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Nation Religion King

Ministry of Education, Youth and Sport

Policy on Human Resource in Education Sector

DRAFT

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TABLE OF CONTENT

1.INTRODUCTION 2

2.VISION 2

3.GOAL 2

4.OBJECTIVES 3

5.STRATEGIES 3

5.1 Legislative Instruments & Mechanisms to Implement the Policy on HR in Education Sector developed 3

5.2 HR Development Planning Strengthened and Modernized 3

5.3 (HR) Training and Professional Development Quality Enhanced 3

5.4 Effective (HR) Management and Leadership Enhanced 4

5.5 Principles to Ensure Best Performance of Educational Personnel Set 4

6. ACTION PLAN 4

6.1 Development of Policy Implemented Mechanism 4

6.2 Setting up the Legal Framework 4

6.3 Financial Support 4

6.4 HR Development 5

6.5 Project Implementation 5

7.MONITORING AND EVALUATION 5

8.CONCLUSION 6

9.LEXICON 6

DRAFT

1.INTRODUCTION

The rapid change, development and competition for an excellence in the world has made each country competed for the best product and services in terms of maximizing the available resources. Among these efforts, human resource (HR) is one crucial catalyst to achieve the desires because it can make life, career, organization, society and country different and constantly changed.

In order to achieve the ASEAN's common vision as well as integrating itself into the region, Cambodia has to cooperate and compete with its neighbour countries for all fields.

In response to the above regional and global development contexts in terms of responding and competiveness, Cambodia must be equipped with competent and professional HR. The Royal Government of Cambodia (RGC) has paid more attention to the management and development of HR as stated in one of its four angles of the Rectangular Strategies

The Council for Administrative Reform (CAR) works as a secretariat of the RGC and plays crucial roles in public administrative reforms aims at increasing civil servants' capacities, effectiveness and efficiency. The CAR has produced several legislatives instruments related to the status, staffing, census, data, salary structure, compensation system, and rationalization of civil servants.

In Cambodia, the Ministry of Education and Sport (MoEYS) is a prioritized ministry with many employees compared to other ministries. Thus, the effectiveness of HR management and development is very important as it does not only rationalize the HR utilization in the sector but also greatly contributes to the RGC's reforming policies in terms of improving the effectiveness, efficiency and stability of HR management in the public sector.

However, Cambodia is still facing with some challenges related to educational personnel, such as low qualification and professional competent, unwillingness to be posted in disadvantage areas, low standard of living, inappropriate working condition, recruitment/selection issues, limited staff rationalization and management, low performance and limited teacher supports. To solve these issues, the MoEYS has developed several policies and legislative instruments, for instance, the Education Law and Education Strategic Plan (ESP) 2009-2013.

Therefore, to develop this Policy on Human Resource in Education Sector is very important for MoEYS. This is because it rationalizes the HR in the sector and ensures the provision of high quality of educational services in terms of HR management and development. In addition, the policy aims at improving the quality, effectiveness, efficiency, reliability and responsive (to the needs) of educational personnel and all educational institutions as well as ensuring that the policy would meet the regional and international standards.

2.VISION

To transform the HR (in MoEYS) to be more competent, effective, efficient and reliable in the provision of and support educational services contributing to the capacity development of individuals and institutions.

3.GOAL

To equip the HR with highly professional skills, more accountable, more responsive and they are efficiently and equitable used in response to the needs

DRAFT

4.OBJECTIVES

To achieve the above vision and goal, the main objectives of the Policy on Human Resource in Education Sector are as follows:

4.1 To enhance the effectiveness of HR management in education sector.

4.2 To rationalize the processes of management, development and utilization of HR in education sector.

4.3 To develop/build capacity of individuals, organizations and institutions in the education sector.

4.4 To strengthen the code of conducts and work discipline of educational personnel.

5.STRATEGIES

To accomplish the above goal and objectives, the key strategies are as follows:

5.1 Legislative Instruments and Mechanisms to Implement the Policy on HR in Education Sector developed

- Review, amend and develop new legislative instruments related to the Policy on HR in Education Sector
- Develop (necessary) mechanisms to disseminate, carry out, support, monitor and evaluate the implementation of the Policy on HR in Education Sector
- Develop specific action plans and detailed programs to implement the Policy on HR in Education Sector.

