

Effectiveness in Education focusing on
Staff Development for School Improvement

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Table of Contents

Acknowledgement:	i
Table of contents	ii
Definition of the Terms	iii
Chapter I: Introduction	
1. Background of the study	1
2. Purposes of study	1
3. Significance of the study	2
4. Methods of study	2
Chapter II: Concept of Staff Development	
1. Definitions of Staff Development	3
2. Distinction between Training and Education.....	6
Chapter III: Education in Cambodia	
1. Cambodia's Educational Development Level	7
2. Selected Education Indicators 2006-2007.....	7
3. Education Statistics, 1979-1980 to 2007-2008	8
4. Cambodia's Commitment for EFA (Education For All)	9
5. Strategic Framework of Education Strategic Plan	10
Chapter IV: Japanese Education	
1. What Is the General Background of Japanese Education? ...	12
2. What Principles Guide Japan's Educational System?	12
3. School System and New Type of Schools	12
4. School Advisor System	14
5. The Staff Meeting	15
Chapter V: Lesson Study	
1. What is Lesson study?	16
2. The Essential Elements of Lesson study	16
3. The Development Process of Lesson Study	17
4. The Significance of Lesson Study	18
5. Lesson Study: The Core of Japanese professional Development	18
6. In-service Training within a School	20
7. How Is the In-service Training within a School Conducted?	20
Chapter VI: Teacher Evaluation and Professional Development	
1. Major Features of the Japanese Teacher Evaluation System	23
2. The Foundation of Human Resources Development System--Goal-oriented Management and Evaluation/Development	23
3. Methods and Content of Teacher Evaluation	24
4. School Revitalization Strategy for Empowerment of Schools	24
5. Teacher Training and Teacher Education	27
6. Teacher Training and Professional Development in Japan.....	28
7. Teachers' Professionalism and Qualifications	29
Conclusion and Recommendations to Cambodia.....	30
Bibliography	31

DEFINITION OF THE TERMS

Admission rate	Measures access to the first level of education in terms of the proportion of children admitted relative to the total child population eligible for enrollment at the same level
Coaching	The teaching on the job of work procedures by supervisors to subordinates
Counseling	A discussion between employee and supervisor regarding the employee's hopes, fears and aspirations
Development	Learning for personal growth
Effectiveness	The abilities to produce results based on objective
Gross admission rate	A measure to identify the number of children of different ages newly admitted to the first year of school as a percentage of children of legal age of admission
Gross enrollment rate	The number of pupils in a given educational cycle independent of their age as a percentage of the population of related school age
Induct	To orient a new employee on how to perform his/her job
Legal age of admission	The age at which children are supposed to start school or attend the first grade of the cycle
Net admission rate	The number of new pupils of legal age of admission measured as a percentage of the total number of children of the same age group in the population
Net Enrollment rate	The number of children of a specified age in education as a proportion of the population of related school age
Productivity	The rate at which goods are produced and the amount produced compared with work, time and money invested
Training	Teaching or being taught the skills necessary to perform a particular job or activity
MEXT	Ministry of Education, Culture, Sports, Science and Technology
MoEYS	Ministry of Education, Youth and Sport
PRESET	Pre-Service Training
INSET	In-Service Training
OJT	On the Job Training
EFA	Education For All
ESSP	Education Sector Support Program
ESP	Education Strategic Plan
PAP	Priority Action Program
PFM	Public Financial Management
ITS	In-Service training within a School
OECD	Organization for Economic Co-operation and Development
CCE	Central Council for Education

Effectiveness in Education focusing on Staff Development for School Improvement

Chapter I: Introduction

1. Background of the study

Cambodia after war (1975-1979) is now a developing country in Southeast Asia. During the war, most of people who had high education were killed. Education is a formal system of teaching knowledge, values, and skills. Up to now, Cambodia has faced many consequences in this sector which are obstacles to developing human resources in country.

Some issues and consequences in educational sector in Cambodia I have found are:

- Practicing syllabus at schools is not 100% succeeded yet.
- Not sure that the children got appropriate knowledge as plan.
- Some teachers have good methods to teach the children but some are not good.
- Up-grading rate of the students is about 70% to 80% (This data is not sure as the truth because some schools make cheating reports pretending as they are good in school management).
- Teachers' responsibilities and work conscience are still low (These are because of the problems involving to their living standard which they always concern to support daily, they must do the 2nd or 3rd job that affected to the teaching career, besides the very low salary, in average \$50, they get).
- Overage children in remote area are late to come to school causing from their poor families and far from schools.
- Lacking of both using facilities such as tables, chairs, books and buildings, and teachers especially in rural area.
- Modern technology has not reached rural area yet while they have neither electricity nor computer. They are still following the ancient methods to educate the young.

Change is a constant occurrence in society. Changes in politics, economics, sciences and social status occur in every corner of the world. The mandate of public school, of course, is to educate children, adolescents, and young adults of our country in order to help them meet the challenges of tomorrow and adapt to the changes taking place now.

As a public organization, the Ministry of Education, Youth and Sports (MOEYS) of Cambodia needs well qualified administrators, teachers and support personnel to fulfill its mandate.

2. Purposes of study

- To learn about basic theory of educational administration and educational methods related to effectiveness in education.
- To learn about actual situation of education in Japan

3. Significance of the study

The information in chapter IV, which is about Japanese Education, seems to be out of the study topic I chose. However, it is a part of the most essential information for Cambodia to know such things which are guidance and references to illuminate Cambodian education. Not only the information in this chapter, but also all information in other chapters in this study will become effectively casual and help in enhancing the quality of education in Cambodia.

4. Methods of study

- Review of related literatures
- Studying at university to learn about education policy and education system
- Visiting school to learn good examples and difficulties in school program.
- Talking with teacher directly to learn about how to solve problems and how to improve their knowledge and skills for class.

What I have concerned in order to approach the effectiveness in education is “Staff Development”. There are many ways to make effective in education as well as to develop staff. According to the limited time, I decided to focus mainly on “Lesson Study” and “Teacher Evaluation”. As most of Japanese teachers I met said, what we should do to improve the quality of education at school is “Lesson Study”. In Japan, teachers usually hold this activity at schools. They sometimes do it separately at their schools without other teachers or guests from outside.

However, they sometimes hold it in a bigger activity that many teachers can come to join and evaluate the activity to find out the better methods of the professional as teachers. This activity of Lesson Study is to make more effective not only in their teaching as well as in school program, but also in the whole education sector in country. It’s said that “Lesson study is the core of Japanese professional development”.

“Teacher Evaluation” is also a method should be done at schools in order to find out knowledgeable and skillful teachers to be good models for other teachers and staffs. “Lesson Study” and “Teacher Evaluation” are the two among other arrows used for school improvement by staff development and to reach the goals of effectiveness in education in country.

Chapter II: Concept of Staff Development

Staff Development is an activity to which each educational system must commit human and financial resources if it is to maintain a skilled and knowledgeable staff. Staff Development involves the means by which a person acquires those skills and knowledge, the application of which will improve the efficiency and effectiveness of the organization.

1. Definitions of Staff Development

Staff Development is a concept which is used in private and public organization to describe organized learning experiences over a period of time to improve job performance, personal growth and organizational effectiveness.

Organized experiences involve the following:

A. Training: Training is an aspect of education. It is a planned and systematic process to prepare an individual to achieve effective performance in an activity. Its purpose in the work situation is to enable an individual to acquire the necessary abilities so that she/he can perform adequately given task or job.

For example: Mr. A had been a chief of an organization for 10 years. He has many years of experience in his work. Mr. A undergoes a training program in management skill in order to improve the performance of his present job.

There are five types of training:

- Pre-service training (PRESET):

One of the major problems in any country's public educational system has been what institution or curriculum is necessary to train excellent and highly-motivated teachers.

Teacher training can be performed in general colleges and universities (faculties, graduate schools, and junior colleges), where their teaching curricula are authorized by the Minister of Education.

Teaching practice is required to enhance the educational capability and techniques through observing and conducting actual teaching and guidance under the guidance of an experience teacher.

- In-service training (INSET):

Teachers are required to study continually so as to improve their knowledge and ability to teach. Therefore, teachers must be provided with the opportunity to do so. They can acquire higher or additional teaching certificates upon completion of in-service training.

The in-service training for teachers varies in form, but is generally divided into three areas: 1/ self-training, school-based training, and training by various organization; 2/ training offered by the educational administration; and 3/ training at universities.

Self-training is conducted through reading and studying based on each teacher's own initiative. School-based training involves model lessons, model meetings, and lectures with colleagues sharing a common interest. Moreover, there are opportunities for training through various national or local research organizations and groups.

