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# The Development and Implementation of the CONTESSA Program in Cambodia


## An Overview

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### The Original Team Members



PUC UC




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The inaugural meeting in Graz, Austria in November 2018




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### The Foundational Tasks


1. The preparation of five modules related to primary school teaching best practices.




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1. The preparation of five modules related to primary school
2. Under UG's oversight, these were split between PUC and UC.




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### The Foundational Tasks


Module	Cambodian Contributor
# 1: Building Blocks of Primary Education	PUC
# 2: Excellence in Teaching	UC
# 3: Learner-Centred Primary Education	UC
# 4: Embracing the Differences	PUC
# 5: Digital Teaching and Learning	PUC




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### The Foundational Tasks


1. The preparation of five modules related to primary school
2. Under UG's oversight, these were split between PUC and
3. Coordinated by UG, we each contributed particular components to our respective modules, whilst our Sri Lankan partners did other portions.




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### The Foundational Tasks


1. The preparation of five modules related to primary school
2. Under UG's oversight, these were split between PUC and
3. Coordinated by UG, we each contributed particular
  - ✓ This included the preparation of video and other material.




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### The Foundational Tasks


1. The preparation of five modules related to primary school
2. Under UG's oversight, these were split between PUC and
3. Coordinated by UG, we each contributed particular
4. This included the preparation of two case studies for workshop tutorials.




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### The Foundational Tasks


1. The preparation of five modules related to primary school
2. Under UG's oversight, these were split between PUC and
3. Coordinated by UG, we each contributed particular
4. This included the preparation of two case studies for
  - PUC prepared one on 'Having a Hard Time' for Professional Development.




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### The Foundational Tasks


1. The preparation of five modules related to primary school
2. Under UG's oversight, these were split between PUC and
3. Coordinated by UG, we each contributed particular
4. This included the preparation of two case studies for
  - PUC prepared one on 'Having a Hard Time' for
  - UC produced one 'Reluctant Readers' for Mentoring.

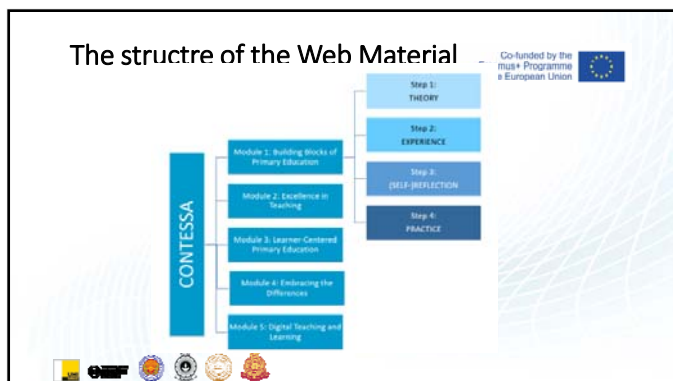


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### The Foundational Tasks

1. The preparation of five modules related to primary school
2. Under UG's oversight, these were split between PUC and
3. Coordinated by UG, we each contributed particular
4. This included the preparation of two case studies for
5. Thereafter, TUD converted the finalised modules into a readily-accessible web format using the OPAL platform.





### The Foundational Tasks

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1. The preparation of five modules related to primary school
2. Under UG's oversight, these were split between PUC and
3. Coordinated by UG, we each contributed particular
4. This included the preparation of two tutorials.
5. Thereafter, TUD converted the finalised modules into a
6. The final stage was the conversion of the English material into the partner countries' native languages.



### A Sixth Module

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1. In addition, UC contributed to a sixth on-line module.

### A Sixth Module

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**CONTESSA**  
Train-the-Trainer  
TTM III – Cross-national Perspectives

The evolution of the education system in Cambodia, with particular reference to the primary level


### A Sixth Module


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1. In addition, UC contributed to a sixth on-line module.
2. This stand-alone course provides basic background on the education systems of each of the four participating countries.

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1. Background on Cambodia
2. The History of Education in Cambodia
3. The Education System in Cambodia Today
4. The Primary Education System
5. Challenges for the Primary School System
6. Conclusions




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## A Sixth Module


1. In addition, UC contributed to a sixth on-line module.
2. This stand-alone course provides basic background on the
3. The aim is to encourage teachers to reflect on their professional roles from a cross-national perspective.




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## A Sixth Module

1. In addition, UC contributed to a sixth on-line module.
2. This stand-alone course provides basic background on the
3. The aim is to encourage teachers to reflect on their
4. Thus it also includes material on the Sustainable Development Goals and gender issues, for example.




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## The Development of our E-Learning Centres


1. There was an initial consultation phase.




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  - Dr. Thomas Köhler led a team from TUD to identify our needs and how to best meet these.




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## The Development of our E-Learning Centres

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1. There was an initial consultation phase.
  - Dr. Thomas Köhler led a team from TUD to identify our
  - Tenders from prospective suppliers were advertised and the most competitive awarded the contract.