5.2 HR Development Planning Strengthened and Modernized

- Improve the system effectiveness of the collection, management and data analysis of HR.
- Develop plans, conduct need analysis and supply of educational personnel.
- Strengthen and encourage the development of scientific workforce planning in educational entities and institutions.
- Improve good cooperation between the data producing organizations.
- Improve the educational personnel arrangement: place them in the right place, at the right time, match the right skills, match with job description (JD)/ job specification (JS), meet the needs and priorities.

5.3 (HR) Training and Professional Development Quality Enhanced

- Develop career paths for educational personnel.
- Modernize the pre-service training programs.
- Define the minimum recruitment conditions for the contracted workers, contracted teachers, and community teachers.
- Improve the (HR) capacity to analyse and evaluate the supply and recruitment needs of educational personnel.
- Define the working framework/conditions to ensure professional development of educational personnel.

DRAFT

5.4 Effective (HR) Management and Leadership Enhanced

- Establish standards of monitoring and evaluation systems for the work performed by educational personnel
- Encourage the use of the evaluation results on work performed by educational personnel.
- Strengthen the recruiting/selecting, training (in/on-service) and maintaining procedures of outstanding educational personnel.
- Enhance the effective management and utilization of educational personnel.
- Allocate and transfer (work place) educational personnel followed the norms and principles sets.
- Audit the utilization of staffing/cadre (of educational personnel) in educational institutions.

5.5 Principles to Ensure Best Performance of Educational Personnel Set

- Ensure the principles on incentive: salaries, remuneration, allowance and other benefits.
- Enforce the implementation of the Law on Common Statute of the Civil Servants.
- Encourage the implementation and utilization of educational personnel management systems.
- Enhance work place comfort and safety for educational personnel.
- Improve value, dignity and professional code of conducts of educational personnel.

6. ACTION PLAN

To achieve the above strategies attention shall be paid to the following activities:

6.1 Development of Policy Implemented Mechanism

Strengthening the in-place mechanisms to foster the implementation, monitoring, evaluation and making recommendation to improve the Policy on HR in Education Sector:

- At national level, the Department of Personnel in close collaboration with other relevant institutions/organizations, works as a secretariat of MoEYS and is in charge of implementing, facilitating, monitoring and evaluating, and making recommendations on the Policy on HR in Education Sector.
- At sub-national levels, heads of educational organization, institution and schools are in charge of facilitating, following up, monitoring and evaluating, and implementing the Policy on HR in Education Sector.

6.2 Setting up the Legal Framework

- An in-place educational administrative structure (national and sub-national levels) is used. If necessary the roles and responsibilities (of the persons) are added or the new committees are to be established by the MoEYS' Decisions.
- The committees have to review, amend or develop exiting/new legislative instruments to ensure success implementation of the Policy on HR in Education Sector including the development of the training materials or tools.

6.3 Financial Support

The government budget allocated for MoEYS and financial supports from other sources shall be used to support the implementation of the Policy on HR in Education Sector at national and sub-national levels.

DRAFT

6.4 HR Development

To ensure an effective implementation of the Policy on HR in Education Sector, attention shall be paid to the development of training materials/tools aiming at supporting the management and development of HR to reach the national, regional and global standards and to build the capacity of the following HR (target groups):

- Educational managers at national and sub-national levels (the capacity building shall be focusing): on knowledge, skills and capacities related to leadership, supervision/monitoring, and evaluation of the utilization, management and development of HR.
- Educational planners: on knowledge, skills and capacities related to the development of workforce planning, staff data analysis, and demand for and supply of staff.
- HR developers/ trainers: on knowledge, skills and capacities related to job analysis, need analysis, prioritized target groups to be trained (based on organizational needs), and the systematic and modes of the training deliveries.
- All educational personnel: on knowledge related to Policy on HR in Education Sector and the benefits gained from the implementation of this policy.

