

## **Cambodia Final Report for Change Project**

Country Team: Chin Yahan, Pok Saroeun, Noun Sok Chantra

Project Title: [The responsibility of School Directors and Teachers in implementing CRC in Classroom and School Management](#)

### **1. Frame of Reference**

Cambodia is one of the poor countries in Asia, since the country had come across civil war for more than 3 decades. After rising at the 7<sup>th</sup> January 1979, from the complete destruction in all sectors of Pot Pot regime, poverty and human rights are the most important issues the government has to deal with. As acknowledged the impact of post conflict civil war, all adults who are victims and survivors abiding trauma as well as poor physical health, living with subsistent careers, missing family, losing education, easily getting angry or upset, and eventually, committing crime or violence. Under the pressure mentioned above, the less privileges, namely women and, especially, children are victims of violence. Since the Convention on the Rights of the Child (CRC) has become the most widely ratified human rights treaty in the world, the Royal Government of Cambodia has shown a stronger commitment to protecting and promoting the rights of children. In 1992, Cambodia became a party to the Convention and has ratified both of its optional protocols. Since 2001, the school enrollment has been free for every pupil from grade one to grade nine. This is to ensure all children can start school at the age of six and get basic education (grade 9) by 2015, especially children who are from the low income families in the rural areas. In May 2004, Cambodia and other countries from Southeast Asia agreed to promote and develop Child Friendly Schools as an effective way to achieve the goal of Education for All. It is essential to create school environments that nurture the well-being of every child. UNICEF has supported Child Friendly School which focuses on Child Right at schools and helped to build up capacity among teachers at primary schools in Cambodia. The Child Right Foundation, which is a local Cambodian NGO founded in 2000 has also implemented CRC in schools. The organization collaborates closely with the Ministry of Education, Youth and Sports Education (MoEYS). The Child Right Foundation has visited all Teacher Training Colleges, and has been given demonstration lessons and TTC lectures for pre-service teachers and in-service teachers. They provide the TTC with free materials and manuals about CRC. Even though Child Friendly School has been promoted and developed, the contribution of thousands International and Local Cambodian Non-Governmental Organization has been existed, the issues of Child Right abuse are still the case of challenging. As abiding in mind as educators and teachers committed in changing the behaviour and perception of School Directors and Teachers towards CRC implementation with responsibility in the school and classroom management, we batch 16, would like to orient our activities to fulfil the needs of Cambodian children on protection from all forms of violence and on the right direction of Education, following text of Article 19 and 29 as raised below.

## **Child's right to protection from all forms of violence. Text of Article 19**

- 1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.*
- 2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described here to fore, and, as appropriate, for judicial involvement.*

## **Direction of Education. Text of Article 29**

- 1. States Parties agree that the education of the child shall be directed to:*
  - (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;*
  - (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;*
  - (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;*
  - (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin*
  - (e) The development of respect for the natural environment.*
- 2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principles set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.*

## **2. Purpose**

Our project “The responsibility of School Directors and Teachers in implementing CRC in Classroom and School Management” will complement the existing Child Right based National Curriculum, and ensure further CRC implementation in the school and classroom management, gradually to the larger scale. As being raised above, and as being accepted with the concerns and recommendations raised in the consideration of reports to fix the problems occurred in the field

of Education, done by the UN Committee on the Rights of the Child, Fifty seventh Session, 30 May – 17 June 2011, the project was set up for mainstreaming the CRC guideline and appealing every sort of contribution, especially calling for voluntary adoption and implementation among school principals, teachers and teacher trainers in the whole country of Cambodia, to make achieving the universal goal of education. It is our aim that the past or current willing or acts of discrimination, negligent, maltreatment, or exploitation to the child in the schools and classrooms being reflected as intent violence and wrong direction of Education, will be changed to the respect and fulfil all children for achieving their Rights of Protection and Rights to Quality of Education, with deeper understanding and practices of Child Rights with the responsibility of school principals, teachers, and teacher trainers. In addition, this implementation will offer children to meet their rights as being integrated and seen in their textbook lessons as well as to gain their space of actions provided in the Application Session within each lesson. As seen in the challenges and recommendations raised in the final reports of the previous batches from Cambodia, we have chosen the city Stung Treng (455 km far from Phnom Penh) for our pilot project since the first two projects for change were sited there at the Provincial Teacher Training Center (PTTC). We have many connections within the Education sector in Stung Treng. Partly, within the whole project raised above, and within the time frame of 2012 - 2013, we have started implementing our project within the image of a pilot program, working for and with the *Draft of Guideline on CRC implementation in classroom and school management*, aiming at complementing the existing the Child Right based Curriculum (2005-2009).

### **3. Methodology**

In Lund during the international training programme, in the process of school visits to Swedish schools, we interviewed the principal of Vikingaskolan. She showed us the Swedish National Curriculum and we found one significant material we have been seeking for. The document is entitled “Curriculum for the Compulsory school, pre-school and the leisure-time centre 2011, during school year 2011/12”. It was written in English, and gave details about the Curriculum Guidelines. The details matched our guidelines in the existing Child Right based Curriculum (2005-2009) which we think is too short and needs to be developed. That is the beginning of our project plan that we developed in Lund. After returning from Sweden, batch 16 of Cambodia, submitted the document attached with our project plan to the Ministry of Education, Youth and Sport in Phnom Pehn. We started implementing our project plan step by step and the first part in developing the Draft of Curriculum Guideline was to translate the guideline part of the “Curriculum for the Compulsory school, pre-school and the leisure-time centre 2011, during the school year 2011-12. Mrs. Chin Yahan who is working at the Curriculum Development Department have translated the document from English to Khmer then added the matched contents of selected articles of the CRC, the Cambodian Constitution, Education Law, and some related decrees and policies, to develop the 1<sup>st</sup> Draft of Curriculum Guideline. The 1<sup>st</sup> draft was

sent to Mr. Pok Saroeun and Mr. Noun Sokchantra in Stung Treng Province for consultation and feedback from them. After the 1<sup>st</sup> revising at Phnom Penh, we called it the 2<sup>nd</sup> draft, then put it for consultation and feedback among our stakeholders and target groups. After the 2<sup>nd</sup> revising in Phnom Penh, we called it the 3<sup>rd</sup> draft and submitted it to the Ministry of Education, Youth and Sport, for consultation and feedback. After the 3<sup>rd</sup> revising at Phnom Penh, we called it the 4<sup>th</sup> draft. We choose to call the next step “Do the Talk and Talk the Talk” we took the 4<sup>th</sup> draft to be used as the resource material in workshop training to our target groups at Stung Treng Province. We presented the contents, we listened to their discussions, and then we tried to answer their questions. As a result they accepted to do the pilot implementation in their schools and classrooms settings. Some pictures from “Do the Talk”



We appreciated the step of “Talk the Talk”, by always accepting and responding to various questions raised by some of our stakeholders and target groups, as shown in the below pictures.