Training offered by the educational administration includes workshops offered by the Ministry of Education, and the local boards of education. These are intended for newly recruited teachers, head teachers, principals and vice-principals.

Training at universities includes both long-term domestic and abroad training. For example, teachers enter a university or a graduate school as a regular student as well as a student researcher or auditor. One of the aims of receiving such a program is to acquire the credits necessary for a higher or different certificate.

Pre-service and in-service training must be correlated with the teacher's professional development as the main goal.

- On the job training (OJT):

OJT can be defined as an activity undertaken at the workplace which is designed to improve an individual's skill or knowledge. OJT is a well-established and well-used intervention designed to enhance individual skills and capabilities with the characteristics of:

- A/ Being delivered on a one-to-one basis and taking place at the trainee's place of work
- B/ Requiring time to take place, including potential periods when there is little or no useful output of products or services.
- C/ Being specified, planned and structured activity.

Additionally, OJT takes place as it does as part of day-to-day activity at the trainee's workplace, is not recorded centrally. Using OJT will receive some advantages:

- A/ Training can be delivered at the optimum time: for example immediately before job is to be performed 'for real' in the workplace.
- B/ The trainee will have opportunities to practice immediately.
- C/ The trainee will have immediate feedback.
- D/ Training is delivered by colleagues and can go some way to integrate the trainee into the team.

- Coaching:

Coaching refers to supervisors teaching subordinated on-the-job procedures, knowledge and skills, related to the job, usually on a person-to-person basis.

For example: A subordinate has undergone a training program but is still not able to do a particular task in the work place. The supervisor has then to coach him/her in that task step-by-step.

- Counseling:

This refers to the communication and exchange which takes place between employees and supervisors regarding the employees' hopes, fears and aspirations. The supervisor tries to provide guidance to the employees and to encourage them.

For example: A subordinate is unable to accept a certain culture at the work place. The supervisor needs to explore different possibilities with the subordinate which may help him/her to overcome this problem.

Training is designed by management in an organization to achieve the following objectives:

- To improve productivity: to enable teachers and administrative staff to do their job more effectively.
- To increase effectiveness in the present job: To assist teachers and administrative staff to improve or increase their skills or knowledge to carry out their job more effectively.
- To enhance competencies to perform a job: To prepare teachers and administration staff for a new job or position that may require new types of competencies or be more difficult.
- To boost morale: To improve teachers and administration staff attitudes towards their jobs, fellow workers, supervisors and the organization as a whole.

B. Education:

Some educators give education a very wide meaning. According to the well-known American educator, John Dewey, said: education is life not preparation for life. Every event and situation in an individual's daily life is educative or a learning experience.

Education is also defined in the context of society: Education is a process to prepare an individual to become an active member of his/her society or social environment. Education is associated with a wide variety of formal, non-formal and informal learning experience.

For example: Mr. B studies English at the University of Tsukuba. After finishing his study, Mr. B has several choices: He can undergo training to become a teacher of English, a tour guide; or he can apply for a job at the Board of Education. The more conceptual and in-depth type of knowledge, thinking and self-study skills he gained and attitudes towards learning and work developed through education prepared him to work in a range of different jobs.

C. Development:

Development of an individual means the general enhancement and growth of his skills and abilities through conscious and unconscious learning.

For example: A manager participates in a study tour to a foreign country to widen his understanding and experience. He can find solutions which he can apply in his own country.

There are numerous potential benefits for individuals and for organizations from well-planned and effectively conducted training, education and development programs. Individual trainees can benefit in a number of ways. In relation to their current positions, trainees may gain greater job satisfaction. Job satisfaction may come from performing a task well and from being able to perform new skills. Job satisfaction may also be derived from extra earnings accrued through improved job performance and the enhancement of career and promotion prospects both inside and outside the organization. Benefits for the organization include improvement employee work performance and productivity. Other benefits for the organization include the improvement of effectiveness, decrease of wastage, less absenteeism, lower employee turnover and greater client satisfaction through better service provision.

If individuals were able to perform their tasks more effectively, the organization would be able to achieve better outcomes and eventually reach all its current objectives. The culture of the organization can be improved through training. Training, thus, contributes towards organizational development in longer terms.

These various aspects, concepts, and modes of staff development describe the primary ways of improving job performance.

2. Distinction between Training and Education

Training usually involves the acquisition of behavior, facts, and ideas that are defined in a specific job context. It is more job-oriented than person oriented. Training relates to the learning of specific behaviors and implies a certain degree of uniformity. It tends to be more mechanistic with instruction being reinforced by practice and repetition.

Education on the other hand is more person oriented (personal growth and development). It opens the way to different types of employment and roles in society. Education, however, is an attempt to increase the variety of experiences provided to the learner. It usually provides the more theoretical and conceptual frameworks designed to stimulate an individual's analytical and critical abilities.

Chapter III: Education in Cambodia

1. Cambodia's Educational Development Level

In the case of Cambodia, Its recent history of civil war, strife and political instability has affected the development of its education sector in very profound ways.

Since 1993, there has been a substantial increase in the participation of Cambodia's children in the primary and secondary levels. Teacher Training has been accelerated. The Ministry of Education, Youth and Sports (MoEYS) has been established and became operational, with its departments, provincial and district education services.

However, Cambodia is re-building from a very low educational base. While advanced countries have close to 100% literacy and net enrolment rates, Cambodia's literacy rate has been estimated at 65% and its net enrolment rate is currently 84.7% for primary, 23.2% for lower secondary and 6.3% upper secondary school. Cambodia indeed has a long way to go. However, it does have one advantage about starting again from the bottom. There is an opportunity to re-shape Cambodia's educational system in the proper way. This means carefully and systematically discussing and agreeing on the educational goals, priorities, policies and objectives of the Cambodian educational system.

2. Selected Education Indicators 2006-2007

Statistics	Pre-school	Primary	Lower Sec.	Upper Sec.	Total
Schools	1,524	6,365	846	283	9,018
Classes	2,548	61,249	12,633	4,303	80,733
Classes in Pagoda	547	10,803	810	211	12,371
Students	77,899	2,461,135	626,005	222,271	3,387,310
Female Students	38,976	1,161,704	285,699	88,701	1,574,900
Female Students%	49.80	47.20	45.64	39.91	46.49
Graduates		287,300	94,185	41,872	423,357
Teachers	2,810	47,991	20,485	6,688	77,974
Female Ts	2,766	20,456	6,890	1,956	32,068
Number of disadvantaged Schools	24	161	3	0	188

Indicators	Primary	Lower Sec.	Upper Sec.
Gross admission rate (Total)	136.9		
Gross admission rate (Female)	133.9		
Net admission rate (Total)	85.7		
Net admission rate (Female)	85.5		
Gross enrollment ratio (Total)	122.7	60.0	21.2
Gross enrollment ratio (female)	119.3	54.5	17.2

Net enrollment ratio (Total)	92.1	33.7	12.5
Net enrollment ratio (Female)	91.0	33.1	11.3
Transition rate (Total)	78.7	66.2	
Transition rate (Female)	77.1	65.8	
Pupil-Teacher ratio	51.3	31.6	31.0
Pupil-Class ratio	40.2	47.8	51.8
% of Schools without drinking water	35.1	41.1	20.5
% of Schools without toilets	24.7	28.1	6.4

