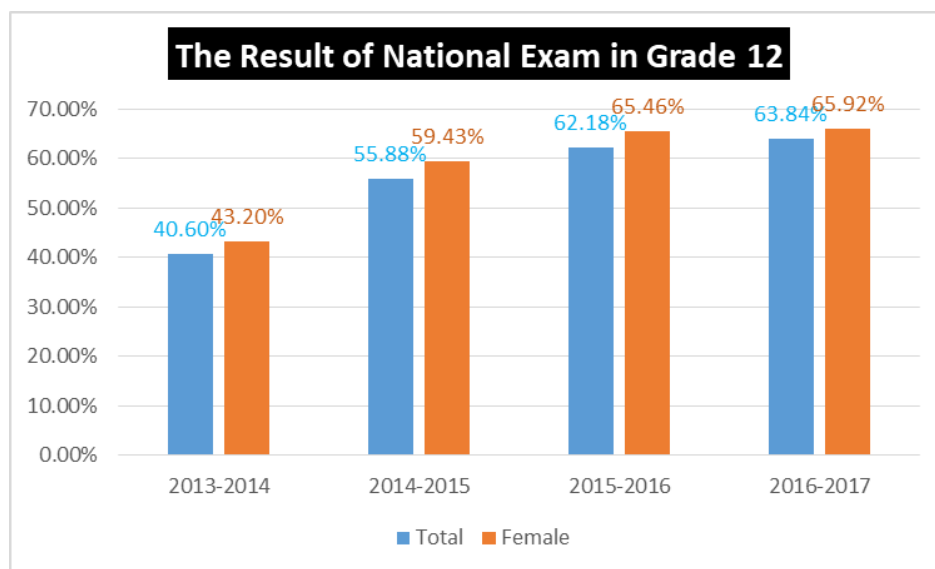


Figure 1: The result of national exam in grade 12

A key aspect of the reform is the inspection system, which is the focus of this project.

Background of the inspection system in Cambodia

The school inspection has been implemented in Cambodia since the France colony (1863-1945) until 1975. Between 1975 and 1978, Cambodia had no clear legal education system because the country was destroyed by the Pol Pot regime.

From 1979 to 2008, the quality of education in Cambodia was low and a review of the school inspection showed that the task of improving teaching and learning cannot be achieved by using a *summative* inspection procedure which ignores the roles of the teachers, school directors and students while the school inspection was monitoring and evaluating by Ministry of Education Youth and Sport. Despite the use of inspectors, teaching and learning achievements have not yet improved. This is not unique to Cambodia. Evaluators of the Cambodia inspection for instance saw in 2008 that students' performance rates had dropped. The capacity of the inspectorate to assist the government in developing policies and addressing the problems of poor performance was limited. (EDUCATION DEVELOPMENT IN CAMBODIA: 1979 - 2008, n.d.)

From 2009- 2013, a report of Educational Quality Assurance Department show that, there was a lack of skilled inspectors which means the inspection system was not efficient. Why? Because the whole of inspection was focused only teaching and learning outcome. In fact, it should be focused with all relevant factors (school, leadership, teachers, students, community...) who are the important people to cooperate in improving the quality of education. The conclusions of the report show that "an inspection must take into account that (1) schools consist of interacting sub-systems, (2) change needs to be done by the school itself, (3) there was too little training for staffs and management, (4) there was needed for guidance and (5) there was a lack of coordination between levels". (Educational Quality Assurance Department (EQAD), 2015a)

In response to this, a reform was launched, with support from Sweden. Through this reform, the inspection in Cambodia is changing from *thematic inspection* (subject-based inspection) and *regular inspection* (periodic inspection regularly every 3 or 5 years per time depend on available inspectors) to the *educational inspection system* which focus on four areas of inspection. In contrast to the subject-based inspection system which focuses entirely on the teacher's classroom performance, the new educational inspection system deals with other factors that affect the quality of the school such as:

management and leadership, teaching and learning, students' results and achievements and school self-assessment.

In 2015- 2016, the new educational inspection system has been piloted in 7 provinces in Cambodia. They are (1) Kompong Spue province, (2) Prey Veng province, (3) Pur Sat province, (4) Koh Kong province, (5) Rotanakiry province, (6) Mondulkiry province, and (7) Phnom Penh city (Kondal province). The implementation of the new educational inspection system is expanding to the whole country.

In 2016-2017, the educational inspection system has been piloted in Cambodia. Therefore the remaining will be continue to pilot from the next year on ward. Totally, there are 23 out of 26 provinces. This pilot is covering only national level and high school level of inspectors. The rest will be continueing on ward to implement for the whole country.

Training on the new inspection system

21 trainers have been selected by the National Institute of Education (NIE) and other national education agencies in Cambodia and were trained in 2014 at NIE with support from the inspectorate of Sweden. The training courses were followed by practical field-based research and real practices.

Continuing on, MoEYS and NIE, the 21 trainers are training new entrant inspectors who are recruited by passing an examination which tests their readiness to be an inspectors. They are also strengthening the capacity of existing inspectors (primary inspectors) to guide and support the quality of education. In addition, 70 school principals from 6 provinces have been invited to complete 4 training modules on educational inspection system in 2015-2016. Module 1 to module 3 are the same modules that have been trained to existing inspectors in 2014, and module 4 is focused on school development plan and school self-assessment based on the results of the inspection.

Continuing on, in 2016-2017, there were 197 school principals from 16 provinces have been invited to join training for four modules of the inspection which cover with six workshops to cover on it. They will pilot at school after finished their training by NIE. There are only 3 provinces which are not yet piloted in the whole country and they will continue to invite to join training in 2018 by NIE.

In the future, MoEYS plans to recruit new inspectors (332 out of 525 new inspectors) to train with new inspection system for implementing new educational inspection system in the whole country after they have graduated the training delivered by NIE. (Dr. Sovanna, Achievements' Report of National Institute of Education 2016-2017, 2016b)

Research Project

Recently, no research has been conducted on this topic as the reform of the educational inspection system has just been introduced in the context of Cambodia. This research study aims to analyse the perceptions of educational officials on the educational inspection system, to assess the strengths and weaknesses between inspection by subjects and new educational inspection system, and to identify strategies to overcome the challenges encountered in the implementation of the new inspection system in Cambodia.

I expect that the results of my research contribute not only to the development of researchers' knowledge on the strengths and weaknesses of inspection which most developing countries are facing, but also to strengthen the NIE capacity to manage the new educational inspection systems' training programme to provide to the inspector's trainers with the necessary skills.

1.2 THE FORMULATION OF THE PROBLEMATICS

Efficient and effective education systems are related with many factors including the quality assurance (QA) systems. It is based on the interacting and transparent processes of internal and external evaluation (inspection system). These include school self-evaluation and the regular school/teacher inspection system (Ministry of Education, Youth and Sport, 2014a). In Cambodia the school inspection system traditionally has been focused on teaching and learning in the classroom context, which is called subject-based inspection. The lack of professional skills in inspection systems, which is important in the contexts where limited resources of human capitals are available, is a factor that limits the quality of education.

This research includes comparing previous knowledge of subject inspections with knowledge of how the new educational inspection system can be performed through school self-evaluation processes and regular inspection by the Provincial Offices of Education (POE) and the Educational Quality Assurance Department (EQAD).

The research also examines the whole picture of the new educational inspection system and the new strategies and tools for gathering information in implementing new educational inspection system and explores the implications of moving from the former inspection system by subject to holistic inspection systems, which represents a big institutional, organizational and political change in the field of quality assurance in Cambodia.

This research raises the following questions:

- 1- What are the main changes introduced by the new educational inspection system? What are the main differences between the old inspection system and the new one? Why it has been introduced?
- 2- What are the perceptions of educational officials on the new educational inspection system? What strengths and weaknesses have been raised?
- 3- How to overcome the challenges that have been raised by educational officials related to the implementation of the new educational inspection system?
- 4- What is the new educational inspection system promising, although MoEYS and NIE need to tackle the challenges that we revealed to ensure its successful implementation and, further, its impact on the quality of education in Cambodia?

1.3 THE OBJECTIVE, SCOPE AND LIMITATION OF THE RESEARCH

This research aims to find out how experienced school inspectors respond to reforms of the education quality assurance, focusing on the move from regular school inspection to a new educational inspection system in order to improve their ability and capacity to provide the professional inspection's skills for improving students' achievement.

- **Objective of the work:** This research aims at improving the implementation of the new educational inspection system in Cambodia by gaining knowledge on the new educational inspection system through (1) the perceptions of educational officials on the new educational inspection system and its strength and weakness; (2) their perceptions on training including core training, capacity of trainers, tools and training materials; and (3) sustainable expectations in using the new educational inspection system and its systemic approach to ensure the quality of education in Cambodia.
- **Scope:** This research scope is limited to the staff involved in the new educational inspection system, namely existing inspectors, heads of provincial of education (POE), heads of inspection

office at provincial department, school principals, and teachers who have been trained by NIE and and they are implementing at their working place where the new educational inspection system is being piloted, namely in 7 pilot provinces, the new student inspectors who are new entrance to train in NIE by the school year 2016-2017, the inspector trainers who are currently lecturing in NIE.

- **Limitation of the project:** This research is based on two surveys conducted in 2016, and from July to September 2017 of new entrance inspectors and inspector trainers at NIE. Therefore, the perceptions of the educational officers, student inspectors and inspector trainers might be incomplete because they do not have a lot of experience in implementing the inspection system and that might impact their perceptions about it.

1.4 THE METHODOLOGIES

The methodologies of this research is combined from the first survey conducted from July- December, 2016 (project 1) just after the introduction of the new educational inspection system. The purpose of the first survey is to collect the overall information related to the use of new educational inspection system at their working place at 7 provinces.

The second survey conducted from July - September, 2017. There were two kind of surveys which the first is focused on the self-confident of the inspector’s trainers on their training subject and the other thing which are related to new educational inspection system’s training at NIE in order to know the capacity of NIE’s training, the challenges, strength and weakness of the training. The second one for new entrance inspectors which focused on the capity of the trainiers, curriculum, qualiftication of the trainers, and so on, are equivalent to handle this training’s programme or not?

1.4.1 SAMPLE

This research focuses on the educational officials who attended training course on educational inspection system organized by National Institute of Education and those who took part in the educational inspection systems’ process.

Table 1: Sample survey on new educational inspection systems in 2016

Targeted	Head of POE	Head of inspection offices	Existing inspectors	School principals (high school)	Teachers (high school teachers)	Student inspectors (2015-2016)
The educational officials (194)	6	7	40	15	95	31

The sample included 6 heads of provincial of education (POE), 7 head of provincial inspections' offices at 7 provinces, 40 existing inspectors who are working in-charge of the position of quality assurance and inspection department, 15 high school principals who are already piloted in 2015, 95 high school teachers who have inspected by new educational inspection system, 31 student inspectors in the first promotion 2015-2016.

Table 2: Sample survey on new educational inspection system in 2017

Targeted	New entrance inspectors	Inspector trainers
The educational officials (194)	40	15

40 new entrance inspectors who are training in NIE by school year 2016-2017, and 15 inspector trainers from different departments (NIE, EQAD) who are conduct training in NIE.

1.4.2 RESEARCH TOOLS

This research used questionnaires and an interview guide for educational officials. 5 types of questionnaires were used: (1) for existing inspectors, (2) for teachers; (3) for student inspectors (2015-2016), (4) for new student inspectors in the promotion 2 (2016-2017); and (5) school principals (high school). And 2 interview guides were used: (1) for head of inspection officers; and (2) for head of POEs, (*See the questionnaires and interview guides in appendix*).

1.4.3 DATA COLLECTION METHODS

Data were collected through interviews with heads of provincial of education and heads of inspectors' offices in 7 provinces. Existing inspectors and student inspectors were asked to complete the questionnaire during their training at NIE, while school principals and teachers were asked to complete the questionnaire in their schools at difference provinces. On the other hand, head of inspector officers and head of provincial of education (POE) were interviewed at 7 difference provinces from July to December 2016. And new entrance inspectors in promotion 2 (2016-2017) in NIE were asked to complete the questionnaire at NIE during their training while the inspector trainers were asked to complete the questionnaire at their work places from July - September 2017.

1.4.4 DATA ANALYSIS METHODS

This research is a descriptive and analytical study using quantitative and qualitative data. The quantitative data may be analyzed by using average score ranking and the combination idea of the perceptions of the educational officials on new educational inspection system, new entrance inspectors

and inspector trainers. The analysis compares and synthesizes the perceptions of education officials who participated in the implementation of the new educational inspection system and new entrance inspectors and inspector trainers who are training in NIE.

1.5 STRUCTURE OF THE PROJECT

This research entitled “**Improving Quality Assurance in Cambodia: The Perceptions of Educational Officials on the New Educational Inspection System**” is composed of five chapters. **Chapter 1** introduces the topic and the rationale for the change from inspection by subject to the new educational inspection system. It then specifies the objective, scope and limitation of the work and explains the method applied as well as its limitations. **Chapter 2** provides an overview of the characteristics and implications of educational inspection system and distinguishes between the inspection by subject approach and the new educational inspection system approach, including curriculum comparison and inspection tools and processes and also focus on why a new educational inspection system has been introduced in Cambodia as well as the main changes introduced by the new educational inspection system. **Chapter 3** provide an analysis of the results of the survey on the perceptions of educational officials on the new educational inspection system including the implication of the educational inspection system, perception on quality assurance through educational inspection system, susstanable in implementation. **Chapter 4** focus on the role and capacity of NIE for the training and implementing on the new educational inspection system by presenting the findings of the survey conducted in July-September 2017 and present about the strengthen and weakness on capacity of the training. Finally, **Chapter 5** gives a summary of the main findings of the previous chapters, and provides recommendations on human capacity development, pedagogical resource development, and also provide recommendations to ensure a sustainable implementation of the educational inspection system in Cambodia.

CHAPTER 2: A NEW EDUCATIONAL INSPECTION SYSTEM IN CAMBODIA

2.1 RECENT REFORM

Cambodia has been implementing the thematic inspection and regular inspection for many decades ago. Recently, by the new reformed, the MoEYS has been spotlighted towards quality of education reforms to help Cambodia to become an average economic growth level country. This announcement is based on the quality of human who is a main resource which has a good professional skills, good ethical and good professional development and innovation. Therefore, the new educational inspection system has been introduced for implementing to controls and supports schools to improve the quality of education from 2015 onward.

Due to the improvement and the reform of the education sector up to now, the inspectorate of education was change recently to the Education Quality Assurance Department, with supplementing some activities to the existing works which is responsible for the duties of monitoring, evaluating and inspection of the quality and efficiency of education by preparing some tools and capacity building documents that related to the education quality assurance system from the kindergatent to higher education which clearly highlight the reasons of assuring the quality of education, the performance of indicators of education quality assurance inspection, school self-assessment and the use of educational information against the indicators and target set in the ESP to assure the quality of education.

By the reform, the general inspection and the inspection by subjects was used to ensure the quality of education in Cambodia but the quality of the education is not improve because there are some challenges that Cambodia faced in inspection such as lack of skilled inspectors, time is too short, lack of budget in inspection, lack of communication from relavent partners and so on. Therefore, the new educational inspection system was introduced to implement in Cambodia after introduction of Swedish school inspectorate from 2011. Then the new educational inspection system has been reformed and piloted to implement in 2015 by 7 provinces in Cambodia.

The ESP 2014-2018 of Ministry of Education, Youth and Sport, introduced an education reform composed of 15 points which aim to improve the quality of education in Cambodia. One of them concerns the introduction of a new inspection system, called "new educational inspection system", which is focused on four main specifics inspection: Management and Leadership, Teaching and Learnng, Student Learning Outcome and School Self-assessment.

Since November 2011, the Swedish Schools Inspectorate has been working with an inspection team (MoEYS, EQAD, NIE) which focuses on quality assurance (QA)/ inspection in Cambodia. The aim and goal has been to develop a proposal for cooperation of inspection to improve and strengthen capacity building on the quality of education between the Cambodian Ministry of Education, Youth and Sport (MoEYS) and the Swedish School Inspectorate on inspection issues.

The reform of the inspection system in Cambodia is related to the four following aspects that will be explored in the next sections:

- From atomistic to holistic inspection system
- From summative to formative evaluation;
- From top down assessment to school self-evaluation;
- From general and subject inspection to the educational inspection system.

2.1.1 FROM ATOMISTIC TO HOLISTIC INSPECTION SYSTEM

Under the previous inspection system, the quality assurance system aimed at inspecting teachers' teaching methods. The inspection focused on subjects inspection (i.e. one inspector may inspect the teacher in chemistry, another inspector inspects the mathematics), the teacher's attitudes towards the student, other teachers' way of presenting the contents, how the teacher uses the text books, other teaching materials, teacher's ability to create motivation, etc. After the observation phase, the inspection feedback on the teacher's performance and recommendations for improvement is of course one very important factor to get good education for the students. When describing this method of inspection, the inspectors use the term atomistic inspection because inspectors look at the factors independently from each other (National Institute of Education (NIE), 2013b). But there are many other factors that affect what happens in the classroom that will be invisible with the atomistic method of inspection.

Inspection of subjects
& teachers



Educational Inspection
System



Figure 2: The difference between old inspection and new inspection

Source: (National Institute of Education, 2015)

The new educational inspection system focuses on the interaction and the interdependence between the different factors within a school. In this process, the educational inspection system uses the term holistic inspection to look at the system as a whole rather than parts, whereby a system can be defined as a combination of elements to make up a whole. This new educational inspection system introduces a contrast to the traditional linear way of looking upon the world.

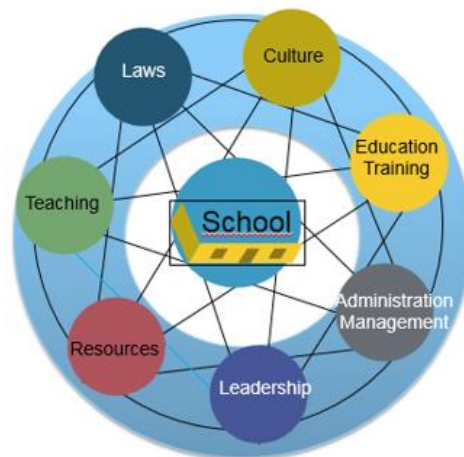


Figure 3: The school as a system

Source: (National Institute of Education, 2015)

The educational inspection system looks at a whole composed of different parts. Improvement/failure in one area of the system always affects another area of the system. Reality can be described as an interactive process between the school and its context. The school and what happens in the school can

be seen as parts of a system built up of single parts such as community, governance and culture and society. The school itself can be regarded as a system of its own made up by headmaster, teachers, attitudes, material, knowledge, students, etc.

By moving to the educational inspection system, the school principals and teachers have to put together a lot of information about the school and find out and clarify how the school as a whole can change its practice to improve the students' learning outcomes. Also, the school staffs and even the school leaders are not always aware of how things are interdependent in their school, also an implementation and planning of self-evaluation have to be established to find out the new methods to improve the students' result and see it in clear process that they are followed up and evaluated.