## The Development of our E-Learning Centres

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1. There was an initial consultation phase.
2. Thereafter, there was an implementation phase when the ELCs were set up with a large array of state-of-the-art equipment.



## Our E-Learning Centres

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- Dedicated 40 Mb internet connection for three years.
- Video Conference System: Logitech Rally and Ultra-HD Conference Cam System with Automatic Camera Control
- Camera plus accessories: Sony Alpha A7M3Body
- Projector: Sony VPL-CH370 5000 Lumen WUXGA 3LCD
- Motorised screen: Meki Magna (96"\*96")
- Desktop computers: 20 Dell OptiPlex 3280 AIO, 8Gb RAM
- Laptop computers: two Lenovo ThinkPad X1 C7 Core i7-10510U 16Gb
- Printer: Epson L6190 Color Inkjet
- Microsoft Windows 10 Pro 64bit (life-time license)
- Kaspersky Internet Security (one year license)



## Our E-Learning Centres

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The contributions of the Erasmus+ support have been gratefully acknowledged



## The Development of our E-Learning Centres

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1. There was an initial consultation phase.
2. Thereafter, there was an implementation phase when
3. We were then preparing for going into the implementation phase ... but then COVID-19 revealed its ugly head.



## The Impact of COVID-19

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1. The original schedule for the further development and realisation of the project was to meet a February 2022 deadline.



## The Impact of COVID-19

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1. The original schedule for the further development and
2. However the eruption of COVID-19 led to many disruptions.



## The Impact of COVID-19

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1. The original schedule for the further development and
2. However the eruption of COVID-19 led to many
3. This included the closure of all educational institutions on March 2020 and the transition to distance learning.



## The Impact of COVID-19

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1. The original schedule for the further development and
2. However the eruption of COVID-19 led to many
3. This included the closure of all educational institutions on
  - In response to this and other emerging issues, the CONTESSA deadline was extended to November 2022.



## The Impact of COVID-19

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1. The original schedule for the further development and
2. However the eruption of COVID-19 led to many
3. This included the closure of all educational institutions on
4. Government restrictions were only fully relaxed in April 2022.



## The Impact of COVID-19

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1. The original schedule for the further development and
2. However the eruption of COVID-19 led to many
3. This included the closure of all educational institutions on
4. Government restrictions were only fully relaxed in April
  - As a precautionary measure, UC only opened physical classes to Foundation Year students.



## The Impact of COVID-19

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1. The original schedule for the further development and
2. However the eruption of COVID-19 led to many
3. This included the closure of all educational institutions on
4. Government restrictions were only fully relaxed in April
  - As a precautionary measure, UC only opened physical
  - Many higher-level students were happy with the continuance of on-line classes.





## Testing the Train-the-Trainer Workshops

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1. The original plan was for on-site workshops in partner countries, to be run by colleagues from UG and TUD in June 2020.



## Testing the Train-the-Trainer Workshops

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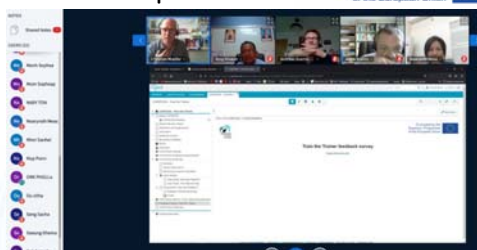


1. The original plan was for on-site workshops in partner
2. However this was precluded by COVID restrictions.
3. Thus the first trial workshop was done virtually.



## Testing the Train-the-Trainer Workshops

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1. The original plan was for on-site workshops in partner
2. However this was precluded by COVID restrictions.
3. Thus the first trial workshop was done virtually.
  - This was received and received positive as well as constructive negative feedback.



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1. The original plan was for on-site workshops in partner
2. However this was precluded by COVID restrictions.
3. Thus the first trial workshop was done virtually.
4. A second became possible after the relaxation of various travel and other restrictions.



## Testing the Train-the-Trainer Workshops

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1. The original plan was for on-site workshops in partner
2. However this was precluded by COVID restrictions.
3. Thus the first trial workshop was done virtually.
4. A second became possible after the relaxation of various
5. Thus this was conducted by colleagues from TUD on-site at PUC and UC in April 2022.



## Testing the Train-the-Trainer Workshops

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1. The original plan was for on-site workshops in partner
2. However this was precluded by COVID restrictions.
3. Thus the first trial workshop was done virtually.
4. A second became possible after the relaxation of various
5. Thus this was conducted by colleagues from TUD on-site at
  - Again, constructive feedback received.



## Getting Official Approval

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1. Given the encouraging responses to the running of the various trial workshops, there was the need to get official approval from MoEYS for the material to be incorporated as part of the ministry's plans for the future development of education in Cambodia.