3. Education Statistics, 1979-1980 to 2007-2008:

Academic Year	Schools				Classes			
	Pre	Pri	Lower	Upper	Pre	Pri	Lower	Upper
1979-80	96	n.a	14	1	230	12,069	101	7
1980-81	149	n.a	62	2	446	25,526	394	14
1981-82	213	3,521	96	5	448	31,909	938	33
1982-83	371	3,114	173	7	823	33,740	1,949	73
1983-84	500	3,005	200	13	1,128	33,287	3,089	149
1984-85	541	3,133	222	19	1,420	33,345	4,698	211
1985-86	689	2,294	278	28	1,557	31,062	5,730	266
1986-87	551	4,282	304	33	1,864	30,946	6,262	364
1987-88	560	4,780	337	40	2,059	30,890	6,538	497
1988-89	679	4,730	373	49	2,195	31,384	6,265	650
1989-90	416	4,773	394	61	2,181	31,553	5,602	817
1990-91	397	4,665	397	66	1,789	32,858	5,064	919
1991-92	221	4,555	407	80	1,714	33,142	4,848	1,084
1992-93	220	4,539	358	82	1,712	35,025	4,844	1,216
1993-94	203	4,693	354	89	1,700	36,798	5,402	1,350
1994-95	184	4,744	363	90	1,586	39,159	6,001	1,244
1995-96	188	4,845	350	92	1,516	40,691	5,851	1,561
1996-97	812	4,899	351	106	1,438	43,469	6,304	1,370
1997-98	793	5,026	350	125	1,393	45,443	5,926	1,653
1998-99	806	5,156	355	132	1,414	48,370	5,903	1,860
1999-00	874	5,274	363	140	1,523	50,960	5,951	2,262
2000-01	915	5,468	367	151	1,605	55,448	6,860	2,299
2001-02	1,015	5,741	379	163	1,772	60,698	7,795	2,443
2002-03	1,145	5,915	411	183	2,041	59,897	8,799	2,721
2003-04	1,238	6,063	486	212	2,205	60,985	9,566	3,165
2004-05	1,345	6,180	578	232	2,316	61,648	10,744	3,513
2005-06	1,429	6,277	670	252	2,413	61,901	11,783	3,996
2006-07	1,524	6,365	846	283	2,548	61,249	12,633	4,303
2007-08	1,634	6,476	1,006	315	2,678	60,384	13,300	4,968

Academic Year	Students				Staffs			
	Pre	Pri	Lower	Upper	Pre	Pri	Lower	Upper
1979-80	8,229	947,317	4,803	281	267	13,619	205	20
1980-81	15,077	1,328,053	17,291	555	630	30,316	671	28
1981-82	16,579	1,538,053	39,515	1,517	818	31,884	1,586	65
1982-83	23,797	1,597,081	87,005	3,493	956	34,859	3,300	158
1983-84	25,466	1,504,839	145,726	7,639	1,493	35,479	4,494	271
1984-85	39,920	1,367,089	234,927	10,888	1,835	35,578	6,116	468
1985-86	56,165	1,315,531	297,775	14,020	2,398	35,080	7,416	617
1986-87	55,760	1,294,227	327,049	18,799	2,625	36,754	8,967	858
1987-88	59,679	1,279,053	326,403	26,176	3,017	37,292	10,866	1,064
1988-89	61,349	1,313,689	289,064	35,125	3,209	36,930	11,702	1,403
1989-90	56,017	1,276,957	244,842	43,561	3,383	41,261	12,702	1,766
1990-91	51,421	1,322,143	201,496	47,562	2,959	40,014	14,351	2,057
1991-92	48,207	1,371,694	183,025	53,857	2,736	40,631	14,668	3,149
1992-93	50,976	1,468,958	183,793	55,570	2,920	42,405	13,107	6,439
1993-94	53,080	1,621,685	224,273	61,506	2,682	44,454	13,621	7,645
1994-95	49,591	1,703,316	246,198	51,357	2,628	44,985	12,179	8,784
1995-96	48,721	1,805,631	235,155	52,920	2,519	45,753	11,315	8,806
1996-97	44,814	1,918,985	265,895	61,671	2,071	47,147	17,459	3,246
1997-98	43,358	2,011,772	229,102	73,849	1,971	48,460	17,399	3,825
1998-99	45,068	2,094,000	226,057	82,110	1,983	49,400	17,582	4,561
1999-00	50,597	2,211,738	233,278	108,213	2,125	50,188	18,033	5,083
2000-01	55,798	2,408,109	283,578	105,086	2,181	52,168	18,952	5,000
2001-02	63,747	2,705,453	351,635	113,404	2,346	54,519	19,650	5,234
2002-03	64,727	2,747,411	415,703	128,182	2,538	57,077	19,841	6,070
2003-04	72,224	2,747,080	459,986	153,758	2,697	59,271	21,307	6,341
2004-05	72,214	2,682,129	528,940	177,129	2,833	60,841	21,985	6,829
2005-06	75,669	2,558,467	588,333	204,925	2,882	61,657	21,729	7,981
2006-07	77,899	2,461,135	626,005	222,271	2,978	59,889	24,052	7,722
2007-08	79,585	2,311,107	637,629	260,965	3,130	58,776	27,240	7,857

4. Cambodia's Commitment for EFA (Education For All)

Consistent with its EFA commitments, the Royal Government formulated a Sub-Decree issued by Samdech Hun Sen, Prime Minister of Cambodia, on 27 August 2001. The work of the EFA National, Provincial, District and Commune EFA Commissions is to be coordinated at the national level by a Permanent Secretariat General of the National Education For All Commission, led by a Secretary General holding the status equivalent to Director General, assisted by two Deputy Secretary Generals. The sub-decree sets out the duties of the National Education for All Commission.

The sub-decree requires EFA Commissions to be established at provincial, district and commune levels. With the increased devolution of governance to provinces, districts and communes, and with the tradition of professional exchange and data collation through school clusters, EFA Commissions

have new opportunities to ensure improved two-way information flow: from communities and schools to the national level; and from global, regional and national levels to communities, schools and other learning centers.

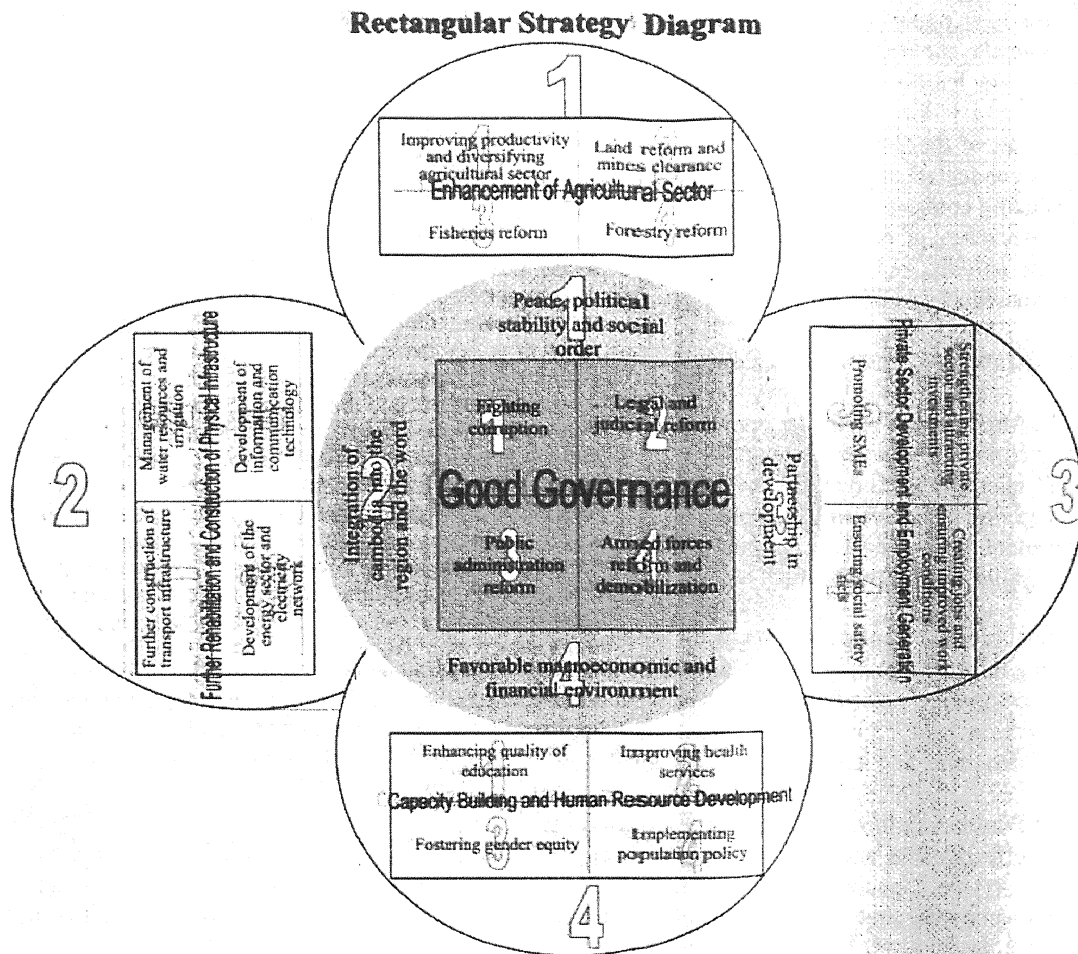
As part of the 2001 and 2002 ESSP Review and EFA planning process, a comprehensive survey was conducted to assess perceptions of parents and teachers of the PAP 2001 programs, namely, reducing costs of basic education for parents; budget for teaching and learning materials; improved transparency of school budget; improved quality of teaching and learning; increased participation from parents; remedial classes for students in primary school. The results and analyses were discussed as part of the 2002 ESSP Review.