The third step “Do the Walk” was to put the draft into a real school context. We send the draft and ask for implementing in the school year of 2012-2013, to four target schools carefully chosen by Mr Pok Saroeun at the Provincial Education Office and Mr. Noun Sok Chantra at the Provincial Teacher Training Center in Stung Treng. The schools chosen are the Royal Crusade High School, the Anuwat Primary School, and Samdach Krom Preah Primary School and the PTTC of Stung Treng Province. At the end of the school year, we took the next step “Talk the walk”. The team met in Stung Trung and conducted the monitoring workshop at the target schools to ask and listen for feedback from the implementation phase from principals and

teachers and teacher trainers. At the same time, two colleagues from our stakeholder group monitored the impact on pupils and their parents in the chosen schools. “Talk the walk”:



The teacher trainees from PTTC and school children of our target schools attended and involved in answering questionnaire of the monitoring and evaluation session. Their parents or caregivers were also involved, but at their home, answering the questionnaire sent by their children.



#### 4. Results

Our project plan had been implemented completely. We have reached six (three female) school principals, 59 (33 female) teachers, and 16 (six female) teacher trainers. In total 75 (39 female) Educators from Stung Treng Province have collaborated in developing and piloting the Draft of Curriculum Guideline for primary and lower secondary education” within the time-frame of June 2012 – July 2013. Within the schedule planned, we have reached the following outputs:

- June and August 2012: The 2<sup>nd</sup> Draft of Curriculum Guideline had been initiated and submitted, for recommendations and permission, to the Ministry of Education, Youth and Sport.
- September 2012: The 3<sup>rd</sup> Draft of Curriculum Guideline had been submitted to five School principals and 59 teachers of three schools, and 16 teacher trainers and 50 teacher trainees of Regional Teacher Training Center, Stung Treng Province, for discussion and comments.

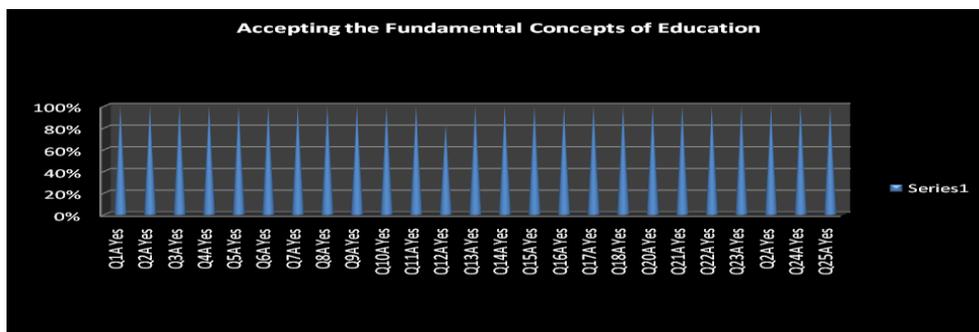
- October 18-19, 2012: The 4<sup>th</sup> DCG had been put to for discussions in the two introductory workshops at the RTTC and the Resource Center, Stung Treng Province. There were 82 participants (41female) who attended the two workshops. After the workshops, the 4<sup>th</sup> DCG had been piloted in the school year of 2012-2013.

- May 5-10, 2013: The monitoring workshops had been conducted in turn at each of the 4 target schools. In total, there were 203 attendants in those workshops (six school directors, 52 teachers and teacher trainers, 123 teacher trainees and students, and 22 parents)

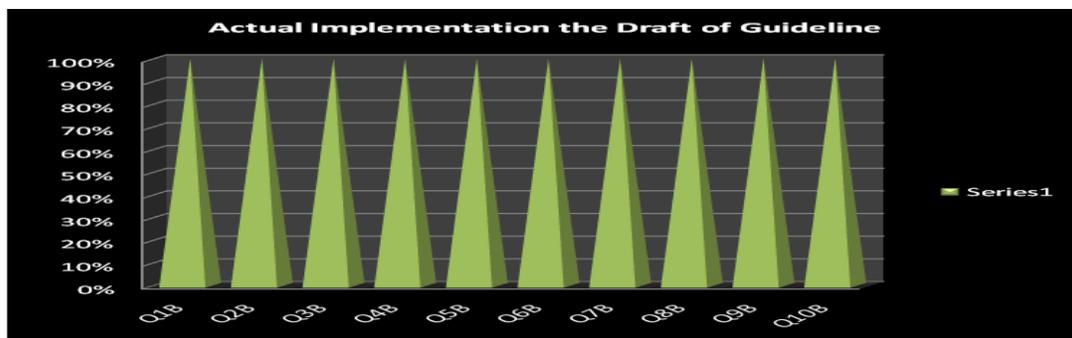
In summary, the final Draft of Curriculum Guideline entitled “*The responsibility of School Directors and Teachers in implementing CRC in Classroom and School Management*” in Khmer language (20 pages), have been developed, submitted for comments and permission, revised, put for piloting in the school year of 2012-2013 at three schools and one teacher training center (RTTC) in Stung Treng Province, and finally the monitoring workshops had been conducted completely and successfully. Our findings and reflections on the questionnaires will be presented below, we have chosen some questions and the whole questionnaire is presented in the appendix.

**For Principals** (appendix 1) part A related to Understanding the Meaning:

Every question was understood and accepted among all respondents, except question no.12 about the concept of knowledge in the learning and evaluation processes, only 83% answered they understood the role of learning as a process.

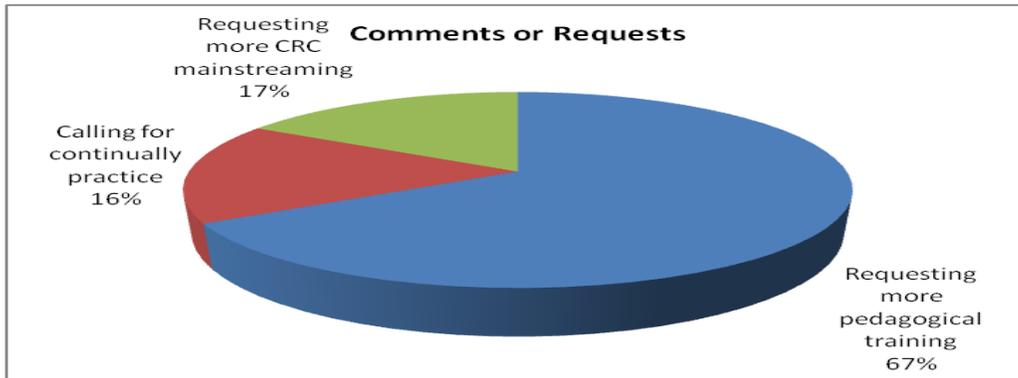


In part B related to Piloting the Draft implementation: Every question was replied Yes by all respondents.