## Getting Official Approval

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1. Given the encouraging responses to the running of the
2. Initial meetings were with the heads of the Departments of Teacher Training, Curriculum Development, and Primary Education in February 2022.



## Getting Official Approval

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1. Given the encouraging responses to the running of the
2. Initial meetings were with the heads of the Departments of
3. Thereafter, a meeting was held with H.E. Dr. Hang Chuon Naron and senior members of MoEYS.




## Meeting with H.E. Dr. Hang Chuon Naron

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### Getting Official Approval


1. Given the encouraging responses to the running of the
2. Initial meetings were with the heads of the Departments of
3. Thereafter, a meeting was held with H.E. Dr. Hang Chuon
4. As a result of this, the Minister gave his very strong endorsement of the project's aims and objectives, as a very positive contribution to the education sector in Cambodia.




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### Getting Official Approval


1. Given the encouraging responses to the running of the
2. Initial meetings were with the heads of the Departments of
3. Thereafter, a meeting was held with H.E. Dr. Hang Chuon
4. As a result of this, the minister gave his very strong
5. Given this encouraging response, a further test run of the TTTW was conducted at a teacher-training centre in Siem Reap.





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### Testing the TTTW in Siem Reap

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### Getting Official Approval


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2. Initial meetings were with the heads of the Departments of
3. Thereafter, a meeting was held with H.E. Dr. Hang Chuon
4. As a result of this, the minister gave his very strong
5. Given this encouraging response, a further test run of the
6. This has again generated productive feedback.



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### Testing the Modules in Degree Courses

1. The most obvious candidate for pairing was Module 5 (Digital Teaching and Learning) with EDC404 (Uses of ICT in Education).



## Testing the Modules in Degree Courses

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1. The most obvious candidate for pairing was Module 5
2. Thus special dispensation was given for this class to be conducted on-site during the second term using the facilities of UC's E-Learning Centre.



## EDC404 (Uses of ICT in Education)

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## EDC404 (Uses of ICT in Education)

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## Testing the Modules in Degree Courses

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1. The most obvious candidate for pairing was Module 5
2. Thus special dispensation was given for this class to be
3. Whilst various issues arose – most notably students' reluctance to revert to physical classes – the overall feedback was again very positive.



## Sustainability

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1. The CONTESSA initiative has proven itself to be a promising addition to the variety of tools available to further enhance the education sector in Cambodia.



## Sustainability

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1. The CONTESSA initiative has proven itself to be a
2. Internally, there is the need for PUC and UC to promote the results of the program with particular regard to this sector in our degree programs.



## Sustainability

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1. The CONTESSA initiative has proven itself to be a
2. Internally, there is the need for PUC and UC to
3. Externally, the go-ahead from MoEYS will provided a critical impetus for advancing the CONTESSA concept amongst those whom the program targets for self-advancement.



## Sustainability

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1. The CONTESSA initiative has proven itself to be a
2. Internally, there is the need for PUC and UC to
3. Externally, the go-ahead from MoEYS will provided a critical
4. To this end, the most welcome positive feedback from H.E Minister Hang Chuon Naron provides a very encouraging belief that the project has great worth in sustaining a productive change in teacher-training and the continuing development of existing teachers.



## Sustainability

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1. The CONTESSA initiative has proven itself to be a
2. Internally, there is the need for PUC and UC to
3. Externally, the go-ahead from MoEYS will provided a critical
4. To this end, the most welcome positive feedback from
5. This will help to attend to the original aim of having multipliers to promulgate the ideals and ideas behind the CONTESSA concept.



## Conclusions

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1. There have been the inevitable teething problems, exacerbated by C19 in the smooth development of both the degree-related and TTTW aspects of the CONTESSA programme.



## Conclusions

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1. There have been the inevitable teething problems,
2. It is only now that the situation regarding COVID-19 has hopefully stabilised that there is the potential to develop the efficient and effective use of the ELCs equipped with the generous support of the Erasmus+ programme.




## Conclusions

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## Conclusions


1. There have been the inevitable teething problems,
2. It is only now that the situation regarding COVID-19 has
3. It is increasingly clear that that there are differences between 'Eastern' (so-called holistic) and 'Western' ('analytic') ways of thinking and thus effective teaching and learning.




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## Conclusions

1. There have been the inevitable teething problems,
2. It is only now that the situation regarding COVID-19 has
3. It is increasingly clear that that there are differences
4. The likes of the CONTESSA project provides a means to bridge any cultural gap through constructive dialogue in order to achieve mutually beneficial goals for all concerned.



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## Conclusions

1. There have been the inevitable teething problems,
2. It is only now that the situation regarding COVID-19 has
3. It is increasingly clear that that there are differences
4. The likes of the CONTESSA project provides a means to
5. Thus the CONTESSA project provides a model for the exchange of ideas on teaching in particular and, by extension, the need to understand and respect cultural differences at a more general level.