5. Strategic Framework of Education Strategic Plan

The MoEYS is in particular involved with the rectangle's fourth part concerning Capacity Building and Human Resources Development: Enhancing capacity of human resources with high technical and scientific skills that effectively respond to labor market needs in term of entrepreneurship, high creativity, responsibility, discipline, morality, virtue, professional ethics, and honesty in an effort to promote development. In addition, the first rectangle on improving the agricultural sector includes life skills development which is also of concern for the Ministry.

The successful implementation of the strategies laid out in this paper is dependent on the larger on-going reforms within the public administration. The Public Financial Management Reform aims at achieving higher standards of management and accountability in government spending and revenue collection. MoEYS is committed to improving its financial management and monitoring systems of ESP programs and it anticipates being a pilot ministry for the PFM reform.

The Public Administrative Reform focuses on delivering public services to the people with quality and effectiveness and on creating a neutral, transparent, professional, responsive and responsible civil service. Special attention will be on moving public administration closer to the people consistent with strategy of decentralization and de-concentration and with the transfer of authority from upper to lower levels of the bureaucracy. This measure shall be facilitated by a clear definition of the roles, powers and responsibilities of the various authorities at the levels of the province, city, district and commune, as well as the introduction of information technology. Another aspect of this reform is to gradually raise the salaries of all civil servants by 15 to 20 per cent per year.



These general reforms are essential in order for the MoEYS to achieve its ambitious goals set out in the ESP/ESSP 2006-10, as for example increasing staff remuneration and improving performance monitoring and accountability of operational budgets.

Policy of the Ministry of Education, Youth and Sport of Cambodia:

- To universalize 9 years of basic education and developing opportunities for functional literacy
- To modernize and improve the quality of education through effective reform
- To link education/training with labor market and society
- To rehabilitate and develop Youth and Sport sub-sector.

Chapter IV: Japanese Education

1. What Is the General Background of Japanese Education?

There are 47 prefectures in Japan, one of which, Tokyo, is the national capital. As of October 1, 1995, there were 3,233 municipalities within these prefectures. Prefectures and municipalities are local self-governing bodies. Local residents elect the members of the local assembly as well as the chief of the local administrative agency -the mayor or the governor. Members of boards (e.g. boards of education) are usually appointed by the chief of the local public entity with the consent of the assembly.

The administrative branch of the national government functions largely to render advice and assistance to local public body, which are vested with broad rights of local autonomy. However, the individual ministries and other agencies of the national government exercise influence over the conduct of local government through the issuance of regulations, standards, etc.

2. What Principles Guide Japan's Educational System?

The Japanese constitution sets forth the basic national educational policy, as follows: "All people shall have the rights to receive an equal education corresponding to their ability, as provided by law. The people shall be obligated to have all boys and girls under their protection receive ordinary education as provided for by law. Such compulsory shall be free". (Article 26)

The enactment in 1947 of the Fundamental Law of Education was followed by a series of educational statutes. The first of these was the School Education Law, which further elaborated the aims, methods and principles of the new system. At present, Japanese education is, in general, established and operated on the basis of the educational laws and statutes.

3. School System and New Type of Schools

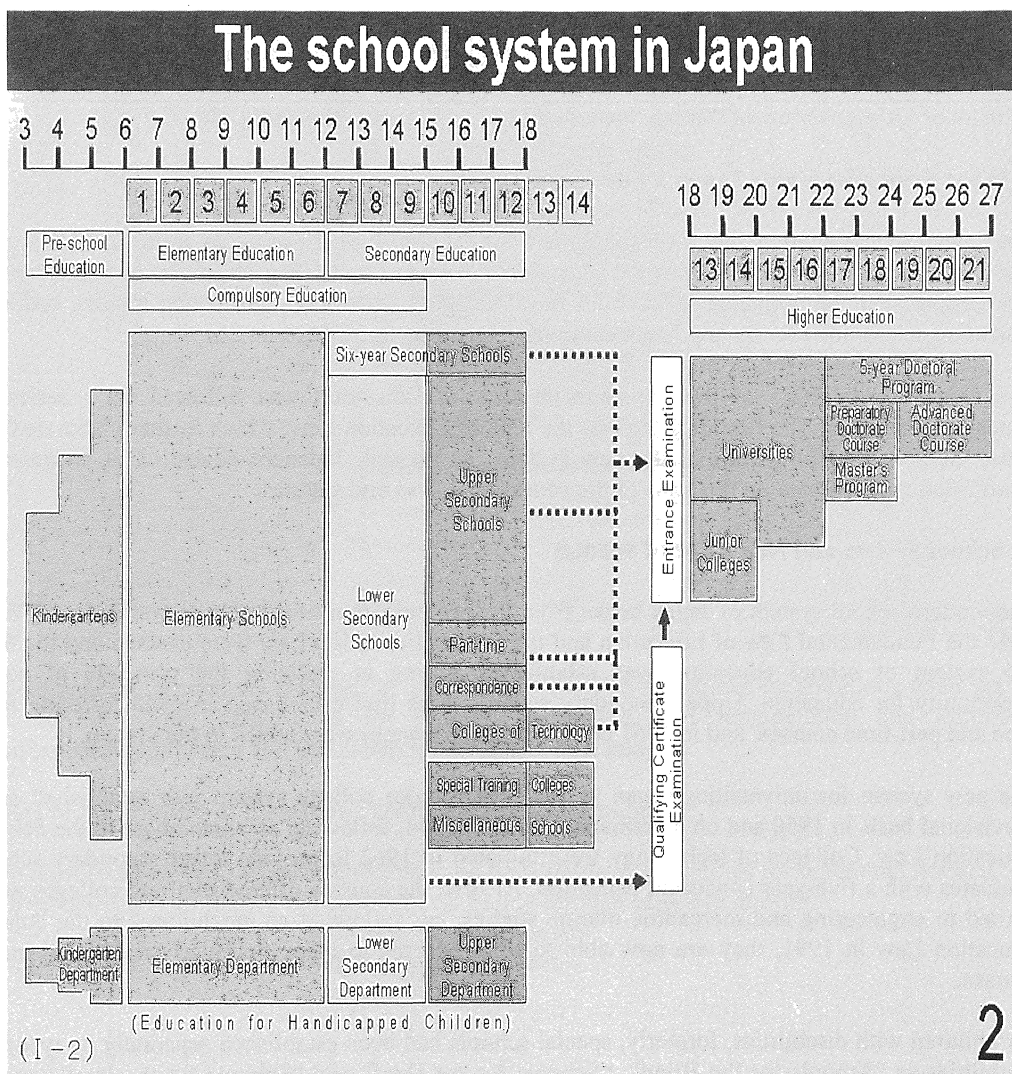
The modern school system of Japan began from the promulgation of the school system in 1872. In 1947 the Fundamental Law of Education and the School Education Law were enacted and the 6-3-3-4 system of school education was established aiming at realizing the principle of equal opportunity for education. Upper secondary schools were first established in 1948, offering full-time and part-time courses, and in 1961 correspondence courses were added to the system.

The new system for universities began in 1949. The junior college system was established on a provisional basis in 1950 and on a permanent basis in 1964, following an amendment to the School Education Law. Colleges of technology were initiated in 1962 to provide lower secondary school graduates with a five-year consistent education. At first, the courses offered by these colleges were limited to engineering and mercantile marine studies, but following an amendment to the School Education Law in 1991, they are now able to offer courses in other fields, as well as advanced courses.

For children with disabilities, formerly, special schools had been established separately by types of disabilities as "Schools for the Blind", "Schools for the Deaf" and "Schools for the Intellectually

Disabled, the Physically Disabled and the Health Impaired”. Later, in order to appropriately meet the needs of children with multiple disabilities, this school system was reformed following an amendment to the School Education Law which was enacted in FY 2007. Under the new system, there are only “Schools for Special Needs Education”, and one particular school can accept several disabilities. There are also resource rooms and special classes in elementary and lower secondary schools.

In addition, there are kindergartens for pre-classes children, and specialized training colleges and other miscellaneous vocational schools, which are offering technical courses or those for various practical purposes.



The inflexible Japanese school system that was established just after World War II has preserved its institutional framework until recently. Fundamental Law of Education was amended for the first time in 2006 since it had been enacted in 1947. There are three important trends to be discussed. First, school system reforms have been enforced in stages for the purpose of positively meeting local educational needs in every aspect of school management. Traditionally, Japanese schools were characterized as close to the local community, but with this revision of placing local councilors in the system as decision-makers, schools can now adopt opinions from their communities as they see fit, though it is still limited. Furthermore a revision of the Board of Education law in 2004, now allows local authorities to establish new public schools based on their judgment of local needs.