The monitoring and evaluating is the most important information for inspectors to inspect at the school because they can observe the previous points to continue implementing in the right ways in inspection. There are different roles and responsibilities for each level of education department from the national and sub national level of education. There is not duplicated activities between each levels. The structure has be shown as below:

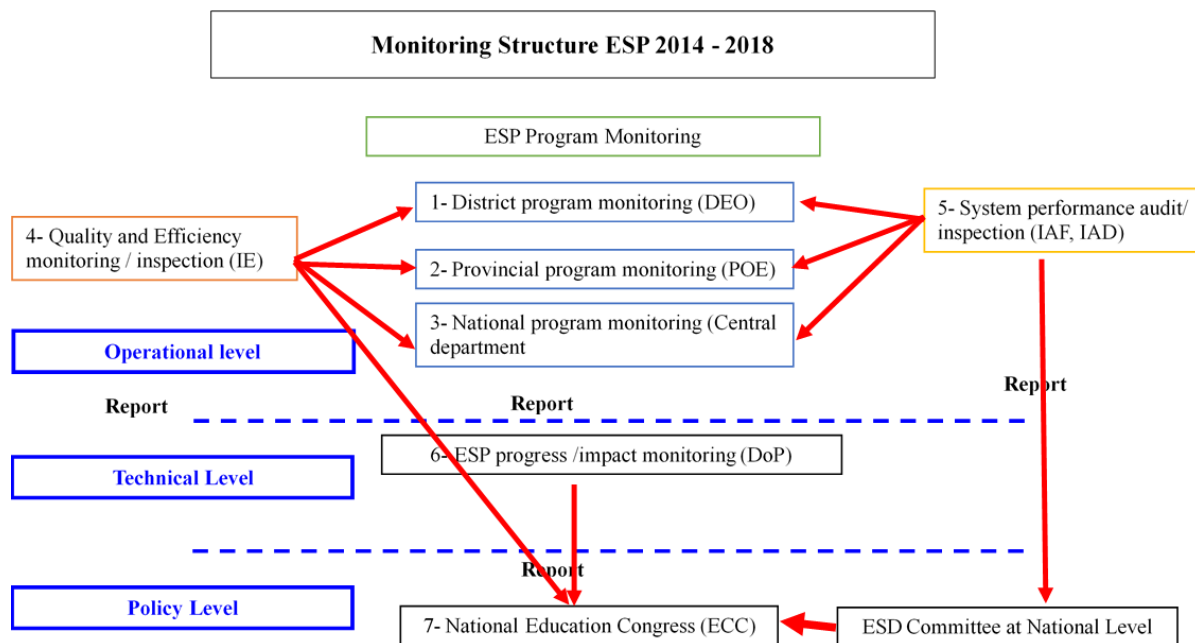


Figure 4: Monitoring Structure of ESP 2014-2018

(Ministry of Education, Youth and Sport, 2014b)

The practical level, technical level and political level must report to the minister of education for every years during the education congress report.

2.1.2 FROM GENERAL AND SUBJECT INSPECTION TO EDUCATIONAL INSPECTION SYSTEM

The general and subject inspection are focused on the main and direct point from the evaluators to the evaluated. This means that, it is focus only on teaching and learning outcome and it needs more inspectors and inspection materials to implement on it. There are only 45 inspectors in the whole country and most of them are primary inspectors and the qualification of the inspection skilled is limited. Therefore, to solve the problem that have been raised, namely the lack of professional skills of inspectors and resource materials, and to strengthen the quality of inspection in Cambodia, MoEYS decided to change the inspection method from general and subject inspection to new educational inspection system and provided the tasks and responsibilities of inspectors as stated below:

- **General and subject inspection:** There are different purposes and varieties of school inspections that planned to introduce (or have already existed) in Cambodia. The picture does not, however, take into account the different departments or levels for doing inspections.

- **Educational inspection system:** this inspection model covers all kinds of school development by using four main points to inspect such as (1) Leadership and Management, (2) Teaching and Learning, (3) Student Learning's Achievement, and (4) School Self-assessment. It is used for MoEYS to do both external inspection (EQAD, OPE) and internal inspection (DTMT, Schools) to support schools. This means that educational inspection system not only focus on teaching and learning in classroom, it focuses on all school governance.

The educational inspection system is the assessment process to cover on a whole school management including the role of the school principals, teachers and students. The educational inspection system is focused on 4 important areas to inspect such as:

- (i) **Leadership and Management:** the purpose of the inspection is changed to clearer inspection with several new aspects that have been proved to have an important impact on the quality and the result of a school performance. It is also assessed a clear organization structure with define procedure and responsible of school principals.

- The school principals effectively and efficiently organized the work in the school on clear functioning, including the equipment in the school, the books and other relevant materials for efficient teaching and learning. It is evaluated the security of the school whether school has a safe and favorable environment for learning and development. That is a change compared to the previous inspection.
- (ii) **Teaching and Learning:** the inspectors need to inspect on teaching and learning according to the curriculum and other steering documents (i.e. education law, teacher policy, etc.). It is also assessed whether teachers are adequate pedagogical methods to use in relation to the aim of the class/ lesson. Not only this but the inspectors need to control and support the way of teaching whether it is adapted to the students' needed or not? Then support the teachers to create a stimulating learning environment in class and guide the teachers continuously work to improve their teaching.
 - (iii) **Students' Result Achievement:** It is very important one that the inspectors also assessed on school activities for supporting students' result and achievements. It is also improved student learning over time and also assessed on how the school has a functioning program to assure students' attendance, assessment and grade to be equitable and fair to all the students. That is not only support to school principals and teachers, but it is also assess the information from the students about what information they have already received about the inspection and give them the opportunity to ask the inspectors questions then stress the importance of their voice and opinions in the inspection. It is not evaluated them that there are no "right or wrong" answers here. The inspectors need to inform them that, basically, inspectors are here to see that they are right to receive a good education, such as it is defined by the law that have been guaranteed.
 - (iv) **School-Self Assessment:** is the task of the school principal for managing and improving work in the school. The inspectors need to support on school development plan which is based on the reports of self-assessment results and external inspection results. There is good cooperation and communication with community and other relevance's involvement such as parents, students, communities, etc.

By the above 4 main specific areas of new educational inspection has two main purposes: (1) Help to improve the schools by giving feedback information such as introduce and advise about improving the quality of education, (2) write a report to MoEYS, parents' community, and all relevant involvements

to show the result of achievement that the school has been succeeded. It is also, MoEYS needs to prepare well organized structures in implementing this kind of inspection more effectively.

Another reason, the role of school as an institution plays in improving and assuring quality of teaching and learning. It is the way of teachers interact with the students in the classroom, the evident is crucial, but that interaction is influenced and shaped by the way of school's functioning, by the leadership of the principals, the leadership with parents, and the supports were received from other teachers and the overall 'climate' of schools.

To follow up school activities and school performances are very complex. Many factors are involved, i.e. the teachers work to improve their quality of the teaching, it means that are the teachers following the national curriculum? This is of course dependent on the teachers' ability and education which is dependent on the teacher training, the administration and management of the schools, the school principals' ability to give the teachers pedagogical supports and also his or her ability to follow up their activities, that is what we call "schools self-evaluation".

2.1.3 FROM SUMMATIVE EVALUATION TO FORMATIVE EVALUATION

The first characteristic of the reform of the inspection system in Cambodia is linked to the change from summative evaluation to formative evaluation. (National Institute of Education (NIE), 2017) Let's define what the differences between these two types of evaluation are.

- **Summative evaluation:** is usually conducted at the end of an intervention (or a phase of that intervention) to determine the extent to which anticipated outcome were produced. It can only provide information about the effects (impact) of activities only one-way communication between evaluator and evaluated. It means that the summative assessment is based on the control of: (1) *internal inspection*: to follow best practice and evidence based method based on our self-evaluations, how could we improve our result? (2) *External inspection*: to follow up, how does the

inspected school live up to status and standard? (Regular inspection)¹ And how well does the school perform within a certain area? (Thematic inspection)².

➤ **Formative evaluation:** is intended to improve performance, most often conducted during the implementation phase of projects or programs. The inspectors also provide information on the working of process activities by the communication between evaluators and evaluated is logic. It means that, the formative assessment is improving the school development of advice and guidance the pedagogical approaches (school probably learn in much the same way as individual to do, dialogues are better that dictates) and forensic approach (the sharper of the monitoring, the more likely, there will be positive change in the performance of schools.)

There is an important distinction to be made between two aspects and purposes of evaluation of the formative and summative evaluation. The following comparison shows the difference:

Table 3: The different between Summative Evaluation and Formative Evaluation

Summative Evaluation	Formative Evaluation
. Usually conducted at the end of an intervention (or a phase of that intervention) to determine the extent to which anticipated outcomes were produced.	. Intended to improve performance, most often conducted during the implementation phase of project or program
. Intended to provide information about the effects (impact) of activities.	. Provide information on the working of process.
. There is one-way communication between evaluator and evaluated	. The communication between evaluator and evaluated is dialogic.

2.1.4 FROM A TOP DOWN APPROACH TO SCHOOL SELF-ASSESSMENT

There is a reform of the inspection system management which cover from the central government of education to the school level of education in Cambodia. The ministry of education have been divided the inspection management in to 8 regions of inspection which cover in 25 provinces in a whole country. They are: (1) Phnom Penh region, (2) Takeo region, (3) Prash Shihanuk region, (4) Battambang Region, (5) Siem Reap region, (6) Kompong Cham region, (7) Prey Veng region, and (8)

¹ Regular inspection: is the inspection at regular time for 3 or 5 years per each schools depending on the number of inspectors.

² Thematic inspection: These inspections examine a key issue across a representative number of forces, and comment solely on performance in relation to that key issue.

Steng Treng region. This means that, the inspection system in Cambodia is not only response for the EQAD's task but the regional level of inspection also have to response and implement on it.

The roles and responsibilities of the inspection at the region are: to research, analyse and evaluate the quality of education and the effectiveness of the education in the region; to monitor on the implementation of the actual curriculum and teaching and learning materials at all privates and public education; to monitor and evaluate of any requests for solving any problems which related to the quality of education; to prepare the budget plan of the regular inspection and assessment test by including the institution's budget preparation; to coordinate and facilitate with other relevant for checking on the process and professional skills of education; and write the report of inspection's activities to submit to the ministry by each levels.

The educational inspection system covers two aspects: external inspection (thematic inspection and regular inspection) and internal inspection (school self-assessment).

➤ **External inspection:** There are two levels involved for external inspection and use with different tools for inspection at schools: (1) At ministry of education level which responsible by EQAD is using thematic inspection (inspection by subject) and (2) At provincial of education level which responsible by POE is using general inspection (regular inspection) for implementing their roles and responsibilities.

The EQAD is responsible for supports, controls and provide recommendation to the schools by using thematic inspection while the POE using regular inspection depending on the period of inspection (3 or 5 years of school inspection plan) based on number of available inspectors.

➤ **Internal inspection:** There two levels are responsibility by this inspection: (1) At school level: the school principal is using school self-assessment and (2) At district level: the district training and monitoring team (DTMT) is using tools of the Child's Friendly School (CFS)³ framework to inspect the schools.

³ A Child Friendly School (CFS) is a school that recognized and natures the achievement of children's basic rights. CFS work all commitment-holders, especially parent/guardians of students, and values the many kinds of contributions they can make in seeking all children to go to school, in the development of a learning environment for children and effective learning quality according to the children's current and future need. The learning environments of CFS are characterized by equity, balance, freedom, solidarity, non-violence and concern for physical, mental and emotional health. These lead to the development of knowledge, skills, attitudes, values, morals so that children can live together in a harmonious way. CFS nurtures a school-friendly child, support children for development and a school-friendly community.

At school level, it is about having a self-assessment system which is the foundation for a long term improvement work. The school principal and the teachers play an active part here together with students, parents and the community. At district level, internal inspection concerns following the evaluation process according to CFS and other national documents (Ministry of Education, Youth and Sport (MoEYS), 2007a). These two systems are supported each other when it comes to working with improvements. Support in the shape of advice and guidance will be the characteristics of this work.

MoEYS is now introducing two new terms that we are using in the new concept of quality assurance in Cambodia interm of new educational inspection system by deviding into two parts as internal and external inspection. The purpose of school inspection has been desinged as below:

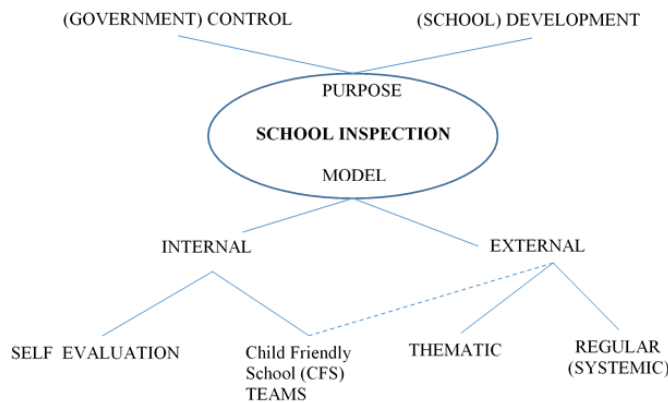


Figure 5: School Inspection Model

Source: (Educational Quality Assurance Department (EQAD), 2015a)

The school inspection are devided into two models of school inspection purposes which are controled by the government and the schools need to implement on the school develop plan under the governance of internal and external inspection system. The internal inspection need to improve their development plan by using the tools of self-evaluation and the tools of DTMT while the external inspection focused on thementic inspection and regular inspection.

Perhaps the most effective way of improving thing is by letting people who are very near the practice be involved in the improvement process, the term of this research use here is self-evaluation. It is to strengthen capacity of the school principals in term of managing, leading and developing school to be developed.

Therefore, Self-evaluation is perhaps the most important way to improve activities with continuous and systematic follow up. But at national level, it is also need to follow up and make sure that, schools are working as intended. The eyes coming from outside can be an effective way to support schools and point out what is working well and what is not working well for improving the school development.

In this regards, the improvement of school self-assessment based on the strength of the cooperation between school principal and DTMT by clear defined roles and responsibilities. Therefore, MoEYS designed two differenced roles and responsibilities between the school principal and DTMT, as follows:

- ***School Principal:*** this is the most important person who is responsible for managing and conducting the school self-assessment. School self-assessment (*internal inspection*) is the process whereby all staff examine their own performance and, together with the communities, evaluate the school. Alternatively, it can be a project undertaken only by the school principal with some little help of senior staffs. It can be the schools own initiative or it can be an obligation imposed by the ministry. This trend gives such schools much more explicit, active and autonomous roles in the processes of improvement, as distinguish from those of external inspections. It is about schools asking themselves: How are we doing? Are we doing the right things? How is our work progressing? How do others perceive is?

The school principal is a key person. Self-assessment initiated or a statutory requirement. Even where schools use criterias and benchmarks devised at national or regional levels, there is the risk of the schools will not be able to carry out a sufficiently rigorous self-review, particularly when the approach is new. The system must be developed including necessary parts: (1) documentation, (2) Follow up, (3) analyze and assess the need of development, (4) planning and implementation.

The process of school self-evaluation led by the school principal is self-initiated or a statutory requirement. Self-evaluation is certainly an important factor. Self-evaluation is forward looking; it is about change and improvement, whether gradual or transformational based on professional reflection, challenge and support. It involves taking well considered decisions about actions which result in clear benefits for young people. They can be used to give an indication of the performance of schools and even students.

The school principal plays an important and active roles when it comes to conduct the process of self-evaluation. For the school principal, it is important to analyze the cause of differences in effectiveness between various groups and classes or between various subjects and target areas of the curriculum. Together with the teachers and other staff, different explanations of the results can be discussed and analyzed in relation to the national objectives. How this is the best done in practice may differ and every school should develop its own way of doing this by using the school self-assessment.

The interest of school self-assessment finds a first justification in the present trend towards decentralization and school autonomy. This greater autonomy has prompted equally greater demand for accountability at school level and for evaluation procedure. Recently, our country central government applied decentralization which provides greater degree of freedom to school for making decision in the field as crucial as the staff's management and budgets.

School self-assessment also runs the risk of being too superficial, not rigorous enough, depending on the school principal's capabilities. There is a risk that schools will not be able to carry out a sufficiently rigorous self-review, particularly when the approach is new.

- ***District Training and Monitoring Team (DTMT):*** At district level, internal inspection concerns following the evaluation process to be able to follow up on how the conditions for education and the implementation of changes affect the effectiveness, the schools must conduct their own investigations. In this feature, the school principals also have the possibility to use database information from Quality of Education Management Information System (QEMIS) in their follow up activities by using roles of the Childs Friendly School (CFS) framework and other national documentation.

The purpose of CFS model is to move schools and education systems progressively towards quality standards, addressing all elements that influence the wellbeing and rights of the child as a learner and the main beneficiary of teaching while improving other school functions in the process.

The CFS framework that is used for improving education quality in Cambodia is based on the six dimensions, such as (1) all children have to access to schools (schools are inclusive); (2) effective

learning; (3) health, safety and protection of children; (4) gender responsiveness; (5) participation of children, families and communities in the running of their local school; and (6) the national education system supports and encourage schools to become more child friendly.

Therefore, at district level the inspectors/DTMT make sure the follow up system and quality work of the inspection become integrated parts of the CFS model. The two systems should support and strengthen each other and serve as a support for developing the local schools.

This quality work at the local level must be continuous and systematic. Through a systematic quality work, it becomes clear to all staffs what to prioritize and develop, when and how various operations should be carried out and who is responsible for what. As a part of the inspection, the schools will have advice and guidance as support on how this quality work can be the best carried out. This work needs to be aligned with the work conducted with the DTMT.

2.2 INTERNATIONAL REFLECTION REFORM:

This is not only in Cambodia referring to implement educational inspection system, also there are many researchers from difference countries who have researched in the topic of school supervision and inspection in different types and difference contexts that have succeeded in implementing to improve the quality of education by using educational inspection system.

On the other hand, the qualities of the inspection system is not only use summative inspection to top-down inspection. It should be done with all relevant actors from the top-down evaluation to school self-assessment. They are *systems* where many factors interact. This means that: (1) Schools are complicated organizations.. The inspectors can point out what needs to be developed but most of the times the change needs to be done on several levels simultaneously, by the school itself, the teachers and the management while external evaluators are generally trained thoroughly there is often less training for schools on how to follow up on evaluation reports. (2) Schools need guidance on how to improve in addition to information on their performance and this may demand a considerable change of roles for the school directors or head teachers. (3) There may be a lack of coordination between the various evaluation mechanisms and the personnel involvement, i.e. coordination between national, provincial and community levels. Consequently, countries need either changed their inspection systems or added other elements like school self-evaluation and evaluation using the outcomes of examinations and tests. A common approach is combining school self-evaluation with external inspections and publication of reports on the internet. This is the same case on the inspection's success of Tanzania. (Noseph S. & Dr. Christine , 2010).

In term of implementation in inspection, MoEYS also decentralize the task and responsibilities from central level to schools which under supervision of MoEYS to assess the key performance measures which refer to leadership and management. It is difficult to find relationships between inspection systems and the effective use of inspection findings, or to say that one system or model is better than the others. It depends on many factors, where context is one. In general, quality assurance (QA) is organized on different levels with different responsibilities such as (1) At government level responsible on strategic matters, (2) At municipality level responsible on operational/executive role, (3) At school level responsible on involve local communities, and (4) head teachers responsible for professional and administrative leadership and leading internal school evaluations. Generally, national governments take responsibility for more strategic matters, i.e. writing policies, deciding on inspection model, inspection cycles etc., while municipalities have a largely operational/executive role focused on organizing systems for self-evaluation, to be a precursor to inspection and a link between POE and the national level. Schools either seek or are required to involve their local communities in their work. The head teachers (school directors) are responsible for the professional and administrative leadership of the schools including leading internal school evaluations. This is the same case on the inspection's success of Hong Kong. (Karen , 2010).