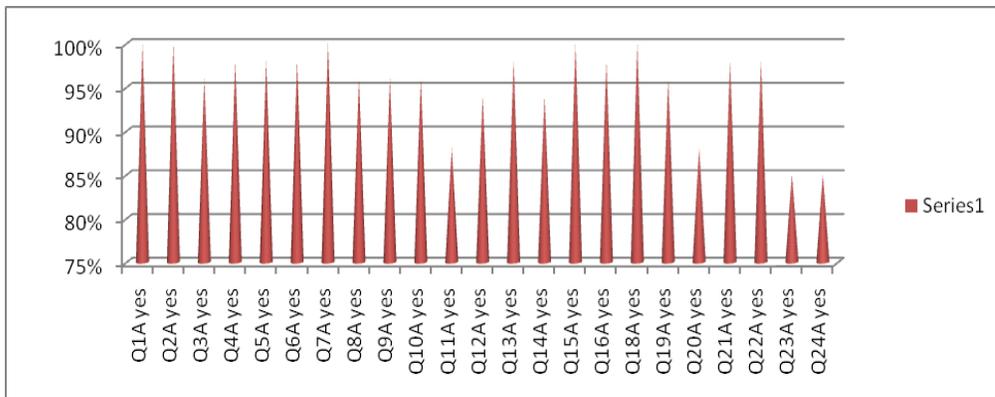


In part C related to comments or requests:

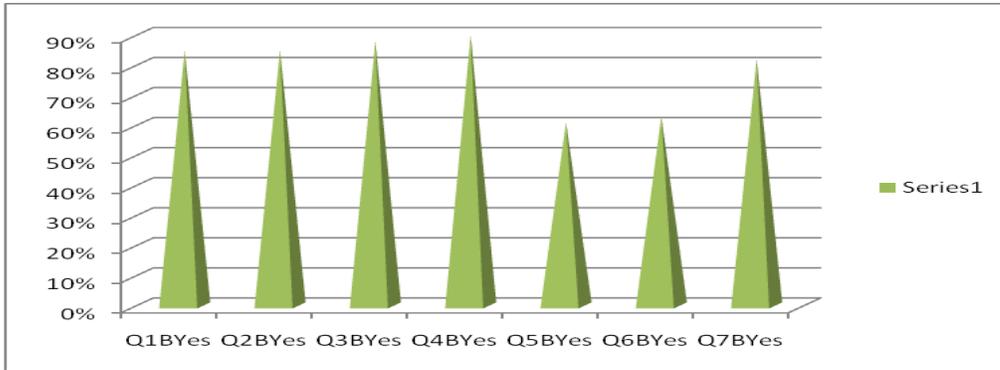
- 17 % of respondents requested more CRC main-streaming
- 16 % of respondents called for continually practice
- 67 % of respondents requested more pedagogical training



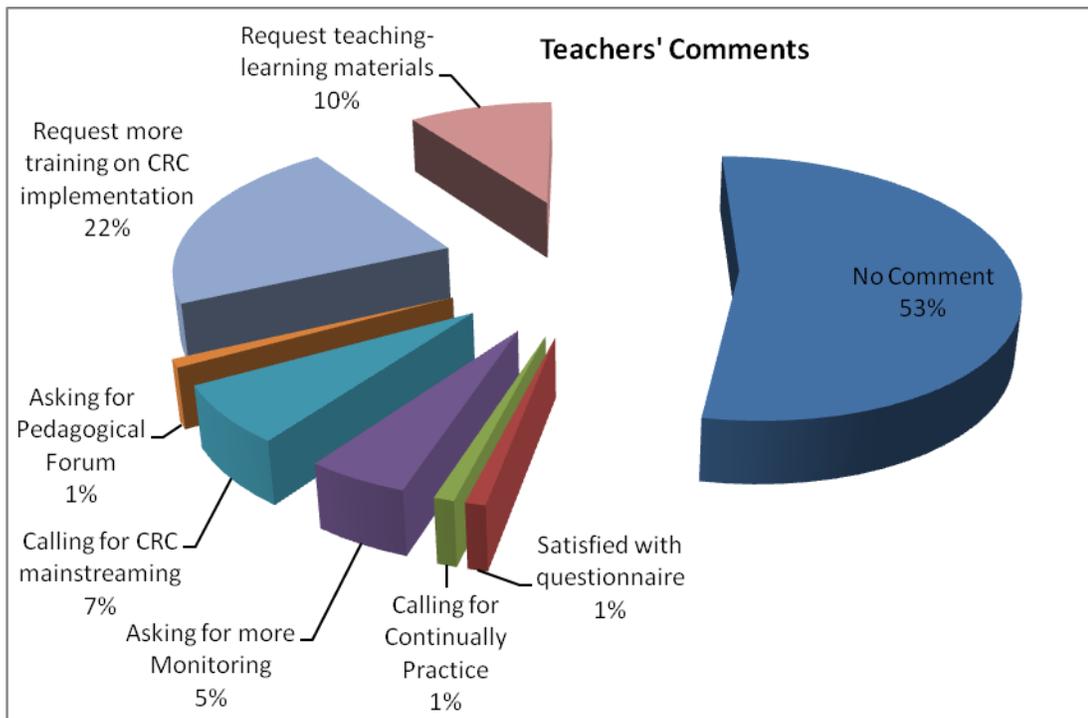
**For Teachers** (appendix 1) part A related to Understanding the Meaning: Not every question was understood and accepted among respondents; a shortage of awareness on basic concepts of education could be seen.



In part B (appendix 2) related to Piloting the Draft of Curriculum Guideline: Not 100 % of respondents had been able to implement each point of the guideline, with various reasons.



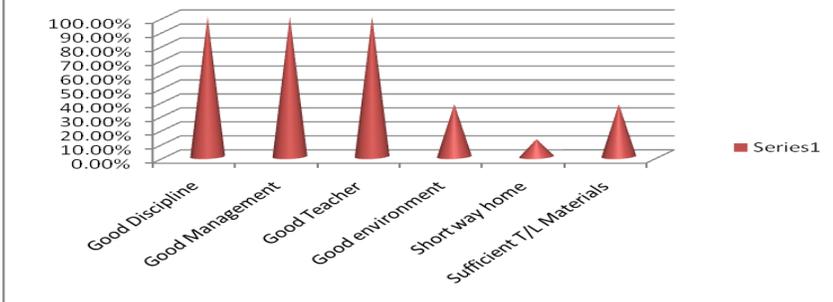
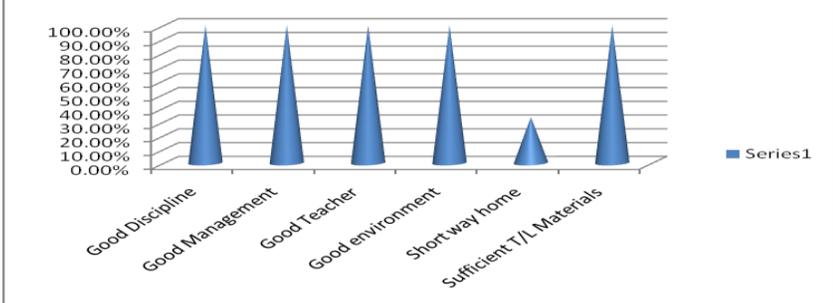
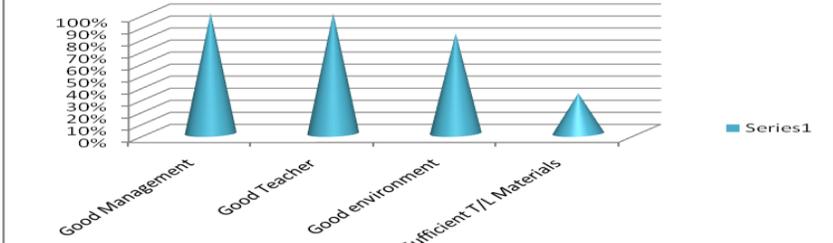
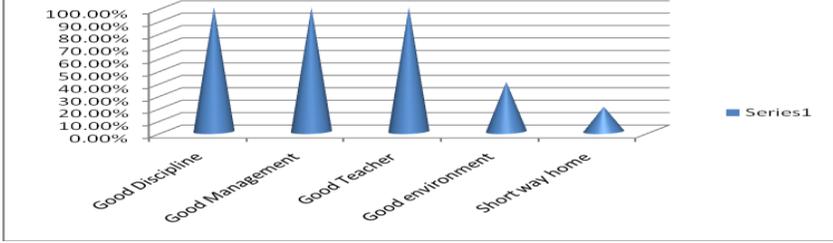
In part C (appendix 1) related to comments or requests: 17 % of respondents requested more CRC main streaming



