

**KINGDOM OF CAMBODIA  
NATION RELIGION KING**

Ministry of Education, Youth and Sports  
General Directorate of Education  
Department of Pedagogical Research

**National Report  
on Human Right Education in the School System  
of CAMBODIA**

**National Researcher  
Ms. Chin Yahan**

HRE/ASP/CMB/3

# National Report on Human Right Education in the School System of Cambodia

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## I. Context

### Historical Context

Cambodia has a long history dating to more than a thousand years. Kingdoms existed since the first century in the territory now known as Cambodia. In recent times, Cambodia suffered from more than two decades of civil war. During this time, more than three million people were killed, and almost four million more became victims of torture, forced labor and other human rights violations. This dark period, known the Era of the Crime Genocide, started on 17 April 1975 and ended 7 January 1979 (Liberation Day). On this day, the Kampuchea United Front for National Salvation completed the defeat of the Khmer Rouge regime that allowed the Cambodian people to regain their freedoms.



Figure 1&2 : The travel back home on foot from the Killing Field,  
of Cambodian People, after 7 January 1979

Photos of DCCAM in Phnom Penh



The new government following the liberation of Phnom Penh, with the official commitment to respect human rights forming a major part, immediately adopted an eight-point minimum manifesto. The manifesto states that the "People's Republic of Kampuchea is implementing the aspirations of the people concerning democratic freedoms, freedom of religion, the right to work, to rest and to education; it respects the dignity and privacy of all citizens and establishes sexual equality and equality among the various nationalities living in Kampuchea."

The People's Republic of Kampuchea pursued a foreign policy of peace, friendship and non-alignment, strove to contribute to the "cause of peace, stability and prosperity in Southeast Asia, and to the cause of peace and progress the world over"<sup>i</sup>

Following Liberation Day, Cambodia started to rise again from a situation of complete destruction of infrastructures including those of socio-economic and cultural. Cambodians joined hands to rehabilitate and rebuild the nation in all fields, with the support from within and outside the country.

Cambodia has a population of over thirteen million at present in a total land area of 181,035 square kilometers.

### **Constitutional/legal context**

From 1979 up to 2008, Cambodia faced the challenges of national reconstruction, unity, rehabilitation as well as taking responsibility for its destiny. It strove to evolve toward progress, development, prosperity, glory, and the Rule of Law. The country's first Constitution after the Khmer Rouge regime ended was adopted and amended several times in response to the situation, until the present Constitution was adopted in 1993. Cambodia started ratifying several United Nations human rights instruments since the new government was established in 1979.

The Constitution of People's Republic of Kampuchea, promulgated in June 1981, has a provision assuring respect for the Convention on the Prevention and Punishment of the Crime of Genocide (CPPCG)<sup>ii</sup> attached to the chapter on the "Obligation of the People" which required to be undertaken under the lead of a single Cambodian Political Party. In April 1989, the Constitution was amended to provide for multi-party system, extend the mandate of the Constitutional Assembly, and define the task of the National Council of the State.

As for internal reconciliation, a Paris Agreement was adopted on 23 Oct, 1991 by the Supreme National Council which is the unique legitimate body and source of authority in which, throughout the transitional period, the sovereignty, independence and unity of Cambodia are enshrined.

#### **PART III: HUMAN RIGHTS**

##### **Article 15**

- 1) All persons in Cambodia and all Cambodian refugees and displaced persons shall enjoy the rights and freedoms embodied in the Universal Declaration of Human Rights and other relevant international human rights instruments.
- 2) To this end,
  - a) Cambodia undertakes:

to ensure respect for and observance of human rights and fundamental freedoms in Cambodia;

to support the right of all Cambodian citizens to undertake activities which would promote and protect human rights and fundamental freedoms;

to adhere to relevant international human rights instruments;

b) the other Signatories to this Agreement undertake to promote and encourage respect for and observance of human rights and fundamental freedoms in Cambodia as embodied in the relevant international instruments and the relevant resolutions of the United Nations General Assembly, in order, in particular, to prevent the recurrence of human rights abuses.<sup>iii</sup>

Another set of constitutional amendments occurred in April 1992 regarding the authority of the Constitutional Assembly and the mandate and task of the Council of Ministers (considered as the Government of the State of Cambodia).

On 21 September 1993, as a result of the 1991 Paris Peace Agreement, the new Constitutional Assembly comprised of members from different political parties adopted a new Constitution named The Constitution of the Kingdom of Cambodia. This Constitution provides for liberal democracy and pluralism as the country's political system and a market economy system. It provides more clearly the rights and duties of Khmer citizens with link to the UN human rights instruments. A whole chapter (Chapter III, Articles 31 to 48) is devoted to the rights and obligation of Khmer citizens. Article 31 of the Constitution provides:

The Kingdom of Cambodia shall recognize and respect human rights as stipulated in the United Nations Charter, the Universal Declaration of Human Rights, the covenants and conventions related to human rights, women's and children's rights. Every Khmer citizen shall be equal before the law, enjoying the same rights, freedom and fulfilling the same obligations regardless of race, color, sex, language, religious belief, political tendency, birth origin, social status, wealth or other status. The exercise of personal rights and freedom by any individual shall not adversely affect the rights and freedom of others. The exercise of such rights and freedom shall be in accordance with the law.

On 31 May 1997, the Constitution of the Kingdom of Cambodia had been amended on some more articles to be suited with UN Human Rights Instruments namely ICCPR, ICESCR, CEDAW, ICERD, CRC, CRSR, SCAS, and CAT.

On 6 March 1999, the Constitutional Assembly adopted a new Constitution based on the 1993 Constitution but with new provisions such as the establishment of a Constitutional Monarchy, specific tasks of the King, the right of people of at least 40 years old to stand as

candidates for the Senate election, and the establishment of the Senate and related tasks. On 2 July 2001, a constitutional amendment was passed consisting of provision for the nomination of the Prime Minister and members of the Council of Ministers. In 2004, the Constitution was amended with provisions modifying the system for nominating members of the legislative and executive bodies.

Parallel to the development of the Cambodian Constitution was the series of ratification of international human rights instruments. In 1983, Cambodia ratified the International Convention on the Elimination of All Forms of Racial Discrimination (CERD).<sup>iv</sup> In 1992, several international human rights instruments were also ratified, namely, International Covenant on Civil and Political Rights (ICCPR), International Covenant on Economic, Social and Cultural Rights (ICESCR), Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT), Convention on the Rights of the Child (CRC), Convention Relating to the Status of Refugees/ Protocol Relating to the Status of Refugees (CRSR), and Protocol relating to the Status of Refugees (PSR). In 2000, Cambodia ratified the International Labor Organization (ILO) instruments, namely, Convention numbers 87, 98, 100, 105, 111, and 138.<sup>v</sup> In 2002, Cambodia ratified two more international human rights instruments, namely, Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography (OPCRC) and Rome Statute of the International Criminal Court (RSICC).

In summary, while the constitutional structure continues to develop over the years, Cambodia's support for human rights and democracy likewise moves forward. The Constitution being the "Supreme Law of the Kingdom of Cambodia" provides the parameters that all laws and decisions of State organs have to abide by.

The practical application of constitutional provisions and international commitments to human rights is shown by the numerous official celebrations held throughout the year:

<ul style="list-style-type: none"> <li>• 7 January - Day of Victory on Genocidal Regime</li> <li>• 31 January - Day of Dental Health</li> <li>• 24 February - Day of Mine Clearance</li> <li>• 4 March - Day of Policy on Water</li> <li>• 8 March - International Day of Women</li> <li>• 22 March - Day of World Water and Meteorology</li> <li>• 24 March - Day of Wiping Out Tuberculosis</li> <li>• 7 April - Day of World Health</li> <li>• 30 April - Day of Joining in ASEAN</li> <li>• 3 May - Day of Freedom of the Press</li> <li>• 8 May - Day of Red Cross</li> <li>• 15 May - International Day of Family</li> <li>• 31 May - Day of the World Without Tobacco</li> </ul>	<ul style="list-style-type: none"> <li>• 9 July - Day of Plantation</li> <li>• 12 August - International Day of Youth</li> <li>• 8 September - Day of National &amp; International Literacy</li> <li>• 9 September - Day of the World Without Smoke</li> <li>• 16 September - International Day of Ozone Environment</li> <li>• 21 September - International Day of Peace</li> <li>• 24 September - Day of Publication the Constitution</li> <li>• 1 October - Day of the Old Age</li> <li>• 5 October - Day of Teachers</li> <li>• 23 October - Day of Peace Agreement at Paris</li> <li>• 9 November - Day of National</li> </ul>
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<ul style="list-style-type: none"> <li>• 1 June - International Day of Children</li> <li>• 5 June - Day of National &amp; International Environment</li> <li>• 12 June - World Day against Child Labor</li> <li>• 26 June - Day Against Addicted Drug</li> <li>• 1 July - Day of Fishes</li> </ul>	<ul style="list-style-type: none"> <li>Independence Festival</li> <li>• 23 November - Day of Hygiene Environment</li> <li>• 1 December - Day Against HIV/AIDS</li> <li>• 3 December - Day of World Handicaps</li> <li>• 10 December - Human Rights Day</li> <li>• 4 December - Day of Joining as Member of UN</li> </ul>
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Furthermore, the government (through its ministries) has been working with the more than two thousand non-governmental organizations (NGOs) and other members of the Cambodian civil society in raising human rights awareness and promoting the rule of law.

### **Educational context**

Along with the development of the constitutional/legal structure, the educational structure is likewise developing during the past two decades.

Starting in 1979 up to 2008, the Ministry of Education, Youth and Sports (MOEYS) engaged in the improvement of the quality of education through the reform of the formal education system, its school curriculum, textbooks, and the teaching-learning approach.

The duration of the formal education system was changed three times as seen in the following, to meet goal of increasing teaching-learning sessions as well as to deepen knowledge acquired of children.

- a. 1979 – 1986 period - thirteen years (four years for primary + three years for lower secondary + three years for upper secondary + three years for higher education) or 4+3+3+3
- b. 1986 – 1996 period - fifteen years (5+3+3+4)
- c. 1996 up to the present time – sixteen years (6+3+3+4).

In the meantime, the teaching-learning approach in the formal education system was changed from teacher-centered to student-centered approach.

### **The School System**

The current school system has the following components:

1. Pre- School
  - Lower Step (three years old children)
  - Medium Step (four years old children)
  - High Step (five years old children)
2. Basic education - nine years

The nine years of basic education comprise of two stages:

#### Primary School

Six grade levels:

- Grade 1 (six years old children)
- Grade 2 (seven years old children)
- Grade 3 (eight years old children)
- Grade 4 (nine years old children)
- Grade 5 (ten years old children)
- Grade 6 (eleven years old children)

#### Lower Secondary School

Three grade levels:

- Grade 7 (twelve years old children)
- Grade 8 (thirteen years old children)
- Grade 9 (fourteen years old children) - the students have to pass an examination to be able to go to the Upper Secondary level.

#### Upper Secondary Education

Three grade levels:

- Grade 10 (fifteen years old students)
- Grade 11 (sixteen years old students)
- Grade 12 (seventeen years old students) - the students have to pass another examination to go to higher education.

### 3. Higher Education

Schooling in universities and institutes covers four to seven years.

Cambodia has a total of 8,644 public universities/institutions/schools and around one hundred private ones, broken down into the following:

- Sixteen national universities and institutes and around twenty private universities and institutes (from selected education educators 2005-2006)
- 252 public upper secondary schools and around thirty private upper secondary Schools (from selected education educators 2005-2006)
- 670 public lower secondary schools and around thirty private lower secondary schools (from selected education educators 2005-2006)
- 6,472 public primary schools and around thirty private primary schools (from education report of Department of Primary Education 2007-2008)
- 1, 429 public pre-schools and around forty private pre-schools.( from selected education educators 2005-2006)

## **Policymaking process**

Several policies and education strategic plans adopted by MOEYS have clear relation to human rights education, including the law that it has proposed:

- Policy for Curriculum Development
- Policy for Child Friendly Schools
- Policy for Children with disability
- Education Strategic Plan
- Policy for Gender
- Policy for Education for All,
- ICT in Education Policy
- Non-Formal Education Policy, etc.
- Education Law.

These policies, strategic plan and law were developed through a common process consisting of consultations with various institutions and stakeholders. For example, a central commission that was drafting the Education Strategic Plan consulted with

- All Provincial Offices of Education, Youth and Sport (considered as the basic partners)
- All related institutions in the same level (considered as inter-related partners)
- All related Councils of Administrative Reforms (considered as supervisors)
- All related national and international organizations or commissions (considered as stakeholders).

## **II. Education laws and policies, the curriculum, and programs**

### **a. Policy for Curriculum Development for general education**

The Policy for Curriculum Development for general education (grade 1-12) was developed in 2004 to improve the quality and efficiency of education. The establishment of a policy for curriculum development is a necessary task to provide a guide for the development of the school curriculum. MoEYS produced it at the time when Cambodia was moving ahead in all aspects - economic, social and cultural.