The inspection is not only focused on monitoring and evaluating but it is focused on the controls, supports and guidance to the school and also the feedback with inspection writing's report. This means that, an external inspection including evaluation, control, support and advice for directors and teachers. This is carried out through regionally-based superintendents who are responsible to the regional heads who, in turn, report to the Prime Minister. So there are different structures in different countries, where different levels take responsibility for different matters. In principle, the specialized evaluation/inspections units are staffed by professionals with specified levels of knowledge and skills, often including experiences in education and management. This is the same case on the inspection's success of Poland. (Brain, 2000).

The school self-evaluation is becoming more popular, especially among policy-maker, although its integration in schools encounters many children are written almost in isolation by the principal, following strict central guide lines, or a long drawn-out process in which all school partners (teachers, parents and students) are involved. Probably still more popular with policy-maker is a school evaluation using examination and test result. Therefore, MoEYS of Cambodia also provide the opportunity to the school for improving their school improvement plan as school self-evaluation by providing authorize to the school principal as a decision maker their school development plan. To ensure the quality of inspection is based on the professional skilled inspections with an educational and practical background in law or in education or in political science and administration. This is the same case on the inspection's success of Sweden (Anton & Jordan P, 2002).

The improvement of the school is based on the school self-assessment and other related stakeholders. The evaluation is often part of a package of measures designed to improve school performance: tightening up accountability and monitoring and publication of examination results but also includes changes to attendance patterns, the curriculum and arising standards for head teachers. The surveys of the outcome of school inspections are not definitive, with some pointing to school improvement, others to teacher's stress and declining examination results. It is also necessary to distinguish between a school's willingness to respond to the outcome of external evaluation and its ability to do so where there is transparency, i.e. publication of results or sanctions like loss of funding, loss of pupils, it appears to make schools more likely to respond to actual acceptance and implementation of recommendations appear when these are in line with the schools' beliefs approaches and priorities. The new educational inspection system in Cambodia has been set the specific tool to inspect and evaluate as the national standard. It means that, not only looking for the performance of the school but they also look at another impact that effect with teaching and learning.

Conversely, if the school and the inspectors disagree about the schools' performance, attention is likely to focus on the credibility of the inspection process itself rather than on schools' improvement. There is also a risk that schools producing self-evaluation documents for using in external inspections may not wish to report on risks and weaknesses. Some systems try to reduce this risk and strengthen schools understanding of standards by delegating a member of the schools' staffs to join the inspection team. For example, in Hong Kong directors are seconded to the external review teams.

The school improvement is based on the help and support from the internal and external inspection. It mean that, without the help and inspecting schools, without the follow up and monitoring activities is probably not very effective. Two factors appear to be linked to school improvement: (1) Where school inspectors giving feedback about poor performance made appointments to follow up with the schools, (2) Where unsatisfactory assessments in the school report were coupled with feedback that gave clear advice about what to do as well as agreements about improvements to be carried out within a specified period.

Two researchers (Ehren and Visscher) said that warned against limiting the role of external inspectors in these circumstances, particularly since internal boards (governing bodies) may lack the ability to assess and control quality. There is no conclusive evidence that self-evaluation in itself will raise students' outcomes. It may set the scene for schools' improvement by improving professional practices and increasing the focus on pupils' achievement. But it is also dependent on a number of school characteristics such as a positive attitude to change, as well as the commitment of the principals. Many studies have found that schools lack the experts to design and carry out valid self-evaluations, to analyze the causes of underperformance or to develop and implement

remedial measures. By this, new inspection system in Cambodia also have to inspect on leadership and management at school.

Evidence from research in Hong Kong and the Netherlands suggested that a combination of external and internal review can lead to improve in classroom teaching, better planning for improvement, improved professional dialogue between teachers, and increased willingness to engage with evidence. However, other important factors include an overall focus on assessing students' progress as well as willingness to make a long term commitment to implementation and substantial investment in supporting and training.

Therefore, this research outcome will be benefit for evaluate of the distinguish between the previous inspection and new educational inspection system which will be continuing in implementing in a whole country.

2.3 IMPLICATIONS FOR INSPECTORS' ROLES IN CAMBODIA

From 2014, after being introduced by the department of education inspectors of Sweden, the educational inspection system has been established as national inspection system which covers all primary inspection and secondary inspection that established the framework of primary and secondary inspectors with their specific key tasks since 1994 by MoEYS. The primary inspectors have to implement general inspection at primary school while the secondary inspectors have to implement within the framework of their subjects and new educational inspection have to implement with the framework as MoEYS for responding the control and support for both internal inspection and external inspection.

After having analysed the main characteristics of the new educational inspection system in comparison to the former one, this research will present the implications for the role of inspectors as well as on the inspector's requirement and training.

2.3.1 GENERAL STRUCTURE OF THE NEW EDUCATIONAL INSPECTION SYSTEM

To avoid the complexity tasks of inspection systems in Cambodia, the MoEYS has separated the jobs and responsibilities between 4 main actors such as School Principal, DTMT, EQAD and POE. They are under supervision of MoEYS. The structure is presented in the figure below:

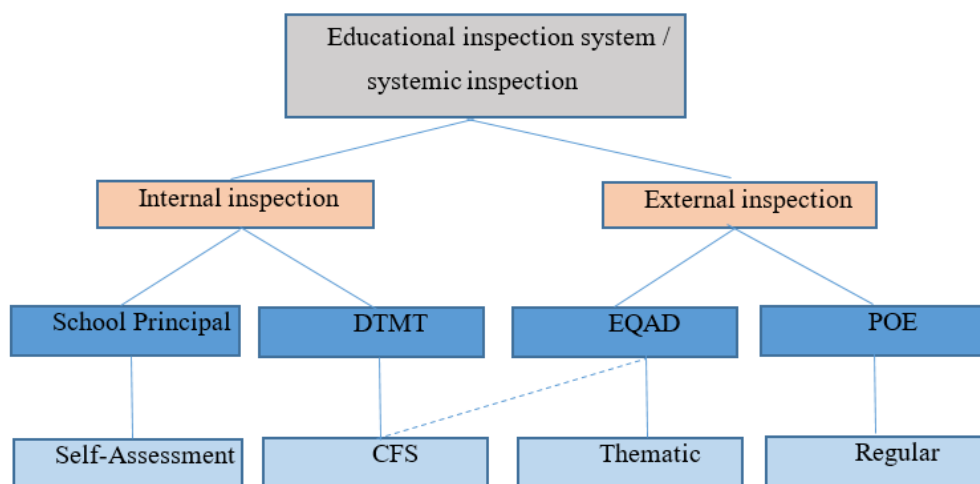


Figure 6: Organization structure of inspection approach in Cambodia

Source: (National Institute of Education, 2015)

2.3.2 ROLE OF DIFFERENT ACTORS

To be success in implementing on educational inspection system, there are many actors involved to do the implementation in inspection system in Cambodia by different actors as different jobs and responsibilities as below:

- **MoEYS** is the main actor who is responsible for the educational inspection system which cover 4 main specific areas. It looks at all internal and external inspection by using new educational inspection system framework for controlling and supporting, developing, advising, guiding school development to improve high quality of education.
- **EQAD** process their inspection by using thematic inspection (inspection by subject) and also they look for school development. It means that they look for the strength and weakness of school improvement, i.e. why this school has good students' achievement? Why that school has not good student's achievement, etc.
- **POE** process their inspection by using general inspection (regular inspection). It means that, they use the period on inspection to inspection school by 3 years or 5 years' annual operation plan of inspection according to the numbers of the inspectors available.
- **DTMT** makes sure the follow up system quality work of the inspection become integrated parts of the CFS model. DTMT and CFS are support and strengthen each other and serve as a support for developing the local schools.
- **School principals** assess the inspection in school by using school self-assessment for control and improve the school development.

- **CFS** respond for moving schools and education systems progressively towards quality standards, addressing all elements that influence the wellbeing and right of child as a learner and the main beneficiary of teaching while improving other school function in process. (National Institute of Education, 2015)

The main changes of the new educational inspection system in Cambodia, the format tool of inspection does not only belong to each department design but all the involvement actors must be used the same tool and format as new educational inspection system criterias which have been setted 4 main points.

In general, inspectorate staffs are expected to play three different yet complementary roles: (1) *to control and evaluate*: the control function cover pedagogical as well as administrates input and process of teaching staffs because they are the most important input and evaluate by inspectors; (2) *to give support and advice*: in most instant, support takes the form of advice given to teachers and head teachers during inspection’s visits, which cover both administrative and pedagogical issues and also supports with other modalities of support should be considered, such as: individual tutoring; demonstration lessons; in-service training program; and organization of peer-learning. ; and (3) *to act as liaison agent*: control and support by including regulation of school visit which inspectors are also the main liaison’s agent between the top of the education system, where norms and rules are set, and the schools, where education really takes place.

2.3.3 THE IMPLICATION OF INTERNAL AND EXTERNAL INSPECTION SYSTEM

From the result of discussion, MoEYS and NIE agreed to develop two types of inspectors. (1) *External Inspectors*: the inspectors’ trainees will be recruited from EQAD, POE or other relevance and (2) *Internal Inspectors*: district of education and school level (school principals and subject leaders).

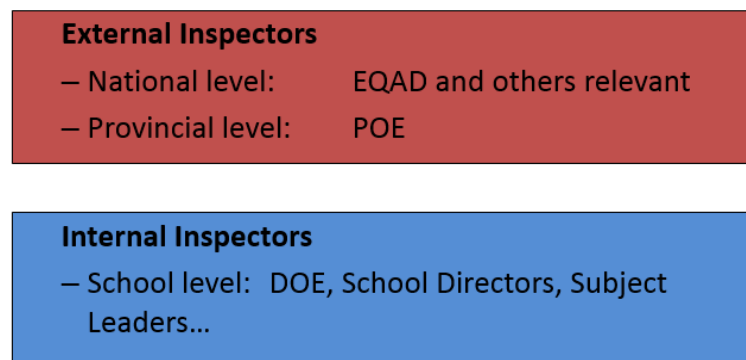


Figure 7: Training Target

Source: (National Institute of Education and Education Inspectorates of Sweden, 2014)

Then they discussed and studied the general inspection feature. They tried to distinguish between “External inspection” and “Internal inspection”. There are two roles of inspections, (1) inspect for control and (2) inspect to support/development.

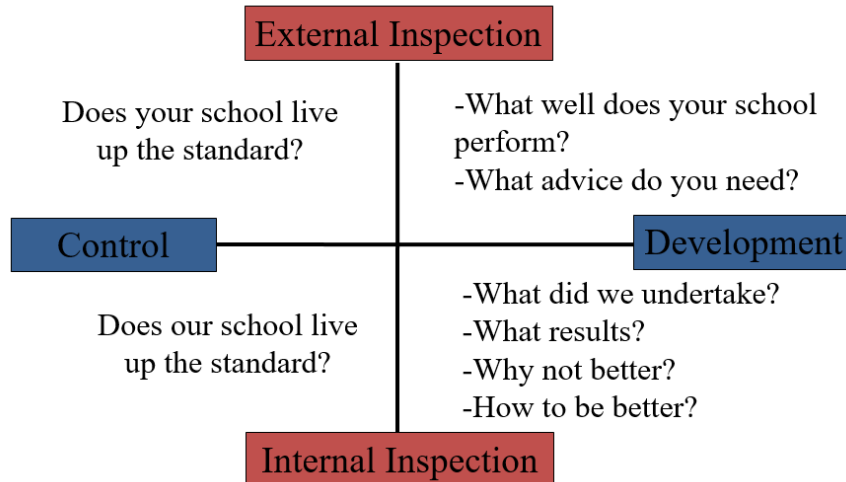


Figure 8: Educational Inspection System Feature

Source: (National Institute of Education and Education Inspectorates of Sweden, 2014)

Those types can be distinguished by different styles of questions to be asked, eg. Does your school live up the standard? This question used for external inspection by EQAD/POE to ask the school. And does our school live up the standard? This question used for internal inspection by school principal or DOE to assess their own school’s achievement (self-assessment).

2.3.4 ENTRY REQUIREMENTS

The effectiveness and quality of the skilled inspection is depend on the qualified and professional skill of inspectors. In order to strengthen the quality of new educational inspection system, MoEYS and NIE have been selected as the candidates to do the entrant examination of new educational inspection system as the following requirement:

- 5 years’ experiences in the field of education under the governance of ministry of education Youth and Sport and under the 45 years of the age,
- Working as educational officials with the salary scale KOR 2.4 based on the national salary weigh at current year,

- Graduated master degree of education or related field by completing internal thesis's writing including 5 years' experiences in the field of education,
- Certificated of talent's school principal or teacher ⁽⁴⁾,

To be succeed as official of new educational inspection system, they must be:

- Passed educational inspection system's entrant exam and fully completed 10 months in educational inspection system by training at NIE, and
- Passed final examination (after 10 months' training).

After the announcement 21 candidate were selected to be training as TOTs. They are directly trained by the experts from school inspectorate of Sweden. The training was conducted in two forms: face to face and distance learning. After the training, they are required to develop curriculum and contents for the training of existing inspectors, school principals and student inspectors.

2.4 IMPLICATIONS FOR STAFF TRAINING

Provide in-service school inspection training for existing inspectors who have been trained at the Technical Training Department (TTD) are to be revised as an experience based, comprehensive, and practical training intended for active school principals to enhance their capacity and responsibility for improving students' achievement and the quality of education. In contrast to the subject-based inspection system which focused entirely on the teacher's classroom performance, the educational inspection system deals with all relevant factors that interact to affect the quality of the school including control and development.

Thus, the training for existing inspectors are also important to improve the capacity of professional skills as new educational inspection system. Therefore, the training program as designed by MoEYS and NIE to strengthen quality of educational inspection system focuses on regular school inspection and the new educational inspection system, to experienced school inspectors in order to improve their

⁽⁴⁾ -Talent school principal is the top one principal who get champion from the national government on the school leadership and management by national inspection's evaluation's competition in a whole country.

-Talent teachers are the top 5 teachers who get champions from the national government about the best teaching and learning evaluating competing in a whole country.

ability to conduct inspection that help improving the whole school management such as management and leadership, teaching and learning, students' results and achievements and school self-assessment.

The main changes of new educational inspection system in Cambodia involves: (1) to build capacity for quality assurance (QA); (2) to encourage school self-assessment by school principals as a pedagogical leader and leader of the internal QA process including the teachers and students. In order to reach this outcome, the MoEYS capacity building activities in order to: (1) educating and training inspectors, (2) developing QA competence for EQAD, POE and other involvement actors; (3) developing QA capacity for school principals; (4) developing evaluation and QA skills for teachers to be able to cooperate in internal QA process.

Through these proposed activities, the MoEYS and NIE have to build the capacity of the training such as: formulate the training framework for inspectors, develop educational contents for inspectors training at national level (EQAD and POE), start training program for national level and also need to conduct pilot for District of Education (DOE) and school principals on school's self-assessment.

2.4.1 CURRICULUM CONTENT

The existing inspectors have to complete 9 modules to strengthen their professional skills as inspectors:

Table 4: The Existing inspectors' training programme

Content of modules	Description
Module 1	Introduction and Overview of QA
Module 2	Systemic Inspection
Module 3	Processes and Tools in Systemic Inspection
Module 4	Inspection Practices
Module 5	Analysis and Report Writing
Module 6	Summing Up and Evaluation
Module 7	Tool Development
Module 8	Advice and Guidance
Module 9	School Supervision

Source: (Dr. Sovanna, Document Support on School Inspection (Khmer Version), 2015)

School principals have to complete 4 modules (Module 1, 2, 3 and 4) among 9 modules of inspection.

New inspectors who are entrance to be an inspector have to complete 14 subjects as shown is in the table below:

Table 5: New educational inspection system program (2015-2016)

(Sources: (Dr. Sovanna, Document Support on School Inspection (Khmer Version), 2015)

Contents	Description
Subject 1	Philosophy of Education
Subject 2	English
Subject 3	Information Communication and Technology (ICT)
Subject 4	Educational Planning and Management
Subject 5	Educational Leadership
Subject 6	Introduction and Overview of QA
Subject 7	Systemic Inspection
Subject 8	Analysis and Report Writing
Subject 9	School Self-assessment
Subject 10	Principles of Teaching and Learning
Subject 11	Curriculum Development
Subject 12	School Supervision
Subject 13	Monitoring and Evaluation of QA
Subject 14	School-based Management

Once the curriculum for existing inspectors, school directors, and new educational inspection systems' inspectors have been developed as the standard one above with 14 subjects. The trainings have been conducted. For the existing inspectors, the training started in May 2015. 53 existing inspectors from EQAD and POEs were invited to join the training. Up to now, they have already received 8 modules among of the 9. 70 high school principals from Phnom Penh and 6 provinces were invited to join the training. The training have been conducted 4 modules, the module 1 and 2 were completed in September-October of 2015, whereas module 3 and 4 have been completed from June 2016.

31 new student inspectors joined the training in the academic year 2015-2016 after passing an examination. The training takes place in NIE and inspectors will complete 10 months for training after passing the entrance examination. They will become an inspector if and only if they will pass the final examination for the whole courses.

2.4.2 STRENGTHEN CAPACITY OF INSPECTION TRAINING

In order to strengthen capacity of educational officials, MoEYS and NIE have to carry out the following activities (1) conduct training for TOT by setting criteria for selecting TOT to train on educational inspection system, (2) develop new curriculum and contents for training head of POE, head of provincial inspections' officers, existing inspectors at national and sub national level, new entrance inspectors, and school principals are implementing at work place (in-service training). Therefore, MoEYS and NIE discussed about the training target and developed new curriculum for providing training those inspectors by targeting who will be trained.

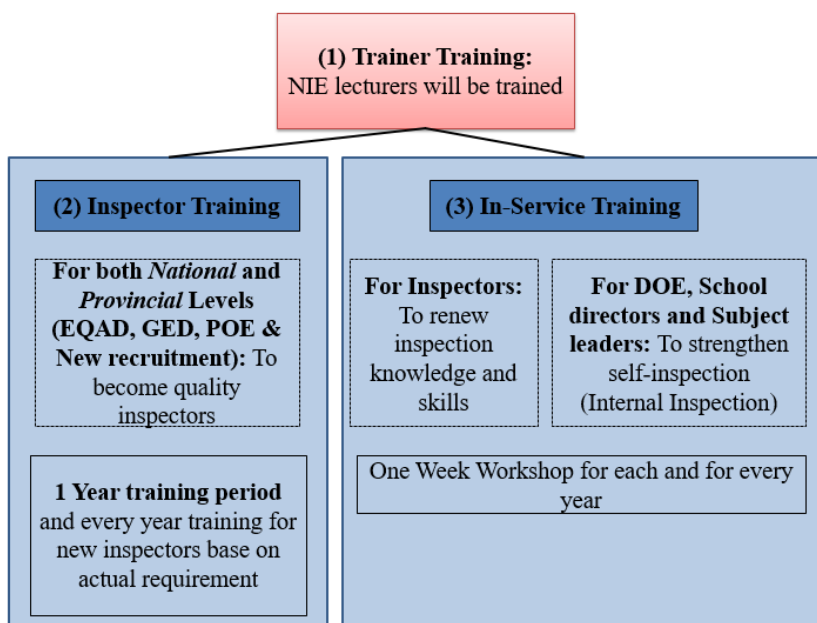


Figure 9: Training Structure

Source: (National Institute of Education and Education Inspectorates of Sweden, 2014)

After discussion, MoEYS and NIE agreed to use this training structure. (1) they will train inspectors' trainers. After they have quality trainers, (2) trained inspectors. After one or two years, they will conduct (3) in-service training for those inspectors as well as DOE and school principal to renew their inspection knowledge and skills. This will be done separately.