**For Pupils** (appendix 2) the replies of pupils to question 1 What positive points in your school made you satisfied and willing to study? are based on their own experiences. Anyhow, the facts of admiration to Good Discipline, Good Management, Good Teacher and Good Environment are revealed above all and generally with high score.

<p>PTTC Stung Treng (teacher training)</p>	<p>A 3D cone chart with a vertical axis from 0.00% to 100.00% in 10% increments. The horizontal axis lists five categories: Good Discipline, Good Management, Good Teacher, Good environment, and Sufficient T/L Materials. All five categories have blue cones representing scores between 80% and 95%.</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>Good Discipline</td> <td>~85</td> </tr> <tr> <td>Good Management</td> <td>~90</td> </tr> <tr> <td>Good Teacher</td> <td>~90</td> </tr> <tr> <td>Good environment</td> <td>~90</td> </tr> <tr> <td>Sufficient T/L Materials</td> <td>~85</td> </tr> </tbody> </table>	Category	Score (%)	Good Discipline	~85	Good Management	~90	Good Teacher	~90	Good environment	~90	Sufficient T/L Materials	~85
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<p>Royal Crusade High School</p>	<p>A 3D cone chart with a vertical axis from 84.00% to 100.00% in 2% increments. The horizontal axis lists five categories: Good Discipline, Good Management, Good Teacher, Good environment, and Sufficient T/L Materials. All five categories have teal cones representing scores between 90% and 98%.</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>Good Discipline</td> <td>~94</td> </tr> <tr> <td>Good Management</td> <td>~91</td> </tr> <tr> <td>Good Teacher</td> <td>~98</td> </tr> <tr> <td>Good environment</td> <td>~98</td> </tr> <tr> <td>Sufficient T/L Materials</td> <td>~95</td> </tr> </tbody> </table>	Category	Score (%)	Good Discipline	~94	Good Management	~91	Good Teacher	~98	Good environment	~98	Sufficient T/L Materials	~95
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<p>Anuwat Primary School</p>	<p>A 3D cone chart with a vertical axis from 0.00% to 100.00% in 10% increments. The horizontal axis lists five categories: Good Management, Good Teacher, Lovely friends, Good environment, and Sufficient T/L Materials. The scores are: Good Management (~25%), Good Teacher (~75%), Lovely friends (~35%), Good environment (~95%), and Sufficient T/L Materials (~5%).</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>Good Management</td> <td>~25</td> </tr> <tr> <td>Good Teacher</td> <td>~75</td> </tr> <tr> <td>Lovely friends</td> <td>~35</td> </tr> <tr> <td>Good environment</td> <td>~95</td> </tr> <tr> <td>Sufficient T/L Materials</td> <td>~5</td> </tr> </tbody> </table>	Category	Score (%)	Good Management	~25	Good Teacher	~75	Lovely friends	~35	Good environment	~95	Sufficient T/L Materials	~5
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<p>Samdach Krom Preah Primary School</p>	<p>A 3D cone chart with a vertical axis from 0.00% to 100.00% in 10% increments. The horizontal axis lists five categories: Good Discipline, Good Management, Good Teacher, Lovely friends, and Good environment. The scores are: Good Discipline (~45%), Good Management (~45%), Good Teacher (~45%), Lovely friends (~5%), and Good environment (~95%).</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>Good Discipline</td> <td>~45</td> </tr> <tr> <td>Good Management</td> <td>~45</td> </tr> <tr> <td>Good Teacher</td> <td>~45</td> </tr> <tr> <td>Lovely friends</td> <td>~5</td> </tr> <tr> <td>Good environment</td> <td>~95</td> </tr> </tbody> </table>	Category	Score (%)	Good Discipline	~45	Good Management	~45	Good Teacher	~45	Lovely friends	~5	Good environment	~95
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**For Parents** (appendix 3) Not different from the children's, the replies from question 1 What positive points in this school makes you satisfied and willing to send your children to study? are based also on their own experiences and favors. Anyhow, the facts of admiration to Good Discipline, Good Management, Good Teacher, and Good Environment are revealed above all and generally with high score.