The policy is intended to cover all government plans and targets, including the Second Cambodian Socio-economic Development Plan, the Governmental Poverty Alleviation Strategies, the Education for All (EFA) for 2003-2015, the Education Strategic Plan (ESP) and the Education Sector Support Program (ESSP), and so on.

The policy is a response to the demands of globalization, regionalization and individualization. The policy contributes to equitable access in basic education, expansion of public-private education partnership for high quality secondary education, and increase in accountability in developing standards in the three school levels (primary, lower, and upper secondary).

The key features of the 1996 Core Curriculum have been upgraded and improved. For example, the Policy for Curriculum Development establishes teaching time allocation. It provides time in the curriculum for Local Life Skill Program (LLSP) and offers subject choice selection for Grades 11 and 12 students by adding learning hours for each subject. It should be noted that students learn less subjects than before under the policy.

This policy was supposed to be started implementing in schools all over the country from school year 2007-2008 for grade 1, from school year 2008-2009 for grade 7 and grade 10.

#### **b. Policy for Education for All (6 Goals for 2015)**

The Policy for Education for All was adopted and published in Khmer in 2005. This policy consists of the following contents:

- Overview
- Development and support early childhood
- Basic Education in School System
- Life Skill Education in formal education and non-formal education
- Literacy for Adulthood
- Elimination of gender gap in primary and secondary education
- Reform and improvement in the quality and effectiveness of education in all aspects.

This policy is currently being implemented.

#### **c. Education Strategic Plan**

Among various strategic documents from the past, two recent Education Strategic Plans have been selected for examination. The Education Strategic Plan 2001–2005, which reflects the education reform in Cambodia, enabled a notable progress in providing the equity in schooling access, the improvement of quality, curriculum standard, and management in education. Its implementation provides lessons for the next policy.

The Education Strategic Plan 2006 – 2010 identifies education policy and strategic priority of the education reform for the following five-year period. The MOEYS has been prioritizing the provision of equity in schooling access and quality in basic education, which is the Goal and Strategy of National Plan of Education for all, during this period. This plan, being implemented in partnership with private stakeholders, NGOs, and communities of parents, has also highlighted:

- Expansion of Early Childhood Education
- Expansion of Non Formal Education and Professional Training for Youth
- Increasing opportunities in Secondary Education access and in Higher Education access
- Ensuring the encouragement of capacity-building for educators
- Enforcing Education Law, good management, and accountability.

#### **d. Education Law**

The Education Law, adopted on 21 November 2007 and entered into force on 8 December 2007, is a new instrument to strengthen education.

The following are a few extracted provisions from this law that relate to human rights education:

- Provision 4, Chapter 1, "about General Disposition", stated that Education in this Law focuses on Learning Development Process or Physical, Spiritual, Mental and Moral Development Training obtained through all education activities which enabled learners gained sets of Knowledge, Expertise, Competences, and Values to become good person benefited for him/herself, his/her family, community, nation, and world.

The above definition extends comprehensive access of various interested kinds of Education included teaching/learning human rights.

However, every good educators in the world have admired good person firstly on his/her values regarding the respect of Human Rights.

- Provision 5, Chapter 2 "about Supreme National Council of Education", stipulated that

Should establish the Supreme National Council of Education which bears the following tasks:

- Propose to the Royal Government Education Policy and long term strategy to response the need of national socio-economic development.
- Assess periodically works related to the aspect of education, technical and vocational training for the Royal Government.
- Gather all resources for the benefit of Education.

The above provision reveals the great endless calling for contributions from all concerned stakeholders for the benefit of Education. This is the will of respect for Rights to Participation.

- Provision 11, Chapter 3 "about Administration and Educational Management ", stated on the establishment of Academic Institution that

Public legislative individual, private legislative individual and/or physical individual has rights to establish Educational Institution. The Ministry of Education should prepare disposition and principle on the establishment and management of the public and private academic institutions in accordance to its type.

The above provision also enables access of various participations from all authorized individuals in providing education willingly.

- Provision 29, Chapter 6 "about Educational Policy, Principle, Planning and Strategy", stated on the Partnership for Education:

The State should open widely for the contribution of all the concerns namely the site of public, privacy, national organizations, international organizations, non-governmental organizations and communities in the process of the development, establishment, assessment monitoring on the implementation, proposition for the review, and proposition for the revision on national policies, principles, planning, and strategies of Education.

The provision raised above reflects the intention of respect for political rights and socio-economical rights of all citizens.

- Chapter 7 stated on Education Rights and Duty.

- **Right to Education (Provision 31):** All citizens have rights to access free schooling for in public schools. The ministry of Education should arrange policy, principle, strategic planning and measures, step by step, to ensure the acquaintance of quality in education by following the general disposition in this law.
- **Right to equality in schooling access ( Provision 32):** The enrollment at grade 1 of the general education should be applied for children of 6 years old and over or at least over 70 months old at the date of entering school.
- **Right to freedom of belief ( Provision 33):** The state respects rights and freedoms of religious beliefs. The Ministry of Education should consider Buddhism which is of the state. All the enforcement for learners and the related to get involve in any religious activity and/or any religious practice even in the direct or indirect way in the process of education are prohibit.
- **Right to the Quality of Education (in Provision 35) :**

Rights of learners concerning education are as below:

- Rights to freedom of expression on academic views.
- Rights to meet education with quality.
- Rights to association as learners' group or learners' club for education.
- Right to be respected as human with dignity.

- **Right to participation in cultural development: ( Provision 44, Chapter 8, about Resources for Education) :**

The State should enhance and encourage charities in appropriate and necessary ways accepting education as the best investment.

All the individuals, priesthood, communities, local and international organizations, public and private institutions have rights to fully participation and contribution the resources either human , material, or financial resources aimed at support and develop the site of education.

Academic institution managers have rights to gather various legitimate resources from all areas to develop their institutions. The resources provision should be done by volition and non-conditions.

The Ministry of Education should ensure the transparency and accountability in management of financial support for Education.

The above chapter imposed the realization of the rights of all citizens.

#### **e. Policy for Child Friendly School**

The Policy for Child Friendly School was approved and signed on 14 December 2007 after a successful trial run for fourteen years (1993 - 2001) in extended target areas (ten provinces/municipalities – nationwide). The policy comprehensively covers all basic education schools in the country. It is meant to ensure:

- The exercise of child rights as universally accepted
- The improvement of quality and effectiveness in basic education
- The success of decentralization of the education system
- The determination of MoEYS in achieving the Millennium Development Goals, the Goals and Targets of the National Plan of Education for All, and Education Strategic Plan.

The Policy for Child Friendly School presents:

- Contents, Effective Strategies and Implementation Principles of Basic Education through six components of the Child Friendly School program namely:
  - Equity in schooling access
  - Effectiveness of education
  - Child Protection
  - Gender Equity
  - Child Participation
  - National Support.
- Two significant factors in education development:
  - Ensuring equality of education
  - Appeal for participation from all the concerned partners.

In reality, the MoEYS has allowed the implementation on the child-friendly school project since 2002 with numerous international organizations and NGOs such as:

- UNICEF - it supported cluster schools in six provinces (Kampong Thom, Kampong Speu, Prey Veng, Svay Rieng, Stoeng Treng, and Udor Mean Chey
- Save the Children Norway – it supported cluster schools in six provinces and a municipality (Siem Reap, Kampong Chhnang, Pursat, Preah Vihear, Udor Meanchey, Kampong Cham, and Phnom Penh.
- Organization of Activities for Primary schools in Cambodia - it supported cluster schools in Kampong Cham.

In addition, the Program of Child-Friendly School was adopted on 22 August 2005, as a framework for nationwide implementation.

The implementation of the program helped upgrade the mission and the quality of basic education. In 2007, thirty percent of all major primary schools under the child-friendly school clusters have been upgrade as eight hundred forty eight schools of nine years education ( primary plus lower secondary school)in which thirty-seven schools were selected to try out the Program of Child Friendly School. The program will also extend to the upper secondary schools.

#### **f. Policy of Education for Children with Disability**

The Policy of Education for Children with Disability, being drafted in 2008, comprehensively covers all children with disabilities and is meant to ensure that they enjoy their right to education similar to other children without such disabilities. This policy supports the Policy for Child-Friendly Schools. The MoEYS is giving full support in implementing this policy to meet goals of Education Strategic Plan as well as National Plan for Education for All.

#### **g. Curriculum Standards for Basic Education**

Curriculum Standards are the learning outcomes students should be able to demonstrate at the end of a particular stage of schooling. The Curriculum Standard for Basic Education

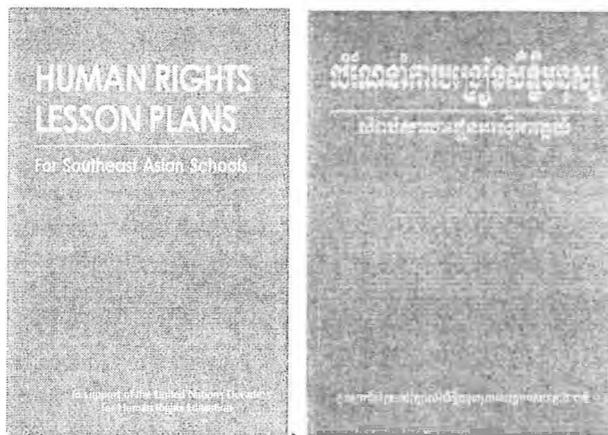
was developed in 2006 and has been mainstreamed to all students, parents, and educational institutions as the criteria for student's outcome learning assessment.

#### **h. School curriculum**

Human rights are taught under the 1996 curriculum through appropriate subject areas, especially social studies and Khmer language, from pre-school education up to higher education as described below:

- At pre-school education, human rights are taught through the many lessons about "kindness without discrimination" including lessons with the titles of "Thanksgiving," "How to say sorry," "How to respect each other."
- At primary education, human rights are taught through several lessons for deeper understanding on personality development, namely learning in the framework of knowing oneself, family and community. Below are some relevant lesson titles in the primary school curriculums and textbooks:
  - How to respect school discipline (prohibition on playing or bringing in any kind of weapon)
  - Avoiding any act leading to the danger
  - How to walk safely along the roadside
  - Accepting one's own mistake.
  - Studying the danger of explosives
  - Avoiding any gambling
  - Learning about the summary contents of some articles stipulated in the Universal Declaration of Human Rights and the Convention on the Rights of the Child
  - Learning about some simple principle teachings of Buddha namely the five Buddhist precepts for laypeople.
- At the secondary education, human rights are taught through lessons for the strengthening of the students' previous knowledge, affection, and general skills using the framework of self, family, community, nation and international community. Below are some lesson titles extracted from the current curriculum (1996):
  - Knowing one's self
  - Keeping good relationship with others
  - Prevention, management and conflict resolution
  - Respect for human rights
  - Peaceful world for children.
  - Respect for the country's law
  - Good governance
  - Prevention and condemnation the criminal acts
  - Resolution of obstacles obstructing the peace and community development
  - The doctrine and principles of democracy
  - Perception of basic teachings of other religions existing in Cambodia
  - Learning the international policy of the Kingdom of Cambodia
  - Learning about ASEAN (Association of Southeast Asian Nations).

The Cambodian human rights education experience was presented in the Southeast Asian Writing Workshop on Developing Human Rights Teaching Guides (SEA Writeshop) in 2001. The writeshop supported the realization of the objectives of the United Nations Decade for Human rights Education (1995 – 2004) [UN Decade] through the publication of the *Human Rights Lesson Plans for Southeast Asian Schools*. The UN Decade supported the development of human rights teaching materials and also promoted collaboration among institutions as important means of undertaking human rights education programs.



Many individuals and institutions in several Southeast Asian countries<sup>vi</sup> supported the preparation of this publication. It promotes the idea of a multi-year human rights curricular framework within which issues to be discussed in the lessons are decided by the people developing the curricular framework at their level (national).

The human rights curricular framework, human rights concept, and core values included in the 1996 curriculum of Cambodia are illustrated in the Cambodian human rights curricular framework of the publication (see illustration, taken from page 15 of the publication). The publication was translated into Khmer and printed for distribution in Cambodia.

