



KINGDOM OF CAMBODIA

NATION RELIGION KING

Ministry of Education, Youth and Sport

POLICY

FOR

LIFE SKILLS EDUCATION



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PREFACE

Education, as a key contributor to social and economic growth, is a priority of the Royal Government of Cambodia, as indicated by the central place of education in the Rectangular Strategy.

In pursuit of this priority, the Ministry of Education, Youth and Sport (MoEYS) successfully reviewed the *Education Strategic Plan (ESP) 2006-2010* in December 2005, *Education Sector Support Program (ESSP) 2006-2010* and endorsed the new *Policy for Curriculum Development 2005-09* in December 2004.

The Policy for Curriculum Development 2005-09 represents a comprehensive revision and development of the existing curriculum. Many key features have been put in the new policy as prioritized points, for instance the provision of the Local Life Skill Program (LLSP), subject choice selection in upper secondary education, and setting standards of students' learning achievement in general education.

Following the successful completion of the *Policy for Curriculum Development 2005-09*, the MoEYS has now developed the *Life Skills Education Policy 2006* to supplement the *Policy for Curriculum Development 2005-09* and the *Non-Formal Education Policy 2002* as well as responding to the needs for the globalization and regionalization contexts

The MoEYS believes that this Life Skills Education Policy is a necessary and useful resource for teachers, schools, educational institutions, community learning centres, local communities, local and international organizations, education officers, parents, scientists, researchers and other stakeholders.

The MoEYS hopes that all schools- general or non-formal education types, local communities, NGOs and stakeholders will successfully cooperate and strongly support this policy, and that this will contribute to the social, economical and cultural development of Cambodia.

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1. Introduction

- 1.1. Cambodia as well as many countries in the world are paying more attention to the teaching of life skills in order to get learners to have knowledge, skills and develop themselves to be good people, good citizens and live together harmoniously. Life Skill Education is now generally regarded as one of the key education program required active participation of both general and non-formal education schools.
- 1.2. *The Education For All (EFA) National Plan 2003-2015*, stipulates that *'...improving all aspects of the quality of education and ensuring excellence for all so that recognized and measurable learning outcomes are achieved by all, especially literacy, numeracy and essential life skills.'* (EFA, page 64, point 6, Khmer version)
- 1.3. *The Education Strategic Plan (ESP) 2006-2010* states that *'...implementing the new curriculum policy at the primary and secondary level, mainly focused on the new curriculum standard at grade 3,6 and 9 and implementing local life skills program...'* (Khmer version, p. 20)
- 1.4. In December 2004, the MoEYS officially endorsed the *Policy for Curriculum Development 2005-09*. In the new policy, more attention has been paid to Life Skills Education in order to provide students the general life skill in the core curriculum and local life skills programs. The policy states that *'...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...'* (Khmer version, p.4)
- 1.5. In order to meet the commitments set out above, the *Life Skills Education Policy for 2006* has been developed by the MoEYS. This policy revises and improves the MoEYS' previous policy in August 2001-*Policy for Life Skills in General Schools*. This Life Skills Education Policy can be applied both in general and non-formal education schools.

2. Definition

- 2.1. In the *Policy for Curriculum Development 2005-09*, 'Life Skills' are defined as *'the intellectual, personal, interpersonal and vocational skills that enable informed decision-making, effective communication, and coping and self-management skills that contribute to a healthy and productive life to ensure successfully solving daily problems.'*
- 2.2. This policy document defines the two types of Life Skills as follows:

Basic Life Skills

Basic Life Skills are necessary for all learners to get as fundamental skills for their living. Basic Life Skills are:

- *General Life Skills* are personal hygiene, safety, planning for daily life, organisation, relationship and being good citizens with high moral;
- *Pre-vocational Skills* that enable students to be productive contributors to the workforce or their communities including communication and mathematical skills, problem solving and team work. *General* and *Pre-vocational* skills are regarded as basic skills for all learners.