<p>PTTC Stung Treng (teacher training)</p>	 <p>A 3D cone chart with a vertical axis from 0.00% to 100.00% in 10% increments. The horizontal axis lists six factors: Good Discipline, Good Management, Good Teacher, Good environment, Short way home, and Sufficient T/L Materials. The chart shows high satisfaction for Good Discipline, Good Management, and Good Teacher (all near 100%), and lower satisfaction for Good environment, Short way home, and Sufficient T/L Materials (all around 30-40%).</p> <table border="1"> <thead> <tr> <th>Factor</th> <th>Satisfaction Level (%)</th> </tr> </thead> <tbody> <tr> <td>Good Discipline</td> <td>~95</td> </tr> <tr> <td>Good Management</td> <td>~90</td> </tr> <tr> <td>Good Teacher</td> <td>~90</td> </tr> <tr> <td>Good environment</td> <td>~35</td> </tr> <tr> <td>Short way home</td> <td>~15</td> </tr> <tr> <td>Sufficient T/L Materials</td> <td>~35</td> </tr> </tbody> </table>	Factor	Satisfaction Level (%)	Good Discipline	~95	Good Management	~90	Good Teacher	~90	Good environment	~35	Short way home	~15	Sufficient T/L Materials	~35
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<p>Anuwat Primary School</p>	 <p>A 3D cone chart with a vertical axis from 0% to 100% in 10% increments. The horizontal axis lists four factors: Good Management, Good Teacher, Good environment, and Sufficient T/L Materials. Satisfaction is high for Good Management and Good Teacher (around 90-100%), and lower for Good environment and Sufficient T/L Materials (around 40-50%).</p> <table border="1"> <thead> <tr> <th>Factor</th> <th>Satisfaction Level (%)</th> </tr> </thead> <tbody> <tr> <td>Good Management</td> <td>~90</td> </tr> <tr> <td>Good Teacher</td> <td>~95</td> </tr> <tr> <td>Good environment</td> <td>~50</td> </tr> <tr> <td>Sufficient T/L Materials</td> <td>~40</td> </tr> </tbody> </table>	Factor	Satisfaction Level (%)	Good Management	~90	Good Teacher	~95	Good environment	~50	Sufficient T/L Materials	~40				
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In conclusion, the pilot program on “The Responsibility of the School Directors and Teachers in CRC Implementation in the Classroom and School Management”, of the school year 2012 -2013, had got along smoothly with positive impact. It is reflected that the 4<sup>th</sup> Draft of Curriculum Guideline is meaningful, effective, and relevant to the Child Right based Curriculum for Compulsory Secondary, and Primary School, of Cambodia, in the current and future time. At the same time, it is noticeable that this Draft is the key component, focused on the significant role and task of Educational Officers in the School, supplementary to another key component focused on the significant role and task of Children Committee in the school. The two key components are crucial mechanism of Child Friendly School, and enhance the CRC realization in the school setting, as well as in the society. Even though legal norms are highly evolved, a numerous kinds of constraints namely cultural and social norms, time and financial constraints, low academic ground, etc. are still be dominated and emerged as seen in the process of piloting. Reasonably, further legal actions need to be carried out. Additionally, Protection cannot be separated from Provision, for the aim of Child Participation. For the larger scale of perspective, Poverty must be eradicated from the whole nation, or it will be impacted directly or indirectly to perform the physical, emotional, mental, spiritual violence intentionally or unintentionally on children. On the other hand, intellectuals with highly academic ground should be mostly encouraged to be perfectly in the role of School Directors and Teachers and/or Educators, since the realization of Right Direction of Education, always resulted from their valued and priceless efforts. Without Qualified Teachers, without Quality of Education, and Qualified Teachers are growing from Child Friendly School and Peaceful, Free and Fair Society.

## **5. Discussion and Reflection**

Our plan of actions had been carried out completely, but we still have something to be raised for discussion and reflection as the following. Firstly, we do hope, from the earlier mentioning, you, the readers and listeners, have understood why we started the project with the development of the 1<sup>st</sup> draft of Curriculum Guideline. However, we need to clarify additionally that:

- The Curriculum Guideline should be, firstly, in draft for giving spaces of contributions of stakeholders and target groups. Besides, it needs to be attached with the application form, revealing our good will and intention for the benefit of our all Cambodian school children, requested from the Ministry of Education, Youth and Sport, for permission to do further actions. As results, the hierarchically higher rank officials have put in, one after one, their acceptance and approvals while the application form arrived each of them.

- The Draft content is based mostly on the Curriculum for the Compulsory school, pre-school and the leisure-time centre 2011, during school year 2011/12, Sweden, and fortunately it is complied with and can be linked closely to the contents of the legal documents/local laws of

Cambodia. By this case, it is crucially to mention that conceptual legal cultural trends of Cambodia are going and being processed in the right way.

Secondly, right understanding on the CRC concepts and rules needs to come before Right Practices of our stakeholders and target groups. That is why we needed to conduct the presentation on our 2<sup>nd</sup> Draft. It is unavoidably, questioning reflected partly one's academic ground and level of competency, but, as educators, we have try the best to seek for any relevant response to fit those questioning as soon as possible. Then, we are able to conclude that Right Practices are by any case, the effects of right perception and understanding. Consequently, several times of our draft revising need to be done to facilitate the commonly right understanding of some of our stakeholders and target groups. On the other hand, it needs to be pointed out that our revising was done only on simplifying the use of Khmer words, grammatical order, and more logically detail explanation. That is meant the concepts of CRC and, especially, the right direction of Education had not been changed (for detail, we would like to attach the 4<sup>th</sup> Draft of our Curriculum Guideline in Khmer version in the appendices part, but due to space and relevance we have only submitted the English version). Behind their right understanding, Space of Actions needs to be provided to our target groups to practice, which we called "pilot program". The pilot program had made actual changes in their conceptual and behavioural practices in their daily tasks. Space of Actions need to be provided longer times and/or within one's entire life, which we can call "Freedom in daily life". Wherever or whenever there is no freedom, there is absence of actual practices, then, inactivation and silence pervade. At the end of our pilot program, we had conducted the monitoring and evaluation workshops, continually, at each of our target schools. We wanted to know whether our 4<sup>th</sup> Draft of Curriculum Guideline could be implemented, or not. If it could be implemented, how are its extension, and which the strong points are? If it could not be implemented, what about its extension, and which are the weak points? Surely, the activities always resulted in outcomes, as well as, practices resulted in impacts. When we seek to see the impacts, we will be able to reflect the earlier practices.

## **6. Way Forward**

In the school year of 2013-2014, the 4<sup>th</sup> Draft of Curriculum Guideline entitled "*Responsibility of School Directors and Teachers in CRC implementation in the classroom and school management*" in Khmer language, will be submitted to the approval board for comments and adoption to be "the Formal Curriculum Guideline". In the school year of 2014-2015, it will be printed and distributed to related departments and institutions at national level, to all provincial and district offices of Education and to every teacher training centre and school in the country. It will be put in the 2<sup>nd</sup> part of the National Curriculum for Secondary and Primary Compulsory School, 2014, of Cambodia. If training workshop is needed at any spot area, school directors and

teacher of the four target schools at Stung Treng will be selected and assigned to be the temporary facilitators.

#### List of References

Convention of Child Rights, Cambodia ratified on the 22<sup>nd</sup> September 1992  
Constitution of Cambodia, edited in Nov. 2010  
Education Law, come into force in Dec. 2007  
Sub-decree on Code of Professional Ethic of Teachers; come into force in Sept. 2008  
Universal Declaration on Human Rights, come into agreement and declaration on the 10<sup>th</sup> Dec. 1948  
Obligation of Civil Servants, declared by the Administrative Reform Council of Cambodia in Feb. 2000  
Policy on Education for All 2001-2015 of the MoEYS<sup>i</sup> of Cambodia  
Policy on Life Skill, 2006, of the MoEYS of Cambodia  
Policy on Child Friendly School, Dec. 2007, of the MoEYS of Cambodia  
Policy on Education Health, July. 2008, of the MoEYS of Cambodia  
Draft Framework of Standard Teachers for Cambodia, 1<sup>st</sup> Mar. 2007  
Core Curriculum for Basic Education in Cambodia, 2006  
Curriculum for the Compulsory school, pre-school and the leisure-time centre 2011, during school year 2011/12, Sweden  
*Taking Child Rights Seriously*, Reflections on five years of an International Training Programme, Per Wickenberg, Agneta W Flinck, Ulf Leo, Bodil Rasmusson, Richard Stenelo, and Bereket Yebio (eds.), Media-Tryck, Lund University, Lund Sweden

## Appendix number 1

### KINGDOM OF CAMBODIA NATION Ministry of Education, Youth and Sport, Department of Curriculum Development. DRAFT OF CURRICULUM GUIDELINES FOR TEACHERS AND PRINCIPALS

Purpose: The questionnaire is monitoring three parts:

1. To check the school directors' understanding meaning of the draft of guidelines
2. To monitor the implementation of the drafts in the target schools in Stung Treng
3. To get feedback from the targets groups on requests and recommendations

All statements will be followed by a question Yes/No or Should/Should not and space to explain the answers given,

#### ***A. The Meaning of the Draft of Guideline***

First we would like to ask you to what extent the draft of the guideline have raised knowledge of the basic concepts in education.