The training approaches, MoEYS and NIE discussed on the approaches of the training. They agreed to design a training program that can change from individual to systemic (this is called Mind Shift). The change come from the inner heart, and be more responsible) and focus deeply on students' achievement.

They also agreed to choose the training approaches as follows to build their inspectors' capacity with high responsibility from their own heart: (1) their training is for both pre-service training of new inspectors and in-service training to strengthen knowledge and skills to inspectors, principal, DOE after 2 or 3 years later; (2) their training is concentrated (one year and every day lessons), not extended which carry out 2 or 3 days a week or 1 week a month and for 2 or 3 years to be completed, etc. (3) the training is used insight approach⁵ to help inspectors skills of analyses (know where they assess, not just know how they assess). (4) the training will be focus on linear takes an active responsibility for his/her learning, but not just listening to trainers teach. (5) Trainers as "facilitators: encourage participants to discuss, to fine something", not "teacher expert: always teach to participants". (6) To build new inspectors with employment, not leaner efficiency.

Some of new recruited inspectors may have some experiences or novice (inexperienced in a field or situation). So which level we should start to train them? (Rank from novice to expert. After the discussion we should design our training program for novice, start from new because this is a new inspection system and it is different from previous one.

Therefore the reform of new educational inspection system is related with many aspects which related to the change from atomistic to holistic inspection, from general and subject inspection to new educational inspection system, from summative evaluation to formative evaluation, and form a top down to school self-assessment as well as international reflection reform. On the other hand, it is also reform the structure of inspection management from the central level to schools as well as the training and curriculum and recruitment of the requirement needs.

(5) The insight approach addresses conflict from the stance that schools need to learn about themselves and the others involved in the conflict if the situation is to be resolved in a positive and lasting way. The role of the insight mediator is to facilitate this process of learning.

CHAPTER 3: SURVEY RESULTS AND ANALYSIS ON THE EDUCATIONAL INSPECTION SYSTEM

3.1 INTRODUCTION

This chapter presents the results of research on “**Improving Quality Assurance in Cambodia: The Perceptions of Educational Officials on the New Educational Inspection System**”, to get to know the perceptions of the educational officials in Cambodia in implementing the new educational inspection system. In this regard, this research will examine the strengths and weaknesses in implement on new educational inspection system.

The data collection is come from interviewed heads of provincial departments of education youth and sports and head of inspectors’ officers, while we also administered a questionnaire to existing inspectors, school principals, teachers, student inspectors in the 7 pilot provinces to fulfill in our surveys by explain them to know purpose of the survey, how to fulfill them in the right information and new student inspectors in promotion 2 (2016-2017), and inspector trainers who are training in NIE in the school year 2016-2017.

The analysis of the data of this research leads to a descriptive and analyzing study using quantitative and qualitative data. The quantitative data may be analyzed by using average ranking for reflecting the perception of the educational official staffs on new educational inspection system. In addition, the analysis of quantitative data is supported by an explanation or reason regarding to each evaluation point. The analysis compared and synthesized the perspective of education officials who participated in the inspection process by implementing educational inspection system

3.2 THE PERCEPTIONS BY DIFFERENT LEVELS OF EDUCATIONAL OFFICIALS ON THE EDUCATIONAL INSPECTION SYSTEM

- **The Information on the New Educational Inspection System**

There are different actors involed in the new educational inspection system were informed through the questionnaire by different channels of communication. Therefore, the result do not have the same level of information by different level.

The results of the survey administered to educational official staff at national level and sub national level show that, most of them received information about educational inspection system and some of them trained on the new educational inspection system.

Interviews with the head of POE and head of inspections' offices revealed that they were aware of the new educational inspection system only through educational workshops or seminars which organized by the Quality Assurance Department, National Institute of Education and some reports by existing inspectors, provincial's inspectors of education department and district training and monitoring teams (DTMT).

The information on the new educational inspection system has been communicated to head of POE but they did not understand deeply on the implementation of the educational inspection system. Some of them were not able to explain its meaning and the process of educational inspection system because they have not received any training from MoEYS and NIE.

Most of the new entrance inspectors expressed that, they knew new educational inspection system by their school principal sharing information in meeting on the overall of new inspection system method and they thought that new educational inspection system was not easy to implement but they could get very interesting out put because they could get feedback, guidance and supported from the inspectors.

On the other hand, head of inspection department who have interviewed in this research can explain very well the meaning and process of the educational inspection system because they have received training on educational inspection system which organized by National Institute of Education and other seminars organized by the Quality Assurance's Department. The results from the survey show that: the existing inspectors, student inspectors and school principals understand very well the implementation process of educational inspection system which covers not only teaching methods and teachers, but covers all parts of school improvement including environment, community, relation between school and parents' association, etc. Through the survey, they explained that the educational inspection system is different from the existing inspection (inspection by subject, regular inspection), because an inspector is not only inspect straightly to the specific subjects but it can inspect on teaching and learning in all subjects, and they emphasized that the educational inspection system focused on 4 specific areas such as leadership and management, teaching and learning, student's learning achievement and school self-assessment. They showed a good understanding of the differences between the old inspection and the new educational inspection system. Interviews with the head of POE and head of inspections' offices revealed that, the system is new and it has not yet spread out

much information from other partners. Therefore they are not yet fully understand on the process of this new inspection system.

Some teachers did not understand about this new kind of inspection process yet. They were still confused with the inspection by subjects that has been implemented so far. This may indicate that, the school principals who attended training courses on educational inspection system are not widely informed and trained about the new inspection system yet, because they think that the new educational inspection still do not implement in the whole country and it is too hurry to implement on it. For most of them (77 teachers), the new educational inspection system has been implemented only one time while for the others (18 teachers) has been implemented 2 times at their school. Therefore, the school principal still doesn't know the process and the roles by different inspectors (new educational inspection system roles, EQAD's roles and POE's roles). Despite of, all relevant staffs and departments targeted by the new inspection are aware of the educational inspection system and their awareness is still limited at various level, yet they express their perception with the independence of the new inspection system as more efficient and effective.

The interviews with the head of POE and head of inspections' offices revealed that, the new educational inspection is new methodology of inspection and it is not easy to implement on it. On the other hand, the interviewees approved that MoEYS should use the new educational inspection system and trained it deeply to existing inspectors (primary and secondary inspection) on task and responsibilities because it is the evaluation of education diagnosis in Cambodia. The advantage of the new system lies in using less inspectors as they can inspect all school development process which covers 4 important areas, and the school can evaluate their self-evaluation and can be supported on leadership and management.

Most of the educational officials who provided the information by filling in questionnaires and interviews have expressed their willingness to implement educational inspection system in Cambodia, except two heads of provincial department of education, youth and sport said that they were not clear enough because they are not yet receive training on this kind of inpection but they have expressed their own perceptions that, the educational inspection system should be used in Cambodia. The head and deputy of provincial department of education said that "*it must be implemented in the whole country because it can help to improve the quality of education*".

The new student inspectors expressed that, new educational inspection is good in implementing in Cambodia because they can look at overall factor and can understand deeply on school effective and improvement. It is quite difference from the previous inspection which just only look at the specific point of teaching and learning outcome or school performance.

- **The Challenges**

According to their level in the system, there are the different actors involved in the inspection system were informed through different channels of communication. Therefore they did not provide the same level of information. For instance, teachers are less informed than heads of inspection officers, school principals and heads of POE department because they did not know the well about the inspection system reform.

3.3 THE IMPLEMENTATION OF THE EDUCATIONAL INSPECTION SYSTEM

- **Participation**

The head of provincial of education, head of inspection's offices, school principals, teachers and student inspectors have expressed their own perception through a survey that, they have participated in implementing the educational inspection system at least one time. The educational inspectors are working on general inspections and subject inspection while the student inspectors are implementing educational inspection system as a number from 1 to 4 schools while school principals participated from 1 to 6 times, and the teachers have participated from 1 to 3 times. Those processing are also including the pilot of inspection which was organized by the MoEYS of Cambodia.

There is only one head of POE (Kompong Spue province) who participated in the interview and who had not yet prepared a plan to inspect the schools by using the new educational inspection system because he gave the duty to the head of inspection's office department to implement on this task and he is waiting to get report from head of inspection office's department. On the other hand, most of the heads of inspection offices have been shown the plan to inspect at schools but not yet prepare the action plan with approval by head of provincial departments of education, youth and sports.

Head of POEs have been improved to participate in implementing on new educational inspection system because it can ensure the quality of the education. During the interviews with head of

inspection's offices, they said that, the inspection department have allocated budget for processing new educational inspection system as part of the programming budget (PB) to cooperate with implantation on new educational inspection system and they follow the guideline of MoEYS in implementing the process of new educational inspection system.

- **Perspective on new educational inspection system**

Most of the educational official staff revealed that, the new educational inspection system should be using as the long term inspection. MoEYS/ NIE should find the cooperation partners to support in implementing on this kind of inspection to be sustainable to improve the quality of education.

Head of POEs, Head inspection officers, school principals expressed their idea to implement new educational inspection system as the long term perspective and need to implement it in the whole country. They are also appreciate to MoEYS/NIE and the would requested to MoEYS/NIE should provide training to relavent person/department as soon as possible to improve the quality of education in Cambodia.

- **The Challenges**

Most of heads or deputy head of provincial offices of education, youth and sport said that they have faced some problems during the implementation of the new educational inspection system such as:

- **Lack of resources:** There are only 45 inspectors (Primary and secondary) in the whole country who are responsible to inspect 8843 schools (primary school 7144 and secondary school 1699, (H.E, Dr. CHOUN NARON, 2017) and the 101,212 teachers who is teaching in the public schools at primary and secondary education. It means that, in term of implementation those resources are not enough to inspect all criteria at schools. Also, the inspectors and student inspectors who are implementing the new educational inspection system expressed their perception that, they faced some issues in implementing process such as lack material resources, computers, and printers, and insufficiency of mission's allowance and transportation to implement the involvement of stakeholders (NIE, EQAD, GSED, HED, and Department of Legislation).
- **Time Constraint:** There are only 2 days for inspection at one school per year including inspection feedback to each schools and report to MoEYS. It is difficult to support the school to apply the recommendations of inspectors and solve other problems because they are not yet

well understanding on new educational inspection process in implementing and there are many indicators that new educational inspection needed to implementation and the time is very short for writing report.

- **Lack of authority:** The teachers are concerned about the ability of individual inspectors who were examining lecture in all subjects. The inspectors also do not have power to recommend to the school about what they have found such as the school is still not improving from the previous inspection reports because the level of inspectors lower than school principals etc. In addition, the inspectors were not influential in promoting schools to follow the recommendations that were given and inspectors could not immediately solve issues because some schools have not yet recognized new educational inspection system. It means that, some schools are not yet ready to move from the previous inspection to implement new educational inspection system.
- **Lack of Support to schools:** There is difficult in supporting school to implement the recommendation because of limited budget and material on inspection and so on. Some budget are very difficult to expend because MoEYS need much documentation on processing document.
- **Lack of Information:** The relevant stakeholders who have provided some fake information such as school principals, teachers and students because they are afraid to provide the right information, as one inspector said “students, communities and teachers afraid to provide right information”. Especially, the information of their personal school or the information that related to the management team in their school.

Most of the school principals expressed their idea that, they have not faced very significant problems. They faced some difficulties such as it is hard to prepare documentation for the inspectors to check, hard to complete some documents, lack of documentation which inspectors needed and the announcement of inspection process is too short period.

- **Request for support**

Head of inspections’ offices said that they need support from MoEYS in both technical and inspection materials and they need support to promote the implementation of the new educational inspection system. Meanwhile, the head of provincial department of education, youth and sport and student

inspectors need more support to the implementation of new educational inspection system so that it works well prospectively. They asked for support such as:

1. The legal documents related with inspection processes should be standard and unique. It means that, all level of inspections should be the same format;
2. Materials and transportations should be provided by the government such as computer, printer, car, etc.;
3. Increase the mission fees to be equal with the position of provincial department of education, youth and sport. It means that, MoEYS should increase more mission fees for inspection because they do very hard work;
4. Need a support from relevant stakeholders (NIE, EQAD, GSED, HED, and Department of Legislation, DTMT, TTD) such as technical, pedagogical, materials and financial support to improve the quality of inspection process;
5. Provide training to school principals and district training and monitoring teams (DTMT) to get familiar with the school self-assessment and define clear roles and responsibilities to avoid duplicated in inspection;
6. Provide as separate budget package for inspection offices to be decentralization to implement their tasks;
7. Additional training in data analysis and reports' writing because some inspectors do not know how to write the report to the MoEYS. It is the special one on feedback recommendation;
8. Provide more training to inspectors to know how to use web base application for sending the report to quality assurance department independently and need to submit a report to the information system of MoEYS and provide the permission to them to see what happen on their works;
9. Need to be independent for working only under a quality assurance department to make sure that is not conflict roles and responsibility and;
10. Encouraged the inspectors who are on working to be transparently fair in term of evaluation (incentive or promote to higher level).

The educational officials are not clear enough because it is new and it is too fast for implementing the new educational inspection system in Cambodia. An educational official said that, *“he is concerned that, for implementing the educational inspection system, there are too much works to do with its process and they did not know well about new educational inspection system yet”*.

- **Implementing on new educational inspection system**

The head of provincial of education said that “*it must be implemented in the whole country because it can help to improve the quality of education*” and the other said that, the educational inspection system is easy to implement because it requires less inspectors to do a comprehensive inspection and carry out quickly a diagnosis of education for improving high quality of education in the country.

Heads of inspectors’ officers said that the new educational inspection system can inspect all parts which covers 4 main points (Leadership and management, Teaching and Learning, Students' Result and Achievement and School Self-assessment) and that the inspection visit can result in receiving much information from all relevant stakeholders (POE, DOE, school principals, teachers, students, community...).

Head or deputy head of inspectors proposed strategies to improve the implementation “...*need to prepare monthly planning on inspection clearly and if it faces some issues during implementation, they must raise up those problem to discuss for solving through review meeting to inform to school principal and propose to the central meeting for projecting of future plan*” and the other said that “*the ministry should use extra budgetary resources for helping training more inspector on professional skills, promote inspectors functioning and must comply with the diagnosis’s finding*”.

Head of inspector officers said that “(1) *the ministry must provide the authority to the inspectors to comply with their function; (2) each schools must have inspectors; (3) the ministry must be in-service training on inspection offices; (4) the ministry should widely announce to promote new educational inspection system; (5) the ministry must increase budgeting for inspection system*”.

The inspectors and students inspectors said that “*the ministry should: (1) empower inspectors; (2) need to provide transportation for inspectors; (3) establish the leading organizer by a vote; (4) comply with the norm of two days of implementing on inspection as schedule for school inspection; (5) fully support from all institutions at national and sub national level; (6) encourage to inspectors both mentally and material; (7) promote salary and level of inspectors more higher than teachers and school principals; (8) train inspector teams and DTMT staffs to be well functioning; (9) have to prepare budget plan to implement inspection; (10) provide inspection policy in order to implement*”.

new educational inspection system clearly; (11) need to cooperate by all stakeholders in term of sharing information; (12) be adequately trained inspectors; (13) have enough materials and tools for inspection's task; (14) the new inspection approach to be extended to all institutions to reach an educational inspection system; and (15) participate from all stakeholders concerned”.

The school principals and teachers said that it must be have planning, training courses (school principals, deputy school principals, head of subject leaders, and teachers) have to cooperate with school inspectors, encourage and promote on inspection activities for inspection by national inspectors from Ministry of Education, Youth and Sport are frequently collaboration between schools and inspector teams.

3.4 THE OVERAL OPINION ON NEW EDUCATIONAL INSPECTION SYSTEM

The educational inspection system can insure high quality of education for all level. *Table 8* shows that, the existing inspectors, student inspectors and school principals have highly evaluated that, new educational inspection system can ensure quality of education by providing the average of evaluation ranking from 3.9 to 4.1. On the other hand, the teachers did not agree the educational inspection system can ensure high quality of education. They provide an average of evaluation score is only 2.2 because the teachers not yet understand in implementing well on new educational inspection system. Therefore, the educational inspection system is not yet spread out for all information to the whole province to understand well about it. The inspectors, student inspectors and school principals have jointed their idea about the reason why the educational inspection system can ensure high quality of education is that it allows to inspect all aspects relate to quality assurance. An inspector said, *“the educational inspection system is an inspection that evaluates on management and leadership, teaching and learning, students results' achievement, and school self-assessment”.*

Table 6: What level of quality can the inspectors help achieve by carrying out the new educational inspection system?

Targeted	Existing inspector	Student inspectors	School principals	Teachers
The perception by educational officials (194)	3.9	3.9	4.1	2.2

Note: evaluation rank: 5-4.5: Very high; 4.4-3.5: High; 3.4-2.5: Fair; 2.4-1.5: Low; 1.4-1: Very low

A student inspector said, “... can help to improve management and leadership of institutions to be transparent, accountable and can motivate the teacher to change their behavior on teaching, help to improve the ability of the teachers and can help to complete the shortage in implementing on school performance is not well organized”.

The stakeholder (EQAD, POE,DOE,GSED and DTMT) thinks that, the new educational inspection system cannot ensure the quality of education because this new system can show only the issues that are found, it cannot help schools or teachers because they think that, inspectors have very short time to inspect the schools and do not focus on straight point on their specific skills and also new educational inspection system cannot help teachers too much on teaching pedagogy because the inspectors do not have specialized knowledge in all subjects.

This is a good sign for implementing the educational inspection system in Cambodia because all stakeholders (Heads of POE, heads of inspection’s offices, existing inspectors, school principals, teachers and student inspectors) have expressed strong willingness to implement it and head of provincial department of education, youth and sport as well as the head of inspection officer also expressed a desire to promote the implementation of new educational inspection system. *Table 9* indicates that the inspectors and student inspectors and school principals are wishing to implement very much by providing the rank of evaluation is 4.0 to 4.2. They were very enthusiastic because they perceive that, the educational inspection system can ensure good quality of education to be able to compete internationally.

Table 7: To what level do you think that the inspectors need to carry out the new educational inspection system?

Target	Existing inspector	Student inspectors	School principals	Teachers
The perception by educational officials (194)	4.0	4.2	4.0	4.0

Note: evaluation rank: 5-4.5: need very much; 4.4-3.5: strongly need; 3.4-2.5: normal; 2.4-1.5: sometime; 1.4-1: do not need.

An inspector said, “the new system can lead to a fully revised and comprehensive system, so that the policies or strategies change for improving the quality of education” and another inspector said, “... because there are specific indicators and legal principles”. The school principals said, “...to improve

teachers' qualification especially they can inspect all specialized subject and administrative works as well?.