Second, school system reforms of interrelationship between each phase in elementary/secondary education are also in progress. Compulsory Japanese education traditionally consists of six years of elementary school and three years of lower secondary school. Takeo Kawamura, a former Minister of Education, Culture, Sports, Science and Technology, released in August 2004 his reform plans on the compulsory school system. According to his plan, local authorities can modify the terms of elementary and lower secondary school within nine years, based on their own judgment.

Third, in recent year, a radical system reform has been put into operation within school establishment bodies. Traditionally, bodies that could establish a school were the nation, local authorities, and legal statuses of schools. With the revision of School Education Law in 2003, bodies that can now establish a school are the nation, a national university corporate body, independent administrative corporate bodies, local authorities, and legal statuses of schools. What is more, both for-profit companies and non-profit organizations can establish a school as an exception from the school establishment bodies, based on the Law on Special Zones for Structural Reform.

The trend of radical educational system reform is rapidly increasing in Japan. A comprehensive systematic reform of all public education, on the basis of verifiable research is urgently sought after, to streamline and regulate education, an important foundation for the education of Japanese Children. (Sadamune Yuto, Associate Professor, Tezukayama Gakuin University)

4. School Advisor System

Involvement of people in the community to school management was studied in order to build such school as are able to provide more creative and more distinctive education according to the demands of families and community under the school autonomy. In addition, the School Advisor System was proposed to make schools more open to community.

The School Advisor System was institutionalized in April 2000. A School Advisor is able to offer opinions and advice on school management, such as educational goals, educational plans, and modalities of promoting further cooperation between school and community in response to requests from principals. It is very important for principals to sufficiently explain the situation surrounding school activities. Personnel and pupils of the school concerned are not School Advisors.

School Advisors are chosen on a recommendation from the principal, after which they are appointed by the establishing body of the school, such as the board of education and the school

corporation. It is important for School Advisors to be chosen from various fields in order to reflect the broad opinions of the community. In many boards of education, the number of school advisors is 4 to 7 persons, and the term of commitment is one year.

As of August 2006, 82.3% of all public schools in Japan had set up the School Advisor System and similar systems, which have the same purpose as the School Advisor System has but some conditions are different, for example, the principal appoints the School Advisors, and personnel and pupils of the school concerned are included as School Advisors.

It is thought that the School Advisor System will help to gain the understanding and cooperation of parents and people in the community for various school activities including integrated studies, learning by experience, school events, and to revitalize schools. Moreover, the School Advisor System is expected to promote school-family-community cooperation much more to support the growth of children.

5. The Staff Meeting

The main objectives of the staff meeting are for the principal to inform the staff of the school principles, listen to the staff's opinions, and familiarize them with various school events. The responsibility and authority of any decision are borne by the principal.

As Title 3 of Article 28 of the School Education Law stipulates, "the principal presides over school affairs and manages his or her staff". It requires the principal to manage the school and the staff so that he or she will facilitate educational activities under the authority of any decrees and of the Board of Education. The meeting had influenced even over the appointments of the department heads and aspects of school management in some schools.

Due to these circumstances, in 2000, the staff meeting was stipulated as the principal's subsidiary function under the authority of Title 1 of the Article 23-2 of the Enforcement Regulations of the School Education Law stating: "The staff meeting may be held in primary schools according to regulations of their establisher to facilitate the implementation of the principal's duties". Title 2 of the same article stipulated the staff meeting as the subsidiary organization for the implementation of the principal's duties, stating: "The faculty meeting must be presided by the principal". The same condition may apply to junior and senior high schools.

The main agenda of the staff meeting at the beginning of the school year include: 1) school management principles, 2) appointment of teachers to each school department, 3) goals of each grade and department: the department of school affair, disciplinary guidance, career guidance, human rights, culture and library, and facility maintenance, and 4) school annual calendar and school events, followed by more detailed discussion about the curriculum, disciplinary problems and the school regulations.

Chapter V: Lesson Study

1. What is Lesson study?

Lesson study is a professional development process that Japanese teachers engage into systematically examine their practice, with the goal of becoming more effective.

In Japan, teachers improve their teaching through "lesson study," a process in which teachers jointly plan, observe, analyze, and refine actual classroom lessons called "research lessons".

Even though the definition of 'Lesson Study' are defined by various groups as shown above, in my opinion, the meaning of 'Lesson Study' is focused on professional development and teaching improvement.

2. The Essential Elements of Lesson study

It may be tempting to think of lesson study as just a set of "recipes" or detailed procedures for planning, conducting, analyzing, and revising lessons. But lesson study is better conceived as the use of these activities to strengthen five key learning pathways:

- Increased knowledge of subject matter and instruction
- Keener "vision to see students"
- Stronger collegial and personal learning structures
- Stronger connection of daily practice to long-term goals
- Stronger motivation to improve

Increased knowledge of subject matter and instruction

Drawing on the knowledge of group members, written resources, and consultation with knowledgeable outsiders, successful lesson study teams increase knowledge of subject matter and instruction in ways that are immediately useful to their teaching.

Keener "vision to see students"

By anticipating student reactions to the research lesson and comparing these to students' actual reactions, teachers hone their capacity to see lessons from the students' point of view. By collecting data over an entire lesson on one student or small group and seeing the data collected by colleagues, teachers develop their knowledge of how students learn and of the supports and stumbling blocks students encounter. Developing "the eyes to see children" is the most important benefit of lesson study.

Stronger collegial and personal learning structures

"What's a successful research lesson? It's not so much what happens in the research lesson itself that makes it successful or unsuccessful. It is what you learned working with your colleagues on the way

there." The shared understandings, relationships and habits of data collection, reflection, and revision built during lesson study yield dividends throughout the school.

Stronger connection of daily practice to long-term goals

Lesson study begins with considering the goals for the lesson, the unit, the academic discipline (e.g., "to think like a scientist"), and for students' long-term development (e.g., "learn eagerly") (Lewis, 2002). To many U.S. educators, the consideration of long-term goals feels like the essential missing piece of instructional improvement. As one U.S. teacher commented: "Lesson study focuses on the long term; usually when you're teaching you don't have time to think beyond the immediate skills you want students to learn that day." Another said, "A lot of [American] schools develop mission statements, but we don't do anything with them. The mission statements get put in a drawer and then teachers become cynical because the mission statements don't go anywhere."

Stronger motivation to improve

As teachers work together to gather data and improve lessons, they see problems of practice as challenges to be shared, researched, and solved. Successful lesson study efforts strengthen teachers' sense of efficacy and their desire to improve.

Well-designed processes of goal-setting, research lesson planning, data collection, discussion, and revision are essential to lesson study (Lewis, 2002). Together, these visible features of lesson study strengthen the key learning pathways, building in an educational setting the collective knowledge, skills, interpersonal resources, and motivation to continuously improve instruction. Lesson study is not primarily about creating good lesson plans. It is about building capacity, building the knowledge, habits, and desire to continuously improve instruction in one's own classroom and more broadly.

To make Lesson Study getting better and more effective, we need to concentrate on the five key learning pathways described above. And what I have concerned is that teachers have to study more and more by any means to gain new knowledge. As Japanese people do like this almost in their whole lives until die which is called 'lifelong learning'.

3. The Development Process of Lesson Study

From the time of the Taisho era through the early Showa era, a new global education current began circulating in the form of such objectives as "education in terms of respect for the individual", and with the aim of achieving these objectives, much thought was giving to new teaching methods, and many kinds of practical action plans were formulated at classroom levels, aiming to implement research and study by opening up lesson teaching and devising ways to make it better.

At the present time, attention is focused on the diversity of education and class teaching, and lesson study is being carried on within the context of many different methods and perspectives. Historically speaking too, in the Meiji era, the objectives of lesson study were to be found primarily in the transmission of teaching methods, but gradually the term came to acquire stronger implications of self-improvement stimulated by colleagues.

4. The Significance of Lesson Study

Lesson Study offers concrete models for improvement at classroom level, and its significance can be characterized in terms of the ways in which: A/ The National-Level curriculum is made more specific and adapted in terms of realities of the classroom. B/ Through opportunities for joint study, teaching skills and an image of what being a teacher means are passed on and continue to develop. C/ Teachers form self-confidence and abilities on their own initiative.