6.5 Project Implementation

To ensure effective and successful implementation of Policy on HR in Education Sector, attention shall be paid to the follows aspects:

- Consultation with key stakeholders on the development of the Master Plan on HR Management and Development. This plan is to harmonize financial supports, rationalization of educational personnel management and development, institution development, decentralization and de-concentration implementation, and the effectiveness of this policy implementation.
- The alignment between the Policy on HR in Education Sector with the policies, programs and strategies of the RGC/MoEYS.
- The review and evaluation of the effectiveness and recommendations on the improvement of the implementation of the Policy on HR in Education Sector.
- The development of short and medium term Action Plans and Operational Plans to implement the Policy on HR in Education Sector including:
    - Using all means to widely disseminate the Policy on HR in Education Sector to all education institutions/organizations and relevant stakeholders.
    - Developing detailed guidelines, amending and rectifying new legislative instruments related to this policy.
    - Updating, perfecting and modernizing the data and workforce planning.
    - Developing and updating job description and job specification (JD & JS) for all types of positions of educational personnel.

7.MONITORING AND EVALUATION

To ensure successful implementation of the Policy on HR in Education Sector, it requires an establishment of the following up, reviewing, monitoring and evaluating systems at both national and sub-national levels. The work shall be participated by representatives of all institutions/organizations with the focus on:

- Targets and indictors on HR management and development as set in the National Strategic Development Plan (NSDP) and Education Strategic Plan (ESP).
- Targets and strategies of the Master Plan or Action Plans to implement the Policy on HR in Education Sector.
- Achievement against the targets sets and the defined standards.
- Participation of, benefit gained, and impact on all educational stakeholders in terms of implementing this policy.
- Conducting inspection or auditing the work performed by educational managers in relation to the effectiveness of the implementation of this policy.

DRAFT

8.CONCLUSION

This Policy on HR in Education Sector is developed to achieve the vision, goals, objectives and strategies aiming at improving the effectiveness, efficiency, transparency, accountability and sustainability of the HR management and development in MoEYS. In addition, it contributes to the constructing of Cambodian socio-economic and to be competent in competing in the region and the world. Building competent HR is the key factor in the cycles of development.

The MoEYS strongly hopes that relevant institutions, development partners, private sectors, communities and all educational stakeholders shall actively and successfully participate in enforcing, disseminating, supporting and carrying out this policy.

9.LEXICON

This Policy on HR in Education Sector covers the education, youth and sport field.

- Ability is the characteristics of a person that is useful for doing other work. There are 4 types of abilities: cognitive, psychomotor, physical and sensory abilities.
    - Cognitive abilities: Verbal abilities, idea generation and reasoning abilities, quantitative abilities, memory, perceptual abilities, spatial abilities and attentiveness.
    - Psychomotor abilities**:** Fine manipulative abilities, control movement abilities, reaction time and speed
    - Physical Abilities**:** Physical strength abilities, endurance, flexibility, balance and coordination
    - Sensory Abilities**:** Visual abilities, auditory and speech abilities**.**
- Absence refers to educational personnel who are not presenting (showing) themselves at the workplace during the normal working hours.
- Areas:
    - Remote Areas**:** schools or educational organizations located in the below provinces:
        - Ratanakiri Mondulkiri Stung Treng Otdarmeanchey
        - Preah Vihear Koh Kong Pailin
    - Disadvantaged Areas: schools or educational organizations located in any areas with the same situation or condition as prescribed below:
        - 1.Communication/transportation difficult areas and the population density is less than 10 persons per Km^2
        - 2.Permanent flooded areas and/or vulnerable to natural disaster areas.
        - 3.Integrated and/or border areas with incomplete schools.
- Capacity is the ability to perform or carry out the work.
- Career refers to the process of earning a living.
- Career path or career plan/track refers to options or guides for a person to enter the profession as educational personnel. E.g. the career tracks for teachers: teaching tracks, leadership track and senior specialist track.
- Competency refers to the required specific knowledge or skills to performance a job:
    - 1.Individual competencies can be defined as characteristics of the person that enable the performance.
    - 2.The knowledge, skills, and attitude effectively used by a person to perform a given task and to meet an expected output/standard.
- Duty refers to the tasks assigned in accordance with the law.
- Effectiveness is the capacity to produce a result based on the objective.
- Efficiency refers to the act of spending minimum/less/little resources, energy, cost and effort but achieving the maximum product/output.