Most of the teachers said that, frequently using general inspection and subject inspection can make the inspection teams aware of the student's level of knowledge and can help improving on their teaching and pedagogy on their specific subject. The teacher said *"if the inspectors inspected many times, this will lead to more preparation of the teaching guide, and related documents, especially, lesson plans, so that teaching is more improved"*. Meanwhile, while most of the relevant stakeholders are very enthusiastic to use the educational inspection system, some inspectors are not much in favor. One inspector said *"... because the inspection at schools in only one purpose that can help teachers in providing the quality of education to students"* and *"... because the inspection process is not effective and it cannot ensure the quality of education."* The teacher said *"...too many inspections, it can effect to the implementation of curriculum"*. Most of the teachers did not understand the new educational inspection system. Their perception is focused on general inspection that have implemented before.

CHAPTER 4: STRENGTHEN AND ROLES OF NIE RELATED TO NEW EDUCATIONAL INSPECTION SYSTEM

4.1 INTRODUCTION

In this chapter is mentioned about NIE's roles and responsibility in the implementation of the new inspection system on the strength and weakness on NIE training. The result of the surveys is aiming to (1) learn on how student inspectors evaluated the training they have received? (2) how the trainers evaluated their own skills and competence to promote their self confident in teaching? It is including the overall objective is to learn on NIE's capacity to support the new educational inspection system and to identify measures to strengthen it capacity. It is also analyze on the role and strength of new educational inspection system's training in NIE and the self confident of the trainers on their training subject(s).

4.2 NIE TEACHING OF REFERRENCE ON NEW EDUCATIONAL INSPECTION SYSTEM

The National institute of education (NIE), which is currently located in the heart of the capital city of Phnom Penh and was firstly established in 1914, is one of the oldest Higher Education Institutions in the Kingdom of Cambodia. It is the government's institution which is under the direct supervision from the MoEYS.

The new educational inspection system is one of the program that NIE has been responsible for training since 2015 onward and setting up as the master plan of NIE from year to years until reach to 525 (there are 149 inspectors in a whole country (2017)) inspectors in a whole country to improve the quality of education by developing the curriculum, contents, teaching materials, facilities, and capacity of the staff to handle new educational inspection program and also including recruitment's criteria to be possible to do the entrance examination.

On the other hand, NIE has the vision to be organized nationally and internationally as a leading educational institution in terms of producing upper secondary school (USS) teachers, educational leaders, officials and assessors, master of education, educational inspection system and professional skill of school principals to be high quality as good as international standard.

NIE has mission to develop human capitals for the MoEYS and for the whole nation such as (1) researchers and assessors, (2) trainers with modern pedagogy, and (3) leaders, managers, school principals, and teachers with national and international standard. It also planned to write a guidebook for leader and managers as well as international publication.

In additional, NIE has its roles and responsibilities, mentioned by director and deputy directors as the MoEYS's assistance in charge of training and researching in education. It is committed to carry out its duties based on the principles of Cooperation, Quality, Creativity, Innovation, Transparency, Culture of Peace, Responsibilities, and Sustainable Development of Education. Its main roles and responsibilities are as follows:

1. Pre-service training

There are two main areas that NIE has responsibilities for training such as: (1) Education-related area which provided two main responsibilities for NIE, (i) to train teachers for upper secondary schools (USSs) (Bachelor + 1). There are almost 1,000 teachers have been selected through the National Entrance Examination every years, (ii) is to train French language teachers for lower secondary school teachers (LSSs) for two years of training. There are almost 70 teachers have been selected through the national examination for every years. And (2) Management-related area which NIE also has responsibilities to train Master of Educational Administration (MEA), to train inspectors for primary and secondary schools (Educational Inspection System), to train professional skill of school principals under support from MoEYS in the whole country.

2. In-service training

There are two main areas that NIE has responsibilities to train as in-service training such as: (1) Educational-related Area: is to academic and technical supports to in-service teachers to strengthen the capacity of self-development and to train researchers in the field of education-related research to find out new innovation for developing the existing curriculum of their related field to match with the market needs. (2) Management-related area: is to train educational administrators (from sub-national to national levels) for educational planning and management and to train school principals and vice principals for primary and secondary schools of education.

NIE has spent its most time on training upper secondary school teachers and basic education teachers in Khmer-French literature. It is also involved in other activities related to in-service training and the

educational research in its own curriculum development, teacher professional development and teaching methodology.

4.3 STRENGTHS AND WEAKNESSES OF THE TRAINING CAPACITY

This research aims also to find the perceptions of national and sub national educational officials to build up the capacity on the training to know the strengths and weaknesses of training course, qualification of the trainers, resources for training’s preparation, professional development and also the trainers and student inspectors’ self-assessment to improve the quality of the education in the whole country. Through the questionnaire, there are 40 new student inspectors in promotion 2 and 15 inspectors’ trainers who fill the questionnaires which I have provided for them during the inspector training programme by the year 2016-2017 which hold at NIE.

Through the questionnaire, NIE have prepared the programme for inspector’s training is good because by, the evaluation on the training from student inspectors received on educational inspection system programme, they provided average ranking (4.0) while the evaluation of inspector’s trainers to the relevance of the training on the new educational inspection system delivered to the new student’s inspectors provided average ranking (4.1). (Table 16)

Table 8: In general, how would you evaluate the training you received on the educational inspection system programme?

Targeted	<i>New Student inspectors</i>	<i>Inspector Trainers</i>
The perception by educational officials (55)	4.0	4.1

Note: Evaluation Rank: 5-4.5: The most; 4.4-3.5: More; 3.4-2.5: Fair; 2.4-1.5: not much; 1.4-1: Nothing

The student inspectors expressed that, the practicum is very usefull of the training program which set as the component of the program by provided average score ranking (4.3) because it is very usefull for them to practice in the real situation to implemting at school.

4.3.1 QUALIFICATION OF TRAINERS

Through the questionnaire, there are 3 doctoral degree of the inspector trainers asked for filling from the different field of inspection. They are from the field of education, philosophy of science from abroad and doctoral degree of English while 12 inspector trainers also from the different field of inspection asked to fulfill the questionnaire. Anyway, under the responsibility, NIE need to have personal development in inspection to qualify as inspector trainers. They are from the field of education, philosophy of science, education science (mathematics, chemistry) education planning and management, finance and banking, teaching English to speakers of the languages, education leadership management and government. And this is the new program that NIE handle to train new educational inspection system. Almost all the inspector's trainers have very short experiences in training this program and most of them did not have experience as inspectors before training except the inspectors' trainer who nominated from quality assurance department. Until 2017, this is the 2nd promotions of the student inspectors who train new educational inspection system programme in NIE. Most of the trainers have only 2 years' experiences in teaching this program after one year training from inspectorate of Sweden.

There are 66.67% of the inspector trainers received in-service training while 33.33% did not received in-service training. The in-services training program such as systemic inspection, school inspector system, educational planning and management, new educational inspection system legal framework, school supervision, curriculum development, inspection system, in-service writing report on how to make tool for interview, QEMIS pre-services systemic inspection and trainer of school inspector training (TOT) which provided by Swedish experts under the help from MOEYS.

4.3.2 PROFESSIONAL DEVELOPMENT

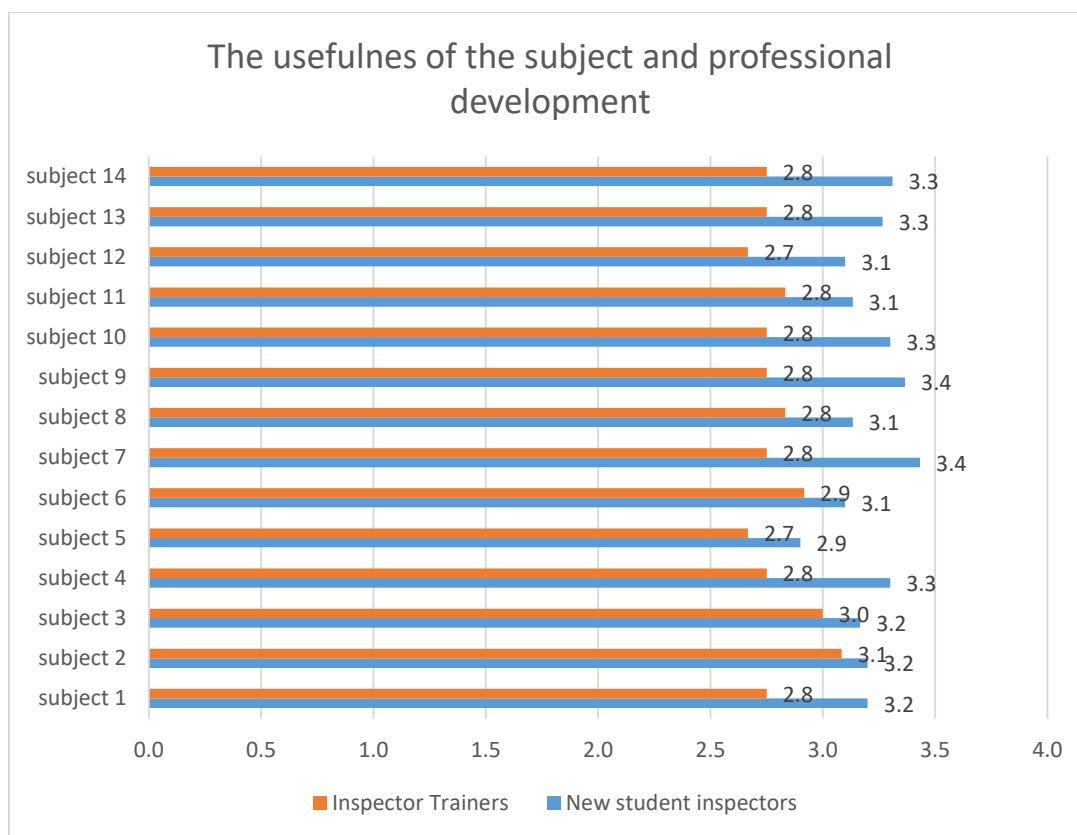
The quality and the reliable of the inspection system is base on the experiences of the inspectors and inspector's trainers. It is expected that inspectors will have around nine years' experiences as a teacher or in a school management post prior to entering the inspection and will then undertake a specialized training. It means that, the professional skills of inspector is the most important to control and support at the school. Therefore, the qualify inspectors should be capacity building on training as the self-confidential in teaching or providing the knowledge to the next promotion of the inspectors. This is the same case on the inspection's success of Netherland (Whitby, 2010).

The recruitment of new inspection in Cambodia have been set to be at least 5 years experiences in education, passed the entrance examination, one year training on new educational inspection and passed the final

examination after training on it. The selection of the inspectors should be civil servants recruited by open competition, in addition to a minimum of seven years' experiences in education or related disciplines; they need to have passed a state examination in administrative procedures. A year after appointment they must pass a school inspector examination, followed by re-certification via tests of professional efficiency at four-year intervals. This is the same case on the inspection's success of Slovenia. (Stephan, December 2007).

Most of the new student inspectors come from different provinces and also different background of inspection. The new student inspectors though that almost all the subject are usefulness for them regarding to the training contents. Anyways, some of them, the figure 11th, show that, the subjects are useful and the professional development is still needed to develop the capacity of the trainers such as, the 5th subject on the educational leadership and management subject, the new student inspectors provided the average score ranking of the evaluation (2.9) while the inspector trainers provided the average score ranking (2.7). It means that, the student inspectors still need more clearly understand on this subject. Also the qualification of the inspector trainers in the field of inspection still limited to deliver the knowledge to the new student inspectors in this subject.

On the other, some of the inspector trainers are not much qualified with almost all subject by provided the average ranking from 2.7 to 3.1 because they do not have enough skill of inspection and some of them are not yet train as I have mention above. Therefore, the capacity of the professional development of the inspector trainers are still needed.



Note: Usefulness Rank: 5-4.5: The most useful; 4.4-3.5: very useful; 3.4-2.5: Useful ; 2.4-1.5: not very useful; 1.4-1: Not useful at all

Figure 10: The usefulness of the subject and professional development

4.3.3 SELF ASSESSMENT FOR INSPECTOR TRAINERS

➤ Personal Skills

Through the survey, most of the inspector's trainers are full of the experience in teaching because even though they did not have experience as inspector before but they have experienced in general teaching in NIE and other training department from 15 to 20 years. They know very well in teaching method such as use a clear voice including appropriate voice intonations when needed for the class control, show enthusiasm for teaching knowledge, skill and/ or disposition, well-groomed and appropriately attired for teaching class, show initiative in teaching responsibilities and show maturity in class situation.

On the other hand, some of the inspector trainers also expressed that, the appraisal/feedback is very useful to improve the inspector trainers because it can help to improve the weak points to be better than the previous one and every individual trainers can know their strength and weakness. The students

are also given an opportunity to improve their performance through constructive feedback and suggestions as individual learning and they can change the methodology of teaching by looking back what they provided the comments as lesson learned to correct the weakness to get more confident in training session.

➤ **Management Skills**

Most of the students said that, in term of management skill, the inspector trainers organised well management skills such exhibited ability to experience routine matters with efficiency (passing out pappers, equipment, and roll-talking), utilizes available time and/or space for maximum participation by students, efficiency organizes students and class to maximize learning for instructional purposes, exhibits anticipation by having available necessary materials required for learning to occur (handouts, powerpoint presentation, survey tool, etc.), prepare learning experiences and lessons that serve to enhance interst and decrease student disinterst, and class appreciate for learning

➤ **Instructional Planning**

Most of the inspector's trainers and student inspectors said that, they are well instructional planning such as demonstrate and ability to project voice and use verbal instruction effectively, designs appropriate learing objective for each lesson and class, design effective course materials and daily lesson plan using appropriate resources, designing quality tasks which are based on learning progressions and student needs, assess student needs and abilities and designs learning experience accordingly, evaluate the effectiveness of personal teaching practices in terms of objective and also uses critical thinking to evaluate daily lessons and makes needed revisions.

On the other hand, some of the inspector trainers expressed that, they still need more additional resources and support to be better prepare for the training courses that they responsible for such as: foreign textbooks about teaching science, inquiry-based learning and learning science by Stepsam/ JICA, the feedback from external inspector trainees and the inspectors in all provinces, standard director, curriculum of theory, teaching support from the expert in the field and related field, the existing course's books with the new edition, the consultation workshop on the design of training courses and also the other documentation from curriculum development department such as QEMIS, POD, more documentation related to school supervision (soft copy) and some additional support such as video conference, training catalog, the visual aids and so on.

The inspector trainers expressed that, they use the most of teaching materials that provided by NIE by providing the average ranking 4.5 because the most needs for institution standard for training. They always use the other resources material that inspector trainers need during the training such as (1) the required reading documents provided by MoEYS, (2) reading materials provided by international consultant (Sweden,...), (3) education law of Cambodia, (4) the teacher policy of Cambodia and (5) the constitution law of Cambodia by providing the average ranking from 3.5 to 4.1. And they also frequently use peer exchange and collaboration from external inspectors by providing the average ranking 3.3.

Table 9: What resources do you use to prepare your training courses?

Training resources	Everage
Require reading documents provided by MoEYS.	4.1
Teaching materials provided by NIE	4.5
Peer exchange and collaboration from external inspectors	3.3
Reading materials provided by international consultance (Sweden,...)	3.5
Education law of Cambodia	3.9
Constitution law of Cambodia	3.8
Teacher policy of Cambodia	3.9

Note: Usefulness Rank: 5-4.5: The most use; 4.4-3.5: always use; 3.4-2.5: Frequently use ; 2.4-1.5: sometime use; 1.4-1: Never use

On the other hand, the inspector trainers also need the foreign textbooks with relevant content such as educational planning and management, inspection document of developed countries, education strategic plan of the MoYES, strategic development plan of the royal government of Cambodia, IIEP document and additional website or resource papers which are helpful to improve the self-confident in teaching as inspector trainers.

➤ **Teaching effectiveness**

By using the method of teaching and their experiences, most of the teacher said that, to reach the objective of the teaching effectiveness, they use more than one technigue to make the students more clear understand such as utilizes a variety of teaching strategies and methods rather than one method, understands and implements various motivationa techniques, understands learning style by develop lesson materials that accommodate various type of learners, exhibits abblity to develop cooperative learning opportunities within lessons, involves each student in maximum participation in each lesson, provides accurate group and individual feedback at appropriate times, uses performance and

prescriptive feedback appropriately, uses questions at various levels to stimulate student thinking, supports student progress in performance through non-verbal behavior such as nods, smiles, gestures, etc.

On the other hand, they also use the ways to demonstrate ability to permit student to assess themselves in learning situations, consistently and regularly checks for student understanding using various techniques, use student evaluation technique that are consistent with objectives, display an ability to adapt plans and modify as needed while teaching.

➤ **Professionalism**

In terms of professional skills, the inspector trainers said that, they always display the behaviors appropriate to professional status (attendance, punctuality, dependability, meeting timelines, language and appearance) and also displays an interest in self-improvement in quality of teaching through observation, questions, and maximum effort.

➤ **Challenges**

Some inspector trainers need to handle 3 subjects for their responsibility of their training, some of them are responsible for one subject while the other more than one subject as their specific subject because of the lack of skilled inspector trainers.

Some of the inspector trainers expressed that, there are some specific challenges during their training because they are quite busy with other work, it is not just only training the inspectors and there are too many missions to implement at the provincial for the training. They also express that, it is not easy to do the additional time to supplement, not enough materials (reference books) and some of the inspector trainers are not confident in some training contents.

Some of the student inspectors stated that, through the questionnaire, the capacity of the inspector trainer is not fully enough to deliver their knowledge of inspection to student inspectors. They need to develop more on the capacity of themselves by attending professional development activities to feel more self-confident in teaching subjects that they are responsible for their professional skills of inspector trainers.

➤ **Goals for future and specific plan**

Most of the teacher trainers want to join professional development activities very much to feel more self-confident in teaching the subject that they are responsible to train such as presentation workshop and seminars, peer observation and coaching and inspection's curriculum development by providing 100% while inspection group discussion, supervision student practicum, observation of school inspection, association membership and leadership activities, individual or collaboration research and authoring books, chapters or articles by providing the need from 53% to 87%. On the other hand, they also provided the percentage on committee or board meetings by providing the need is 40%.