##### 1. MORALS IN EDUCATION

Morals mean standards of behavior or principles of right and wrong. The morals of each person or of his/her environmental society is not alike compared to one another, for example there may be different ways of salutation depending in the context. Through the above concept, should Educator respect the different morals of each student?

##### 2. VALUES IN EDUCATION

Values means moral or professional standards of behavior and principles. School should represent, impart and establish respect for fundamental values as human rights, human life, individual freedom and integrity, the equal value of all people, equality between women and men, and solidarity with the weak and vulnerable. Do you agree with the above concept

##### 3. THE WAY OF TEACHING

Teaching in schools should be non-denominational. Do you understand the concept?

##### 4. THE UNIQUENESS OF THE PUPIL

The task of the school is to encourage all pupils to discover their own uniqueness as individuals and thereby be able to participate in the life of society by giving of their best in responsible freedom. Do you agree with the above concept?

##### 5. PARTICIPATION IN EDUCATION

It is not in itself sufficient that teaching only imparts knowledge about fundamental democratic values. Democratic working forms should also be applied in practice and prepare pupils for active participation in the life of society. This should develop their ability to take personal responsibility. By taking part in the planning and evaluation of their daily teaching, and being able to choose courses, subject, themes and activities, pupils will develop their ability to exercise influence and take responsibility. Do you agree with the above concepts?

##### 6. ACTIVE PARTICIPATION IN THE LIFE OF SOCIETY

The task of the school is to promote learning by stimulating the individual to acquire and develop knowledge and values. In partnership with the home, the school should promote the all-round personal development of pupils into active, creative, competent and responsible individuals and citizens. The school should be permeated by concern for the individual, consideration and generosity. In a deeper sense education and upbringing involve developing and passing on a cultural heritage-values, tradition, language, knowledge from one generation to the next. Do you agree with the above concept?

##### 7. PREPARATION FOR THE FUTURE LIFE

The school has the task of imparting fundamental values and promoting pupils' learning in order to prepare them to live and work in society. The school should impart the more unvarying forms of knowledge that constitute the common frame of reference that all in society need. Pupils should be able to keep their bearings in a complex reality, where there is a vast flow of information and where the rate of change is rapid. Do you agree with the above concept?

##### 8. LANGUAGE AND COMMUNICATION

Language, learning, and the development of a personal identity are all closely related. By providing a wealth of opportunities for discussion, reading and writing, all pupils should be able to develop their ability to communicate and thus enhance confidence in Khmer language abilities. Do you agree with the above concepts?

##### 9. CREATIVITY AND PLAYING

Creative activities and games are essential components of active learning. In the early years of schooling, playing in particular is of great importance in helping pupils to acquire knowledge. The school should strive to provide all pupils with daily physical activity within the framework of the entire school day. Do you agree with the above concept?

#### 10. PROMOTE ENTREPRENEURSHIP

An important task for the school is to provide a general but coherent view. The school should stimulate pupils' creativity, curiosity and self-confidence, as well as their desire to explore their own ideas and solve problems. Pupils should have the opportunity to take initiatives and responsibility, and develop their ability to work both independently and together with others. The school in doing this should contribute to pupils developing attitudes that promote entrepreneurship. Do you understand the concept?

#### 11. PERSPECTIVES IN EDUCATION

In all education, it is important that overall, well-balanced perspectives are established.

An *historical perspective* enables pupils to develop an understanding of the present, and preparedness for the future, and develop their ability to think in dynamic terms.

An *environmental perspective* provide opportunities not only to take responsibility for the environment in areas where they themselves can exercise direct influence, but also to form a personal position with respect to overarching and global environmental issues. Teaching should illuminate how the functions of society and our ways of living and working can best be adapted to create sustainable development. It is important to have an *international perspective*, to be able to understand one's own reality in a global context and to create international solidarity, as well as prepare for a society with close contacts across cultural and national borders. Having an international perspective also involves developing an understanding of cultural diversity within the country.

An *ethical perspective* is of importance for many of the issues that are taken up in the school. This perspective should permeate schooling in order to provide a foundation and support pupils in developing their ability to form personal standpoints. Do you agree with the above concept?

#### 12. THE CONCEPT OF KNOWLEDGE IN LEARNING AND EVALUATION PROCESSES

The school's task of promoting learning presupposes that there is an active discussion in the individual school about concepts of knowledge, and about what constitutes important knowledge today and in the future, as well as how learning and the acquisition of knowledge take place. Different aspects of knowledge and learning are natural starting point for such a discussion. Knowledge is a complex concept, which can be expressed in a variety of forms as facts, understanding, skills, familiarity and accumulated experience - all of which presuppose and interact with each other. The work of the school must therefore focus on providing scope for expressing these different forms of knowledge, as well as creating a learning process where these forms are balanced to form a meaningful whole. Do you understand the role of learning as a process?

#### 13. VALUE SHARING EXPERIENCES

The school should promote the harmonious development of pupils. This should be achieved by means of a varied and balanced combination of content and working methods. Shared experiences and the social and cultural world that make up the school provide scope as well as the preconditions for learning and development where different forms of knowledge make up a meaningful whole. What kind of sharing experiences do your school provide for the pupils/students, give examples:

#### 14. PREE-SCHOOL /SCHOOL COOPERATION

Reciprocal exchange between the pedagogical approaches of the preschool class and the school can together help to enrich the pupils' development and learning. Do you agree with the above concept?

#### 15. SELF DEVELOPMENT AND PERSONAL GROWTH

The school should stimulate each pupil towards self-development and personal growth. It should focus not only on intellectual but also practical and aesthetic aspects. Health and lifestyle issues should also receive attention. They should also be encouraged to try out and develop different modes of expression and experience feelings and moods. Drama, rhythm, dance, music and creativity in art, writing and design should all form part of the school's activity. Harmonious development and educational activity provide opportunities for exploring, researching, acquiring and communicating different forms of knowledge and experiences. Creative ability is a part of what the pupils should acquire. Do you agree with the above concept?

