

Improve the Professional Ability of Khmer Ethnic Minority Secondary School Teachers in Southwestern Vietnam to Meet the Educational Reform Requirements

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ABSTRACT The contingent of Khmer ethnic minority secondary school teachers in Vietnam has contributed to the universalization of lower secondary education, creating learning opportunities and equity in education for Khmer ethnic children. Therefore, Khmer minority secondary school teachers play an important role in the education of the frontier provinces; they also had several deficits in professional ability, on the other hand. 1536 Khmer teachers attended the research on improving the ability of Khmer ethnic minority secondary school teachers through a case study in Southwestern Vietnam, more than half (57.2%) were male teachers. The professional ability was measured by a professional qualification, English proficiency, and computer proficiency. The result has shown that less than half of Khmer teachers meet with the Ministry of Education and Training criteria for professional ability. An urgent need for education is to improve the professional ability of Khmer ethnic minority secondary school teachers as society grows.