UNESCO Regional Meeting

Asia Pacific Regional Review of the Status and Rights of Teachers

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The Status and Rights of Teachers

The Case of Cambodia

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Teaching is considered as profession, as it requires great expertise, strong commitment, ethical conduct, etc.

Teacher is the most powerful factor inside school that is able to raise the students’ achievement

However, the rights of teachers have normally neglected and their status remains very low in many countries

HENCE, teaching always become the last option job that attracts only the less qualified people.
Using the available literature and in-depth interviews of some key informants, the review intend to highlight

1. The current rights of Cambodian teachers
2. The current status of Cambodian teachers, and
3. Some important recommendations to promote the rights and status of the Cambodian teachers
Results of the Reviews
Education system in Cambodia (6+3+3)

Basic education is nine years

State has obligation to provide basic education to every citizen, which is clearly stated in education laws

Enrolment and physical expansion of education access

However, Cambodia still faces several educational problems, including dropout, low quality, etc.
A. Requirements and qualifications to enter teaching

According to the common statutes of civil servants (1994)

- They must be Khmer national
- Younger than 25 (bachelor or lower), 35 (Master), and 40 (PhD)
- Good physical conditions (but now revised)
- Clear criminal record
- Pass the entrance examination for teacher trainee recruitment
B. Pre-service education

- 12 + 2 for Pre-school and primary school teachers (9+2 for some remote provinces) at 1 PSTTC and 16 PTTCs
- 12 + 2 for lower-secondary school teachers at 6 RTTC
- BA or Bed + 1 for upper-secondary school teachers at NIE
- MA or PhD for university teachers
- Contents cover subject matters, Psychology, Pedagogy, and teaching practicum
A. Qualification and requirements

- All the teacher trainees have to pass the training courses
- The results of their training courses determine where they will be deployed
- One year probation period before being promoted to official public school teachers
In-Service Teachers

B. Existing laws and policies

- Teacher standard (2008)
- Teacher Policy (2013)
- Teacher Policy Action Plan (2014)
C. Roles and responsibilities

- Teachers must perform their tasks in accordance to their standard guidelines.
- The new staffing norm (2014) indicate the number of teaching hours for different levels of teachers (24 for primary, 18 for LSS, 16 for USS, and 10 for University teachers).
- Teachers are required to stay in school the whole work.
- The very new guideline (two weeks ago) that provokes much reaction require teachers to sign in and sign out every working day.
Teacher professional standard

Knowledge
- Students
- Learning contents
- How students learn

Practice
- Planning and assessing
- Managing the learning environment
- Teaching strategies

Learning
- Self-learning
- Engagement in teaching profession
Other roles Cambodian teachers need to play

- Show care and concern for students and work always in their best interests and that of society;
- Demonstrate commitment and dedication to the teaching profession;
- Provide a positive example of moral behavior and harmonious relationships for students and the whole school community;
- Use fairness and transparency in dealings with students, colleagues and others in the school community.
## In-Service Teachers

### C. Roles and responsibilities

Though teachers’ salaries are always reported LOW. It is one of the highest salaries for the civil servant.

<table>
<thead>
<tr>
<th>Levels taught</th>
<th>Civil Service Entry Point</th>
<th>Basic Salary</th>
<th>Functional Allowance</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper-secondary school</td>
<td>A3.14</td>
<td>478,800</td>
<td>138,380</td>
<td>617,180</td>
</tr>
<tr>
<td>Lower-secondary school</td>
<td>B3.14</td>
<td>334,000</td>
<td>93,610</td>
<td>428,010</td>
</tr>
<tr>
<td>Primary and Preschool</td>
<td>C3.14</td>
<td>228,000</td>
<td>74,800</td>
<td>302,800</td>
</tr>
</tbody>
</table>

This salary scale was in 2013, but now the teachers’ salaries keeps going up. Until now, the lowest salary for teachers is around 120USD.
C. In-service Professional Development

- There is no clear structure of in-service training for teachers in Cambodia.
- In-service training courses rely on the inputs from the national or international organizations.
- Those courses are to fulfill the missions of those organizations but not the needs of teachers.
- World Bank’s study (2014) reported that it is hard for the current teacher training centers to run pre-service training, let alone in-service (more staff is needed).
- The ministry plans to institutionalize the in-service training.
C. In-service Professional Development

- A large number of teachers even use their own money to pursue university degrees that are run at the weekend.
- However, the degrees they receive are not relevant with their field.
- They cannot receive promotion to the next cadre of salary scale.
D. Classroom and Curriculum Autonomy

- Teachers have full autonomy in the class in terms of how lessons need to be carried out or selecting extra materials for their students and assessment, etc.
- HOWEVER, as teachers are quite low in competency and do not possess high professional motivation, they tend to follow the Teacher Guide.
- Teachers cannot choose what to be taught either as the curriculum was precisely formed at the ministry level.
F. Evaluation and Incentives

- Teacher evaluation is done in order to award or provide further support in Cambodia, not to sanction.
- Every year, school principals need to report the performance of each teacher in their school so that they can have a pay raise.
- Evaluation result is also used to award the good teachers from each province.
E. Professional and feedback support

- The school principals have responsibilities to check the performance of every teacher in their schools.
- Each school has many technical working groups for each subject.
- DTMT (District Training and Monitoring Team) continually check the performance of teachers so that they can provide them with training.
- At ministry level, because of teacher shortage, inspector can come to school only once in a few years.
Teaching remains one of the last career options in Cambodia as the teacher status (both financial and social) remains so low.

Teacher feel inferior as their voice over their rights are not normally heard. The policies or guidelines for them to implement did not well consult with them.

As a result, Cambodia is facing the problem of teacher shortage and low competent teachers.

The new teacher policy action plan 2015-2020 proposes many actions to deal with the rights and status of teachers.
Conclusion and Recommendations

Recommendations are to

- Attract more competent candidates to teaching profession
- Provide quality pre-service teacher training
- Raise the salary to the level where teachers can work without worrying about their survival
- Provide non-finance incentives to teachers, such as insurance
- Provide technical support to teachers when they face challenges
- Create quality in-service training and link it to promotion
- Improve ethical code of conduct for teachers
- Well award the dedicated and qualified teachers
- Provide teachers with autonomy in their profession when their competence is strong enough
Q&A Session