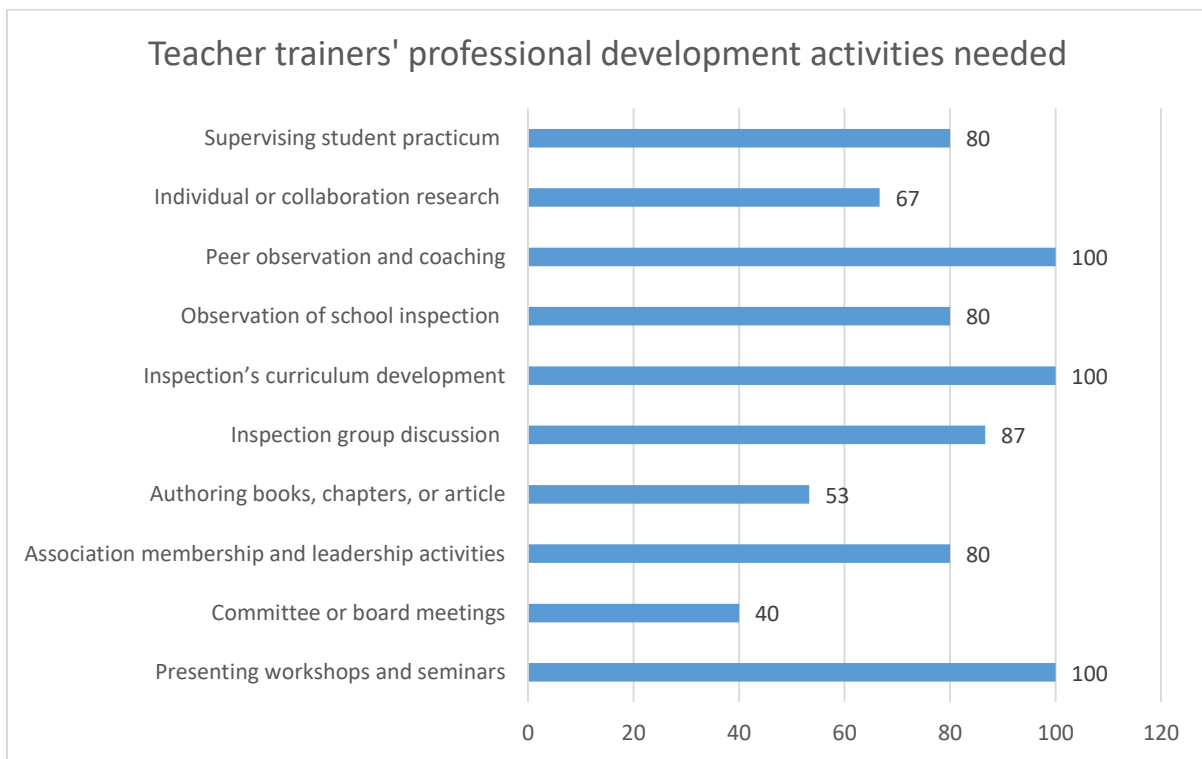


Figure 11: Professional development activities needed (%)

The inspector trainers also need to receive appraisal and /or feedback from the student inspectors or the other relevance stakeholders about their work as a trainers at NIE to improve the quality of their teaching and also from the inspectorate of Sweden, supervisor of NIE, external inspectors, the college and especially from the student inspectors to improve their teaching methodologies.

The most of the inspector trainers stated that, some additional comment and suggestions to improve the quality of the training on the new educational inspection system delivered to student inspectors such as: (1) improve the quality of practicum to student inspector , (2) Develop and access the feedback from trainees on the effectiveness to improve the quality of the training for the next generation, (3)

All the trainers who teach the same course should have more discussion with each other to make sure all classes taught the same, (4) provided relevance documentation to teach student inspectors, (5) send all inspector trainers to abroad by study visit program at standard school of inspector's training, (6) the trainers should be the experienced once or senior officials who involve the inspection, (7) the inspection trainers need to be equipped with latest knowledge and skills in education in inspection domain, (8) the inspector trainers need to be regularly given in-service training to keep them updated, (9) more training modules need to be provided to the courses, (10) more formative and summative assessment should be regularly conducted to ensure the quality of training and enhance trainees competence, (11) need more documentation such as curriculum design and development, textbooks for inspectors' training, (12) recruit quality candidate and attach them review curriculum for every year by publishing more in Khmer version and also review the regulation and guideline in order to communicate with stakeholders.

➤ **Teaching achievements and goals yet to be achieved**

A few students do not understand English and information communication technology (ICT) because they come from the rural areas and they do not understand even though computer literacy and communication network.

The student inspectors expressed that, practicum is the very useful component of the program for inspector training because they can, know how to prepare the indicators to inspect at school level, earn experiences before doing at the real work, know how to get the data from schools, enhance them after training session, know how to practice their work during training.

On the other hand, most of student inspectors expressed that, they need more time to do the practicum to analyze the data and writing the report to school during practicum. They also need support from the inspector trainer to facilitate or consult with them to be more confident and reliable of the data collection. They need to know more on how to write the report of inspector to MoEYS and they need long time to collect the data, data entry and the money to support from MoEYS or relevance stakeholders.

4.4 EDUCATIONAL INSPECTION SYSTEM TRAINING AND PROGRAM

MoEYS and NIE have very strong commitment to develop the curriculum of educational inspection system to be good and high quality of inspector training programme in Cambodia and also try to illustrate it to be good as international standard one.

After introduced by educational inspectorates of Sweden, NIE's curriculum developers cooperated with educational inspectorate of Sweden have been developed new curriculum of educational inspection system to train all above relevance inspectors and new entrance's inspectors for implementing as both in-service training and pre-service in a whole country to ensure the quality of education, there is a refinement of the curriculum of inspector training was matching with existing curriculum and some improving on the existing curriculum to the new Educational Inspection System program by National Institute of Education (NIE). Also the organizing training programs and training of educational inspection systems' trainers have supported by the educational inspectorate of Sweden.

Before conduction of the inspection training program, the main activities we need to instruct TOT to become the core trainers from the different stakeholder (NIE, EQAD, GSED, and HED) and development of legislation. There are 21 TOTs have been trained and they start from February to December 2014 with intensive courses 6 modules for 6th promotion of general inspection (Primary inspection) and 7 modules for 4th promotion of subject inspection (Secondary inspection).

Therefore, curriculum of has been changed from previous inspection (regular inspection and thematic inspection) to new educational inspection system was shown as below table:

➤ **Previous Inspection Program:**

○ **Primary Inspection**

Table 10: Curriculum for primary inspector training

No	Contents	Hours	Weeks	Total hours
1	Psychology	21	4	84
2	Pedagogy	15	8	120
3	General Culture	14	6	84
4	Professional Ethic	22	6	130
5	Admin, Inspection work professional ethic, research thesis, legislation	14	10	140

6	Language	21	10	210
TOTAL			44	768

Source: (Bonna, 2017)

○ **Secondary Inspection**

Table 11: Curriculum for secondary inspector training

No	Contents	Hours	Weeks	Total hours
1	Psychology	42	2	84
2	Pedagogy	20	6	120
3	General Culture	21	4	84
4	Professional Ethic	26	5	130
5	Admin, Inspection Work Professional Ethic, Research Thesis, Legislation	20	7	140
6	Language	21	10	210
7	Specific Subject (Specific contents, methodology)	24	10	240
Total			44	1008

Source: (Bonna, 2017)

➤ **Current Existing Program:**

Currently, the existing inspectors who work in inspection offices, have involved for the training course. 53 among 63 existing inspectors throughout country, the remain are nearly retired (may be one-year latter) have been trained 6 modules during 3 months for existing inspection to know more detail about the concept of QA which have been introduced in January 2015. There are 13 contents provided training though new educational inspection system for new recruitment student's inspectors by every year from 2016 up to 525 inspectors needed as MoEYS planed. The curriculum has designed as below:

Table 12: Curriculum for new educational inspection system (revised 2016-2017)

No	Contents	Q1		Q2		Q3		Q4		Total Hours
		H	W	H	W	H	W	H	W	
1	Philosophy of Education	3	15	3	5					60
2	English Communication, Writing	3	15	3	5	3	10			90
3	ICT	6	15							90

4	Education Planning & Management	3	15	3	5					60
5	Overview of QA and Legal	3	15	3	5	3	10			90
6	New Inspection System	3	15	3	5					60
7	Analysis and Report Writing	3	15	3	5					60
8	School Self-assessment	3	15	3	5	3	10			90
9	Teaching and Learning Approach					6	10	6	5	90
10	Curriculum Design and Development	3	15	3	5					60
11	School Supervision					3	10	6	5	60
12	Education Monitoring and Evaluation					3	10	6	5	60
13	School-based Management					3	10	6	5	60
Total Hour(s)		30	135	24	40	24	70	24	20	930

Note: H= Hour (s), W= Week (s), QI=Quarter 1...

Source: (Bonna, 2017)

4.5 TRAINING AND CAPACITY

All existing educational inspectors completed 6 training modules. The high school principals participated in only 4 out of 6 modules on the new educational inspection system which were organized by National Institute of Education. The student inspectors received training on process of inspection for 14 subjects.

The three groups of participants assessed the following training courses:

4.5.1 CONTENTS OF TRAINING COURSES

The trainers of inspectors are expected to identify a clear objective of the lessons and to prepare the lessons so that the trainees understand. Table 9 indicates how three categories of trainees evaluate the clarity of the objectives and the preparation of the lessons

Table 13: Assessment of setting clear objectives and preparing the lessons

Educational official	Existing inspectors	Student Inspectors	School Principals
Evaluation			
Clear objective	3.3	2.8	3.6
Preparing lesson	3.8	3.4	4.1

Note: evaluation objective: 5-4.5: Most clear; 4.4-3.5: Clearly; 3.4-2.5: Clear; 2.4-1.5: not so clear; 1.4-1: Nothing.

Note: evaluation preparing lessons: 5-4.5: Most clear; 4.4-3.5: Clearly; 3.4-2.5: Clear; 2.4-1.5: not so clear; 1.4-1: Nothing

School principals consider that the objective of their training is quite clear, (3.6), which is higher than the opinion of existing inspectors training (3.3) and school principals (2.8). The preparation of the contents for school principals and existing inspectors are also clear defined to make trainees understand but the preparation of the contents for student inspectors are not sufficient for their proper understanding. Student inspectors evaluated that they are not well understanding during training session because all contents were trained as parallel session. Therefore the connection between one subject another are missed connection during training but they can understand after finish the course. The table 9 shows that the evaluation of students are related between setting objectives and preparing contents clearly. When the trainers set clear objective, hence, preparation lessons, participants easily understand.

The participants in the training course (school principals and existing inspectors) have evaluated their understanding on the contents of the modules in the training course. The table 10 shows that, the inspectors are understanding well the contents of module 2 and module 4 (average from 3.5 to 3.7). The existing inspectors did not understand the contents clearly on the training module 3 that states on the analysis and write their school inspection report and evaluation by an average score of 3.0. Table 4 also show that the school principals are understanding at similar levels across all modules with an average rating of 3.1 points to 3.4.

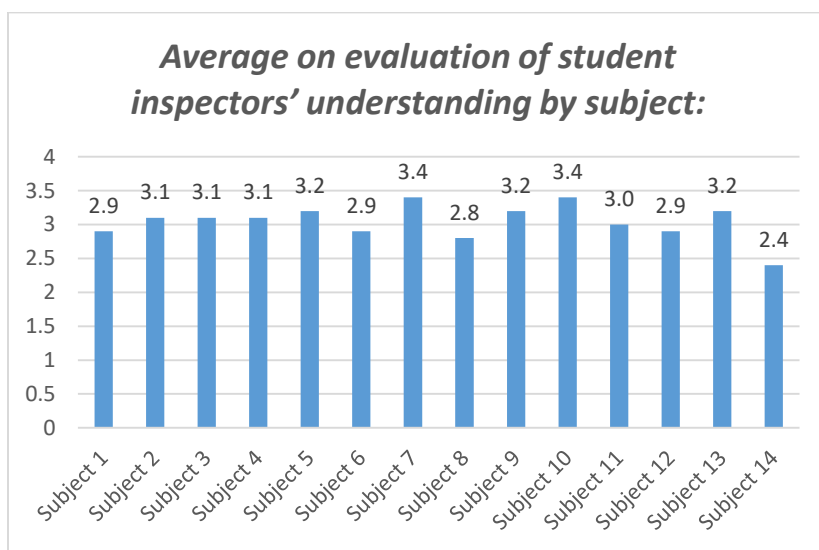
Table 14: The evaluation of understanding of each modules in implementation

<i>Educational Official Contents</i>	<i>Existing Inspectors</i>	<i>School Principals</i>
Module 1	3.3	3.3
Module 2	3.7	3.1
Module 3	3.3	3.4
Module 4	3.5	3.3
Module 5	3.0	X

Module 6	3.1	X
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Note: Evaluation Rank: 5-4.5: Most Understanding; 4.4-3.5: More Understanding; 3.4-2.5: Understanding; 2.4-1.5: not clear understanding; 1.4-1: Nothing understanding

The student inspectors understood the contents almost all subjects on training program. Figure 10th shows that, the contents that are best understood (although they still need better understanding) are 7th subject on the new educational inspection system and the 10th subject on the teaching and learning methods by providing the average score of the evaluation 3.4.... The other subjects that student inspectors understand well and they evaluated from the average 2.5 to 3.4 including the subject 1,2,3,4,5,6,8,9,11 and 12. The subject that student inspectors are not clearly understanding and they provided the average only 1.5 to 2.4, that is subject 14th (School Base Management).



Note: Evaluation Rank: 5-4.5: Most Understning; 4.4-3.5: More Understanding; 3.4-2.5: Understanding; 2.4-1.5: not clear understandng; 1.4-1: Nothing understanding

Figure 12: Average on evaluation of student inspectors' understanding by subject:

The course contents for all modules are relevant to the daily implementation of professional skill of school principals and existing inspectors' learning. In Table 11, the existing inspectors show that the contents that they received training are related to his daily work by providing the average score ranking from 3.5 to 3.8 and school principals provided average score ranking from 3.5 to 3.7, except module 4, they provided the average ranking of 3.4.

Table 15: Evaluation of the relevance of each module

<div style="text-align: center;">Educational Officials</div> <div style="text-align: center;">Contents</div>	<i>Existing Inspector</i>	<i>School Principals</i>
Module 1	3.5	3.5
Module 2	3.8	3.7
Module 3	3.7	3.5
Module 4	3.7	3.4
Module 5	3.8	X
Module 6	3.8	X

Note: Evaluation Rank: 5-4.5: Most related; 4.4-3.5: More related; 3.4-2.5: related; 2.4-1.5: not much related; 1.4-1: Nothing related

The Core training course which is organized by National Institute of Education (NIE) can improve participants in implementation on new educational inspection system as well. By the Table 12 show that, the school principals are confident on existing inspectors and student inspectors in implementing on new educational inspection system by providing the average rank 4.1, while the existing inspectors and student inspectors provided average rank only 4.0.

Table 16: Average rank evaluation on the contents of training course that support the participant in implementing new educational inspection system

Educational Official	<i>Existing inspector</i>	<i>Student inspectors</i>	<i>School principals</i>
The perception by educational officials (194)	4.0	4.0	4.1

Note: Evaluation Rank: 5-4.5: The most; 4.4-3.5: More; 3.4-2.5: Fair; 2.4-1.5: not much; 1.4-1: Nothing

To implement the educational inspection system effectively to ensure the quality of education, participants who had received training on inspection have requested as follow: the inspectors requested more additional training on: (1) the school self-assessment; (2) analysis and writing reports; (3) the use of statistical and accreditation of school data; and (4) development plan. The student inspector requested to have additional training on: (1) writing report on inspection; (2) Information communication and technology (ITC); (3) English; (4) School self-assessment; and (5) Inspection's plan preparation. The school principals also requested to have additional training on (1) Tools for

teacher evaluation; (2) Method for creating survey for inspection; (3) ITC; and (4) School improvement plan.

4.5.2 CAPACITY OF INSTRUCTORS

Inspectors trainers trained existing inspectors, student inspectors and school principals to gain knowledge such as: (1) precise knowledge of the lesson; (2) Well preparation on lesson plan; (3) has a good teaching method; (4) promote and encourage participants to be active discussion; (5) Arranged group activities for helping participant to gain more knowledge and experiences; (6) Time management on teaching period. The school principals were strongly agreeing together with all evaluations point by providing average score ranking from 3.9 to 4.1 while student inspectors and existing inspectors also agree on all evaluation points by providing average score from 3.0 to 3.6 (table 14).

Although the participants assessed the ability and preparation of trainers, they still have some improvements to make in training skills to make educational inspection system well-functioning. The existing inspectors provided advice that, the trainer inspectors should: (1) provide an example to be more related to the implementation by linking theory to the context of education in Cambodia; (2) provide the accuracy of the content based and do not depend on the idea of participants; (3) The debate must be clear before teaching to new students because it is new contents and the students did not have experience on that; (4) teach about the implementation rather than theoretically; (5) providing documentation both in Khmer and translated in English; have the expected answer for all questions.

The student inspectors raised some points for the trainers to improve such as: (1) should show actual examples liking with school activities; (2) should have professional skills on subjects; (3) should be precise documentation in Khmer language and limited contents clearly; (4) should summarize the lesson to be clear and easy to understand; and also set objectives and preparation lessons clearly.

The trainees who are school principals have expressed idea for suggesting improvement for trainers such as: (1) should show the actual activities as visited the school inspection; (2) the trainers should be with participants during group discussion.

Table 17: Evaluation of capacity of trainers and lesson preparation lessons

Educational Officials Evaluation Point	<i>Existing inspectors</i>	<i>Student Inspector</i>	<i>School Principals</i>
Trainers have a clear knowledge of lesson	3.3	3.2	3.9
Trainers well prepare lessons	3.4	3.1	4.1
Trainers use good teaching method	3.3	3.0	3.9
Trainers improve and encourage participants to join discussions actively	3.5	3.6	4.1
Group activities help participants gain more experience and knowledge	3.6	3.6	4.0
Using time in teaching is appreciate and sufficient	3.2	3.2	3.9

Note: Evaluation Rank: 5-4.5: Strongest agree; 4.4-3.5: Stronger Agree; 3.4-2.5: Agree; 2.4-1.5: Not agree; 1.4-1: Nothing

4.5.3 TOOLS AND DOCUMENTATION

The trainers provided and used enough documentation in training course. The school principals expressed that, the trainers provided sufficient by average ranking (3.4) and the use of documentation by average ranking (3.5) during the lecture. The existing inspectors and student inspectors evaluated the provision by trainers of sufficient documentation and files in teaching less positively, by providing evaluation average ranking from 2.7 to 3.4 but the student inspectors expressed the idea that, the trainers provided the usage of documentation as normal and they provide the average ranking only 2.7. (Table 15).

