

CAMBODIA

REVIEWING A MONITORING TOOL TO ASSESS TEACHER TRAINEES' APPLICATION OF THE CRC IN THE CLASSROOM TOWARDS INCREASING STUDENTS' PARTICIPATION

Mrs. PHAN Sophea, Mr. SREY Soksaphat, Mr. PICH Hay

1. Introduction

After the country was completely destroyed by genocidal regime from 1975 to 1979, the Royal government of Cambodia has well understood that Child Rights is an indispensable element for the country development. In 1989, the convention on the Right of Child (CRC) became the first legally binding international convention to affirm human rights for all children. Since then the Convention has become the most widely ratified human rights treaty in the world. On 15 October 1992, Cambodia became a state party to the Convention and has ratified both of its optional protocols. The Royal Government of Cambodia has made strong commitment to protect and promote the rights of children as Education for All National Plan 2003-2015, Strategic Plan 2009-2013, Child Friendly Schools Master Plan 2007-2011, Policy on Education for Children with Disabilities 2008, Master Plan on Education for Children with Disabilities 2009. In order to reach MDGs target as well as to achieve Education for All goals 2015, child rights implementation in school is invaluable. Based on the high commitment mentioned above, the Royal Government of Cambodia has succeeded to overcome obstacles in implementing of CRC in many schools.

Noticeably, before acceding the convention on the rights of the child, Cambodia already have a disposal a member legislative instruments containing provision, relating to the protection of the rights and interests of children, and other instruments have adopted. The Royal Government of Cambodia places great emphasis on the implementation of child rights in education sector to ensure that all Cambodian children have an equal access to education with good quality. Having well understood the essences of child rights convention in schools contributing to the country development, all teacher trainees in 18 Provincial Teacher Training Colleges (PTTCs) and 6 Regional Teacher Training Centers (RTTCs) nationwide must study topics on Child rights, especially focused on (protection, participation and provision), women rights, gender, child friendly school, multi-grade, and inclusive education. In other words, Child Rights is a

compulsory topic for all primary and lower secondary school teacher trainees with the expectation that they will apply what they have learnt in the real classroom.

PTTCs provide a two-year training course to primary school teacher trainees while RTTCs provide a two-year training course to lower secondary school teacher trainees. Most importantly, all teacher trainees must pass the entrance examination before coming and studying at PTTCs and RTTCs. They study there for two years and after finishing their study, they must go to teach in their hometown. It is obviously seen that child rights, women rights, gender, child friendly school, multi-grade, and inclusive education are common subjects or topics for all trainees including trainees in Phnom Penh RTTC. Specifically, on Child Rights topic, there are 45 hours at PTTCs and 33 hours at RTTCs for a two-year training program. In other words, all trainees nationwide must have knowledge and understanding of those topics before starting teaching career in primary and lower secondary school. However, students are still seen as having few opportunities to express their voices and ideas in classroom and school. They are yet to receive support or encouragement to express their ideas and opinions on matters concerning their livelihood. Consequently, they are less confident to demonstrate their point of views, and usually consider their ideas as not well valued. The implication is that teachers just have knowledge and understanding of the CRC but they do not translate or put CRC into practice or in classroom.

2. Frame of reference

Teacher Training Department is one of departments under the Ministry of Education, Youth and Sports, manages primary school teachers and lower secondary school teachers in the whole country. It consists of five offices namely, Pre-service, In-service, Distance Learning, Planning and Pedagogical Research, and Administration and Student Management Office. Teacher Training Department is the primary agency responsible for training school directors and teachers for in-service and pre-service training of pre-school, primary and lower secondary school teachers. Teacher Training Department supervises teacher training in 6 Regional Teacher Training Centers and 18 Provincial Teacher Training Colleges and Pre-school Teacher Training Centre in the whole country in Cambodia.