# CAMBODIA

GRADE LEVEL	HR CURRICULAR FRAMEWORK	ISSUES	HR CONCEPT	CORE VALUES
7	Self	<ul style="list-style-type: none"> <li>- The concept of development</li> <li>- Rights and respect for others</li> <li>- Human rights violation</li> <li>- Management of problematic situations</li> </ul>	<ul style="list-style-type: none"> <li>- Child rights</li> <li>- Right to education</li> <li>- Right to develop one's potential</li> <li>- Right to privacy</li> </ul>	<ul style="list-style-type: none"> <li>- Equality</li> <li>- Love for school</li> <li>- Self-reliance</li> <li>- Responsibility</li> <li>- Self-respect</li> </ul>
8	Others	<ul style="list-style-type: none"> <li>- Relationship between people</li> <li>- Discrimination</li> <li>- Moral conduct</li> <li>- Sharing and caring</li> </ul>	<ul style="list-style-type: none"> <li>- Non-discrimination</li> <li>- Equality</li> <li>- Right to be free from discrimination</li> <li>- Acting in a spirit of brotherhood/sisterhood</li> <li>- Right to social security</li> <li>- Gender equality</li> </ul>	<ul style="list-style-type: none"> <li>- Humanity</li> <li>- Courtesy, politeness</li> <li>- Sincerity</li> <li>- Charity</li> <li>- Sharing</li> </ul>
9	Community	<ul style="list-style-type: none"> <li>- Rights and responsibilities</li> <li>- Development</li> <li>- Environment</li> <li>- Respect for rules</li> </ul>	<ul style="list-style-type: none"> <li>- Right to participation</li> <li>- Social rights</li> <li>- Economic rights</li> <li>- Fair decision-making</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Creativity</li> <li>- Responsibility</li> <li>- Respect for rules</li> </ul>
10	Country	<ul style="list-style-type: none"> <li>- Poverty</li> <li>- Insecurity</li> <li>- Rights and responsibility of the nation</li> <li>- Solidarity</li> </ul>	<ul style="list-style-type: none"> <li>- Social rights</li> <li>- Civil rights</li> <li>- Political rights</li> </ul>	<ul style="list-style-type: none"> <li>- Patriotism</li> <li>- Cooperation</li> <li>- Responsibility</li> <li>- Respect for rules</li> </ul>
11		<ul style="list-style-type: none"> <li>- Culture and human rights</li> <li>- Healing the trauma of victims of human rights violations</li> </ul>	<ul style="list-style-type: none"> <li>- Right to freedom of religion</li> <li>- Freedom of speech</li> <li>- Equality before the law and protection of the law</li> </ul>	<ul style="list-style-type: none"> <li>- Conscientiousness</li> <li>- Honesty</li> <li>- Responsibility</li> <li>- Orderliness</li> </ul>
12	Region and the World	<ul style="list-style-type: none"> <li>- Regionalization</li> <li>- Globalization</li> </ul>	<ul style="list-style-type: none"> <li>- Right to proper social and international order</li> <li>- Duty to the community and limitation of rights</li> <li>- Action against any of the rights under the UDHR not a right</li> </ul>	<ul style="list-style-type: none"> <li>- Responsibility</li> <li>- Open-mindedness</li> <li>- Cooperation</li> <li>- Respect and love for labor</li> </ul>

Human Rights Lesson Plans 15 for Southeast Asian Schools

Figure 1: Human Rights Curricular Framework of Cambodia (based on 1996 school curriculum) and included in the *Human Rights Lesson Plans for Southeast Asian Schools* publication.

Considering the new school curriculum from the academic year 2008 – 2009 onward, human rights concepts can be integrated into the curriculum in the following manner:

No.	Grade Level	HR concept/ HR realization	Number of Learning Hours (for HR Education)	Total Learning Hours in School year (for all subjects)	Percentage %	
<b>Primary School</b>						
<b>BASIC EDUCATION</b>	1	Grade 1	CRC: Right to protection	14	950	1.49
	2	Grade 2	CRC: Right to protection Right to education Right to development	24	950	2.52
	3	Grade 3	CRC: Right to protection Right to education Right to development	8	950	0.82
	4	Grade 4	CRC: Right to protection Right to education Right to development Right to participation	12	950	1.26
	5	Grade 5	CRC: Right to protection Right to education Right to development Right to participation	22	950	2.31
	6	Grade 6	CRC: Right to protection Right to education Right to development Right to participation	23	950	2.42
<b>Lower Secondary School</b>						
7	Grade 7	CRC: Right to protection Right to education Participation Right to belief	41	1140	3.59	

		Right to non-discrimination			
8	Grade 8	CRC: Right to participation Right to belief Right to non-discrimination	43	1140	3.77
9	Grade 9	CRC: Right to participation Right to freedom of belief Right to non-discrimination Right to Freedom of association	34	1140	2.98
<b>Upper Secondary School</b>					
10	Grade 10	UDHR: Right to freedom of expression Right to be protected by law	8	1140	0.70
11	Grade 11	ICCPR ICESCR	8	1260	0.63
12	Grade 12	UDHR ICCPR ICESCR	28	1260	2.22

All human rights concepts integrated in the 2009 school curriculum are Constitution-based rights, or human rights contained in the Universal Declaration of Human Rights (UDHR), the Convention on the Rights of the Child (CRC), and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).

#### Right to participation in the education sector

The Education Sector Support Programme (ESSP) 2006-2010 was established to “put into practice” the “policies and strategies laid out in the Education Strategic Plan (ESP) 2006-2010... The ESSP identifies the necessary program activities and priorities in reaching the Cambodian Millennium Development Goals and the goals set out in the National EFA Plan.” In order to do this, it promotes the multi-stakeholders approach by saying that

MoEYS recognises that an effective sector wide management and monitoring approach will necessitate collaborative planning with other key stakeholders, including the Ministry of Economy and Finance (MoEF), Ministry of Interior (MoI), Ministry of Planning (MoP) and the Council for Administrative Reform (CAR). The ESP and ESSP also emphasise the need for strategic negotiation and consultation with other development partners, including donors, NGOs and civil society. Proposals for building up the capacities and partnerships

for strengthened sector wide management and monitoring, alongside the capacity building required for improved planning and management of the priority programs is set out in Section 3.2.<sup>vii</sup>

The above quotation reveals the determination of the government to open opportunities to realize the right to participation of stakeholders in the education sector.

In summary, the MoEYS at the present has substantial and adequate legal instruments supporting human rights education. However, the educational laws, policies and curriculums do not cover the whole range of human rights, since they were developed for a limited range of objectives and tasks in the education sector. Obviously, some of them focus on particular human rights issues such as right to access schooling, right to quality education, right to non-discrimination, right to freedom of expression, right to freedom of association, etc.

### **Best practices on human rights education in the school system**

In general, in the school system, there have been practiced on the following aspects:

- Raising-awareness on human rights has been integrated in teaching-learning session of Moral-civic subject in class, extra-class and co- curricular activities of all grade level of general education. Generally, each lesson have been conducted by following the process of 4A (Activity, Analyze, Abstraction, and Application). In teaching-learning process, teacher always asks “Do children have right to do this? or to do that?” or “ Do adults have right to do this? or to do that?”
- Assessment in human rights awareness has been conducted through monthly test, composition test, and national examination test
- Child protection programs against drug abuse, child labor, child trafficking, mine and UXO have been implemented. In the program implementation, children have been provided lesson entitled “ Caring life is Human Right”
- Child-Friendly School Program has been applied and mainstreamed throughout the country. The school program has instructed children to be aware that they are ensured to equality school access, to enjoy good education environment with solidarity, freedom, equality, equity, physical, mental, and psychological well being ,

How ever, the application of the student-centered approach in teaching-learning activities has been found problematic due to a number of obstacles such as insufficient teaching-learning materials, over-crowded class, subsistent standard living of teachers, poverty of children and parents, etc.

The prospect of meeting the goal of human rights education is not bright unless there is significant development in human rights understanding and commitment of educators, and

related stakeholders. Thus, human rights training for all citizens, not just children, should be prioritized in Cambodia.

### **Policy implementation**

Since the new government was inaugurated as a result of the 1991 Paris Peace Agreement, Cambodia has become a recipient of support for human rights activities from international organizations (through its agencies, offices, organizations and programs) and local and foreign NGOs.

Some Cambodian NGOs pioneered in implementing programs on human rights education in schools. One NGO, LICADHO, began its activities in 1992. The main objective of the program was to raise awareness of human rights and democracy at all levels of society through group training and dissemination of information. It established provincial offices with educators who implement the program at the provincial level. The provincial offices produced human rights information materials. It broadened its program after the elections of May 1993 by using the book of the United Nations Transitional Authority for Cambodia (UNTAC) for the "general populace, including students, but without specific adjustments in the curriculum for particular target groups such as school children."<sup>viii</sup>

Another NGO, the Cambodian Institute for Human Rights (CIHR) devoted its effort to training teachers on human rights. CIHR implemented its "Human Rights Teaching Methodology" project in partnership with MOEYS for around three years. Following is an account of its partnership work with the MOEYS<sup>ix</sup>

The program developed in several stages. First, direct meeting were sought with the Minister of Education, in order to get approval of the writing of a curriculum for all grades. CIHR emphasized to the Minister that this would be his project, and its success would reflect positively upon his Ministry. Care was taken to ensure support from other ranking officials, including both Prime Ministers, by involving them later on in CIHR activities such as mass graduation ceremonies.

Ministry of Education curriculum writers in tandem with CIHR then drafted the curriculum, a graduated one covering all 11 grade levels of primary and secondary schools. To start, an introductory seminar was held with the Ministry officials to help them with their knowledge of human rights and guide their work. Members of NGOs, women's groups, students, etc. were also invited to contribute to the seminar. The result was six illustrated teachers' manuals covering all the grade levels. For each grade, there is an active curriculum (human rights as a separate subject) and an integrated curriculum, in which human rights are inserted into other subjects such as reading and literature. These books were completed in 1994.

After the curriculum was drafted and officially approved by the Ministry of Education, the Ministry informed CIHR that this was not enough to get human rights into the classroom. Cambodia's teachers, it was pointed out, could not use the curriculum effectively without being trained in it. Thousands of Cambodia's teachers had been slaughtered by the Khmer

Rouge. New teachers had been recruited afterwards, but often they had only a few years of education themselves and very little training or experience.

The MOEYS's requirement to CIHR to train teachers led to a second "ambitious phase of the project: to teach all of Cambodia's over 70, 000 primary and secondary teachers how to teach human rights, democracy, and non-violence in the classroom." By mid-1990s, "over 17,000 teachers, including most of Cambodia's secondary teachers, have been trained. About 40% of the trainees are women."<sup>x</sup> CIHR went on to have a professional evaluation of the training program which showed satisfactory results that as "...September 1996, 18,637 teachers and educational officials had been trained in human rights teaching methodology, which means that roughly 1 million pupils per year were exposed to the concepts of human rights and democracy."<sup>xi</sup> The training program involved senior master trainers, secondary school teachers, primary school master trainers, primary school teachers in training, and primary school teachers. Another account states that

Records show that 40,000 teachers had been trained by the time the project ceased on October 2001. Every school in Phnom Penh had teacher representatives attending two sessions. Every secondary school and teacher training institution in the country was covered. The project provided 5.5 days training, issued materials, and demonstrated how human rights could be taught as a subject on its own, or, given the congested timetable, integrated into several other subjects. Human rights education had been conducted on a large scale in communities throughout Cambodia, often in schools, by international and local human rights organizations over the past 10 years.<sup>xii</sup>

Another NGO, Child Rights Fund (CRF), with its mission on Child Rights Realization in Schools, Children and Youth Empowerment, and Child Rights Realization in Communities, has also exhibited its outstanding success in promoting child rights and child participation in Cambodia.

- Over 4,800 teachers, teacher trainees, Teacher Training Center instructors, school administrators and government officials have received training in Child Rights(CR) and Responsibilities, Trafficking and Sexual Exploitation of Children (TSEC), and Promoting positive discipline.
- Over 1,000 child and youth activists have been trained in Child Rights and monitoring implementation of the United Nations Convention on the Rights of the Child.
- Over 40,000 children and youth have learned about CR, TSEC and other issues affecting them at school and community events....<sup>xiii</sup>

Other than this, the Ministry of Education held in 1996 in-service training on teaching orientation on the use of textbooks and teacher guides of all subjects.

From 1996, the MOEYS undertook the following main tasks:

- Enhanced the implementation of principles on free primary school access
- Prioritized the elimination on all forms of discrimination and obstacles blocking schooling access of children, especially children with disabilities and children of minorities
- Made effort to reforms the teaching-learning methodology

- Developed education programs to fulfill the needs of children
- Integrated human rights concepts in Khmer language and Moral–Civic subject

The MOEYS also initiated a series of activities aimed at strengthening the quality of human rights education in schools. In 2003, it dispatched one officer (Ms. Chin Yahan) to attend a series of regional workshops on human rights education organized by HURIGHTS OSAKA.<sup>xiv</sup> The workshops led to the publication of *Human Rights Lesson Plans for Southeast Asian Schools* in October 2003. One year later (October 2004), the Khmer version of the publication was published with six hundred fifty copies and distributed to all the twenty-four Provincial Offices of Education in Cambodia. In April 2005, three education officers (Mr. Eng Kim Ly, Vice-Director, Department of Pedagogical Research, Ms. Thach Thy Saran, Vice Head, Office of Curriculum Development; Ms Chin Yahan, Curriculum Developer) attended the regional seminar for the launching of the publication. The seminar resulted in the development of action plan to strengthen human rights education and on activities on the use of the publication.