Table 18: Provided and use documentations of trainers during training

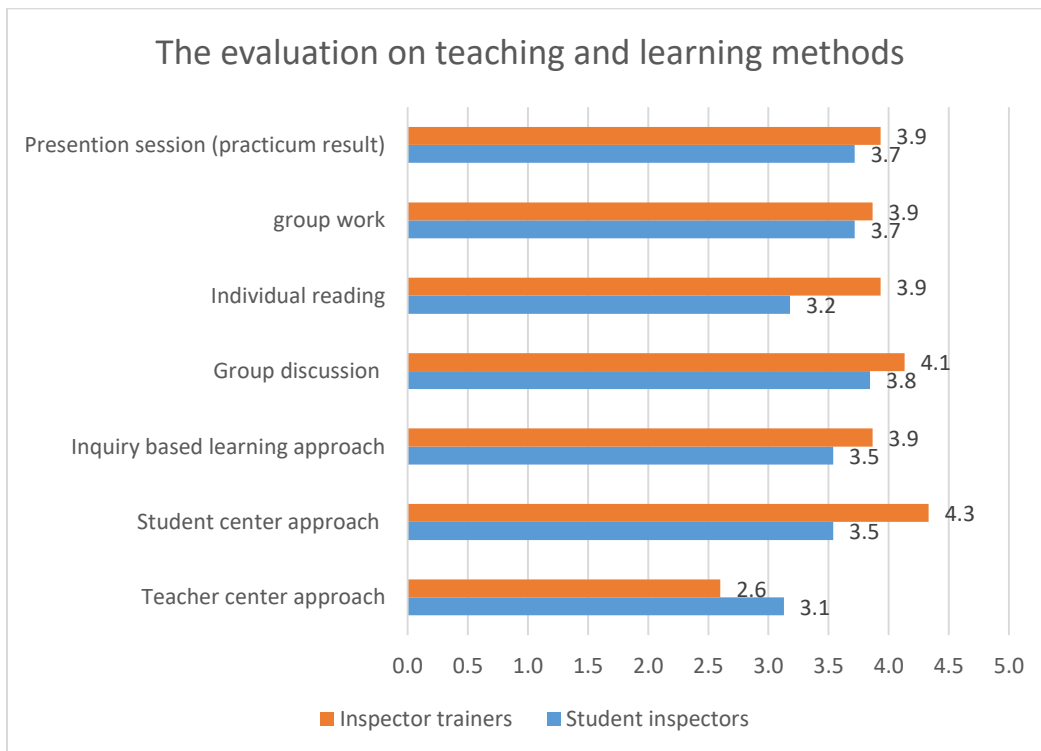
Educational officials Evaluation points	<i>Existing inspector</i>	<i>Student inspectors</i>	<i>School principals</i>
Provide documentation	3.2	3.4	3.4
Usage of documentation	3.1	2.7	3.5

Note: Evaluation Rank: 5-4.5: Very much; 4.4-3.5: too much; 3.4-2.5: Normal; 2.4-1.5: Not too much; 1.4-1: Nothing

4.5.4 RESOURCE FOR TRAINING’S PREPARATION

The quality of the training depends on the resources for training’s preparation and the methodology of the trainers who delivered to student inspectors. The survey shows that, during the training, most of the student inspectors generally received some approaches to giant their knowledge of inspection as student center approaches, inquiry based learning approach, group discussion, group work and presentation by provided average score ranking from 3.5 to 3.8 and some of the student inspectors often learn by individual reading and teacher center approach by provided average score ranking from 3.1 to 3.2. It mean that, the individual reading of student inspector still limited. It may be they don’t like reading some require and recommend reading.

The inspector trainers generally use many method of teachings to deliver their knowledge to student inspectors such as student center approached, inquiry based learning approach, group discussion, individual reading, group work, presentation session of the practicum result by provided average score ranking from 3.9 to 4.3, except teacher center approached by provided average score ranking 2.6. It mean that, during the training, the inspector trainers provided guideline to those student inspector to learn and practice as the real work during training but they are not much use teacher center approached. Therefore, the teacher trainers work as facilitators to support and guidance during training session.



Note: Evaluation Rank: 5-4.5:Always; 4.4-3.5: Generally;

3.4-2.5: Often; 2.4-1.5: rarely; 1.4-1: Never use

Figure 13: The evaluation on teaching and learning methods

4.5.5 GAPS ON TRAINING CAPACITY

However, there are some gaps during training course. For instance, the teachers of trainers did not provide some examples that link theory with practice and that have been provided to improve implementing in the real situation; they did not provide the right level of responsibility to the participants; and some of the documentation for the new educational inspection system's training is in English. Some participants did not take into account in good implementation some of the important lessons, such as analysis and write inspection reports.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

The main purpose of this chapter is to try to answer the key research questions on the basis of information that I have collected from educational officials, student inspectors and inspector trainiers.

5.1 CONCLUSIONS

The following conclusions are about the strong points of my analysis of the results from the questionnaires and interviews which examined why and how MoEYS needs to change the inspection from the previous inspection to the new one.

The main changes of previous inspection to the new educational inspection system as below:

- **From former inspection system to new inspection system**

Former inspection system (Control)	New inspection system (support and guidance)
<ul style="list-style-type: none"> ▪ Provide information about the outcomes produced, ▪ Effect (impact): <ul style="list-style-type: none"> ▪ one way communication ▪ Internal Evaluation: <ul style="list-style-type: none"> ▪ Best practice and evidence based method on self evaluation, ▪ How could the school improve the result? ▪ External Evaluation: <ul style="list-style-type: none"> ▪ follow up on how does the school live up to standard (regular), and ▪ how well does the school perform within certain areas. 	<ul style="list-style-type: none"> ▪ Improve overall performance or provide specific support in implementing. ▪ Communication between evaluators and evaluated during the inspection ▪ Advice and guidance on pedagogical approaches ▪ More deeper of the monitoring

- **Top-down evaluation to shool self-assessment**

Top-down evaluation	School Self-Assessment
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<ul style="list-style-type: none"> - Controlled by MoEYS - Evaluation carried out by external inspection (thematic and regular inspection) - Classroom Observation - Only the theory (following guidelines) - Individual assessment (School principal, teacher and student) 	<ul style="list-style-type: none"> - Promote School Director as a pedagogical leader and leader of the internal QA process. - Development of school improvement plan - Evaluation as internal inspection - This internal QA process also includes the teachers and the students - External + self evaluation= good quality of education - Individual or groups (questionnaire)
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• **From general and subject inspection to new educational inspection system**

General and Subject Inspection	New Educational Inspection System
<ul style="list-style-type: none"> - Different departments or levels in charge of the inspection - General inspection: for primary (EQAD) - Subject inspection: for secondary (POE) 	<p>There are 4 main specific areas</p> <ul style="list-style-type: none"> - Management and leadership - Teaching and learning - Students' result and achievement - School self-assessment

The other conclusion, I organize into five main points: (i) the advantages of educational inspection system, (ii) the perceptions of educational officials on educational inspection system, (iii) improving the capacity of the trainers (iv) the decision making to implement the new educational inspection system, and (v) the challenges faced by the educational inspection system as raised by educational officials, student inspectors and also NIE's inspector trainers. They are the reason of the beneficiary of the change from the previous inspection to new educational inspection. The result of the change are the following:

(i) THE ADVANTAGES OF EDUCATIONAL INSPECTION SYSTEM

The most important advantage of the use of educational inspection system is that it focuses on the whole process of the internal and external inspection which covers 4 main areas to inspect all processes of school development by including school self-assessment and also school improvement activities. A second benefit lies in using few inspectors, tools and materials in implementing this process as well because the inspectors do not need the specialized skills on subjects, they only need the professional skill of inspectors.

Well identified with clear structure of the new educational inspection system has been designed by MoEYS to prevent from the duplication of tasks between MoEYS, EQAD, and POE and schools. The MoEYS has decided to use the new educational inspection system in the whole country after being piloted during 2 years and curriculum refinement.

On the other hand, the training course on inspection training program has been changed to the current curriculum (*Table 6*) which is organized by National Institute of Education. This is really providing support to trainees and help them to implement the educational inspection system to ensure high quality of education in terms of technical and pedagogical aspects of new educational inspection system. The educational officials who are participants from all levels evaluated that the teacher trainers of inspectors have precise knowledge and are good at preparing teaching methods to inspire and encourage the students to participate actively, etc. Each lesson has clearly defined objectives and trainers used enough teaching materials and documentations to make participant reach the goal and objective of each lesson. The participants who did self-evaluation evaluated that, they understand all the lessons and those lessons are very relevant in implementation to develop their professional skill.

The advantages of implementing educational inspection system are including:

- Focus on the whole process of inspection by using 4 main specific areas
- Requires few inspectors and less materials
- Inspectors do not need specific skills on subjects; they need professional skills
- There is no duplication of tasks and responsibilities
- Inspire and encourage the students to participate actively
- Support and guidance on pedagogical approaches and other relevant teaching and learning materials

The school principals think that, the new education inspection system allows to inspect many parts on implementation of schools and the schools also can get feedback information to improve their performance in school supervision. One school principal said that “*the new educational inspection system should be implemented because it can help to improve the teaching and learning more, compared to the previous inspection which inspector has various specialized subjects and cannot inspect with different subjects*”.

Therefore, it is very useful for using educational inspection system in Cambodia as the perception of relevance inspections because it uses less resources and material but get good result on inspections. It can ensure the quality of education in Cambodia for improving leadership and management, teaching and learning, student learning achievement and also improve the school self-assessment.

(ii) THE PERCEPTIONS OF EDUCATIONAL OFFICIALS ON THE EDUCATIONAL INSPECTION SYSTEM

The educational officials of all levels who are responsible in working as inspectors said that, the educational inspection system must be used in Cambodia. The heads of provincial department of education, youth and sports are committed to promoting and supporting the implementation of educational inspection system and they consider that it is the right time that Cambodia must be implementing the educational inspection system.

The educational officials at all level said that, the educational inspection system can ensure high quality of education because it covers all the areas related to ensuring the quality of education in schools by examining the management of teaching and learning outcomes for the students and the school self-evaluation. Their aim is to improve their implementation of the educational inspection system in Cambodia.

On the other hand, the result from inspectors and student inspectors found that they agree that the educational inspection system is the way to improve the quality of education more efficiency because use less of resources and can inspect on school implementing at four sections. In addition, this new inspection has been implemented in some modern countries such as Sweden and other countries. Therefore, the implementation of new inspection system can attract the community and other stakeholders to participate in quality assurance of education because they will know more on what is

going on in schools and how to lead to school improvement and it can improve the performance of school principals in term of management, teaching and learning as well.

(iii) IMPROVING THE CAPACITY OF THE TRAINERS

By the need of professional skill of the inspector trainers, the capacity development of the trainers is needs to be self-confident during training session.

Most of the inspector trainers still needed the documentations from abroad which related to inspection standard. They also need to train more about the concept of inspection because some of them they don't know well about the whole process of inspection. Some of them are teaching more than one subject. It can be conflict the knowledge because they have very short experience in training of inspection so that they should more clear about their possibility subject to more self- confident in teaching.

The English and ICT are still the big challenge for inspector trainers because they are not good at in English and ICT. They are both should be known for all trainers and trainees.

(iv) THE DECISION-MAKING TO IMPLEMENT THE NEW EDUCATIONAL INSPECTION SYSTEM

The purpose of MoEYS/NIE is to provide training to all relevant actors in the whole country by 2018 because quality of education is to build the Cambodian resources to change Cambodia's economic from agriculture to industrial as the development country on the year 2025. To fulfill on this, the new educational inspection system is also the main keys for improving the quality of education as MoEYS set by ESP 2014-2018. This means that, the characteristic of this kind of inspection is more benefit for Cambodia education by focusing on 4 main criterias. It is quite different from the previous inspection that need to use more resources to implement on it.

(v) THE CHALLENGES FACED BY THE EDUCATIONAL INSPECTION SYSTEM AS RAISED BY EDUCATIONAL OFFICIALS

The educational officials at all levels said that, the implementation of the educational inspection system faces some problems such as lack of inspectors (*there are only 45 inspectors in the whole country*) to inspect in all schools and teachers in Cambodia in term of technical and pedagogical

support, lack of material resources such as computer, printer and other materials which are needed for inspectors to use, lack of transportation such as car or motorcycles to bring them to school for inspection, lack of budgeting on inspection (*limited budget for inspection*), heavy process on inspection because there are only 2 days per school to inspect including report writing and feedback recommendation, and lack of cooperation from the institutions because some institutions do not cooperate with inspector because they do not give the value to some inspectors who promoted from primary inspector to inspect secondary and high school teacher, and also the school is not supportive with inspector including provide true information, etc.

The challenges faced by the implementation on new educational inspection system are including:

- There is still an insufficient number of inspectors,
- Lack of financial and material resources,
- transportation, time constraint,
- lack of communication from institution and inspectors,
- No encouragement from MoEYS (no upgrade status for inspectors),
- The inspector has no power to recommend what they have found,
- One inspector is responsible for many tasks.

Most of the educational official said that, the MoEYS should allocate more budget to inspectors for supporting of the lack of materials such as computers, printers, tools, etc. and also provide transportation such as cars or motorcycles for inspectors because it can help them in term of implementing at the rural area or at the schools that are far from the based location.

5.2 RECOMMENDATIONS

To improve the implementation and the proper functioning of the new educational inspection system, the perceptions of inspectors through the questionnaire raised several points for instance that, the Ministry of Education Youth and Sport should develop guidelines, and define their roles and responsibilities clearly to let them implement their work effectively to ensure quality education. This research would recommend some suggestions as follows:

(i) SCHOOLS SELF-EVALUATION AND INTERNAL PROCESS

School principal is the main key person to improve and develop the school self-evaluation and internal processes.

The school principals should be strong in school governance or school base management in term of implementation all parts in their own school as internal evaluation and motivation to all staffs for improving knowledge, sharing experience, guiding pedagogical approaches to their teaching and learning as well because the school principals is a key person who can lead and manage their school to be good performance and good result of student learning achievement.

The shift towards school self-evaluation is very demending for school principals, in particular in challenging schools. The school principal have many responsibilities and might lack time and capacity to fulfill them successfully. The school principals have to lead a collaborative, inclusive and reflective process of internal school review by using evidence base approaches because it involves gathering information from a range of sources, and then making judgements. All of this with a view to bring about improvements in students' learning because self-assessment provides teachers with a means of systematically looking at how they teach and how pupil learn and helps schools and teachers to improve outcome for learner.

NIE/MoEYS should therefore improve more contents of training courses that more relavant to the task of school principals to be able to fulfill their roles and responsibilities and also more improvement on the capacity of the inspector trainers in order to share deeply on new educational inspection system training programmes.

(ii) STATUS OF INSPETOR TRAINERS

MoEYS should be aware of a vision to upgrade all regional inspector's trainer at NIE more higher than current situation in order to deliver the knowledge of professional inspection skills to all inspectors and all involvement actors at national level and sub national level. Moreover, NIE should also think to upgrade the programme to educate people to get a doctoral degree in school supervision as well as Education Planning and Administration, as it is already experienced by Sweden, and other developing counties.

The Ministry of Education Youth and Sports should provide the status to inspectors which is higher than school principal because this can give power to the inspectors so that school staff give more value to inspectors' tasks during implementing at schools. This will motivate them and will help attract better candidates to inspection position.

(iii) HUMAN CAPACITY DEVELOPMENT

- **Qualification**

The qualification of the inspector's trainer should be graduated in inspection or related fields of education related to management and leadership, school supervision, project planning and education management, etc. to make more idea or knowledge in training as professional inspector trainers.

- **Information sharing**

The professionals of the National Institution and the National Institute of Education should spread out the information on the new educational inspection system in a comprehensive manner to all educational officials at all levels and provide training course or seminar through district training and monitoring teams (DTMT). This means that, MoEYS/NIE should create the schedule for monitoring and evaluating for those inspectors at their work place.

- **Capacity of the trainers**

Capacity building of the trainers should improve to be more confident in teaching for the whole context of inspection. This means that the inspector trainers should know all subject of inspection. English and ICT must be improve for inspector trainers. Therefore, before and after training, MoEYS/NIE should prepare a tool for the inspector's trainers to evaluate their self-assessment in inspection.

The trainer inspectors of education should further strengthen the ability in addition on inspection skill to have extensive knowledge for providing straight example from the modern countries that are succeeding in implementing the educational inspection system and improve the response of the participants to match with the real practice for adapting training by using materials or tools as well. Trainers should allow for in-depth debate on the content of each lesson to teach the same lesson and improve some of the participants who have not yet fully understood the new system and has not been able to implement. Re-training of some inspectors may be needed.

MoEYS should provide study visits program for inspector trainers to see how the development country implementing their inspection system as well as international once? And learn from the modern country for developing their personal development and upgrading their knowledge to be as the professional inspector trainers or nominate to attend the workshop or peer collaboration between Cambodia and international standard of inspection schools.

On the other hand, school principals and teachers should also strengthen their self-assessment on their roles and responsibilities in order to improve their leadership and management, teaching and learning, student's learning outcome and their own self-assessment.

(iv) SUSTAINABILITY

MoEYS, NIE, all the provincial department of education, youth and sport, inspector's officers and inspectors should be preparing the planning for implementing inspection to inspect clearly and transforms it into a specific budget plan to request the government budget or the budget of development partners to implement on inspection.

The National Institute of Education (NIE) should have a long-term perspective to be upgrade to professional National University of Education to train educational officials to become education planner, managers, and leaders, and inspectors when the upper secondary school teacher training tasks, currently part of NIE's mandate, are transferred to Regional Universities of education.

To ensure the educational inspection system with quality, NIE need their own financial support to the New Educational Inspection Systems' training program. Therefore, NIE should consider to build up its own capacity building of inspectors' trainers by inviting the professional inspectorate from the modern countries to train them, encourage the inspector's trainers to join workshop or seminaire on inspection system to be more professional skill on new educational inspection systems' trainers in national and international to support this training as long term perspective.

(v) COOPERATION WITH INTERNATIONAL PARTNERSHIP

MoEYS and NIE should have strong cooperation with national and international partners, in both financial and technical support, in order to make the inspector training programme successful. Through the cooperation, NIE will receive more experience and develop its staffs' capacity with international standard. This is the key success of educational inspection system for improving the quality of educational in the world, especially in Cambodia.

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ANNEXES:

ANNEX 1: QUESTIONNAIRE FOR TEACHERS

We are teacher trainers of national Institute of Education (NIE) researching on the topic entitle “**The perception of educational officials on new educational inspection system**”. This research aims to carry out the perception of national and sub national level of education officials to develop the first curriculum of inspection training program in Cambodia. Thus, we would like you to provide us true information to our research teams. This information is very useful for inspection training program in the future.

We are strongly ensuring to keep confidential of all information that you provide us and all the information are being use only for the purpose of this research. We would like to express very much sensor thank to you for spending the value time to fulfill in this survey.

Please fulfill your personal information

Working experience: As teacher _____Year(s)

I. The Perception on Inspection System (New Inspection System)

A. Implementation:

1. How many times did you inspect by inspectors team on new educational inspection system?

- 1-2 time(s) 3-4 times 5-6 times more than 7 times

2. What did you face any challenges during inspection teams come to inspect you by using new educational inspection system?

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3- Did you recieve any supports when inspectors implemented on new educational inspection system on you?

Before inspection:

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After inspection:

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4- Do you need any additional supports to the implementation of the new educational inspection system to improve your teaching more effectively?

From which unit?and On what?

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B. Quality Assurance

5- What level do you think the educational inspection system can ensure the quality of education?

- Very high High Fair Low Very low

why?

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6. Do you think that the educational inspection system has some gaps ? Yes No

If there are gaps, what are the points?

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C. The favorite of implementation

7. What level of quality can the inspectors help achieve by carrying out the new educational inspection system?

- Need very much Strongly need Normal Sometime Do not need

Why?

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ANNEX 2: QUESTIONNAIRE FOR SCHOOL PRINCIPALS

We are teacher trainers of national Institute of Education (NIE) researching on the topic entitle “The perception of educational officials on new educational inspection system”. This research aims to carry out the perception of national and sub national level of education officials to develop the first curriculum of inspection training programme in Cambodia. Thus, we would like you to provide us true information to our research teams. This information is very useful for inspection training program in the future.

We are strongly ensuring to keep confidential of all information that you provide us and all the information are being use only for the purpose of this research. We would like to express very much sensor thank to you for spending the value time to fulfill in this survey.

Please fulfill your personal information

Working experience: As school principal _____Year(s)

As teacher _____Year(s)

I. The Perception of Inspection System (New inspection system)

A. Implementation:

1. Did your school had been inspected on new educational inspection system? How often?

- 1-2 time(s) 3-4 times 5-6 times more than 7 times

2. What did you face any challenges during inspection teams come to inspect you by using new educational inspection system?