Supervising trainees practice their teaching is done in three level which are national, provincial and school level. National level is done by Teacher Training Department; provincial level is done by Provincial Education Office; school level is done by Provincial Teacher Training College or Regional Teacher Training Centre. Teacher Training Department supervises both year 1 and year 2 teacher trainees practice their teaching two times per every year nationwide. Noticeably, teacher trainees practice teaching for four weeks in year 1 and 8 weeks in year 2.

Teacher training Department has monitoring tool and use it for assessing teacher trainees' teaching performance in the real classroom during training program. We found out that the used monitoring tool (Appendix 1) does not cover the CRCs which is an indispensable element for developing children as individual and society as a whole as stating in Article 29 of the CRCs "the education of the child shall be directed to the development of the child's personality, talents and mental and physical abilities to their fullest potential" (Unicef, 2007.p. 407).

Realizing the issues of difficulty teacher trainees may have in application of the concept, we, the participants of batch 15, set up the project of reviewing a monitoring tool for ensuring that teacher trainees apply what they have learnt about the CRC in RTTCs or PTTCs in the real class. This helps to increase students' participation in classroom activities and school to bring about development and prosperity to the country since in the future they will become fathers, mothers, good citizen and also leaders. Consisting of Ms. Phan Sophea and Mr. Pith Hay who are technical officers from Teacher Training Department and Mr. Srey Soksaphat who is a trainer from Phnom Penh RTTC, we are, only the third team from Cambodia to participate in SIDA Advanced International Training Program. Its objective is that changes will take place that contributes to the realization of the intention of the Child Rights Convention in policy as well as in practice. We strongly believe in the SIDA' notion of "give and gain" and will work closely with other two team of change agents from our country to engage in the project that serve the best interest of children and to have sustainability of this project change.

Noticeably, the difference between training program at PTTCs and RTTCs is specialized subjects in which teacher trainees must study and the similarity is common or major subjects in which teacher trainees must study, so even though pilot in RTTC, it will be applicable in PTTCs.

3. Purpose

In our project, the purpose is to review a monitoring tool which can be used by the Teacher Training Department for monitoring primary and lower secondary school teacher training program. The existing tool does not focus deeply on the CRC so that trainees do not place great emphasis on it. It is believed that the reviewed tool will help to understand to what extent trainees apply CRC in the classroom and encourage trainees focus much more on the CRC in classroom and school. Consequently, teachers will ensure that boys and girls equally contribute to learning activity, teachers engage students in asking questions and giving answers, and teachers do not use corporal punishment, thus encouraging students to participate in class.

Our aim for this new monitoring is to implement it nationwide. If we get approval from the director of the Teacher Training Department, we will use the reviewed tool to supervise trainees practice teaching in all training centers and colleges nationwide.

This project involves various stakeholder groups. First, we are going to work with directors or deputy directors of Teaching Training Department, Phnom Penh Regional Teacher Training Centre, and practice schools, which are in all teacher training centers and colleges. We will give their approval for implementing our project with sustainability and success. Second, Inclusive Education working group (IE TTD), teacher trainers and inspectors will review the monitoring tool and also support use of the tool after it has been validated through our study (Appendix 2). Noticeably, Inclusive Education working group consists of 5 trainers from Teacher Training Department, 3 trainers from Primary Education Department and 1 trainer from Curriculum Development Department. Its main responsibilities are to develop a manual with facilitator guide for a 5-day basic course in Inclusive education for all teachers and develop two short-term specialized courses in teaching low-vision print users and students with mild intellectual

disabilities. The basic course is to provide basic information about disability to help regular education teachers to welcome students with disabilities in their classroom so that non-disabled students will learn from their behavior and accept them and become friends with them. Third, all these stakeholders will support us to use the tool after getting approval.