In May 2005, the draft Cambodian action plan was raised and reviewed in a regional seminar. The action plan entitled “Project on training how to integrate human rights in the school curriculum, teaching-learning materials, and school climates, 2005 - 2007” was approved, and its implementation plan included human rights NGOs. In November 2005, the action plan was raised at the National Consultation Workshop organized by the Department of Pedagogical Research of MOEYS and funded by UNESCO Phnom Penh. The workshop resulted in the following recommendations:

- MoEYS should encourage the respect and the realization on human rights in the school system
- It should strengthen the ability of school teachers who had significant role in charge of human rights education, and the central officers in charge of monitoring human rights implementation
- It should continue to integrate the human rights concept in all level of teacher training program
- It should submit request to the UNESCO office located in the country, as well as in the region asking for the support of a consultant and of funding should develop national planning onward
- It should continue to integrate human rights, child rights in specific related subjects
- It should cooperate with human rights NGOs.

However, after the national consultation workshop, implementation of the action plan failed to take place because of lack of funding support.

On 29–30 May 2007, the Department of Pedagogical Research held another national training workshop on “ Human Rights, Peace and Development-based Education” funded by UNESCO Phnom Penh, in consideration of the translation and publication of the Khmer version of *Human Rights Lesson Plans for Southeast Asian Schools* (with the support of UNESCO, Bangkok) in October 2004, participation of Cambodian educators in the April 2005 workshop in Manila on the publication (with the support of the Office of the United Nations High Commissioner on Human Rights), the two-year project planning on the

human rights integration into the formal school curriculums, teaching/learning materials and school environment for 2005-2007 (proposed by the Department of Pedagogical Research, Ministry of Education, Youth and Sports), the November 2005 consultation workshop (with the support of UNESCO Phnom Penh) and the adoption of the MoEYS plan for human rights education, the reprinting of the Khmer version of *Human Rights Lesson Plans for Southeast Asian Schools* (again with support for UNESCO Phnom Penh) in July 2006, and the need to provoke the interest of concerned institutions in implementing the MoEYS plan for human rights education.

The workshop had the following objectives:

- To develop and propose a cadre of teacher trainers on the integration of human rights into the school curriculum in each region of Cambodia
- To introduce the *Human Rights Lesson Plans for Southeast Asian Schools* (Khmer version) as a basic material both for training teachers and use inside the classroom by:
  - Discussion on human rights concepts – based on the Universal Declaration of Human Rights and the Convention on the Rights of the Child
  - Discussion of the integration approach as applied to human rights education
  - Introduction of *Human Rights Lesson Plans for Southeast Asian Schools* as example of how human rights are integrated into different school subjects.
  - Exercises on the use of the *Human Rights Lesson Plans for Southeast Asian Schools*.
  - Exercises on training teachers on human rights application.
  - Planning on the follow-up and monitoring on training teachers on human rights application.
- To develop and propose a system for monitoring the training of teachers on human rights education.

With seventy-nine participants from the MoEYS,<sup>xv</sup> local human rights NGOs,<sup>xvi</sup> and UNESCO Phnom Penh office, the workshop resulted in the following:

- The human rights concept was clearly understood through the presentations, question-and-answer and group discussions, and resulted in activities planning for human rights promotion for each respective institution/unit
- The participants proposed various ideas and recommendations to ascertain the strategies planned to achieve the goal of Human Rights, Peace and Development-based Education such as:
  - ✓ The human rights and peace climate should be nurtured continuously in the field of education in Cambodia
  - ✓ The *Human Rights Lesson Plans for Southeast Asian Schools* should be reprinted more and offered as materials for use in the follow up pre-service and in-service training workshops for school teachers
  - ✓ All the materials and ideas especially related to the human rights teaching-learning process gained from this workshop should be delivered to all provincial officers, school teachers, students and parents.
  - ✓ UNESCO and/or other related agencies should provide more support to carry out the follow-up training workshops at provincial, district and community levels.

- ✓ All the messages from this workshop should be conveyed to the other officials at the lower levels at least during the monthly meeting.

Overall, this workshop provided the MOEYS with a powerful cadre of teacher trainers coming from all regions of the country. Second, another thousand copies of the second edition of the Khmer version of *Human Rights Lesson Plans for Southeast Asian Schools*, were distributed to the participants. In total, each provincial Office of Education received fifty copies of the publication to be distributed to selected schools and teacher training center in each province. However, the number of copies was insufficient compared to 23,997 copies (three copies for each of the 7,999 schools) needed for the whole country.

As raised by the NGO report and from the results of two times of different surveys (the survey of October 2007 and of May 2008) undertaken in selected target schools and institutions of all the twenty-four provinces and municipalities, thousands of replies had been sent back. But, because of time limitation in coding the replies, only some of them were selected randomly.

In general, we acknowledge that around 80 percent of all respondents (consisting of education officers, teachers and students) understand the human rights concept ( please see questionnaires in different categories in the Annex).

At one particular category of questionnaire, 456 primary and secondary school students' data sheets (238 of female) were randomly selected from the 1 440 ones sent back from all the 24 provinces-municipalities, to be coded and analyzed. The following are data collected from their answers back to question asked for their recommendation related to HR conceptual understanding:

- 32.7% requested for the higher quality of education.
- 18.0% requested for the higher standard of living.
- 12.3% demanded the donation of learning supplies.
- 6.1% invited the raising awareness on Human Right to some of the local communities.
- 4.4% invited the raising awareness on Human Right to some of the teachers.
- 2.4% requested the donations of scholarships for poor children.
- 2.4% said thanks for the giving opportunities for them in answering the questionnaire and invited this activity be applied every year.
- 2.4% appealed for all children to treat each others with tolerance.
- 1.3% invited child rights to be disseminated to all children in all over the nation.
- 1.1% requested for having sufficiently teachers for their school.
- 0.4% appealed for all children to avoid drug abuse or they will damage themselves.
- And at last, 16.4% had no idea.

Concisely, through various activities conducted in the research, the result of the Human rights training project of the Ministry of Education, Youth and Sport of Cambodia with collaboration of various civil societies, NGOs, and INGOs revealed merely the

acceptable result. It is seen as it has been confronted with many kinds of barriers included poverty. Obviously, the recommendations seen above reflected the involved concerns related to Human Right Education to be solved abreast from now on.

For concrete ways, Human Rights Education in schools needs to be applied in parallel with fulfilling the demand for sufficient number of teachers, instructional materials, the support of teachers' living, the application of the strategy on poverty alleviation, etc.

However, even though regular official inspections are being done on all sectors of education, it is still crucial that schoolteachers are enabled in implementing human rights-based education in schools.

### **III. Analysis of laws, policies, education goals, curriculums and programs**

The 1993 Constitution recognizes human rights as stated in Article 31:

The Kingdom of Cambodia shall recognize and respect human rights as stipulated in the United Nations Charter, the Universal Declaration of Human Rights, the covenants and conventions related to human rights, women's and children's rights.

Every Khmer citizen shall be equal before the law, enjoying the same rights, freedom and fulfilling the same obligations regardless of race, color, sex, language, religious belief, political tendency, birth origin, social status, wealth or other status.

The exercise of personal rights and freedom by any individual shall not adversely affect the rights and freedom of others. The exercise of such rights and freedom shall be in accordance with the law.

The first phase plan of action of the World Programme for Human Rights Education defines human rights education as

education, training and information aimed at building a universal culture of human rights. A comprehensive education in human rights not only provides knowledge about human rights and the mechanisms that protect them, but also imparts the skills needed to promote, defend and apply human rights in daily life. Human rights education fosters the attitudes and behaviors needed to uphold human rights for all members of society.

From the perspective of the Cambodian constitutional provision on human rights and the United Nations definition of human rights education, the existing policies, curriculums, and programs of Cambodia are analyzed as below.

#### **a. Policy for Curriculum Development 2005 - 2009**

The Policy for Curriculum Development 2005–2009 is seen as a tool that provides the opportunity for human rights education in the school system. Some attitudes and skills for basic education prescribed by the policy relate to human rights. Provision 2.1 supports the

right to education, right to participation, right to economic and social development, right to freedom of expression, right to freedom of belief, etc. (Please see annex).

A close examination of the curriculum shows that human rights concepts can be taught mainly and directly in the subject of Moral-Civic Education. This subject is one of the four strands (Moral-Civic, History, Geography, and Home Economics) of the Social Study subject and is a compulsory subject from Grade 1 to 10, and a selective subject from Grades 11 to 12.

The right to protection provision in the CRC is discussed, from grade 1 to grade 3 for three compulsory lessons per week, in the Science & Social Studies subject which talk about basic understanding on what should be done and what should not be done at home, at the public way to school, and at school, following the Cambodian traditional custom and the current rule of morality.

The rights to protection, development, be respected as a person with dignity, etc. provided in the CRC are discussed in the four compulsory lessons per week for Grade 4 and five lessons per week for Grades 5-6 in the Science & Social Studies subject. This subject includes the discussion on the current rule of morality plus how to have healthy relationship with each other among friends as well as people in a community, and what are the proper things to do to preserve good natural environment.

The two compulsory lessons per week for Grades 7-9 in Moral-Civic Education as one of the four strands of the Social Studies subject discuss the basic understanding on:

- Women's rights compared to stereotype in gender
- Healthy relationship between boys and girls
- The good way of selecting good leader or representative among class children
- Rights of the children with disabilities compared with stereotypes of discrimination
- Peace and disarmament
- Communal election
- The importance of job
- Multi-cultural belief
- Various human-rights-based opinions in the community on appearance, quality, expertise, and proficiency of man compared to woman, of one race compared to another race
- Principles on peaceful resolution in conflicts occurring at work places, or among people or nations
- The way to preserve Khmer traditional custom and attitude in accordance with the rising awareness on human rights
- Interesting principles of democracy
- Significance of the concept of good governance,
- The ways to developing careers.

Basic understanding of these topics lead to the understanding of the rights to protection, development, participation, social security, gender equality, rights as a person with dignity, etc., as stipulated in UDHR, CRC, and CEDAW.

In the Upper Secondary School Curriculum, as application of three provisions of the policy (provisions 9.3, 10.1, 11.1), more and deeper discussion of the concepts of human rights based on UDHR, CRC, CEDAW, ICCPR, ICESCR, and some domestic laws have been integrated into the subject of Moral-Civic Education from Grades 10 to 12. In addition, the time for Grades 11 to 12 lessons will increase from two up to six hours per week.

Nevertheless, there remains an uncertainty on how these lessons will “ensure that the students [will acquire] a more complex understanding of morality and civic responsibilities” because the subject is still considered a strand of Social Studies and an elective subject despite the provision of the Education Law that “...Education on morals and civics, on how to live together for peace, for sustainable development, on how to respect the values of various cultures and traditions, should be determined as main component of the core curriculum...”

On the other hand, parents/local community/NGOs have a role in helping schools with extra-curricular activities that support the Local Life Skills Program (LLSP) by providing opportunities for “training in specific life skills that have a particular relevance to local students” (provisions 3.1 to 3.11).

The policy has provisions for students with disabilities or special needs (provisions 3.14 to 3.19).

The implementation of the new curriculum was supposed to have started from school year 2007 - 2008 in Grade 1. As more grade levels are covered each year new textbooks and teacher guides have to be developed for each grade. The textbooks and teachers guide are being developed by the private sector, while the MoEYS is planning for teacher training.

But the mechanism for human rights training as well as assessment is still to be seen. The future contribution from any practical human rights education project will be significantly needed for benefit of replacing the national project (2005-2007) which was failed. At the mean time, the establishment an official monitoring system for HR education covering the whole process of the new project implementation is vitally interesting. However, there is still no specific system for monitoring and evaluating the use of this approach.

## **b. Education Law**

The Education Law is the main legal instrument that provides measures upholding human rights education in the school system. It defines education as focusing on “Learning Development Process or Physical, Spiritual, Mental and Moral Development Training obtained through all educational activities which enable learners gain sets of Knowledge, Expertise, Competences, and Values to become good person benefiting him/herself, his/her family, community, nation, and world” (Provision 4, Chapter 1).

This definition comprehensively covers various kinds of education not only the teaching/learning of human rights or other kinds of subject. According to this idea, every good educator in the world admires a good person primarily when his/her values respect human rights.

The law establishes a Supreme National Council of Education that has the following tasks:

- Propose to the Royal Government the education policy and long-term strategy to respond to the needs of national socio-economic development
- Assess periodically the activities related to education, technical and vocational training of the Royal Government
- Gather all resources for the benefit of education. (Provision 5, Chapter 2)

This provision gives the basis for unending yet significant contributions from all concerned stakeholders in education, not only in human rights education.

The law allows public and private entities to establish educational institutions, giving therefore different types of institutions the chance to be involved in education. The law likewise encourages contributions from public and private institutions regarding development/establishment/assessment/monitoring of education programs; or review of educational policies, principles, plans, and strategies.