#### 16. BUILDING UP SELF-ESTEEM

The pupils should meet respect for their person and work in school. The school should strive to be a living social community that provides security and generates the will and desire to learn. The school works in settings where there are many different sources of knowledge. The aim should be to create the best conditions for the pupils' all-round development, thinking and acquisition of knowledge. The foundation for a sense of security, and self-esteem are established in the home, but the school also has an important role to play in this context. Every pupil has the right to develop in school, to feel the joy of growth and experience the satisfaction that comes from making progress and overcoming difficulties. Do you agree with the above concept?

#### 17. CO – OPERATION BETWEEN SCHOOL AND COMMUNITY

In the school environment, both the daily pedagogical leadership of the school, as well as the professional responsibility of the teachers are necessary conditions for the qualitative development of the school. This necessitates continuous review, following up and evaluating results, as well as assessing and developing new methods. Such work has to be carried out in active co-operation between school staff and pupils, and in close contact with the home and the local community. Do you agree with the above concept?

18. The drafts is prosing these goals for grade 1 to grade 12. How do you value each goal? 0= Not important at all 5= Very important

Goals	0	1	2	3	4	5
can consciously determine and express ethical standpoints based on knowledge of human rights and basic democratic values, as well as personal experiences,						
can respects the intrinsic value of other people						
can empathize with and understand the situation other people are in and also develop the will to act with their best interests at heart						
show respect and care for both the immediate environment, as well as the environment from a broader perspective.						

19. The drafts is proposing that the school is responsible for ensuring that each pupil on completing compulsory school: How do you value this? 0= Not important at all 5= Very important

- can use the Khmer language, both in speech and writing, in a rich and varied way,
- can communicate in English, both in the spoken and written language, and also be given opportunities to communicate in some other foreign language in a functional way,
- can use mathematical reasoning for further studies and in everyday life,
- can use knowledge from scientific, technical, social science, humanistic and aesthetic areas of knowledge for further studies, in societal and everyday life,
- can solve problems and transform ideas into action in a creative way,
- can learn, research, and work independently and together with others, and feel confident in their own ability,
- can make use of critical thinking and independently formulate standpoints based on knowledge and ethical considerations,
- has obtained knowledge about and an insight into the Khmer cultural heritage, and also obtained basic knowledge of the Khmer languages,
- has obtained knowledge about the cultures, languages, religion and history of the national minorities (Muslim, Vietnam, and Chinese),
- can interact with other people based on knowledge of similarities and difference in living conditions, culture, religion and history,
- has obtained knowledge of society's laws and norms, human rights and democratic values in school and in society,
- has obtained knowledge about the prerequisites for a good environment and sustainable development,
- has obtained knowledge about and an understanding of the importance of the individual's own lifestyle and its impact on health, the environment society,
- can use and understand many different forms of expression such as language, art, music, dance, and also has developed an awareness of the range of culture existing in society,
- can use modern technology as a tool in the search for knowledge, communication, creativity and learning,
- can make well-informed choices regarding further education and vocational orientation.

#### 20. RESPONSIBILITY AND INFLUENCE OF PUPILS

The democratic principles of being able to influence, take responsibility and be involved should cover all pupils. Pupils should be given influence over their education. They should be continuously encouraged to take an active part in the work of further developing the education and kept informed of issues that concern them. The information and the means by which pupils exercise influence should be related to their age and maturity. Pupils should always have the opportunity of taking the initiative on issues that should be treated within the framework of their influence over their education. How do you value these goals? 1= Not important at all 6= Very important

#### 21. JOINT RESPOSABILITIES

The joint responsibility of the school, parents and guardians for the pupils' schooling should create the best possible conditions for the development and learning of children and youth. Do you agree with the above concept?

#### 22. TRANSITION AND COOPERATION

Forms of cooperation between the preschool class, the school and leisure -time centers should be developed in order to enrich each pupil's all-round development and learning. To support the development and learning of the pupil from a long term perspective, the school should also

endeavor to work closely in confidential cooperation with the preschool, as well as the upper secondary education that pupils will later attend. Cooperation should be based on the national goals and guidelines applicable to the different activities. Do you agree with the above concept?

### 23. THE SCHOOL AND THEN SURROUNDING WORLD

Pupils should receive an education of high-quality in the school. They should also obtain a foundation for making choices in their further education. This presupposes that the compulsory school works closely with the upper secondary schools pupils will later attend. It also presupposes close co-operation between working life and the local community in general. The goals of the school are that each pupil: can examine different option and make decisions on questions concerning their own future ,has an insight into the local community, its organizations, cultural life and association, and is informed about the opportunities for future education in Cambodia and in other countries.

### 24. ASSESSMENT AND GRADES

Grades express the extent to which the individual pupil has attained the national knowledge requirements laid down for different subjects. To support grade assessment, subject specific knowledge requirements exist for the different grades. The goals of the school are that each pupil:

- develops increasingly greater responsibility for their studies, and
- develops the ability to assess their own results and relate these and the assessments of others to their own achievements and circumstances.

### 24. ASSESSMENT AND GRADES

Grades express the extent to which the individual pupil has attained the national knowledge requirements laid down for different subjects. To support grade assessment, subject specific knowledge requirements exist for the different grades. The goal of the school are that each pupil:

- develop increasingly greater responsibility for their studies, and develops the ability to assess their own results and relate these and the assessments of others to their own achievements and circumstances.

### 25. RESPONSIBILITY OF THE HEADTEACHER

How do you think of this? 1= Not important at all 6= Very important

As both pedagogical leader and head of the teaching and non-teaching staff in the school, the head teacher has overall responsibility for ensuring that school activities as a whole are focused on the national goals. The head teacher is also responsible for following up and evaluating school results in relation to the national goals and the knowledge requirements. The head teacher is responsible for the results of the school and within given constrains, has special responsibility for ensuring that:

- the working forms of the school are developed to facilitate pupils in exercising influence.
- the working environment in the school is organized such that pupils have access to guidance, teaching material of high quality, as well as other assistance in order to be able to independently search for and acquire knowledge through such means as libraries, computers, and other learning aids,
- the teaching and health services for pupils are organized so that pupils receive the special support and help they need,
- contacts are established between the school and the home in the event the pupil experience problems and difficulties at school,
- the allocation of resources and remedial measures are related to teachers' assessments of the pupils' development,
- teaching in different subject areas is coordinated such that the pupils are provided with opportunities to understand larger domains of knowledge as a whole,
- teaching in different subjects integrates cross-disciplinary areas of knowledge, such as the environment, traffic, gender equality, consumer issues, sex and human relationships, and also the risks inherent in tobacco, alcohol, and other drugs,
- form of co-operation are developed between preschool class, the school and leisure-time centres in order to support each pupil's all round development and learning,
- co-operation is established with the preschool to create the conditions for a shared view, and close and confidential co-operation,

## ***B. Implementation – QUESTIONS FOR PRINCIPALS***

Secondly, we would like to ask whether you have implemented the draft of guideline in the school year of 2012-2013 in your school and classroom setting.