Phnom Penh Regional Teacher Training Centre (Phnom Penh RTTC) is situated in Phnom Penh, the capital of Cambodia and built based on the letter N^o 137 SSR dated on 06 August 1984 of the Council of Ministers for training lower secondary school teachers. In 2010-2011 schooling year, there are 62 trainers work for the Phnom Penh RTTC and 418 teacher trainees come from 6 different municipalities/provinces in the country, namely Phnom Penh, Streng Treng, Rattanakiri, Mondulkiri, Preah Vihear, and Koh Kong. All teacher trainees must do their practicum in application school called Anuwat School during a two-year training course. The Phnom Penh RTTC campus consists of one Anuwat school where lower secondary school pupils study and teacher trainees also do their practicum both in Year One and Year Two after receiving teaching theories.

3. Activities

The goal of this project is to develop monitoring tool which can be used by the Teacher Training Department to assess teacher trainees' application of the CRC in the classroom towards increasing students' participation. To achieve this goal, following activities are already done from December 2011 to February 2012. The activities include meeting with authority and stakeholders; developing the monitoring tool for CRC implementation; monitoring and evaluation of students' participation in classroom activities and school using new tool; meeting teacher trainees to get feedbacks and analyzing the feedback and finalize the tool. The monitoring tool is reliable, useful and applicable to the school.

Outcome 1: All relevant stakeholders place great emphasis on CRC especially participation of students in classroom activities and school and also in developing tool for monitoring.

Activity 1: Meeting with authority and stakeholders

Before implementing the project, the first thing to do is to get approval and participation from authority and stakeholders in which two meetings have been held. One meeting has been held with participation from authority and another one with participation from stakeholders. Our authority in this project is director of Teacher Training department (TTD), Phnom Penh RTTC and Anuwat School. The meeting was held on 19 December 2011 with participation from director of TTD, Phnom Penh RTTC, and Anuwat School. During the meeting, we presented the main concepts that we have learnt in Sweden and informed them what our project was. The TTD director was enthusiastic with the project and suggested that the project plan should make some changes so that it can be applicable, measurable and sustainable. He mentioned that in order to have observation form used by all concerned people effectively, the observation form should be validated by implementers. All participants agreed with his comments. Most

significantly, the director of TTD, Phnom Penh RTTC and Anuwat School approved on the initiative of this project.

The second meeting was held on 23 December 2011 after getting approval from the directors. The previous change agents, IE TTD working group, inspectors and teacher trainers participated in that meeting. Similar to the first meeting, we presented what we have learnt in Sweden. Besides, we informed them that we got approval from the directors. Most importantly, we showed our project plan and asked them for their participation. Few participants raised their concerns on the quality of the monitoring tool and capacity of users. We decided that we would put it into consideration during developing the monitoring tool.

Outcome 2: Monitoring tool for CRC implementation is developed by Teacher Training Department, teacher trainers and inspectors and is approved and used by Teacher Training Department will be developed by TTD, RTTC trainers and inspectors to monitor the training program at the Regional Teacher Training Centers and Provincial Teacher Training Centers.

Activity 2: Reviewing a monitoring tool for CRC implementation

Activity 2.1: Reviewing a monitoring tool by the change agent

After getting approval from the directors and agreement to participate from stakeholders, our team developed monitoring tool. First, we collected all existing tools used for monitoring teacher trainees' teaching practice. Next, we got individual comments on existing tool and decided what our new monitoring tool would look like. We decided to put 3Ps in the new tool since teacher trainees know the CRC, so it is necessary to link the theory or knowledge to application. Then, we met and reviewed the monitoring tool together.

Activity 2.2: Consultative workshop on reviewing the monitoring tool

Consultative workshop on reviewing the monitoring tool for CRC implementation in relation to students' participation in classroom activities and school was held on 30 January 2012 at Teacher Training Department. There were 15 participants totally. They were the Inclusive Education working group, inspectors, teacher trainers and change agents. They gave the comments on the format and contents of the classroom



observation form for evaluation teaching practice of teacher trainees. There were few suggestions that the language used in the classroom observation form should be simple, clear and tangible.