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3. Did you recieve any supports from inspectors during inspections?

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4. Do you need any additional supports to the implement of the new educational inspection system to improve your school more effectively?

From which unit?and On what?

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5. In your opinion, does the new educational inspection system should implement in Cambodia or not?

- Should implement Should not implement

Why?

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6. In your opinion, how to do the implementaton on new educational inspection system functioning well?

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B. Quality Assurance

7- What do you think the educational inspection system can ensure the quality of education?

- Very high High Fair Low Very low

why?

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8. Do you think that the educational inspection system has some gaps ? Yes No

If there are gaps, what are the points?

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C. Preferred Implementation

9 .What level do you prefer to implement on new educational inspection system?

- The most More Normal A little Nothing

Why?

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II. The Perception on Training

10. Which modules did you attend on educational inspection system training courses which organized by National Institute of Education?

- Module 1 Module 2 Module 3 Module 4

a. Core Training

11. Does each modules has clearly defined objectives?

- Most Clear More Clear Clear Not much clear Nothing clear

12. Does learning contents in each modules are well arrangement in advanced and easy to understand?

1. Most understand 2. More understand 3. Understand 4. Not understand 5. Nothing

13. Please evaluate the perception of the indivuduale modules:

Contents	Most understand	More understans	Understand	Not cleary understand	Very difficult to understand
Module 1: Introduction and overview on quality assurrance					
Module 2: Educational Inspection system					
Module 3: Tool and process of educational inspection system					
Module 4: School Develpment plan					

14. Please evaluate the relative performance of each modules to your implementation

Contents	Most relevance	More relevance	Relevance	Not much relevance	Nothing relevance
Module 1: Introduction and overview on quality assurance					
Module 2: Educational Inspection system					
Module 3: Tool and process of educational inspection system					
Module 4: School Development plan					

15. What level does the content of training course can help you in carrying out the new educational inspection system?

- The most
 More
 Normal
 A little
 Nothing

16. Do you need other trainings to implement on educational inspection system effectively to ensure the quality of education?

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C. Capacity of Trainers

17. Please evaluate on capacity of trainers in your overall perception

Evaluation Point	Most agree	More agree	Agree	Not agree	Nothing agree
1. The trainers have precise knowledge on lessons					
2. The trainers well prepare on documentation					
3. The trainers are good at teaching methodology					
4. The trainers motivate and encourage to participate in discussion actively					
5. Group work is really help participants					

gain more experience and knowledge					
6. Teaching time is appropriate and sufficient					

18. In your opinion, how trainers should improve at some point for participants can understand the contents easily?

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D. Tools and Training Materials

19. What level did training courses provid documentation for your study?

- The most Too much Enough Not enough Nothinig

20. What level did trainers use use enough teaching materials insufficient quide for making content easy to understand the lesson?

- The most Too much Enough Not enough Nothinig

III. Other Comments

21. Did you find that inspections by subject (old inspection system) and educatioanl inspection system (new educational inspection system), which one is more appropraite for ensuring the quality of education in Cambodia? Why?

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VII. Other suggestions

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Thank you!

ANNEX 3: QUESTIONNAIRE FOR INSPECTORS

We are teacher trainers of national Institute of Education (NIE) researching on the topic entitled **“The perception of educational officials on new educational inspection system”**. This research aims to carry out the perception of national and sub national level of education officials to develop the first curriculum of inspection training program in Cambodia. Thus, we would like you to provide us true information to our research teams. This information is very useful for inspection training program in the future.

We are strongly ensuring to keep confidential of all information that you provide us and all the information are being use only for the purpose of this research. We would like to express very much sensor thank to you for spending the value time to fulfill in this survey.

Please fulfill your personal information

Type of inspector: Primary inspector Secondary inspector

Working experience: Inspector _____ Year(s)

 School principal _____ Year(s)

 Teacher _____ Year(s)

I. The perception of inspection system (New inspection system)

A. Implementation:

1- Did you ever use to implement new educational inspection system in school? Ever Never

(If you did, please go to question’s number 4)

2. If you ever, how many schools did you use to implement?

1-2 School(s) 3-4 schools 5-6 Schools More than 7

3. What did you face any challenges during inspection teams come to inspect you by using new educational inspection system?

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4. Did you receive any supports when inspectors implemented on new educational inspection system on you?

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5. Do you need any additional supports to the implementation of the new educational inspection system to improve your teaching more effectively?

From which unit?and On what?

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6. In your opinion, does the new educational inspection system should implement in Cambodia or not?

Should implement Should not implement

Why?

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7. In your opinion, how do you implement new educational inspection system to improve well functioning?

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B. Quality Assurance

8. What level do you think the educational inspection system can ensure the quality of education?

Very high High Fair Low Very low

why?

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9. Do you think that the educational inspection system has some gaps ? Yes No

If there are gaps, what are the points?

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C. Preferring in implementation

10. To what level do you think that the inspectors need to carry out the new educational inspection system?

- Need very much Strongly need Normal Sometime Do not need

Why?

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II. The Perception on Training

11. Which modules did you attend on educational inspection system training courses which organized by National Institute of Education?

- Module 1 Module 2 Module 3 Module 4

A. Core Training

12 .Does each modules has clearly defined objectives?

- Most Clear More Clear Clear Not much clear Nothing clear

13. Does learning contents in each modules are well arrangement in advanced and easy to understand?

1. Most understand 2. More understand 3. Understand 4. Not understand 5. Nothing

14. Please evaluate the perception of the individuelle modules:

Contents	Most understand	More understands	Understand	Not cleary understand	Very difficult to understand
Module 1: Introduction and overview on quality assurance					
Module 2: Educational Inspection system					
Module 3: Tool and process of educational inspection system					
Module 4: School Development plan					
Module 5: Analysing and report writing					

Module 6: Summary and assessment					
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15. Please evaluate the relative performance of each modules to your implementation

Contents	Most relevance	More relevance	Relevance	Not much relevance	Nothing relevance
Module 1: Introduction and overview on quality assurance					
Module 2: Educational Inspection system					
Module 3: Tool and process of educational inspection system					
Module 4: School Development plan					
Module 5: Analysing and report writing					
Module 6: Summary and assessment					

16 .What level does the content of training course can help you in carrying out the new educational inspection system?

- The most
 More
 Normal
 A little
 Nothing

17 .Do you need other trainings to implement on educational inspection system effectively to ensure the quality of education?

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B. Capacity of Trainers

18. Please evaluate on capacity of trainers in your overall perception

Evaluation Point	Most agree	More agree	Agree	Not agree	Nothing agree
1. The trainers have precise knowledge on lessons					

2. The trainers well prepare on documentation					
3. The trainers are good at teaching methodology					
4. The trainers motivate and encourage to participate in discussion actively					
5. Group work is really help participants gain more experience and knowledge					
6. Teaching time is appropriate and sufficient					

19. In your opinion, how trainers should improve at some point for participants can understand the contents easily?

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C. Tools and Training Materials

20. What level did training courses provide documentation for your study?

- The most Too much Enough Not enough Nothinig

21. What level did trainers use use enough teaching materials insufficient quide for making content easy to understand the lesson?

- The most Too much Enough Not enough Nothinig

III. Other Comments

22. Did you find that inspections by subject (old inspection system) and educatioanl inspection system (new educational inspection system), which one is more appropraite for ensuring the quality of education in Cambodia? Why?

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VII. Other Suggestions

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Thank you!

2. What does the educational inspection system focused on?

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3. Did you face any challenges in the implementation on new educational inspection system as compared with inspection by subject?

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4. Did you receive any supports from any parts in implementing on new educational inspection system?

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5. What can you provide any additional supports in the implementation on new educational inspection system?

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6. In your opinion, does the new educational inspection system should implement in Cambodia or not?

- Should implement Should not implement

Why?

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7. In your opinion, how do you implement new educational inspection system to improve well functioning?

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B. Quality Assurance

8. In your opinion, how does the educational inspection system can ensure to improve the quality of education?

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9. In your opinion, are there any gaps in educational inspection system? How to improve those gaps?

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C. Preferring in implementation

10. In your opinion, do you want to improve implementing on new educational inspection system?
How

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D. Other suggestions

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Thank you!

ANNEX 5: QUESTIONNAIRE FOR INSPECTOR STUDENTS

We are teacher trainers of national Institute of Education (NIE) researching on the topic entitle “The perception of educational officials on new educational inspection system”. This research aims to carry out the perception of national and sub national level of education officials to develop the first curriculum of inspection training program in Cambodia. Thus, we would like you to provide us true information to our research teams. This information is very useful for inspection training program in the future.

We are strongly ensuring to keep confidential of all information that you provide us and all the information are being use only for the purpose of this research. We would like to express very much sensor thank to you for spending the value time to fulfill in this survey.

Please fulfill your personal information

Type of inspector: Primary inspector Secondary inspector

Working experience: Inspector _____ Year(s)

 School principal _____ Year(s)

 Teacher _____ Year(s)

I. The perception of inspection system (New inspection system)

A. Implementation:

1- Did you ever use to implement new educational inspection system in school? Ever Never

(If you did, please go to question’s number 4)

2. If you ever, how many schools did you use to implement?

1-2 School(s) 3-4 schools 5-6 Schools More than 7

3. What did you face any challenges during inspection teams come to inspect you by using new educational inspection system?

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4. Did you recieve any supports when inspectors implemented on new educational inspection system on you?

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5. Do you need any additional supports to the implementation of the new educational inspection system to improve your teaching more effectively?

From which unit?and On what?

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6. In your opinion, does the new educational inspection system should implement in Cambodia or not?

- Should implement Should not implement

Why?

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7. In your opinion, how do you implement new educational inspection system to improve well functioning?

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B. Quality Assurance

8. What level do you think the educational inspection system can ensure the quality of education?

- Very high High Fair Low Very low

why?

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9. Do you think that the educational inspection system has some gaps ? Yes No

If there are gaps, what are the points?

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C. Preferring in implementation

10. To what level do you think that the inspectors need to carry out the new educational inspection system?

- Need very much Strongly need Normal Sometime Do not need

Why?

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II. The perception on training

A. Core Training

11 .Does each modules has clearly defined objectives?

- Most Clear More Clear Clear Not much clear Nothing clear

12. Does learning contents in each modules are well arrangement in advanced and easy to understand?

1. Most understand 2. More understand 3. Understand 4. Not understand 5. Nothing

13. Please evaluate the perception of the individuale subject:

Subjects	Most understand	More understands	Understand	Not cleary understand	Very difficult to understand
Subject 1: Philosophy of Education					
Subject 2: English in communication and writing					
Subject 3: Computer Program for Administrative Application					
Subject 4: Educational planning and management					
Subject 5: Educational leadership and management					

Subject 6: Overview and Legal Framework					
Subject 7: New Inspection System					
Subject 8: Analysis and report writing					
Subject 9: School-Self-Assessment					
Subject 10: Teaching and Learning Approach					
Subject 11: Curriculum design and development					
Subject 13: School Supervision					
Subject 14: Educational monitoring and evaluation					
Subject 15: School based Management					

14. What level does the content of training course can help you in carrying out the new educational inspection system?

- The most
 More
 Normal
 A litle
 Nothing

15 .Do you need other trainings to implement on educational inspection system effectively to ensure the quality of education?

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C. Capacity of Trainers

16. Please evaluate on capacity of trainers in your overall perception

Evaluation Point	Most agree	More agree	Agree	Not agree	Nothing agree
1. The trainers have precise knowledge on lessons					
2. The trainers well prepare on documentation					
3. The trainers are good at teaching methodology					
4. The trainers motivate and encourage to participate in discussion actively					
5. Group work is really help participants gain more experience and knowledge					
6. Teaching time is appropriate and sufficient					

17. In your opinion, how trainers should improve at some point for participants can understand the contents easily?

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D. Tools and Training Materials

18. What level did training courses provide documentation for your study?

- The most Too much Enough Not enough Nothinig

19. What level did trainers use use enough teaching materials insufficient guide for making content easy to understand the lesson?

- The most Too much Enough Not enough Nothinig

III. Other Comments

20. Did you find that inspections by subject (old inspection system) and educatioanl inspection system (new educational inspection system), which one is more appropaite for ensuring the quality of education in Cambodia? Why?

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ANNEX 6: QUESTIONNAIRE FOR NEW STUDENT INSPECTORS

I am Advanced Training Programme (ATP) student of International Institute for Educational Planning (IIEP) researching on the topic of the “Improving Quality Assurances in Cambodia: The perception of educational officials on new educational inspection system”. This research aims to find out the perception of national and sub national education officials to build up the capacity on new educational inspection systems’ training programme in Cambodia. Therefore, I would like you to share us the real information to this survey. This information is very useful for inspection training and improve capacity building of inspector’s trainers in the future.

I am strongly ensuring that, I will keep confidential of all information that you have given me for the purpose of this research only. I would like to express my sensor thank to you who have spent the value time to fulfill in this survey.

Please fill your personal information

- Working experience: [] Inspector _____ Year(s)
[] School principal _____ Year(s)
[] Teacher _____ Year(s)
[] Other _____ Year(s)

- 1. In general, how would you evaluate the training you received on the educational inspection system programme?
[] Very good [] Good [] Average [] Poor [] Very poor
2. How would you rate the usefulness of the training on the new educational inspection system programme to your current or future work?
[] Very relevant [] Relevant [] Moderate [] Poor [] Very poor
3. How would you rate the quality of the teaching-learning materials distributed for the educational inspection system programme?
[] Very good [] Good [] Average [] Poor [] Very poor
4. How would you rate the usefulness of praticum as the component of the programme?
[] The most usefull [] Very useful [] Usefull [] Not very usefull [] Not usefull at all

Why? Please write your suggesstions for immprovement.

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5. How would you evaluate the usefulness of these course subjects to your work?

Subjects	The most usefull	Very usefull	Usefull	Not very usefull	Not usefull at all
Subject 1: Philosophy of Education					
Subject 2: English in communication and writing					
Subject 3: Computer Program for Administrative Application					
Subject 4: Educational planning and management					
Subject 5: Educational leadership and management					
Subject 6: Overview and Legal Framework					
Subject 7: New Inspection System					
Subject 8: Analysis and report writing					
Subject 9: School-Self-Assessment					
Subject 10: Teaching and Learning Approach					
Subject 11: Curriculum design and development					
Subject 12: School Supervision					
Subject 13: Educational monitoring and evaluation					
Subject 14: School based Management					

6. How appropriate for your learning were the assessment methods used in educational inspection system course?

Requirement Categories	Very much appropriate	Very appropriate	Somewhat appropriate	Not appropriate	Not present
Participation and discussion					
Quiz					
Group works					
Individual test					
Practicum and presentation report					

7. Are there topics you would like to add? Yes No

If yes, please list them.

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8. How would you evaluate the usefulness of teaching-learning method?

Teaching methodologies	Very high	High	Average	Low	Very low
Teacher center approach					
Student center approach					
Inquiry based learning approach					
Group discussion					
Individual reading					
group work					
Presention session (practicum result)					

9. What would like to be improved in terms of training methods?

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10. How would you evaluate the balance between practice and theory in the training?

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11. Do you have any general comments or suggestions regarding the training?

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Thank you!

ANNEX 7: QUESTIONNAIRE FOR INSPECTOR TRAINERS

I am Advanced Training Programme (ATP) student of International Institute for Educational Planning (IIEP) researching on the topic of the **“Improving Quality Assurances in Cambodia: The perception of educational officials on new educational inspection system”**. The main purpose of this questionnaire is to collect information on how competent do the trainers feel in different areas that are relevant to their work and to find out the perception of national and sub national education officials to build up the capacity on new educational inspection systems’ training programme in Cambodia. Therefore, I would like you to share us the real information to this survey. This information is very useful for inspection training and improve capacity building of inspector’s trainers in the future.

I am strongly ensuring that, I will keep confidential of all information that you have given me for the purpose of this research only. I would like to express my sensor thank to you who have spent the value time to fulfill in this survey.

Please fill your personal information

- Working experience:**
- Inspector’s trainer _____ Year(s)
 - School principal _____ Year(s)
 - Other..... _____ Year(s)

1. Please list your two highest qualifications, and indicate for each, the awarding country, the degree, major subjects of study and the year the degree obtained.

Name of the country	The tittle degree/ diploma	Major subject(s) of study	Year obtained
1.			
2.			

2. Did you receive (in-service) training related to educational inspection system? Yes No

If yes, please provide details of the name of the course, the length, the institution providing training, and contents.

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3. Please note your working experience in education sector

- 1-5 years 6-10 years 11 – 15 years More than 16

4. According to your official inspector trainer, how many courses are you responsible for training?
Please list them.

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5. How do you evaluate the relevance of the training on the new inspection system delivered to inspectors?

- Very high High Moderate Low Very low

6. Do you have any suggestions to improve the structure of the training on the new inspection system (length, programme, etc.)?

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7. What resources do you use to prepare your training courses?

Training resources	The most use	Always use	Frequently use	Sometime	Never use
Require reading documents provided by MoEYS.					
Teaching materials provided by NIE					
Peer exchange and collaboration from external inspectors					
Reading materials provided by international consultance (Sweden,...)					
Education law of Cambodia					
Constitution law of Cambodia					
Teacher policy of Cambodia					

Other

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8. What kind of additionnal resources and support do you need to better prepare the training courses you are responsible for?

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9. What kind of method do you use for training course?

Teaching methodologies	Always	Generally	often	Rarely	Never use
Teacher center approach					
Student center approach					
Inquiry based learning approach					
Group discussion					
Individual reading					
group work					
Presentation session (practicum result)					

10. Do you have any comments and suggestions regarding the methods you use or you would like to use for your training courses?

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11. Thinking about your own professional development needs, please indicate the extent to which you have such needs in each of the subjects listed. Please mark one choice in each row.

Subjects	No need at all	Low level of need	Moderate level of need	High level of need	Not applicable to me
Subject 1: Philosophy of Education					
Subject 2: English in communication and writing					
Subject 3: Computer Program for Administrative Application					

Subject 4: Educational planning and management					
Subject 5: Educational leadership and management					
Subject 6: Overview and Legal Framework					
Subject 7: New Inspection System					
Subject 8: Analysis and report writing					
Subject 9: School-Self-Assessment					
Subject 10: Teaching and Learning Approach					
Subject 11: Curriculum design and development					
Subject 12: School Supervision					
Subject 13: Educational monitoring and evaluation					
Subject 14: School based Management					

12. What kind of professional development activities do you need to feel more self-confident in teaching the subjects you are responsible for?

Professional Development activities	Yes	No
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Presenting workshops and seminars		
Committee or board meetings		
Association membership and leadership activities		
Authoring books, chapters, or article		
Inspection group discussion		
Inspection's curriculum development		
Observation of school inspection		
Peer observation and coaching		
Individual or collaboration research		
Supervising student practicum		

Other

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13. Do you receive appraisal and/or feedback about your work as a trainer at NIE?

Yes No

If yes, from whom?

Appraisal and/or feedback	Yes	No
Your Supervisor		
External inspectors		
Your college		
Students		

Other

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14. Is the appraisal/feedback useful to improve your training? Explain why?.

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15. Have you faced any specific challenge during your training session?

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16. Please state any additional comments/ suggestions you may have to improve the quality of the training on the new inspection system delivered to inspectors.

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Thank you!