Lesson study keeps students at the heart of the professional development activities, all efforts to improve lesson are evaluated clearly specified learning goals, and revisions are always justified to students' thinking and learning.

Through doing Lesson Study, teacher can develop a good and a better understanding of what it takes to plan and teach a good lesson. In particular, it can highlight the complexities of teaching, while also provide teachers an opportunity to work together in how best to address these difficulties.

5. Lesson Study: The Core of Japanese professional Development

Several features of the Japanese educational landscape seem to support research lessons.

A/ A shared, frugal curriculum

Japanese teachers typically teach the same class for two years, and over time rotate through all grade levels. So the content taught to other grade levels is likely to be content they have taught or will teach in the future.

B/ Established collaboration

Accounts of Japanese elementary school life suggest that collaboration among students is emphasized, competition avoided, and every student is regarded as having a valuable contribution to make; this may be true as well. Japanese elementary school teachers are generalists, but typically each teacher specializes in a particular area (such as mathematics, Japanese, class meeting, physical education) and takes responsibility for attending outside meetings of that specialty, and for acting as a resource to other teachers within the school for that subject.

C/ A belief that teaching can be improved through collective efforts

Textbooks are very thin with few explanations.... Teachers have to fill the blanks between the lines in the textbooks. That is why they have to study about lessons...unless they improve their own skills, they can't do a good lesson even with a good lesson plan or good textbooks. Precisely because of this belief, they all do research lessons and try to improve their teaching skills. If they isolate themselves and do whatever they wish to do, good lessons will never be conducted.

D/ Self-critical reflection

Self-critique may have a decidedly different emotional meaning when it is established and valued as it seems to be in Japan. Identifying one's shortcoming and soliciting and gracefully accepting criticism may be ways of showing competence, not failures to be avoided.

E/Stability of educational policy

The comments of Ministry of Education official suggest a surprisingly long timetable for change: We change the Course of Study about every ten years. But the truth is that ten years is too short to change classroom education. If we greatly changed the Course of Study every ten years, teachers would be turning their heads so often and their necks would break. So we make major changes in the Course of Study only every twenty years or so, and in between it is fine tuning.

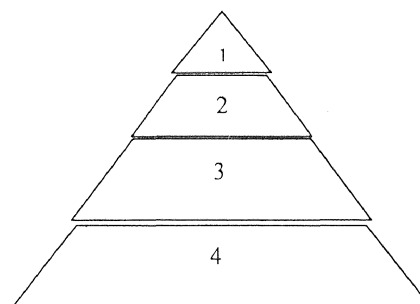
F/ Instructional improvement time focused on instruction

1 Choose curriculum, Write curriculum
Align curriculum, Write local standard

2 Plan lessons individually

3 Plan lessons collaboratively

4 Watch and discuss each
Others' classroom lessons



Although Japanese teachers spend little time developing or aligning curriculum, it's important to note that elementary textbooks are written by elementary teachers, based on their actual lessons. Because Japanese teachers start with text that are teacher-written and lesson-based, they can afford to spend considerable time at the bottom of the pyramid, planning, observing, discussing and referring actual classroom lessons.

G/ Focus on the whole child

Japanese elementary teachers see their job as "raising" children—as promoting children's social, ethical, emotional, aesthetic, physical, and intellectual development.(Catherine Lewis, 2000)

From what I have learned so far, I could conclude that Lesson Study is very meaningful for teachers because it gives them opportunities to study from each other, share experience, especially to make effective in their lessons as well as their professional. Lesson Study is the basis of professional development. For the effectiveness in Education, we must improve and develop our professional

through lesson study. Inside Lesson Study, we must also focus on in-service training within our schools which is the activity to improve educational standard.

6. In-service Training within a School

The aims of in-service training are to cultivate awareness and commitment of individuals to their mission as teachers, to improve teaching abilities of teachers, to deal with children and student issues, to solve educational tasks at schools, to adjust teaching practices and management to correspond to new educational reforms, and to implement research as appointed by boards of education. Methods of in-service training within a school are: A/ Class research. B/ Research consultation/ discussion C/ Observation visits to others schools, private companies. (Educational System & Practice in Japan, 2006)

The term ‘In-service Training within a School’ (ITS) can be defined as ‘organized and focused career development activities in a school to improve educational outcome of the school’.

OECD’s indication on importance of school-focused in-service training and the report of the CCE (Central Council for Education, 1978) emphasizing ITS as a core of organized career development activities appear to have effect on this. Since then onwards, ITS stands integral part in quality development and in-service training of each school (elementary school, lower and upper secondary school, schools for the blind, the deaf and the other disabled). In most cases, ITS also play a vital role in promotion of the researches within a school.

Any subject related to the school education can be the theme of ITS: classroom management, teaching method and evaluation, curriculum development, school-community relationship, mental health of teachers, moral education, counseling, risk management and so on. The frequency and the time of ITS are varied as follow: from a couple of time in a year to each and every week, from one hour to four hours or more.

Lack of motivation, difficulty of time management for over-business, regimentation of the theme and the method, and gaps of commitment between the schools are repeatedly pointed out as issues to be tackled. (Educational Administration and Management in Japan, 2008)

7. How Is the In-service Training within a School conducted?

It is said that the In-service Training within a School is conducted by different methods at various schools. However, what I observed at Takasaki Junior High School (高崎中学校), Oomakubo Primary School (大間窪小学校), Shinagawa Kuritsu Hiratsuka Primary School (品川区立平塚小学校); and Komaba Junior and Senior High School (駒場高等学校), the activities of conducting the In-service Training with a School were almost the same. The procedure of conducting activities at Shinagawa Kuritsu Hiratsuka Primary School as an example is below:

1/ Research Lesson (Class Observation)

2/ Discussion

- Lecturer introduction

- Self-evaluation of the teacher who was in charge in the research lesson above

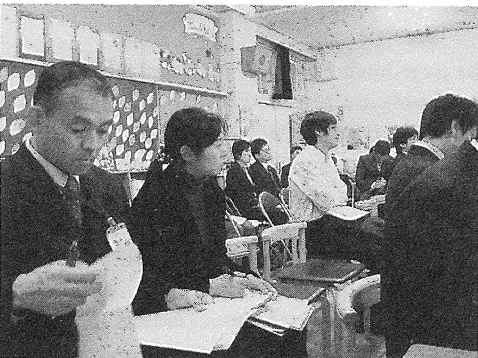
- Questions and answers
- 3/ Guidance and comments by lecturer
- 4/ Close the discussion



Class Observation



- .Lecturer introduction,
- .Self-evaluation of the teacher in charge



- Questions and Answers, and
- Comment/ Guidance by lecturer

How Is the In-service Training of Teachers Conducted?

The competence and quality appropriate to the professional responsibility of teachers are to be formed gradually throughout the various stages of their career. Because the Law for Special Regulations Concerning Educational Public Service Personnel requires teachers to pursue

consistent in-service training, various systematic programs are conducted at national, prefectural and municipal levels, at schools and at other levels.

At the national level, the Ministry of Education holds "Central Workshops" for the in-service training of principals, vice-principals, coordinating and advising teachers on subject matters who play the leading role at the prefectural level. The ministry also sends some teachers abroad every year in order to broaden their international perspective and to gain an increased consciousness of their chosen profession. The Ministry also gives grants for in-service training administered by prefectural boards of education, teacher training organizations and others.

Prefectural boards of education are required by law to be responsible for planning and encouraging daily in-service training in local public schools. Prefectural education centers which have lodging facilities, educational equipment and apparatus and professional staff, play an important role in in-service training.

A system of induction training for beginning teachers was created in the school year 1989 by the Law for Special Regulations Concerning Educational Public Service Personnel. It is conducted for all beginning teachers in national and public elementary schools, lower and upper secondary schools, schools for the blind, the deaf and the other disabled, for one year after their appointment.

Chapter VI: Teacher Evaluation and Professional Development

1. Major Features of the Japanese Teacher Evaluation System

The original intent of work performance evaluation is to fairly implement and record staff performance, abilities, characters, and qualifications, for optimal personnel management.

Education boards in turn set detailed rules in their bylaws, usually under the title of “evaluation and regulations regarding work performance”. The relationship between work performance evaluators and evaluation coordinators is shown in table below:

Evaluated employee	Evaluator	Coordinator (who adjusts evaluation)
Principal	Superintendent of prefecture (municipal) education board	None
Non-principal schoolteacher (teacher, school nurse, assistant teacher, assistant school nurse, instructor, administrative employee)	Principal of the employee's school	Superintendent of prefectural (municipal) education

Evaluations can be classified into the following three categories:

- [1] Regular evaluation: implemented regularly for all employees, i.e., more than once a year, except for probationary employees.
- [2] Probationary period evaluation: implemented for probationary employees at a set time, e.g., five months after the start date of employment.
- [3] Unscheduled evaluation: implemented on an unscheduled basis for employees who are determined by evaluators to be in need of appraisal, often in such cases as job transfer, reinstatement, and promotion of the employees, as well as when it is difficult to implement fair appraisal by regular evaluation or on the date of a probationary evaluation.