### 1. Understanding and compassion for others

The school should promote understanding of other people and the ability to empathize. Concern for the well-being and development of the individual should permeate all activity. No one should be subjected to discrimination on the grounds of gender, ethnic affiliation, religion or other belief system, transgender identity or its expression, sexual orientation, age or functional impairment or other degrading treatment. Such tendencies should be actively combated. Xenophobia and intolerance

must be confronted with knowledge, open discussion and active measures. Objectivity and open approaches The school should be open to different ideas and encourage their expression. It should emphasize the importance of forming personal standpoints and provide opportunities for doing this.

2. Teaching should be objective and encompass a range of different approaches.
3. For an equivalent education the school has a special responsibility for those pupils who for different reasons experience difficulties in attaining the goals that have been set up for the education. For this reason education can never be the same for all.
4. For Rights and obligations the school should make it clear to pupils and parents what the goals of the education are, what requirements the school imposes, and what rights and obligations pupils, parents and guardians have. A prerequisite for pupils, parents and their guardians to be able to use their right to exercise influence is that the individual school is clear in specifying its goals, content and working forms. This is important not least as a basis for the individuals to make choices in school. It is not in itself sufficient that teaching only imparts knowledge about fundamental democratic values. Democratic working forms should also be applied in practice and prepare pupils for active participation in the life of society. This should develop their ability to take personal responsibility. By taking part in the planning and evaluation of their daily teaching, and being able to choose courses, subject, themes and activities, pupils will develop their ability to exercise influence and take responsibility.
5. For Norms and Values. All who work in the school should:
  - contribute to developing the pupils' sense of togetherness and solidarity, and
  - responsibility for people outside the immediate group,
  - in their activities contribute to the school being permeated by the spirit of solidarity between people,
  - actively resist discrimination and degrading treatment of individuals or group,
  - show respect for the individual pupil and carry out their daily work in democratic ways.
6. For Responsibility and Influence of Pupils All who work in the school should:
  - support the pupils' ability and willingness to both influence and take responsibility for the social, cultural and physical school environment.
7. For joint responsibility of School and Home. All who work in the school should:
  - .work together with the pupils' parents and guardians to jointly develop both the content and activities of the school.
8. For Pupils receiving an education of High-Quality in the school. All who work in the school should:
  - act to enrich the school as a learning environment by establishing contacts not only with working, cultural and organizational life, but also with other activities outside the school, and
  - contribute to removing any restrictions on the pupil's choice of study or vocation that are based on gender, social or cultural background.

### ***C. Comments or requests (optional) FOR PRINCIPALS***

We would like to receive your comments or requests related to the contents and implementation the draft of guideline.

### ***D. Implementation FOR TEACHERS***

We would like to ask whether you have implemented the draft of guideline in the school year of 2012-2013 in your school and classroom setting.

1. To influence and stimulate pupils into embracing the common values of our society and their expression in practical daily action. Teachers should:
  - clarify and discuss with pupils the basic values of Khmer society and their consequences in terms of individual actions,
  - openly communicate and discuss different values, views and problems,

- be observant and together with other school staff take the necessary steps to prevent counteract all forms of discrimination and degrading treatment.
- together with the pupils develop rules for working and participating in their own group, and
- work together with the home in the upbringing of the pupils and clarify the school's norms and rules as a basis for work and co-operation.

2. To be responsible for ensuring that each pupil on completing compulsory school. Teachers should:

- take into account each individual's needs, circumstances, experiences and thinking,
- reinforce the pupil's desire to learn as well as the pupil's confidence in their own ability,
- provide scope for pupils to exercise their ability to create and use different means of expression,
- stimulate, guide and give special support to pupils that have difficulties,
- co-operate with other teachers in order to attain the goals of the education, and
- organize and carry out the work so that pupils:
  - develop in accordance with their own capacity, and at the same time are stimulated into using and developing all their ability,
  - view knowledge as meaningful and that they make progress in their own learning,
  - receive support in their language and communicative development,
  - gradually receive more and increasingly independent tasks to perform, and take greater personal responsibility,
  - receive opportunities to study subjects in greater depth, develop a frame of reference and context, and receive opportunities
  - to work along interdisciplinary lines.

3. To encourage pupils to take an active part in the work of further developing the education, All who work in the school should:

- support the pupils' ability and willingness to both influence and take responsibility for the social, cultural and physical school environment. Teachers should:
- take as their starting point that pupils are able and willing to take personal responsibility for their learning and work in school,
- be responsible for ensuring that all pupils can exercise real influence over working methods, forms and contents of education, and ensure that this influence grows with increasing age and maturity,
- work towards ensuring that both girls and boys have equally great influence over and scope in the education,
- be responsible for pupils having opportunities to try different working methods and forms,
- together with the pupils plan and evaluate the teaching, and
- prepare pupils for participating and taking responsibility, and applying the right and obligations that characterize a democratic society.

5. For the joint responsibility of the school. All who work in the school should:

- work together with the pupils' parents and guardians to jointly develop both the content and activities of the school. Teachers should:
- work together with and continuously inform parents about the pupil' school situation , well- being and acquisition of knowledge, and
- keep themselves informed about the individual pupil personal situation and show respect for the pupil integrity.

5. To support the development and learning of the pupils from a long-term perspective the school should also endeavor to work closely in confidential cooperation with the preschool, as well as the upper secondary education that pupils will later attend. Cooperation should be based on the national goals and guidelines applicable to the different activities. Teachers should:

- develop cooperation between the preschool class, the school and the leisure time centre,
- exchange knowledge and experience with the staff in the preschool and other school forms involved, and
- in this co-operation be particularly observant of pupils in need of special support.

6. For pupils obtaining a foundation for making choices in their further education. Teachers should:

- support individual pupils when making choices over their further education, and
- assist in establishing contacts with schools that will be receiving the pupils, as well as with organizations, companies and others who can help enrich the school's activities and establish it in the surrounding society.

7. To support grade assessment. Teachers should:

- through development dialogues and personal development plans further the pupils' knowledge and social development,
- on the basis of the requirements laid down in the syllabuses assess each pupil's learning, and orally and in writing report this to the pupil and the home, and also inform the head teacher,
- take the wishes of the parents as the starting point, and keep pupils and the home regularly informed about study outcomes and development needs, and
- when awarding grades, make use of all available information about the pupil's knowledge and learning in relation to the national knowledge requirements, and make an all-round assessment of this knowledge.

### ***E. Comments or requests (optional) FOR TEACHERS***

We would like to receive your comments or requests related to the contents and implementation the draft of guideline.

## **Appendix number 2**

### **MONITORING QUESTIONNAIRE for PUPILS**

1. What positive points in your school makes you satisfied and willing to study?
2. What are the negative points of your school, what do you think needs to be improved?
3. Do you have any own problems related to schooling?
4. Your comments or requests (optional)

## **Appendix number 3**

### **MONITORING QUESTIONNAIRE for PARENTS**

1. What positive points in this school make you satisfied and willing to send your children to study?
  2. What are the negative points of this school, what do you think needs to be improved?
  3. Do you have any problem related to the provision to your children?
  4. Your comments or requests (optional)
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