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CAMBODIA

CASE STUDY

Ms. Chhoeng Phally, a dedicated teacher who promotes Child Friendly Schools



After participating in a training conducted by the IBEC Project on Child Friendly Schools, Ms. Phally has become an even more dedicated teacher who creates engaging lessons that encourage critical, analytical, and creative thinking among her students.

The IBEC Project seeks to promote better educated youth with increased access to a quality and relevant basic education through an approach that emphasizes holistic programming, stakeholder-driven development, and improved educational relevance and management. To learn more, visit www.ibec.worlded.org

Telling Our Story

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Chhoeng Phally (39) was inspired by her father to become a teacher: For 17 years, she has passed on the love of learning that her father instilled in her down to her own Grade 6 students at Bun Rany Hun Sen Kroach Chhmar Leu Primary School. She lives in Ksach Pra Chhes Leu village in Kampong Cham province with her husband, who is also a teacher, and her son, who is in Grade 2 at the same school at which she teaches.

There is no doubt that Ms. Phally is a dedicated teacher. She arrives to school before 7:00 AM to lead students in exercising and cleaning the school ground, and to prepare for the flag salutation. For each class, she always brings teaching aids, which she prepares at home. She also often seeks advice from other teachers on how to improve her own teaching practices.

In addition to her teaching job, Ms. Phally and her husband also farm in order to generate enough income to support their family. Even though she is tired after finishing both of her jobs, she still finds time for professional development: After her work is done, she says, “I spend my free time doing research on teaching methodology, teaching strategies, and producing teaching and learning aids.”

Due to her hard work, she is recognized by her school director, colleagues, and students’ parents as a masterful teacher.

Because of her dedication, she was selected to join a training conducted by IBEC on how to organize subject classrooms and integrate these facilities into Child Friendly Schools (CFS) .learning methodologies.

Since her training, she has worked even harder to apply what she has learned: She is now very purposeful in her teaching and takes advantage of every moment. During break time she sets up special activities for slow learners. She often sets tasks for students to learn in and outside the class that require them to think creatively and critically. She also gives students opportunities to report on national and international news in order to teach them how to collect and analyze information. Because she feels that nowadays students have less interest in history, she sets topics related to geographical areas in order for students to explore and learn about the history in their community.

Her involvement with the IBEC Project has also helped Ms. Phally become recognized by the MoEYS as an outstanding teacher. Furthermore, she recently was invited by NGO Education Partnership (NEP) to be a speaker in the World Teacher Day in Phnom Penh. These honors are a testament to her outstanding performance as a teacher, her strong sense of responsibility for her work, and her professional willingness to improve. Despite her many accolades, Ms. Phally is still very modest: “Working hard does not mean that I have fully succeeded. I used to have many failures with my teaching strategy, but I knew that I had to overcome them and find every way to save my students.”

It is because of this modesty and commitment to improvement that Ms. Phally now has more responsibilities than other teachers in her school. She is in charge of leading the student council, facilitating the child-to-child network, and teaching the cooking as a life skill class for girl students. In addition, she helps the school director prepare the administrative and financial reports. She says that “it is not so easy being a teacher who has a big load of responsibilities and a low salary, but I have never been discouraged by those difficulties. I have to overcome all obstacles so that the children in my community can have a bright future.” She has high expectations that every effort she makes will bring significance for Khmer children and that when the society is abundant with competent citizens, the nation will advance.