Activity 2.3: Monitoring and evaluation of students' participation in classroom activities and school

After training in Sweden and follow up in Colombia, we went to practice school which is our pilot school to observe teacher trainees practice their teaching on 16 May 2012. Through observation we found out that teacher trainees apply student-center approach. Teacher trainees set activities for students doing it in the classroom and ask students to do activities in group and individually. However, there are a large number of students in each class (about 50-60) so it is hard for the teacher trainees to pay attention and make students involve in learning activities.

Activity 2.4: Getting and analyzing the feedback and finalizing the monitoring tool

After observing the teacher trainees teach

in class, we explained the purpose of reviewing the new monitoring tool.

Then we divided them into a group of five and provided them the monitoring tool to discuss what to improve, change or add. It is noticeably that the comments which they made were emphasizing or giving details on the statement mentioned in the tool.



After observation and getting feedback from the teacher trainees, we come together on 8 August 2012 to collect all the comments and go through each individual comment. We took only the comments which were relevant, realistic and practical.

4. Results

The reviewed tool is done based on Cambodian context and is also aligned with article 28 and 29 of the CRC (Appendix 3). The table below shows changes in monitoring tool which have been made.

From	To
<ul style="list-style-type: none"> • neglect • acceptance • tense • talking • ignorance 	<ul style="list-style-type: none"> • welcoming • decision making • friendly and safe • doing/experiencing • participatory

5. Discussion and Reflection

We are satisfied with what we have done that is the monitoring tool is reviewed even though we face some challenges during the project implementation. The main challenge is that as change agent we have no authority and power to make decision or implement the project. It takes time to get approval from leaders or authorities. Another challenge is that it is hard for us to find appropriate time for us and other concerned people. However, there is an advantage for us since we all work in the same area which is teacher training. Two of us (Sopheha and Hay) come from national level that is Teacher Training Department and one of us (Sophat) comes from school level that is Regional Teacher Training Centre. We have good time together when we implement the project. When we come to school, teachers are welcoming us. Once time, Sopheha said “it is marvelous to attend the course and to work with the team”. It is not different for Hay and Sophat they also mentioned that they have learnt a lot from the course as well as the team. We are together to implement the project as well as to learn from each other as individual and a group.

D. Way Forward

The new monitoring tool will be piloted and submitted for approval. After getting approval, the new tool will be used by Teacher Training Department for monitoring teacher trainees practice their teaching for primary and lower secondary school teacher training program at Provincial Teacher Training Colleges and Regional Teacher Training Centre nationwide. Remarkably, our mentor, Lena, came to Cambodia in January to see the change agents and discuss the establishment of networking in Cambodia. All batches attended the meetings and did it as on the agenda. The positive outcome is that we established networking in Cambodia. Since members of the change agents come from different level namely national level and provincial level and the project implementation is in that two places we decided to set up two networking which one is in central level and another one is in provincial level to coordinate and facilitate. We hope that the initiative of the CRC and the CRC implementation in education will be better and stronger through networking of the change agents.

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Appendix 1

Kingdom of Cambodia

Ministry of Education, Youth and Sports Nation Religion King

Teacher Training Department

Classroom Observation Form

For Evaluation Teaching Practice of Teacher Trainee

Provincial Teacher Training College/Regional Teacher Training Centre:

School Name of Teacher Trainee Sex

Subject Grade Total Students Female.....

Name of Teacher Sex Name of Teacher Trainers..... Sex.....