Finally, the law lists a number of rights and duties of all citizens that should be realized, namely,

- Right to Education: All citizens have rights to access schooling for nine years without pay in public schools. The Ministry of Education should gradually adopt the policy, principle, strategic plan and measures to ensure quality in education by following the general disposition in this law. (Provision 31)
- Right to equality in schooling access: The enrollment at grade 1 of the general basic education program should be applied to children six years old and over or at least over seventy months old on the day of entering school. (Provision 32)
- Right to freedom of belief: The state respects the right to freedom of religious belief. The Ministry of Education should consider Buddhism, which is the religion of the state. All manner of forcing students to get involve in any religious activity and/or any religious practice, directly or indirectly, in the process of education are prohibited.
- Right to freedom of expression:
  - a. Rights to freedom of expression on academic views. (Provision 35)
  - b. The Ministry of Education should permit the dissemination of all educational information. All the falsification in any form should be prohibit. (Provision 42)
- Right to quality of education (Provision 35)
- Right to establish an association as students' group or club for educational purposes (Provision 35)
- Right to participate in the development of education standard (Provision 35)
- Right to be respected as human with dignity (Provision 35)
- Right to educational information: Educational information in all educational institutions and academic institutions are public information except these related to

persons. The educational and academic institutions should provide information students upon their request. (Provision 43)

- Right to participation in cultural development: The State should enhance and encourage charity activities in appropriate and necessary ways to consider the support on education is the best investment. (Provision 44, Chapter 8, Resources for Education)

### **c. Other educational policies**

The Policy for Education for All (6 Goals for 2015), the Education Strategic Plan, the Policy for Child-Friendly School, and the Policy for Education Children with Disability are important tools in providing orientation to activities that uphold human rights education in the school system.

### **d. Education Sector Support Program**

The Education Sector Support Program has likely had significant role in supports human rights education in the school system. While it does not provide a specific program on teaching human rights in schools, it supports special programs related to the realization of human rights, such as the following:

- Scholarship program for girl children in remote rural schools
- Multi-grade system program
- Breakfast Support program
- Bilingual Program
- Child-friendly schools program, etc.

### **e. Curriculum Standards**

The Curriculum Standards are the learning outcomes students should be able to demonstrate at the end of a particular stage of schooling.

The Curriculum Standards were issued in August 2006 and started implementing in parallel with the new curriculum from grade level 1 (2007 – 2008).

The Curriculum Standards were distributed to related institutions, all public and private primary and secondary schools, local communities, civil societies, and parents for being used as common tools for students' or children's learning outcome assessment .

The Curriculum Standards are tools ensured equal rights in education with quality access.

### **General comments**

The laws, policies and curriculum emphasize certain values that should govern school ethos. Some of these values relate to human rights education, as in the following:

- A Child should be Good Student, Good Son/Daughter, and Good Friend
- Learning to Know, Learning to Do, Learning to Be, and Learning to Live Together
- Good Environment is Our Life
- Children need Good Teachers
- The Four Fundamental Child Rights are Right to Life, Right to Education, Right to Protection, and Right to Participation.

Pedagogy is given importance in the educational laws and policies, and in the curriculums. The importance given to pedagogy is illustrated by the following provisions:

The teaching program for the delivery of the national curriculum in each school must:

- be structured, systematic and student-centered
- include in-classroom and out-of-classroom activities
- involve students in both theoretical and practical learning
- provide opportunities for the encouragement and development of creativity and imagination. (Provision 3.12, Policy for Curriculum Development 2005 – 2009)

Human rights education requires pedagogy that meets the requirements in this curriculum development policy.

Essentially, human rights education has been mainstreamed in the formal education system. And the existing human rights education in the schools in Cambodia is the foundation of the whole formal education system.

### **Conclusion**

In conclusion, Cambodia should be proud of its achievements regarding holistic human rights education through the education law, educational policies, plans of action, school curriculums, training policies, etc. which reflect the will and commitment of the government toward the realization of human rights.

However, the implementation and realization of human rights is still on the way and affected by complicated issues. Thus the collaboration among stakeholders at international, national, and local levels in putting the will to do human rights education into fruitful practice is very substantial.

We believe that the level of overall input will be the level of overall output.

### **IV. Recommendations**

Though the implementation of the laws, policies, and curriculums is ongoing, there are limitations that have already come out.

In concrete, the following are the limitations so far identified:

- The activities of children's clubs (which focus on the exercise of child rights) are being encouraged but they have not yet expanded in a holistic sense throughout the country in conformity with the Education Law.
- The student-centered approach has been mainstreamed but it has not been properly employed in the teaching-learning activities due to the large number of students in each class.
- All forms of child punishment in schools have been prohibited, but there is yet particular system to monitor the situation and make reports.
- Equity in schooling access is enhanced, but school drop-out caused by poverty is the main issue that cannot be solved within a short period of time.
- Even though several human rights trainings have been undertaken, they have not covered all the national educators and the schoolteachers nationwide.

- Even though some human rights materials have been provided, there is no sufficient number of copies for distribution to a large number of educators and teachers all over the country.
- With the new curriculum, the moral-civic subject has become an elective subject at Grade 11 in the upper secondary school. But, it is notorious that among all subject areas within the curriculum, only the Moral-Civic subject has plenty of rooms relevant to integrate human rights education.

To overcome the limitations of human rights education as well as of human rights realization in the school system in Cambodia, the following recommendations should be taken into consideration:

a. Educational policies and curriculum

- Human rights awareness-raising should be compatible with the realization and exercise of human rights to be acknowledged as an efficient way of education.
- In applying the Education Law, HR Education as well as Moral-civic education should be legitimated as the compulsory subject since its study will result citizen with responsibility in fulfilling their rights and duty.

b. Teaching/learning materials

- The ongoing development of legal tools related to human rights education should be enhanced.
- HR Teaching/learning materials should be provided sufficiently to fulfill the need of every school in the country.

c. Pedagogy – teaching/learning process

- Human rights education should be separated as an independent subject covering the whole range of its contents and be adopted as compulsory learning through general education (12 years). From the prospect, any citizen who obtains good awareness on HR, often respect HR and domestic law.
- Human rights education should be considered an obligation for every child for the benefit of securing how to live together in a peaceful world. From this perspective, human rights education in the school system should be compatible with human rights education in non-formal education system.
- The teaching/learning process should always apply the student-centered approach.
- A special TV show program should be established for HR Education.

d. Teacher training

- Human rights training for teachers should be extended nationwide because human rights understanding will guide people to do the right act and avoid becoming unconscious perpetrators.
- The World Program for Human Rights Education should provide support the HR training for the intended Cambodian school teachers and education officers.

e. Assessment system:

- The National Human Rights Assessment System should be organized officially,

comprised of various stakeholders from the national and local human rights NGOs and national educators, and be fully authorized to implement its mandate.

- The education juridical court should be set up and put to work.

f. Extra-curricular activities

- All stakeholders should support extra-curricular activities in order to cover the full spectrum of human rights practice.

g. School environment

- At every school, teaching- learning materials related to human rights education should be fully accessed by, or afforded to, every child as well as every educator because human rights concepts need to be practiced through and verified by instructional materials.
- A system or mechanism on human rights implementation and assessment in the school system should be established to help ensure the quality of education.

h. Role of stakeholders

- Education should be considered a priority in investment for the progress of the country
- The participation of various stakeholders in the country's reconstruction, especially in education, is very important for sustainable development
  - All kinds and ways of support to the education sector in Cambodia is needed to benefit the children as well as for a better world
  - The criticisms from different stakeholders should be constructive, conveyed with applicable suggestions on how to make the change, and should make sure that the wrongdoers are acknowledged and changed
  - Cooperation with stakeholders in the implementation the human rights education project as well as the curriculum policy 2005-2009 should be existed by the present time.

## ANNEX

### Endnotes

- <sup>i</sup> E.V. Kobelev, *Kampuchea: From Tragedy to Rebirth*, the Union of Soviet Socialist Republics, 1979.
- <sup>ii</sup> CPPCG: Convention on the Prevention and Punishment of the Crime of Genocide (1948) (Entry into force generally: 1951. Entry into force for Cambodia: 1951)
- <sup>iii</sup> Paris Agreement 23/10/1991,p8
- <sup>iv</sup> ICERD: International Convention on the Elimination of All Forms of Racial Discrimination (1965)
- <sup>v</sup> The following are the ILO instruments ratified by Cambodia:
- ILO Convention No 87 concerning Freedom of Association and Protection of the Right to Organize (1948)
  - ILO Convention No 98 concerning the Application of the Principles of the Right to Organize and to Bargain Collectively (1949)
  - ILO Convention No 100 concerning Equal Remuneration for Men and Women Workers for Work of Equal Value (1951)
  - ILO Convention No 105 concerning Abolition of Forced Labor (1957)
  - ILO Convention No 111 concerning Discrimination in Respect of Employment and Occupation (1958)
  - ILO Convention No 138 concerning Minimum Age for Admission to Employment (1973)
- <sup>vi</sup> Representatives of the Ministries of Education, NGOs and national human rights commissions in Cambodia, Indonesia, Malaysia, the Philippines, Thailand and Vietnam attended the writeshop, and prepared the publication.
- <sup>vii</sup> Education Sector Support Program 2006-2010, Ministry of Education, Youth and Sports in [www.moeys.gov.kh/en/education/essp06-10/1-introduction.htm](http://www.moeys.gov.kh/en/education/essp06-10/1-introduction.htm)
- <sup>viii</sup> Vann Sophat: "The Cambodian League for the Promotion and Defense of Human Rights and Its Human Rights Education Program", *Human Rights Education in Asian Schools*, 4, 38-39.
- <sup>ix</sup> Mengho Leang, "Human Rights Education in Cambodian Schools -- The Experience of the Last Three Years," *Human Rights Education in Asian Schools*, 1, 107-108.
- <sup>x</sup> Mengho Leang, *ibid*, 108.
- <sup>xi</sup> Cambodian Institute of Human Rights: "Human Rights Teaching Methodology in Cambodian Primary and Secondary Schools", *Human Rights Education in Asian Schools*, 2, 190-191.
- <sup>xii</sup> Dara Yi, Horn Pheng and Jonh Lowrie, " Teaching Human Rights in Cambodia, " *Human Rights Education in Asian Schools*, 6, 63.
- <sup>xiii</sup> Child Rights Foundation: "*Reaching New Heights in Realizing Child Rights*", *Five-year report 2002-2006*, 26.
- <sup>xiv</sup> HURIGHTS OSAKA is the short name for Asia-Pacific Human Rights Information Center.
- <sup>xv</sup> Departments and Institutions under the MoEYS (73 persons)
- Regional Pedagogical Training Centers from 8 Provinces (6)
  - Provincial Teacher Training Centers from 18 provinces-municipalities (17)
  - Provincial Office of Education, Youth and Sports from 24 provinces – municipalities (29)
  - Department of Pedagogical Research (12)
  - Department of ASEAN Affairs
  - Department of Teacher Training
  - Department of Secondary Education
  - Department of Primary Education
  - Department of pre-school Education
  - Pre-school teacher training Center
  - Department of Non-formal Education
  - Department of Higher Education
  - Directorate general of Education
- <sup>xvi</sup> Cambodian League for the promotion and Defense of Human Rights (LICADHO), Cambodian Human Rights and Development Association (ADHOC), Cambodian Center for Children Rights.

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## Report Outline

### I. Context\* - 5 pages

1. Historical context - social, economic, cultural and political events that have strong bearing on the current legal and educational systems of the country (including human rights issues that relate to the events).
2. Constitutional/legal context - current constitutional and legal provisions that relate or affect human rights (such as constitutional amendments that may or may not support human rights), international human rights agreements that have been ratified/acceded to
3. Educational context - school system, administrative structure, policymaking process (including education reform process) which have a bearing on the recognition or restriction of human rights in a general education sense.

### II. Education laws and policies, the curriculum, and programs - 10 pages

1. Descriptive presentation of the laws and policies on education - using an historical approach, discussion of provisions that affect human rights education in either positive or negative ways using the following categories as maybe warranted:
  - a. General education system
  - b. Human rights education in general
  - c. Particular issues such as those on girl children, minorities, marginalized sectors, rural schools, etc. related to human rights education
  - d. Descriptive presentation of the curriculum
    - Human rights education - approach used (integration or separate subject), subjects covered and time allotment (in case of integration approach)
    - Issues relating to religious education, co-curricular activities, school ethos, etc.
  - e. Teaching/learning methodology and school environment
  - f. Human rights education programs
2. Best practices on the different components of human rights education in the school system - 5 pages

### III. Analysis of laws, policies, education goals, curriculums and programs (see guide in Annex A)\* - 10 pages

1. Factors that affect the human rights education in the school system - this includes the advantages and disadvantages as well as opportunities and limitations.

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\* This guide is based on HURIGHTS OSAKA's research project on policy and school analysis and survey of human rights awareness of secondary students in three countries (India, Philippines and Japan). Policy and school curriculum analysis was also undertaken in Sri Lanka.

\* This guide is based on the first phase plan of action of the WPHRE

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IV. Recommendations on how to build on the advantages and lesson learned, how to use opportunities, how deal with disadvantages and limitations, identify possible priorities and potential impact. - 3 pages

## Annex A

### Analysis Guide

Generally speaking, the definition of human rights education provided by the first phase plan of action of the WPHRE (pages 12-13 of the booklet) is the guiding principle for the analysis of the existing policies, curriculums, and programs.