Career Skills

Career Skills are selected by the learners to study as the stepping stone notion of fundamental vocation to the future specific career. Career skills are:

- *Simple career skills* are skills that require short training courses and simple techniques to help learners to improve their family life or income. Each learner has different approaches in developing these simple career-oriented skills as they depend on resources, local needs and individual interests.
- *Vocational skills* are skills that required medium or long training courses and highly technical capacity to learners for future professions

3. Aims

The aims of Life Skills is to provide learners (both male and female) with opportunities to be equally accessible to education to gain knowledge, skills and sharing contributions to social living: The learners are equipped with:

- the foundational skills of literacy, numeracy and life-long learning skills, in order to be able to communicate, find information and deal with change effectively;
- the knowledge, skills and attitudes required to promote their own health, recreation skills and the contribute to the health and well-being of their families, participation in labour work in school and communities;
- skills for dealing creatively and effectively with unfamiliar real life issues, the capacity for independent thinking, capacity to share ideas, flexibility in approaches and innovation, team work, being able to live together, understand each other, make decisions, take actions , make family planning, and love work;
- practical vocational skills that provide learners with skills related to resource available, local opportunities and their own interests to enhance their quality of life.

4. Contents

- 4.1. *General life skills and pre-vocational skills* are taught to all learners as part of the national curriculum of basic education and non-formal education that related to main topics:
 - health education, safety, food nutrition, recreation, disease prevention, healthy lifestyle (hygiene, food, ...), traffic and water safety and mine awareness, HIV/AIDS education, being awareness of danger of drug use and bird flue, gambling, and environmental preservation, etc...;
 - personal development, including the building of self-esteem, team work skills, and peacefully solving problem, etc,...
 - effective citizenship education, knowledge about community life, democracy, human rights, gender, relationships in society; rule of law, national tradition and custom, and environmental responsibilities,...
- 4.2. *Simple Vocational Skills* are taught to all learners as part of the LLSP and non-formal education such as clothes, hair cutting and dressing, growing vegetables, raising animals, small vending, bicycle and motorbike repairing, producing agricultural tools, producing weaving tools, carving, beauty make up, traditional music, art and dance,...).
- 4.3. *Vocational skills* included those related to tourism, accounting, ICT and management,..... These many be studied by students as part of the EVEP in Upper Secondary education and non-formal education.

5. Strategies

To implement the Life Skills Education is based on MoEYS 'four main strategies:

1. To universalize 9 years of basic education and developing opportunities for functional literacy
2. To modernize and improve the quality of education through effective reform.
3. To link education/training with labour market and society
4. To rehabilitate and develop the youth and sport sub-sector.

Based on the above four strategies, the Life Skills Education Policy 2006 focuses on the development of human resources. That is to build the capacity of people in skills, expertise and ability to effectively responding to social needs. Therefore, the strategies of Life Skills Education including:

- Developing of human resources through providing practical skills and knowledge in order to respond to the needs of society and needs of a free labour market. In addition, to equip students with a sense of love for work, accountability, good discipline, morals and virtues to help them to contribute to the development of their country.
- Increasing the relevance of literacy programs in vocational education in order to raise vocational skills and life long learning skills.
- Promoting creativity and entrepreneurship, increasing income generation and raising the quality of life aimed at alleviating poverty, raising families' standard of living and contributing to society and national development.
- Use material and human resources (advisory experts) available in the community for implementing local life skill teaching and learning.

6. Methodologies

- 6.1. This policy explains how to teach life skills in the curriculum. Learners can learn both theoretical and practical knowledge to improve the quality of their life.
- 6.2. The effective teaching of Life Skills requires programs that:
 - Use student-centred learning and teaching methodologies to identify students' knowledge and build on their existing knowledge to expand it more;
 - Encourage active inquiry-based learning by working in groups, in pairs or individual; and by researching and gathering information through reading several materials, study tour, experiments, watching TV, and so on.
 - Apply theories in practical tasks;
 - Use friends to educate friends or children to educate children;
 - Disseminate life skills education information through various ways such as leaflets, pamphlets, posters, mobile libraries,... and making plans to develop additional life skills;
 - Apply cooperative study in which schools, families and communities all take part;
 - Use transparent assessment to assist learning improvement;
 - Apply integrative approaches of the general and pre-vocational life skills in learning and teaching in each subject and allocate time in school time table for each class to teach both theories and practice of the vocational skills.
 - Make available adequate resources (human and material) for operation during the practice stage;
 - There are curriculum and topics that most respond to the learners' needs and interests.

7. Guide for the Implementation

7.1. Life Skills Education in the General Education Schools

- 7.1.1. In Basic Education level, the Core Curriculum will integrate and include the study of general and pre-vocational life skills into each of the four core subjects: Khmer, Mathematics, Science and Social Studies. For example:
 - Working in Groups in Khmer
 - Reasoning in Mathematics

- Problem Solving in Science
- Planning and Organising in Social Studies.