No	Contents	Identified Score	Actual Score	Remarks
I	Characteristic of teacher trainee			
1	Proper clothes (tuck shirt into trouser, not fold sleeve...)			
2	Proper behavior (seating, standing, speaking...)			
3	Punctual (starting and finishing lesson hour)			
4	Good relationship with school director, teachers and other trainees			
5	Clear voice and speak at the right pace			
6	Be present and regular			
7	Showing enthusiasm for teaching which attracts students to learn			
II	Administrative work			
1	Classroom is clean			

2	Arrangement students' seat properly			
3	Checking students' attendance and writing it on the white board			
4	encouraging students to learn actively			
5	There are decorations and displays on the walls			
III	Teaching of trainee			
1	Preparing lesson plan			
2	Identifying objectives of lesson plan			
3	Implementing the lesson plan			
4	Assigning learning activities			
5	Using questions			
6	Using teaching material			
7	Support for slow learners			
8	Classroom environment and encouragement			
9	Strengthening knowledge			
10	Assigning homework			
IV	Trainee' s Relationship			
1	with school director			
2	with teachers			
3	with teacher trainees			
4	with students			
5	with parents association			

Conclusion

A. Strengths

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B. Weaknesses

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C. Recommendation

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Name and Signature of Teacher

Inspector

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Appendix 2

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Teacher Training Department

Questionnaire for Validation of Monitoring Tool

Provincial Teacher Training College/Regional Teacher Training Centre:

Name of Teacher Trainee Sex Year

- 1. Which items do you think give the most information about your implementation of Child Rights Convention in the classroom?

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- 2. Which items do you think give the least information about your implementation of Child Rights Convention?

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- 3. What would you change in these items?

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What other questions or observation would we add that would help to show your implementation of Child Right Convention?

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Appendix 3

Kingdom of Cambodia

Ministry of Education, Youth and Sports Nation Religion King

Teacher Training Department

Classroom Observation Form

For Evaluation Teaching Practice of Teacher Trainee

Provincial Teacher Training College/Regional Teacher Training Centre:

School Name of Teacher Trainee Sex

Subject Grade Total Students Female.....

Name of Teacher Sex Name of Teacher Trainers..... Sex.....

No	Contents	Identified Score	Actual Score	Remarks
I	Characteristic of teacher trainee			
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2	Proper behavior (seating, standing, speaking...)			
3	Punctual (starting and finishing lesson hour)			
4	Good relationship with school director, teachers and other trainees			
5	Clear voice and speak at the right pace			
6	Be present and regular			
7	Showing enthusiasm for teaching which attracts students to learn			
II	Administrative work			
1	Classroom is clean			
2	Arrangement students' seat properly according to			

	subject and activities taught			
3	Checking students' attendance and writing it on the white board			
4	Involving all students by rotation (or in turn) in tasks to help teacher, eg. cleaning the blackboard, distributing books			
5	There are decorations and displays on the walls			
III	Teaching of trainee			
1	Preparing lesson plan			
2	Identifying objectives of lesson plan			
3	Implementing the lesson plan			
4	Assigning groups balanced for gender and ability			
5	Linking learning activities to students' daily lives and situation of the local community			
6	Providing opportunities for all students contribute to learning activities			
7	Using questions (questions are matched with students' understanding and lesson contents...)			
8	Using teaching material			
9	Support for slow learners			
10	Classroom environment and encouragement (using polite language and soft words, listening to students' opinions...)			
11	Strengthening knowledge			
12	Assigning homework			
IV	Trainee' s Relationship With Students			
1	Trainee knows the names of all students and calls them by name			

2	Trainee uses polite languages at all times when addressing students and does not shout at students			
3	Trainee encourages students to ask for help in class			
4	Trainee encourages participation of all students equally without regard for poor students			
5	Trainee encourages participation of all students equally without regard for girls			
6	Trainee encourages participation of all students equally without regard for disabled students			

1. How do you (trainee) encourage students to participate? gives me some examples.

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2. Do you (trainee) punish any students who behave improperly such as chatting or playing with other students while you are teaching? What punishments do you use?

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3. What do you (trainee) do if you see any students use violence or abuse other students in classroom?

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4. Do you think physical or emotional punishment is a better way for helping student to learn than encouragement or guidance? gives your reasons.

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5. What would you do to improve your teaching of this lesson in order to make opportunities for all students to participate?

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Conclusion

A. Strengths

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B. Weaknesses

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C. Recommendation

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.....Date

Name and Signature of Teacher

Inspector

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