The details of the analysis will also be guided by the following:

a. Coverage - Do the laws, policies and curriculums cover all schools (private and public)? Are there provisions specific to private schools on human rights education? Do they distinguish urban and rural schools, or schools in the metropolises and those outside, or other types of schools (such as those belonging to different ethnic groups)? Are there special programs for girl-children, remote rural schools, minorities (based on race, language, religion, ethnicity, social status, economic standing), indigenous peoples, etc. that relate to the teaching of human rights? Are there special programs that affect the school environment (in addition to realizing the right to education) such as child-friendly schools and multigrade system?

b. Content - What human rights are taught? Are they Constitution-based rights, or human rights expressed in the Universal Declaration of Human Rights (UDHR), the Convention on the Rights of the Child (CRC), the Convention on the Elimination of All forms of Discrimination against Women (CEDAW), etc.? Do the laws, policies and curriculums cover the whole range of human rights or focused on some human rights only? Do they focus on particular human rights issues? If yes, how appropriate are such issues to the students? Are there provisions regarding attitude and skills relating to human rights? Are these provisions sufficient (explicit and detailed) to guide education and school officials and teachers in undertaking human rights education?

c. Components - Do the laws and policies support human rights education in terms of materials (textbooks on human rights and other learning materials; teaching guides, materials and tools; reference materials; audio/visual aids, etc.), curriculum development, teacher training (including teacher education/teacher colleges), extra-curricular activities especially outreach programs to the communities, networking with other agencies such as national human rights commissions, non-governmental organizations (NGOs), academe, etc.,

d. Mechanism for implementation - Is there a national system, plan, program or project on human rights education in schools? Is there a particular agency (or agencies) given sufficient mandate to develop and operate the national system/program/project? Are funds allotted - as project or as regular/annual allocation? Are there personnel assigned to focus on human rights education?

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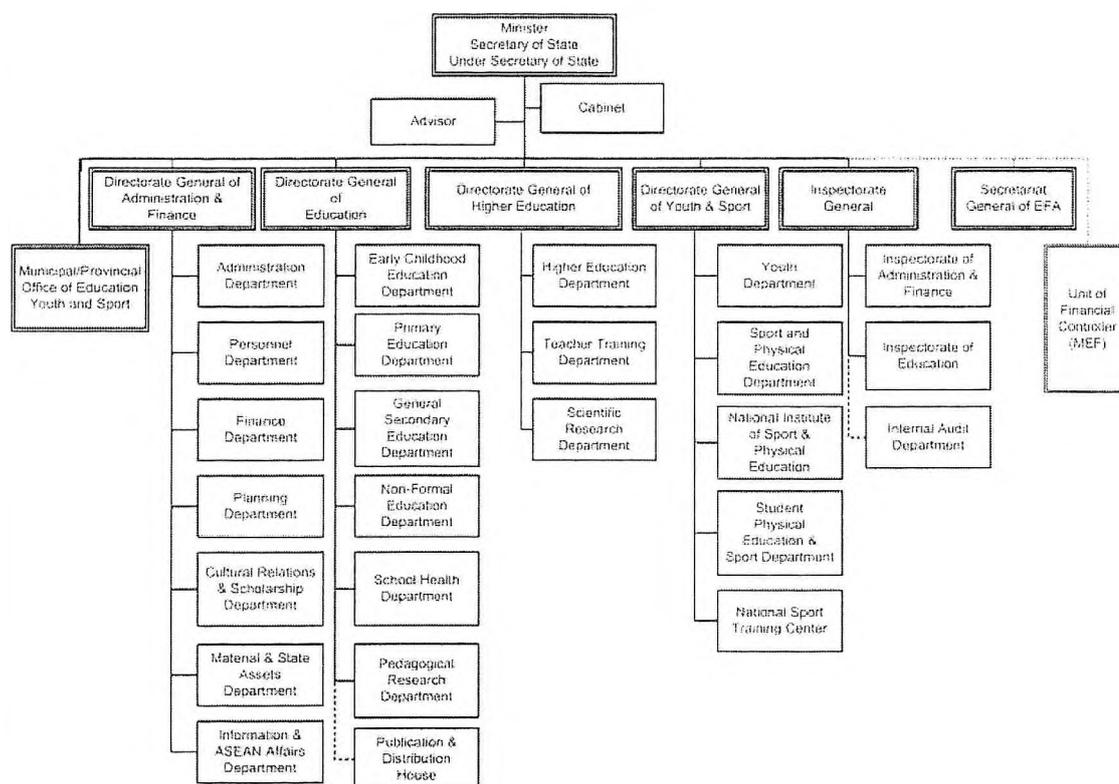
e. Approach in the curriculum – Are human rights taught using the integration approach or as separate subject? Is there a system for monitoring and evaluating the approach employed?

f. School ethos – Do the laws, policies and curriculums mention school ethos in relation to human rights education? School ethos covers the school environment (consisting of rules and regulations, attitude of teachers and school officials towards students and human rights, policy on student participation and activities, provision of facilities for student activities, etc.).

g. Pedagogy - Is pedagogy given importance in the laws, policies, and curriculums? Do they refer to participatory, active-learning, student-centered type of pedagogy?

Essentially, the analysis of policies and curriculums aims to answer the following questions: Has human rights education been mainstreamed in the formal education system? How does the existing human rights education in the schools relate to the total formal education system?

**ORGANIZATIONAL CHART OF  
THE MINISTRY OF EDUCATION, YOUTH AND SPORT**



**Questionnaires  
For the survey on HR Education  
sent on 02 – 16 May 2008**

**For 20 Educational Institution/Unit Leaders**

1. What is your impression on the concept of Human Rights/Child Rights?  
Where do you meet this concept?
2. Do you prefer actualize Human Rights/Child Rights concepts in your daily life? If yes, how do you do?
3. Do you acknowledge that our formal school curriculum has incorporated Human Rights/Child Rights Education? How do you acknowledge?
4. Do you think that our students can recall their understanding on any or some concept of Human Rights/Child Rights?
5. Do you think that your institution/unit has climate of Human Rights respect? Could you introduce some of the case?

- 
6. What are issues related to Human Rights/Child Rights confronted within your institution? How is your resolution?
  7. What are your recommendations related to raising the effective ways of caring Human Rights/Child Rights?

### Result

The common majority of responses had been extracted and incorporated in the current report.

**Questionnaire sent to education officers and teachers  
of all 24 provinces and municipalities ( 50 copies each)  
sent on 02 – 16 May 2008**

#### **a. Policy**

##### **1. Content**

- Does the education policy explicitly provide for human rights education at the primary and secondary school levels?
  
- Does the policy cover the following concerns
  - a. relationship between human rights education and overall education policy (specifically relating to the broadened concept of the Dakar Framework, application of human rights principles to the whole education system and in all learning environments)
  - b. promotion of the concepts of human rights through education, and human rights in education through the following concerns:
    - curriculum (using integrated approach, single subject approach, or both)
    - teaching and learning materials
    - teacher training program
    - teaching and learning methodologies
    - extra-curricular activities
    - school rules and management system
    - parents and community participation
    - program on role of non-governmental organizations and other sectors of civil society
  - c. relationship with other school-based program such as education for sustainable development, peace education, global education, intercultural/multicultural education, citizenship education, and values education.

- 
- d. cooperation with regional and international institutions  
(intergovernmental or private) in policy development and implementation?

- Does the policy provide a clear definition of human rights education as provided in the Plan of Action under the United Nations World Program for Human Rights Education?
- Does the policy refer to human rights-related provisions in the national constitution, legislation, state policies, other existing human rights education program?
- Does the policy require the teaching/learning of international human rights instruments such as the
  - Universal Declaration of Human Rights
  - Convention on the Rights of the Child
  - Convention on the elimination of all forms of Discrimination Against Women
  - other international and regional human rights instruments. List other instruments?
- Does the policy provide for the mechanism and resources for the following:
  - information dissemination
  - research
  - international information exchange on human rights education?
- Does the policy provide for the mobilization of resources from various institutions that can be used to implement a national human rights education program for primary and secondary schools?
- Does the policy provide for assessment measures such as
  - items to be evaluated at certain points in the implementation process.
  - feedback mechanisms from agencies concerned, school heads, teachers, students, NGO workers, education researchers, etc.
  - system of periodic monitoring of the implementation by the main agency concerned and other stakeholders?

## **2. Development of the education policy on human rights education**

- Was the policy developed with the participation of offices/divisions within the Ministry of Education involved with the following concerns:
  - a) Educational policy
  - b) Curriculum development
  - c) Teaching and learning material development
  - d) Teachers / education staff training
  - e) Teaching and learning methodology
  - f) Research
  - g) Program planning

- 
- h) Information dissemination
  - i) Regional / provincial / local administration?

- Was the policy developed with the participation of other ministries such as those involved on children and women issues?
  - Was the policy developed with the participation of human rights –related institutions such as the national human rights institutions?
- Was the policy developed with the participation of non-governmental organizations and other sectors of civil society?
- Was the policy development process publicly advertised to encourage inputs from concerned individuals or institutions?
- Was the policy developed with the participation of regional and international institutions? If yes, identify and explain the institutions?

## **B. Policy Implementation**

### **1. Analysis of current situation**

- Was there a mechanism established to coordinate the collection and analysis of information regarding the current situation of human rights education in the school system?
- Did the information come from any of the following:
  - national and local reports on human rights education in the school system
  - government reports sent to any of the United Nations treaty monitoring bodies such as the committee on the Elimination of Discrimination Against Women
  - reports of non-governmental organizations and other sectors of civil society
  - reports of international agencies including regional intergovernmental organizations, and United Nations agencies
  - studies of research institutes
  - others?
- Did the analysis of the current situation of human rights education programme in the country deal with the following concerns:
  - strengths and weaknesses of the concerned agencies of the Ministry in implementing the program
  - threats and opportunities in implementing the program
- As for stakeholders in the program, their
  - expectations, interest and viewpoints
  - degree of influence, power, and role in the implementation of the program
  - mode of participation of the stakeholders

- 
- other forms of support.

## **2. Setting priorities and planning a national strategy framework (or national program?)**

- Is there a defined mission statement in the national strategy framework?
- Are there defined goals?
- Are the goals properly linked to means of implementation (activities, resources, materials)?
- To implement this mission, were the priorities set?
- What were the bases of the identified priorities? Provide examples.
- What measures have been identified that will result in change in (or impact on) the current situation? Provide examples.
- Are the measures designed to be sustainable, such as by creating any or all of the following:
  - support structures (within the Ministry and/or with other institutions)
  - training and capacity building program
  - preparation of materials and other educational resources
  - networking with other institutions – national and international?

## **3. Implementing the program**

- How long has the program been implemented?
- Which offices / divisions within the Ministry of Education are involved in implementing the program? They can be any, some, or all of the offices / divisions involved with the following concerns:
  - Educational policy
  - Curriculum development
  - Teaching and learning material development
  - Teachers / education staff training
  - Teaching and learning methodology
  - Research
  - Program planning
  - Information dissemination
  - Regional / provincial / local administration?
- Which other governmental ministries / offices / agencies are involved? what role did they play? Identify the other government agencies and their respective roles?

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- What role do any of the following play in implementing the program?

- a) Teacher colleges
- b) Faculties of education in universities
- c) National / federal and local / state legislative bodies
- d) NGOs and other sectors of civil society
- e) Education research institutes
- f) University-based human rights centers
- g) National human rights institutions

### **c. Output of program implementation**

#### **1. School curriculum**

Does the school curriculum integrate human rights education

- In all subjects
- In some subjects (indicate which subjects)
- In one subject (indicate which subjects)
- As part of extra-curricular activities?

In what year levels are human rights taught?

#### **2. Teaching human rights**

- Has there been any review of teaching materials based on human rights principles?
- Has there been appropriate changes made on the teaching materials, as may have been found necessary by the review?
- Are there human rights teaching materials such as
  - Model lesson plans / teaching guides
  - Comprehensive yet easy-to-understand human rights reference materials (including those using new information technologies)
  - Audio-visual aids on human rights (including those using new information technologies)
  - Guides on appropriate teaching and learning methodologies
  - List of resources (including list of possible resource persons in the local community) that can be used in classes?
- Are there sufficient number of these materials for use by most teachers in the country?
- How many of the teachers are able to avail of these materials?(percentage of total: \_\_\_\_\_)

- 
- Are human rights discussed in relation to the daily lives of the students? Please cite examples.
  - Are human rights concepts taught according to the year level of students?
  - Are appropriate, student-centered, experience-based, human rights-friendly teaching methodologies employed?
  - Are NGOs and other sectors of the civil society tapped to help in teaching human rights inside and outside the classroom?
  - Are students evaluated using human rights principles such as transparency, equality and fairness?
  - Is there a variety of evaluation tools available?
  - Is there evaluation process meant to foster further development of students, as well as development in them a positive attitude toward evaluation?
  - Are the evaluation tools used to assess outcomes and impact of human rights teaching?