7.1.2. In Basic education level, students will be required to demonstrate their competence in life skills through assessment of their learning achievement against the Curriculum Standards at Grades 3, 6 and 9 in Khmer, Mathematics, Science and Social Studies.

7.1.3. The Policy for Curriculum Development 2005-09 allocates between two to five lessons per week to Local Life Skill Programs (LLSP) to schools to organize programs of their own choice in order to make the National Curriculum more relevance in terms of linking theoretical concept to the practice, and better quality and effectiveness.

7.1.4. In Grade 10, Life Skills will be taught through two structures: the National Curriculum and the Local Life Skills Program (LLSP) the same as the Basic Education level.

7.1.5. In Grade 11 and 12, Life Skills will be taught through two structures: the National Curriculum and the Elective Vocational Education Program (EVEP). At this level, students can either choose or do not choose subjects from EVEP to study.

7.2. Life Skills Education in the Non-formal Education Schools

7.2.1. **Literacy programs:** (applies for people whose ages from 15 years old upwards) in this program, the general and pre-vocational life skills are integrated in Mathematics and Khmer.

7.2.2. **Curriculum for non-formal education in primary:** (applies for out of school children whose ages are from 6 to 14 years old) in this program, there is time allocation for general, pre-vocational, simple vocational and vocational life skills.

7.2.3. Continued Education Programs:

7.2.3.1. **Post Literacy Program:** This program aims at combating the case of forgetting how to read and write. The general and pre-vocational life skills are integrated in the contents of this program.

7.2.3.2. **Equivalent program:** It is a program that is quite similar to the one in the general education program. The vocational life skills or career skills, and general and pre-vocational life skills are integrated in the contents of this program.

7.2.3.3. **Generating More Income Program:** This program aims at improving the quality of citizens' lives. In this program, the vocational content is integrated and instructors should cooperate with and implement the program at the Community Learning Centre (CLC).

7.2.3.4. **Educating the Family to Develop Early Childhood Programs:** The general life skills on caring for young children are integrated in this program and instructors should cooperate with and implement the program at the Community Learning Centre (CLC). There is a separate time allocation to practise this program.

7.2.4 All non-formal education programs are implemented at the Community Learning Centre.

7.3. Accountability , Cooperation and Participation:

7.3.1. The MoEYS will provide support for these programs in terms of setting curriculum standards, building capacity, knowledge, and teaching methodologies for teachers; supervising and monitoring the teaching of life skills; providing life skill modules; and providing resources for schools located in underserved areas where communities are poor and lack support from local and international organizations.

7.3.2. The Government ensures trainings are provided to teachers and building more school facilities to meet the needs and the need of the policy achievement.

7.3.3. Schools, in partnership with parents, monks, their local communities, community organisations and NGOs, generous people, and local authority will be expected to be responsible for designing, funding, staffing/ seeking expert and providing materials for these local programs.

7.3.4. LLSPs can be delivered by teachers, NGO staff, parents, community members or a combination of these.

7.3.5. The Committee of Education for All (CEFA) ranking from the central to grass root level, in particular the ones who are in charge of general and non-formal education schools must actively

participate and be responsible for the successful implementation of Life Skills Education Policy 2006.

- 7.3.6. The introduction of the LLSP enables local communities to work with their schools to enrich the teaching program and ensure the relevance of the whole school program to the local community.
- 7.3.7. NGOs can provide life skills education programs in cooperation with schools. It is expected that such programs will:
 - Be delivered within the time framework of the LLSP (that is, between 2 – 5 hour per week)
 - Be in cooperation with POE/MOEYS .

Final Ordinance

The MoEYS strongly hopes that the Life Skill Education Policy will effectively provide students with the knowledge and know-how to improve their quality of life and to build the human resource to raise the standard of living and especially to reduce unemployment.

The MoEYS has asked all concerned institutions to try their best to cooperate and effectively implement this policy according to their respective duties and roles.

The MoEYS hopes that the national and international organizations will continue to successfully contribute to improve the quality of education.

This Life Skills Education Policy 2006 comes into effect from the date it is signed. The MoEYS officially announces this policy from that date. *in Phnom Penh*



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