2. The Foundation of Human Resources Development System-Goal-oriented Management and Evaluation/Development

By allowing teachers to proactively and subjectively set individual goals that comply with school-wide and group goals, based on their roles and situations, enthusiastic efforts will be encouraged, while principals will support them in achieving their goals. The philosophy of goal-oriented management becomes the foundation of a school human resources development system, aiming to reinforce and improve education activities, improve qualifications and abilities, and revitalize organizations, all in the process of teacher efforts to achieve goals.

On this basis of goal-oriented management, teachers also evaluate themselves with their own self-evaluations, using referential external opinions from students, guardians, and colleagues. Principals conduct teacher evaluation as well. This detailed system aims to improve teacher qualifications and

skills, as well as the enhancement of education activities, consist of an evaluation/development system.

3. Methods and Content of Teacher Evaluation

The purpose of teacher evaluation is to set goals, plan in accordance with the set goals, and uses the results for the improving motivation, qualifications and skills, as well as for enhancing and improving school operations for the following school year. In order to fulfill this purpose, evaluation should be easy to understand and persuasive for teachers. It is also desirable that evaluation leads to improvement of specific abilities and enhancement and improvement of school operations.

Therefore, performance is defined as the degree of achievement in the results of teachers' execution of duties, while ability is defined as specific attitudes, actions, and characteristic of teachers manifested in their execution of duties such as learning guidance, student guidance, and school operations. These elements are appraised in an absolute evaluation, and that evaluation becomes part of their overall appraisal, along with performance and ability.

Absolute evaluation is applied at three appraisal categories: performance, ability, and overall appraisal. Three grade levels of A,B, and C-with B being overall having achieved goals and possesses the basic ability to carry out work responsibilities.

In addition, in order to further motivate leaders and practitioners among teachers, and to develop human resources who will in the future carry out school education and implement operations, principals give an S to individuals who performed extremely well in execution of duties and demonstrated abilities. In contrast, in order to prevent a lack in teaching ability, and to severely treat teachers who display an extreme lack of teaching ability and qualifications, principals are to give D to such employees, the lowest of the five-tier system of S, A, B, C, and D.

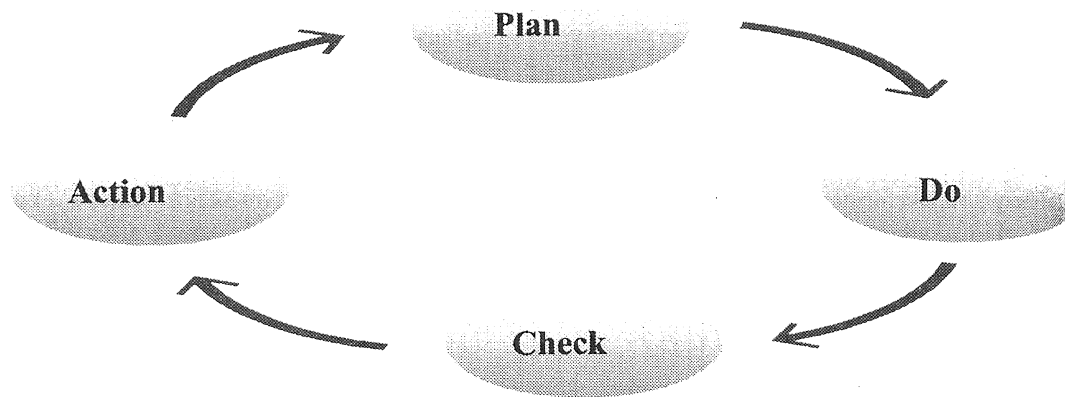
4. School Revitalization Strategy for Empowerment of Schools

In order for schools to meet the changing times, it is necessary to consider policies for well-rounded teacher qualification improvement that include target setting by schools, individuals, and groups, as well as revitalizing organizations, rather than focusing only on individual qualification and ability.

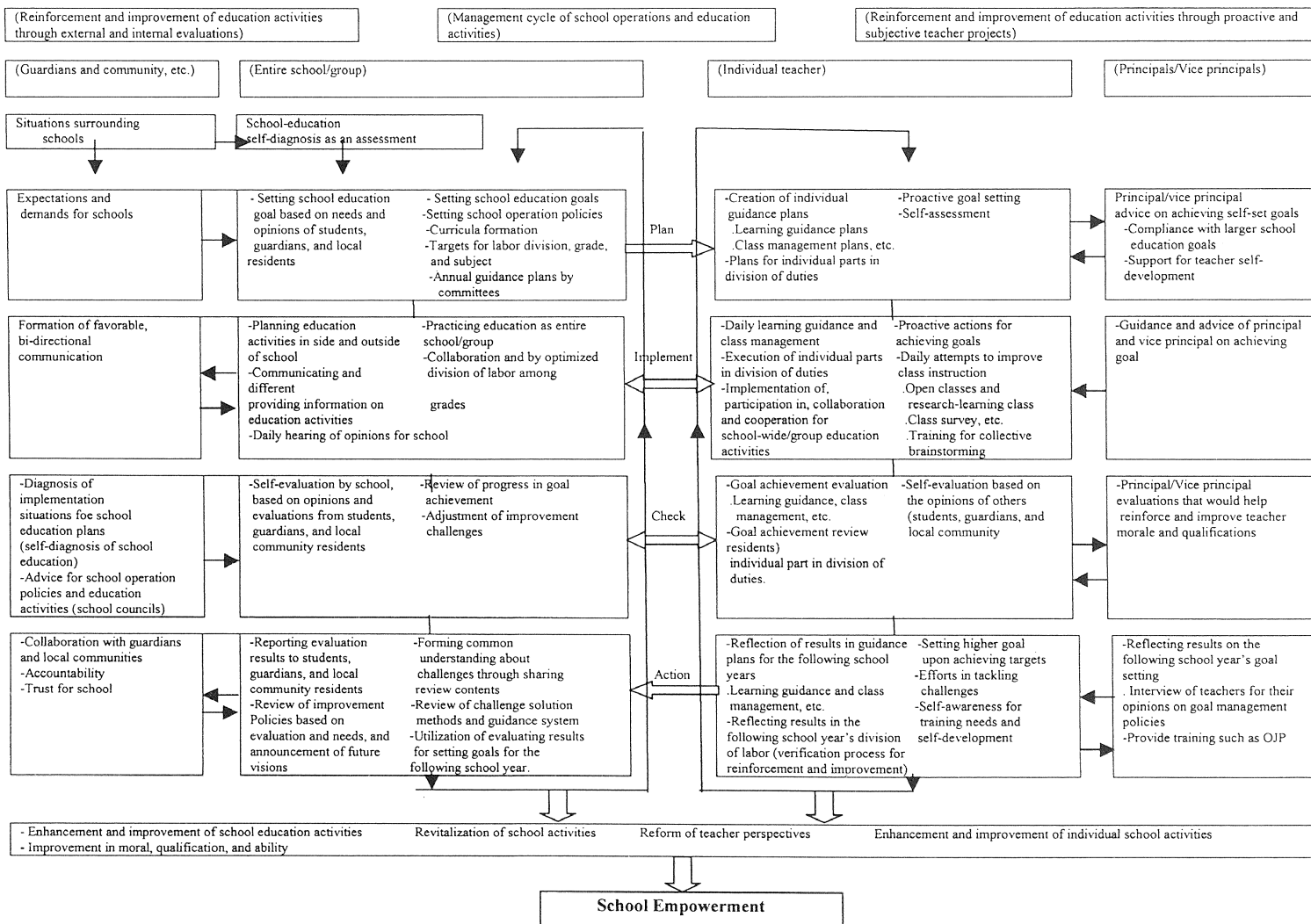
At schools, a number of teachers implement a variety of activities in a number of capacities such as individual, group, and school. In such activities, teachers develop plans with targets at the beginning of each school year, and implement the plans during the year. At times, plans are changed in accordance with reality in order to achieve goals. At the end of each school year, efforts and results are reviewed for planning the next school year.