### **3. Learning human rights**

- Has there been any review of learning materials based on human rights principles?
- Has there been appropriate changes made on the learning materials, as may have been found necessary by the review?
- Are there human rights learning materials such as
  - Textbooks (appropriate to the different year levels)
  - Simple reading materials about human rights for the class / school library
  - Audio-visual aids on human rights ( including those using new information technologies)
  - Activities on learning human rights during class and as extra-curricular activities, cite some examples.

### **4. School rules and regulations**

- Have the school rules and regulations been reviewed to find out if they subscribe to human rights principles or not?
- Has there been any change in the school rules and regulations in order to subscribe to human rights principles? Cite examples.
- Any features of the revised school rules and regulations proved effective in achieving the following?
  - active participation of students in school life

- 
- recognition and subscription to rules
  - resolution of certain issues with human rights implications (such as discrimination of some students, bullying, inability to obtain school materials by some students due to poverty or other reasons)
  - performance of recognized responsibilities as students (such as supporting activities to promote human rights in the school)
  - fulfillment of specific child rights (such as protection against bullying and dangerous school facilities)

## **5. Teacher training**

- Are there pre- and in-service human rights training programs for teachers? school principals? supervisors?
- Are there special human rights courses available for teachers in teachers' colleges / education faculties of universities ( including distance education courses)?
- Are the teacher training programs of NGOs given recognition by the government ?
- Are there incentives provided for teachers who want to get more training on human rights teaching? Please cite examples of such incentives
- Are these training programs / courses meant to develop knowledge, skill and attitude on human rights?
- Have these training programs been evaluated?
- Did the teachers participate in the evaluation process?
- Has there been any change the training programs as a result of an evaluation?
- Are human rights courses available in curriculum of teacher colleges?

### Result

The common majority of responses had been extracted and incorporated in the current report.

### **Questionnaire for Curriculum Developers of the Department of Pedagogical Research sent in October 2007**

Dear,

“International Understanding “is the common trend in this era. To study the experiential activities related to raising awareness on in any subject area involved in the

above trend in our country, it is necessary to inquire information from among the various concerned educators/learners included you all as the curriculum developers.

We hope you will read carefully the following questions and answer them according to what you think it is the fact or your natural opinion.

This questionnaire does not aim at judging you. All your answers will be appreciated and kept secret.

**Part I. General personal information ( Fill the .....with suitable information or mark ✓ in**

1	Name of Institution:
2	Location:
3	Gender: Male <input type="checkbox"/> Female <input type="checkbox"/>
4	Ethnic :
5	Religion:

**Part II. Content**

1. From the earlier time have you ever heard the concept of “International Understanding”?

Yes

No

2. In your opinion, what does “International Understanding “mean?

.....  
.....  
.....  
.....  
.....  
.....  
.....

3. Do you realize the concept of “International Understanding “ or related contents have been integrated in our current curriculum ?

Yes

No

4. Do you accept with the concept of “International Understanding “or related contents being integrated in our new curriculum (2005 – 2009) ?

Yes

No

5. What is your impression on the integration of the conceptual International understanding in our new curriculum (2005 – 2009)?

.....  
.....

**Questionnaire for Educational Officers from Related Departments  
sent in October 2007**

Dear,

“International Understanding “is the common trend in this era. To study the experiential activities related to raising awareness on in any subject area involved in the above trend in our country, it is necessary to inquire information from among the various concerned educators/learners included you all as the educational officers from related Departments, Ministry of Education, Youth and Sport.

We hope you will read carefully the following questions and answer them according to what you think it is the fact or your natural opinion.

This questionnaire does not aim at judging you. All your answers will be appreciated and kept secret.

**Part I. General personal information ( Fill the .....with suitable information or mark ✓ in**

1	Name of Institution:
2	Location:
3	Gender: Male <input type="checkbox"/> Female <input type="checkbox"/>
4	Ethnic :
5	Religion:

**Part II. Content**

1. From the earlier time have you ever heard the concept of “International Understanding “?

- Yes   
No

2. On your opinion, what does “International Understanding “ mean ?

.....  
.....  
.....  
.....  
.....

3. In your educational programs or activities, to what extent has it covered the following themes:

	<u>Not covered</u>	<u>Less covered</u>	<u>Medium covered</u>	<u>Fairly</u>
<u>covered</u>				
Human Right Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disarmament Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-violence Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Democracy/Citizenship Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Gender Equity Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anti-discrimination/Anti-racist Educ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Values Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peace/Culture of peace Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education for Conflict Resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education for Inter-faith Dialogue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education for Interna. Cooperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educ. for Inner or Personal Peace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Based on the present situation of our country, do you think to what extent to be given increased importance to the following themes integrated in our new curriculum (2005-2009) ?

	<u>No need</u>	<u>Less need</u>	<u>Need in average</u>	<u>Fairly need</u>
Human Right Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disarmament Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-violence Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Democracy/Citizenship Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender Equity Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anti-discrimination/Anti-racist Educ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Values Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peace/Culture of peace Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education for Conflict Resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education for Inter-faith Dialogue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education for Interna. Cooperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educ. for Inner or Personal Peace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural/Multicultural Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Do you have any recommendation related to the raising awareness on “ International Understanding?

.....

.....

.....

.....

.....

.....

.....

.....

**Questionnaire for School Masters-Teachers from all provinces/cities sent in October 2007**

Dear,

“International Understanding “is the common trend in this era. To study the experiential activities related to raising awareness on in any subject area involved in the

above trend in our country, it is necessary to inquire information from among the various concerned educators/learners included you all as the School Masters-Teachers.

We hope you will read carefully the following questions and answer them according to what you think it is the fact or your natural opinion.

This questionnaire does not aim at judging you. All your answers will be appreciated and kept secret.

**Part I. General personal information ( Fill the .....with suitable information or mark ✓ in**

1	Name of School:		
2	Location:		
3	Gender:	Male <input type="checkbox"/>	Female <input type="checkbox"/>
4	Ethnic :		
5	Religion:		

**Part II. Content**

6. From the earlier time have you ever heard the concept of “International Understanding “?

Yes

No

7. On your opinion, what does “International Understanding “ mean ?

.....

.....

.....

.....

8. In your educational programs or activities, to what extent has it covered the following themes:

Not covered   Less covered   Medium covered   Fairly

covered

Human Right Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disarmament Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-violence Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Democracy/Citizenship Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender Equity Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anti-discrimination/Anti-racist Educ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Values Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peace/Culture of peace Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education for Conflict Resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education for Inter-faith Dialogue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education for Interna. Cooperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educ. for Inner or Personal Peace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Based on the present situation of our country, do you think to what extent to be given increased importance to the following themes integrated in our new curriculum (2005-2009) ?

	No need	Less need	Need in average	Fairly need
Human Right Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disarmament Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-violence Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Democracy/Citizenship Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender Equity Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anti-discrimination/Anti-racist Educ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Values Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peace/Culture of peace Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education for Conflict Resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education for Inter-faith Dialogue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education for Interna. Cooperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educ. for Inner or Personal Peace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural/Multicultural Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Do you have any recommendation related to the raising awareness on " International Understanding?

The third category of questionnaire was sent to 20 school masters and teachers of primary and secondary education in each of the 24 provinces-municipalities. After receiving data sheets, the 161 of them were randomly selected to be coded. The followings are their answers:

- 31.1% answered that *they have ever heard the concept of "International Understanding"*, while 68.9% answered that *they have never heard it*.
- 31.7% realized that " International Understanding " means *positive co-relation between people in the world*, while:
  - 31.1% realized it means *the positive co-relations between people in the world*.
  - 26.7% realized it means *the ability of universal tolerance to somebody/something*.
  - 9.9% realized it means *the solidarity without any discrimination*.
  - 9.9% realized it means *the same understanding and willing to serve mankind*.
  - 5.6% realized it means *the living in multicultural society*.
  - 1.2% realized it means *the living together in the name of mankind*.
  - 3.1% realized it means *the knowledge gained from learning*.
  - 0.6% realized that it means *the co-relations among countries in economical sector*.
  - 11.2% had no answer.
- For the question asked for the extent it has covered " Human Rights Education "in each one's educational programs or activities, the followings are the answers:
  - 66.5% answered that *it was fairly covered*.

- 28.0% answered that *it was medium covered*.
  - 4.3% answered that *it was less covered*.
  - 1.2% answered that *it was not covered*.
- Further more, for the question asked for the extent to be given increased importance to " Human Rights Education " to be integrated in the new curriculum (2005-2009), based on the present situation of our country,, the answers are as below:
- 86.3% answered that *it was fairly need*.
  - 11.8% answered that *it was in average need*.
  - 1.9% answered that *it was in less need*.
  - 0.0% answered that *it was no need*.
- Finally, for the recommendation, the answers are as below:
- 31.7% asked for the capacity building on contents and teaching methodologies of all themes under the project of "International Understanding".
  - 18.0% gave ideas that the new curriculum should consist of contents and teaching methodology of all themes under the project of "International Understanding".
  - 6.8% advised that the national education should be more focused on national consciousness.
  - 3.7% asked for the provision on the infrastructure needed.
  - And 39.1% had no idea.

**Questionnaire for School Children from all provinces/cities  
sent in October 2007**

Dear,

“International Understanding “is the common trend in this era. To study the experiential activities related to raising awareness on in any subject area involved in the above trend in our country, it is necessary to inquire information from among the various concerned educators/learners included you all as the School Children.

We hope you will read carefully the following questions and answer them according to what you think it is the fact or your natural opinion.

This questionnaire does not aim at judging you. All your answers will be appreciated and kept secret.

**Part I. General personal information ( Fill the .....with suitable information or mark ✓ in**

1	Name of School:
2	Location:
3	Grade Level:
4	Gender: Male <input type="checkbox"/> Female <input type="checkbox"/>
5	Ethnic :
6	Religion:

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## Part II. Content

1. In your opinion, what is the need of children ?

	<u>Yes</u>	<u>No</u>
Life	<input type="checkbox"/>	<input type="checkbox"/>
Friend or joining in group	<input type="checkbox"/>	<input type="checkbox"/>
Protection	<input type="checkbox"/>	<input type="checkbox"/>
Relax or amuse	<input type="checkbox"/>	<input type="checkbox"/>
Freedom of expression	<input type="checkbox"/>	<input type="checkbox"/>
Clean environment	<input type="checkbox"/>	<input type="checkbox"/>
Physical development	<input type="checkbox"/>	<input type="checkbox"/>
Mental development	<input type="checkbox"/>	<input type="checkbox"/>
Time for self learning	<input type="checkbox"/>	<input type="checkbox"/>
Clothes/Learning supply	<input type="checkbox"/>	<input type="checkbox"/>
Living with family	<input type="checkbox"/>	<input type="checkbox"/>
Housing	<input type="checkbox"/>	<input type="checkbox"/>
Encouragement/praise	<input type="checkbox"/>	<input type="checkbox"/>
Free from any danger	<input type="checkbox"/>	<input type="checkbox"/>
Free from emotional punishment	<input type="checkbox"/>	<input type="checkbox"/>
Free from starvation	<input type="checkbox"/>	<input type="checkbox"/>
Free from class discrimination	<input type="checkbox"/>	<input type="checkbox"/>
Free from gender discrimination	<input type="checkbox"/>	<input type="checkbox"/>
Free from racial discrimination	<input type="checkbox"/>	<input type="checkbox"/>
Free from religion discrimination	<input type="checkbox"/>	<input type="checkbox"/>
Safety life	<input type="checkbox"/>	<input type="checkbox"/>
Free from noise pollution	<input type="checkbox"/>	<input type="checkbox"/>
Fresh air	<input type="checkbox"/>	<input type="checkbox"/>
Adequate light	<input type="checkbox"/>	<input type="checkbox"/>
Physical/Mental force exploitation	<input type="checkbox"/>	<input type="checkbox"/>
Free from sexual harassment	<input type="checkbox"/>	<input type="checkbox"/>
Free from drug addiction	<input type="checkbox"/>	<input type="checkbox"/>
Peace	<input type="checkbox"/>	<input type="checkbox"/>

2. Do you think all children have rights to fulfill their needs raised above ?

Yes  No

3. Which source have you acquired child rights ?

	<u>Yes</u>	<u>No</u>
Text book	<input type="checkbox"/>	<input type="checkbox"/>
Teacher	<input type="checkbox"/>	<input type="checkbox"/>
School master	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>
Non Governmental Organization	<input type="checkbox"/>	<input type="checkbox"/>
Parents	<input type="checkbox"/>	<input type="checkbox"/>
Radio/Television	<input type="checkbox"/>	<input type="checkbox"/>
Press/Magazine	<input type="checkbox"/>	<input type="checkbox"/>