DRAFT

- Grade / Class (Cadre) is a salary price index that denotes the unit price to form a basis for staff remuneration.
- Human Resource (HR):
  - **HR** refers to i). People working for an organization or the workforce that enable an organization to function, ii) One part or function of an organization work closely with people or have activities related to the employees. HR is considered as a property of an organization the same as the financial or material resource of the organization. The term "HR" is derived from the term "Personnel" once the management of people is developed.
  - **HR Policy or** Policy on HR refers to the management and development of HR. Approach to HR management an development includes HR planning, effective work management, staff recruitment/selection, staff appointment, staff turnover/attrition, vacation, absenteeism, staff code of conduct and discipline, salary, remuneration and training.
  - **HR Management and Development** refers to personnel management and development in ministries and institutions based on the defined principles to reach the organizations' objectives. It consists of mechanism to strengthening work effective system in the organization through the development of knowledge, skills, experiences, and attitudes of personnel.
  - **HR Planning** refers to the pre-thoughts/forecasting of the HR needs at present and future in order to achieve the organization's expected result. The HR planning has to link with the organizational /ministry' s strategic plan and operational plans. The HR plan assists the effective HR management and monitoring the organization/ministry
- Institution:
  - **Education Institution** refers to education centres or training including primary to higher education levels whether they are schools, institutes, universities or vocational and educational training centres at all levels. Its sole purpose is to provide educational services. The educational institutions include public and private ones.
  - **Public educational institutions**: refers to educational institutions organized by the public educational authorities, ministries or state institutions.
- Job Description (JD) is a statement lists all elements of a job, profession or career.
  - 1.It is the key features summary of a job, including the general features of a job to be done (roles and accountability) and level of work to be done (skill, commitment, responsibility working condition, …)
  - 2.It is the statements about obligation, qualification and responsibilities related to a job.
  - 3.It is the statements describe about duties to be performed by the work holder. The description includes general information, obligation, responsibilities, working areas, and the minimum qualification required for the job.
  - 4.It is the statements to inform the work holder about what to do, how to do, why to do, and what skills required for the job.
- Job Specification (JS) refers to the required persons for the work. It is the statement about the acceptable qualification, criteria and qualifications of the job holder to enable him/her to perform the job with an acceptable level. Its components comprise of qualifications, experiences, skills, competences, knowledge, attitude, physical condition, and value.
- Legislative Instruments refers to any letters/documents that are legal/forced by law.
- Organization is a system or a group of people organized to work together under a common principal to achieve specific goals of an organization.
- Personnel:
  - **Personnel Management** mostly refers to paper-based management around hiring and spending on HR.
  - **Educational Personnel** refers to civil servants serving in the education sector and have undergone pedagogical training recognized by the Ministry in charge of Education and

DRAFT

professors in Higher Educational Institutions. The educational personnel comprises of teaching and non-teaching personnel, within or outside the civil servant cadre or personnel serving in the private education sector at all levels, except for political appointees who are leading the education sector of public institutions.

- **Qualified Educational Personnel** refers to educational personnel whose characteristics meet the levels of requirement.

- Qualification refers to official (professional) certificate/diploma or degrees
- Rationale refers to:
  - 1.A based scientific reason, operation, management, decision making using conceptual and intellectual thinking rather than emotion.
  - 2.The establishment of an organization based on scientific principles of management to improve effectiveness.
  - 3.To have things progressed by applying the least cost, re-organizing the work process, and to minimize the wastages to meet an appropriate situation.
- Recruitment refers to the selection of the required people through an examination result.
- Selection refers to the select of the required people through a screening process and it is a result of the Selection Committee
- Staffing norm is a technical standard to utilize the personnel effectively.
- Skills are the results of education or training in schools. It is the results of experiences gained; it is the results of the implementation/ practice of knowledge. It is the capacity to perform a task or to apply knowledge to perform a specific task or a task that is closely link to other set of tasks. There are 2 types of skills: basic skills and cross-cutting skills
  - **Basic Skills**: contents (reading, listening, writing, speaking, Mathematics, Science), method/ procedures (critical thinking, active learning, learning strategies, counseling and controlling).
  - **Cross-Cutting skills**: social skills, complex problem solving, resource management, techniques, and systematic skills
- Salary structure/system refers to the career arrangement of the civil servants based on the particular statute of each cadre/staffing. It classified as cadres/staffing, ranks and grades. The civil servants are grouped into civil service bodies. The bodies are ranked in four categories (A, B, C and D) according to the minimum education required to join a body and to the classification of the jobs of such a body.

DRAFT