Each stage in the repeated flow of planning is applied in individual, group, and school-wide activities throughout the year, by the semester, and even in temporary and shorter period activities. It follows that the process of an activity is a repetition and a summation of each small step.

The repeated process of PDCA is applicable in just about any school activity. This is called a management cycle and refers to planning (P), with targets in order to achieve goals, implementing plans (D), checking and assessing any gaps between plans and actual progress (C), as well as to see if goals were achieved; and adjust and improve plans for the next term (A).



By incorporating external input from guardians and community residents, each layer of school/individual/group activities would be revitalized. This in turn would comprehensively lead to: reform of teacher perspectives; reinforcement and improvement of education activities; enhancement of teacher qualifications and abilities; and organizational revitalization. In this way, schools are expected to come to possess broader policy viewpoints, e.g., school revitalization strategy as below:



5. Teacher Training and Teacher Education

Teacher Training

One of the points emphasized by the Education Reform Committee was that the training of teachers should be placed within the university system. It further recommended that separate teacher training universities or faculties should be established specifically to train elementary and lower secondary school teachers. As a result of these recommendations one of the basic principles of the Ministry of Education in the establishment of the new national university system was that in every prefecture there should be one national university with a faculty or department devoted to teacher training.

An even more fundamental change in the system of teacher training was brought by the enactment of the Law for Licensing Educational Personnel, which was promulgated on May 31, 1949, and put in force on September 1 of that year. The license (*menkyojo*) of teachers was divided into three categories - regular, temporary, and emergency. The regular teaching license which was further divided into first and second class categories, could be awarded to 1) persons who had completed a specified university course that included specialized education subjects and 2) students of other universities or faculties who had completed the subjects required of regular teachers or passed certification (*kentei*), in addition to their regular course of study.

In order to upgrade the general quality of the teachers already working within the school system whose number was estimated at approximately 590,000 at that time, the Ministry of Education decided to provide a program of in-service training to extend over a ten-year period beginning in 1950. Changes enacted in this program in 1954 made it possible to complete this valuable retraining program by 1958.

Teacher Education

According to Article 33 of the 1880 Education Order, each prefecture was obliged to establish a normal school for the education of elementary school teachers. General Guidelines for the Course of Study for Normal Schools were issued by the Department of Education in August, 1881, and resulted in a standardization of prefectural normal schools into three courses. The higher course (four years) was intended for teachers of all courses of elementary education; the intermediate course (two and one half years) was intended for teachers of the primary and intermediate courses and the primary course (one year) prepared teachers for the primary course of elementary education. In addition to developing the normal school curriculum, the Department of Education also provided a weekly schedule for each course of instruction. Entrance into these courses required that the applicant be at least seventeen years of age (in fact, this was not adhered to and those at least fifteen years of age could be admitted) and a graduate of the intermediate course of an elementary school. A diploma of each course of normal school education could be used as a license (*menkyojo*) for an elementary school teacher for seven years after graduation. Seven years after all graduates were required to pass an examination of academic competence as well as an evaluation concerning personal character and so on as requirements for receiving a new license for next seven years. Graduates from higher and intermediate courses who showed favorable achievements in academic competence, teaching ability and personal character through seven or more years of employment as elementary school teachers could be awarded a lifetime license without an examination.

General Regulations for Prefectural Normal Schools were issued by the Department of Education in July, 1883. It characterized prefectural normal schools as places where persons who intended to become teachers at elementary schools in the prefecture might receive training based on "principles of loyalty, filial piety and morality." At least three members of the teaching staff of each school had to be "graduates of either a middle school teacher training course at a normal school or a university graduates". Each prefecture was to provide teaching materials for the use of the students and also supply them with their boarding expenses, though some students enrolled at their own expense.

Although elementary school teachers were, in principle, required to have a normal school diploma, the 1880 Education Order also provided the alternative of obtaining an elementary school teacher license from the prefectural governor. Based upon this, the January, 1881 Regulations for Awarding Elementary School Teacher Licenses were issued in January, 1881, followed by the July, 1881 Regulations for the same purpose. During the period of the 1880 Education Order, the moral character of teachers became an issue of serious concern. As mentioned earlier, an Ethical Guide for Elementary School Teachers was issued in June, 1881, and a month later there appeared Regulations for Examining the Conduct of School Teachers, which provided for the termination of employment for those individuals whose behavior was thought to be unsuitable to the teaching profession.

6. Teacher Training and Professional Development in Japan

6.1. Induction Training for New Teachers

In fiscal 2006 approximately 23,141 newly appointed teachers (including part-time teachers) at elementary schools, lower and upper secondary schools, and special education schools underwent induction training for new teachers. After one year from their date of appointment, new teachers follow a systematic program of practical training in those areas while engaging in teaching and other educational activities.

6.2. In-service Training after the Induction Training Period

It is important to develop a structured system of in-service training so that all teachers can take continual in-service training at appropriate times according to their teaching experience and professional abilities. The kind of training, traditionally provided for teachers with approximately five years' experience, but since fiscal 1993, it has also been provided throughout Japan to teachers with 10 to 20 years' experience.

With regard to the public service status of teachers, two incidents involving "biased education" - the Yamaguchi Diary Affair of 1953 and the Kyoto Asahigaoka Affair of 1954 - prompted the passage through the Diet in May, 1954, of what have come to be known as the "Two Educational Laws." One, the Law concerning Provisional Measures for Securing Political Neutrality of Education in Compulsory Schools, was enacted for the purpose of safeguarding the independence of teachers by protecting them from the unfair domination of partisan influence. The second, a revision of the Law concerning Special Regulations for Educational Public Service Personnel, placed the same restrictions on the political activity of educational public service employees within local public

schools as those in effect for teachers at national schools. Both these laws were promulgated on June 3, 1954, and put in force on June 13 of that year. (MEXT, white paper)

7. Teachers' Professionalism and Qualifications

The Professionalism of Teachers depends upon a deep understanding of both educational contents and children, including the ability to use and develop educational activities through teaching.

Elements of teaching ability are: professional knowledge, instructional ability, research ability, ability to understand children, self-realization as a teacher, and team ability.

Three points which are very crucial to strengthen professionalism of teacher: A/Teacher's certificates as qualification teacher B/ Improvement in professionalism for teacher C/ Systematization of training

For teacher's certificates, there are Normal Certificates, Special Certificates and Extraordinary Certificates. Normal Certificates includes three various types of specialized certificates: A/ Advanced class certification (basic qualification: master's degree). B/ Type 1 certification (basic qualification: bachelor's degree), and C/ Type 2 certification (basic qualification: associate's degree/semi-bachelor's degree).

The Special Certificates System is a system to provide special certificates to civilians who do not have teacher's certificates but who wish to teach and have superb knowledge, experience and technical skills in certain fields. It requires a special educational personnel examination that is conducted by the prefectural boards of education that appoint such people as teachers.

Extraordinary Certificates are given to persons who pass the educational personnel examination only in situations when persons with teachers' certificates are not available to be appointed.

Conclusion and Recommendations to Cambodia

Japan is one of developed countries which have the effective education. Education in Japan is a wonderful standard system. They have enough facilities at school which make the procedure of teaching and learning gone very well. Not only the equipment at school but also in classroom, they have a very high level which have a better effects for teachers and students. Moreover, teachers are very keen to learn/research to improve the knowledge higher and higher. It can be called “lifelong learning”. Teachers’ work conscience is respectful. What the teachers have done is to make more effective in education. They provide the truth information to their students. They teach students to be good human resources in their country as well as a good model for other nations like Cambodia.

Cambodia has encountered many issues and consequences, especially in education sector. It must take very long time for Cambodia to reach the similar level like education standard in Japan. Cambodia must commit itself to revise and make effective in this sector. Cambodia must think carefully and decide what to do first and next so that educational plans can be practiced smoothly and accurately. One of the most important things of effectiveness in education is staff development. When staffs have been developed, we will be able to improve our schools. Schools improved means that we reach the educational goals and we can conclude that it is an effective education.

- Education should aim to produce the skill necessary for a workforce in a high technology era.
- Cambodia must improve its skill base if it is to compete internationally.
- Education can enable economic recovery by providing the necessary skill base.
- Education should be made more efficient by better use of resources and by elimination of unnecessary and wasteful course

I was catching a great chance to be in Japan and study about Education which is one of the important sectors to develop the country. Through studying at the University of Tsukuba with some school visits and educational trip, I have expected I have gained both valuable knowledge and experiences, and will share it to other teachers, not especially with my colleagues at school I have worked for, but other teachers in Cambodia. I hope the Education Standard and its policy at schools in the whole Cambodia will step by step get better and better.

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