Relative/Protectorate

4. At School, which of your right below has been fulfilled ?

	<u>Yes</u>	<u>No</u>
Life	<input type="checkbox"/>	<input type="checkbox"/>
Friend or joining in group	<input type="checkbox"/>	<input type="checkbox"/>
Protection	<input type="checkbox"/>	<input type="checkbox"/>
Relax or amuse	<input type="checkbox"/>	<input type="checkbox"/>
Freedom of expression	<input type="checkbox"/>	<input type="checkbox"/>
Clean environment	<input type="checkbox"/>	<input type="checkbox"/>
Physical development	<input type="checkbox"/>	<input type="checkbox"/>
Mental development	<input type="checkbox"/>	<input type="checkbox"/>
Time for self learning	<input type="checkbox"/>	<input type="checkbox"/>
Clothes/Learning supply donation	<input type="checkbox"/>	<input type="checkbox"/>
Encouragement/praise	<input type="checkbox"/>	<input type="checkbox"/>
Free from any danger	<input type="checkbox"/>	<input type="checkbox"/>
Free from emotional punishment	<input type="checkbox"/>	<input type="checkbox"/>
Free from starvation	<input type="checkbox"/>	<input type="checkbox"/>
Free from class discrimination	<input type="checkbox"/>	<input type="checkbox"/>
Free from gender discrimination	<input type="checkbox"/>	<input type="checkbox"/>
Free from racial discrimination	<input type="checkbox"/>	<input type="checkbox"/>
Free from religion discrimination	<input type="checkbox"/>	<input type="checkbox"/>
Safety life	<input type="checkbox"/>	<input type="checkbox"/>
Free from noise pollution	<input type="checkbox"/>	<input type="checkbox"/>
Fresh air	<input type="checkbox"/>	<input type="checkbox"/>
Adequate light	<input type="checkbox"/>	<input type="checkbox"/>
Physical/Mental force exploitation	<input type="checkbox"/>	<input type="checkbox"/>
Free from sexual harassment	<input type="checkbox"/>	<input type="checkbox"/>
Free from drug addiction	<input type="checkbox"/>	<input type="checkbox"/>
Peace	<input type="checkbox"/>	<input type="checkbox"/>

5. At home, which of your right below has been fulfilled ?

	<u>Yes</u>	<u>No</u>
Life	<input type="checkbox"/>	<input type="checkbox"/>
Friend or joining in group	<input type="checkbox"/>	<input type="checkbox"/>
Protection	<input type="checkbox"/>	<input type="checkbox"/>
Relax or amuse	<input type="checkbox"/>	<input type="checkbox"/>
Freedom of expression	<input type="checkbox"/>	<input type="checkbox"/>
Clean environment	<input type="checkbox"/>	<input type="checkbox"/>
Physical development	<input type="checkbox"/>	<input type="checkbox"/>
Mental development	<input type="checkbox"/>	<input type="checkbox"/>
Time for self learning	<input type="checkbox"/>	<input type="checkbox"/>
Clothes/Learning supply donation	<input type="checkbox"/>	<input type="checkbox"/>
Living with family	<input type="checkbox"/>	<input type="checkbox"/>
Housing	<input type="checkbox"/>	<input type="checkbox"/>
Encouragement/praise	<input type="checkbox"/>	<input type="checkbox"/>

Free from any danger	<input type="checkbox"/>	<input type="checkbox"/>
Free from emotional punishment	<input type="checkbox"/>	<input type="checkbox"/>
Free from starvation	<input type="checkbox"/>	<input type="checkbox"/>
Free from class discrimination	<input type="checkbox"/>	<input type="checkbox"/>
Free from gender discrimination	<input type="checkbox"/>	<input type="checkbox"/>
Free from racial discrimination	<input type="checkbox"/>	<input type="checkbox"/>
Free from religion discrimination	<input type="checkbox"/>	<input type="checkbox"/>
Safety life	<input type="checkbox"/>	<input type="checkbox"/>
Free from noise pollution	<input type="checkbox"/>	<input type="checkbox"/>
Fresh air	<input type="checkbox"/>	<input type="checkbox"/>
Adequate light	<input type="checkbox"/>	<input type="checkbox"/>
Physical/Mental force exploitation	<input type="checkbox"/>	<input type="checkbox"/>
Free from sexual harassment	<input type="checkbox"/>	<input type="checkbox"/>
Free from drug addiction	<input type="checkbox"/>	<input type="checkbox"/>
Peace	<input type="checkbox"/>	<input type="checkbox"/>

6. At School, who/what makes you happy?

	<u>Yes</u>	<u>No</u>
Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Friend	<input type="checkbox"/>	<input type="checkbox"/>
Play yard	<input type="checkbox"/>	<input type="checkbox"/>
Classroom Climate	<input type="checkbox"/>	<input type="checkbox"/>
Library	<input type="checkbox"/>	<input type="checkbox"/>
Class Discipline/Order	<input type="checkbox"/>	<input type="checkbox"/>
School Discipline/Order	<input type="checkbox"/>	<input type="checkbox"/>

11. Do you have any comment related to the raising awareness on "The Right of the Children"?

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At the last category of questionnaire, 456 data sheets (238 of female) were randomly selected from the 1 440 ones sent back from students of all the 24 provinces-municipalities. to be coded and analyzed. The following answers are as below:

- The replies to the question of what do children need:
 

Yes	Not aware
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- 12.3% demanded the donation of learning supplies.
- 6.1% invited the raising awareness on Human Right to some of the local communities.
- 4.4% invited the raising awareness on Human Right to some of the teachers.
- 2.4% requested the donations of scholarships for poor children.
- 2.4% said thanks for the giving opportunities for them in answering the questionnaire and invited this activity be applied every year.
- 2.4% appealed for all children to treat each others with tolerance.
- 1.3% invited child rights to be disseminated to all children in all over the nation.
- 1.1% requested for having sufficiently teachers for their school.
- 0.4% appealed for all children to avoid drug abuse or it means they will damage themselves.
- And at last, 16.4% had no idea.

### **Provisions extracted from the Policy for Curriculum Development for general education**

- Provision 2.1 of the **Policy for Curriculum Development for general education** stated: “The aim of the school curriculum is to develop fully the talents and capacities of all students in order that they become able people, with parallel and balanced intellectual, spiritual, mental and physical growth and development. In particular, when students leave schools they should:

- develop a love of learning that will enable them to pursue employment and continue life-long learning;
- have attained a foundation knowledge of Khmer language, Khmer literature and Mathematics;
- have the knowledge, skills and attitudes necessary to improve and maintain their own physical and mental health and to contribute to the improvement and maintenance of the health of their families and wide society;
- have the capacity to manage and take responsibility for their own actions and decisions and be self-reliant;
- appreciate the value and importance of Science, Technology, Innovation and Creativity;
- have employment related skills, an understanding of and positive attitude towards work and capacity to manage and work effectively and harmoniously with others.
- have the capacity to exercise judgment and responsibility in matters of morality and a commitment to identifying, analyzing and working towards solutions of problems experienced by their families and society.

- have an understanding and appreciation of other people and other cultures, civilizations and histories that leads to the building of a public spirit characterized by equality and respect for others' rights;
- be active citizens and be aware of social changes, understanding Cambodia's system of government and the rule of law, and demonstrating a spirit of national pride and love of their nation, religion and king;
- have an appreciation of and be able to protect and preserve their natural, social and cultural environment.

" 5.3 The purpose of the Basic Education curriculum is to contribute to the achievement of the aims of schooling in order that students can further their studies at the upper grades, participate in other vocational trainings or to participate in social life by ensuring that every student has acquired:

- knowledge of Khmer language and mathematics;
- knowledge of the national identity;
- an understanding of morality and civic responsibilities;
- the everyday life skills that enable participation in their local community life and Cambodian society.
- a basic understanding of the natural world and of scientific principles
- communicative competence in a Foreign Language.

6.1 The purpose of the basic education (grades 1-3) curriculum is to ensure that every child has a strong foundation in literacy and Mathematics and that they develop their health, physical appearance, moral understanding, learning skills and life skills.

7.1 The purpose of the basic education primary school (Grade 4 - 6) curriculum is to expand and consolidate students' knowledge and understanding of Khmer language, Mathematics, learning skills, life skills, moral, and personal development that will enable them to pursue life-long learning and to introduce students to content in the areas of Science and Social Studies.

8.1 The purpose of the basic education lower secondary school (Grades 7 -9) curriculum is to provide all students with a breadth of knowledge, skills, khmer language, Mathematics, Sciences, Social studies, Life Skills, learning skills, vocational education, moral education and personal development necessary to enable them to contribute as productive members to the growth of Cambodian society and be able to further their studies at the upper grades, participate in other vocational training or to participate in social life.

9.3 The purpose of the Upper Secondary school curriculum is not expand and consolidate students' knowledge from the basic education but also to provide them opportunity for future orientation, that is , to have capacity to continue their studies at higher education or to specialize their studies or to participate in social life by ensuring that students have acquired:

- advanced knowledge of Khmer literature and mathematics;
- deep knowledge of the national identity;
- a more complex understanding of morality and civic responsibilities;

- the everyday life skills that enable participation in their local community life and Cambodian society;
- a broad understanding of the natural world and of scientific principles;
- high communicative competence in a Foreign Language

10.1 The purpose of the Grade 10 curriculum is to expand and consolidate students' knowledge obtained from the Lower Secondary education. In addition, schools must ensure the provision of a significant subject choice advice for students to study in Grades 11 and 12. The career advice provision must start from the beginning of the school year.

11.1 The purpose of the Grade 11 - 12 curriculum is to provide students with the opportunity for increased specialization through subject choice to develop a depth of knowledge in particular subjects or to take training-based vocational subjects in order to continue their study in higher education or to study vocational subjects or to participate in social life.

### 3. CUURRICULUM ORGANIZATION

3.1 MoEYS is responsible for the funding, provision of teaching staff, provision of facilities and resources for what is defined in this plan as the National Curriculum(NC)

3.2 The NC will be taught for 38 weeks per year

3.3 Schools, local communities, community group, NGOs and private education providers are expected to develop programs that will enrich and broaden the NC.

3.4 Schools, in partnership with parents, their local community, community organizations and NGOs, must develop and administer a Local Life Skills Program (LLSP) of between 2 to 5 lessons per week (40 minutes per lesson in primary and 50 minutes per lesson in secondary level) to supplement the NC.

3.5 The time allocation for the NC and for LLSP is as followed:

NC	LLSP	TOTAL
PRIMARY		
25 x 40-mn lessons per week	2-5 x 40-mn lessons per week	27 - 30 lessons per week
SECONDARY(Grades 7-10)		
30 x 50-mn lessons per week	2-5 x 50-mn lessons per week	32 - 35 lessons per week
SECONDARY(Grades 11-12)		
32 x 50-mn lessons per week		32 - 50 lessons per week

3.6 The purpose of the LLSP is:

3.6.1 to provide schools, in partnership with parents, their local community, community organizations and NGOs, with the opportunity to provide training in specific life skills that have a particular relevance to local students;

3.6.2 to provide schools with time in the curriculum for extra-curricula activities such as social services or youth movement activities that will further develop students' habits of self-confidence and responsibility. These habits are formed most strongly in the primary school years, and this is reflected in the time made available for LLSP in these years.

3.7 It is the responsibility of schools, in partnership with parents, their local communities, community organizations and NGO's to design, fund, staff and provide facilities and equipment for the delivery of the LLSP.

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3.8 In Grades 11 and 12 of the Upper Secondary sector the curriculum is delivered through National Curriculum subjects and an Elective Vocational Education Program (EVEP). In Grade 10, the curriculum is delivered through National Curriculum subjects and the LLSP.

3.9 The purpose of the EVEP is to provide students with the opportunity to participate in locally provided vocational training programs.

3.10 The EVEP is provided by MoEYS and/or private education providers in partnership with and registered by MoEYS. Students who participate in EVEP programs will be funded by MoEYS or private partnership or contribution.

3.11 The curriculum for subjects delivered as part of the EVEP is approved by the MoEYS and the assessment for subjects delivered as part of the EVEP is regulated by the MoEYS.

3.14 School should provide equal access to all components of the curriculum for both girls and boys. Schools should make a particular effort to facilitate participation by girls in all aspects of the curriculum.

3.15 Schools should provide opportunities for the development of gifted students. This can be done through providing access to existing programs for gifted and talented students, by accelerating students through normal grade progression, and by providing special programs in the time allocated for the LLSP.

3.16 Schools should support students with learning difficulties through teacher assistance during lesson time and through special programs in the time allocated for the LLSP.

3.17 Schools should attempt to provide wherever possible access to the curriculum for students with disabilities.

3.18 The assessment program for each school should provide students and parents with a clear indication of each student's level of achievement against the expected standards set out in the new curriculum, against the learning standards for students in Grades 3, 6, 9 and 12 (consistent with policy set out in EFA p.38), and should provide students with clear information about areas of excellence, areas that require improvement and steps that students should take to improve their learning. Schools should report to parents on student participation and achievement in all components of the school curriculum.

3.19 The standard medium of instruction is Khmer. Textbooks will be published in Khmer except for Foreign Language textbooks. In schools where there are large number of speakers of minority languages, teachers may conduct some instruction of the class in the minority language and may translate key vocabulary contained in textbooks from Khmer to the minority language as a means of assisting student learning.

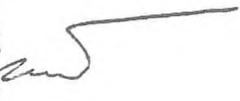
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Phnom Penh, September 16, 2008  
Reported by



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Phnom Penh, September 16, 2008  
Seen and approved



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