

CAMBODIA



Total area: 181 035 km²

Population: 10 274 000

Illiterate population aged 15 years and over: ...

percentage of illiterates: ...

Public current expenditure on education (1996)

as percentage of GNP: 1,8%

Public current expenditure by level of education

pre-primary:

primary:

secondary:

tertiary:

Gross enrolment ratios by level of education (1997)

pre-primary: 5%

primary: 113%

secondary: 24%

tertiary: 1%

Source: UNESCO statistical yearbook, 1999; [...] data not available.

CONTENTS

- **Background Information on the National Curriculum**
 - Description of the historical/national context
 - Pertinent laws and policies bearing on the national curriculum for basic education
 - The underlying philosophy and rationale of the national curriculum
 - Major goals and objectives of basic education
 - Vision of a student completing basic education
- **Changing structures and Organisation of Learning Content**
 - Prevailing organizational structures and mechanisms and consultation processes involved in the curriculum
- **Designing and implementing localised curricula**
 - Coordination of the activities of different agencies in reform implementation
 - State of textbooks and instructional materials

- Training of teachers in subject matter/topic content, pedagogy updates, and the use of textbooks and other instructional materials
- Delivery of the curriculum in classroom settings
- Role of principals/instructional leaders in managing the reform process
- Quality assurance in the recruitment of new teachers and Attempts at improving the working conditions of teachers
- Minimum curriculum standards
- **Evaluation of curriculum reform**
 - Institutional supervision and reporting system
 - Achievement indicators
 - External or commissioned reviews
 - Research-based studies
- **Strengths and Weaknesses of the National Curriculum**
- **Proposed Framework for Revising and Updating the Curriculum**
 - Proposals: At the national level

Curricula for National Basic Education in Cambodia (1994–2001) and Proposals for Advancing the Present Curriculum Design Framework

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1 BACKGROUND INFORMATION ON THE NATIONAL CURRICULUM

1.1a Description of the historical/national context

Cambodia, a country situated in Southeast Asia, shares borders with Vietnam, Laos and Thailand. Cambodia has 440 kilometers of coastal border facing the Gulf of Siam. With a total area of 181,035 square kilometers, the country is about one-third the size of Thailand, or 293 times bigger than Singapore.

Cambodia has a total population of 11.4 million, of which 51.79 percent are women. The majority of the population lives in rural areas and on agricultural production based on traditional practices. Only 15.7 percent of the total population resides in urban areas or towns. The country has an estimated annual population growth rate of 2.4 percent. The population is likely to double in less than 30 years.

The proportion of children aged below 18 adds up to 51.7 percent of the population, whereas the economically productive age group (18–60) form only 43 percent of the population in the country as a whole. The age distribution shows that 54.3 percent of the population is under 20 years of age.

Cambodia has suffered prolonged wars, ruining its social economy. In rebuilding the country, the Education System has worked very hard to meet the learning needs of the children notwithstanding a lack in everything.

Now Cambodia is at a new turning point in its history. After free and universal elections under the supervision of the United Nations, Cambodia has attained national reconciliation and stability in the areas of politics, society and the economy. Cambodia has supported economic liberalization and competitive participation in international market arenas. Investment is flowing into Cambodia, which now needs a labor force with technical skills at all levels. The Ministry of Education Youth and Sport (MoEYS), therefore, has to deal with this need successfully, as soon as possible.

In the rehabilitation process, MoEYS has initiated 19 programs and 72 priority actions, out of which the curricula and textbook development program is a priority to be achieved urgently. For this purpose, committees were established to develop the curriculum and textbooks on time, and appropriate to the real situation of the Cambodian economy, society and culture.

1.1b Pertinent laws and policies bearing on the national curriculum for basic education

Following the Constitution of Cambodia, the strategies of socioeconomic rehabilitation plans, the strategies of MoEYS, and the real national situation the education system development committees have agreed on the following general education reform policy:

- Change the general education system from 11 to 12 years by adding one year to primary education, that is, change to the formula “6+3+3,” i.e., 6 years for primary, 3 years for lower secondary education and 3 years for upper secondary education.
- Increase the learning hours gradually in order to meet the international standard of 5,000 hours by increasing up 6 hours of learning per day and 38 weeks of learning per school year.
- One instructional period should be 45 minutes at the primary level and 50 minutes at the secondary level.
- There are only 6 subject areas at primary level and 8 subject areas at secondary level. Special activities, which help to improve real social life skills, and personalities, must be included to fulfill the learner-centered approach. The upper secondary students must be divided into groups based on subject areas and on practical needs.
- Include foreign language subjects (French or English) from grade 5 at the primary level upward. Each student in each class can choose only one foreign language according to the capability of his or her school.
- Integrate into the subject areas as many as possible of the competencies on human rights, tolerance, peace, hygiene, health, food, environment, tourism, economy, business, computers, AIDS, and civics, etc.
- The curriculum should be based on humaneness, locality, region, and universality.
- Attention should be given to knowledge, skills, attitudes, and values with emphasis on language communication skills, computational skills, information, problem-solving application of scientific methods (observation, hypothesis making, experimental data collection and induction/deduction) in order to create competent citizens with adequate good qualities and dignity, and creativity, are environmentalists, and useful people.
- Use the learning-teaching method of “student-centered approach” parallel to the educational philosophy of “progressivism,” currently applied by most countries; and gradually give up the teaching method of “teacher-centered approach.”
- Balance learning and evaluation, two aspects that are very essential to achieve education goals.

- Promote life skills and vocational education to create a labor force with appropriate skills in all areas.

1.1c The underlying philosophy and rationale of the national curriculum

The underlying philosophy of the curriculum extends from the philosophy expressed in the National Goals and Aims of Education in Cambodia. These goals and aims seek to develop human resources holistically, mentally, emotionally and physically. This development ensures knowledge, skills, experiences, morality, tolerance, cooperation, solidarity, national unity, national consciousness, love of justice, respect for laws, human rights, environmental preservation, identity and valuing national culture and civilization, having self-independence, self-confidence, ability to solve daily life problems, creativity, industry, responsibility, ability to promote one's family well-being, participation in national rehabilitation and development based on democracy and pluralism. Cambodian education has to train its citizens in all skills at the low-, middle- and high-capacity levels in order to meet the social needs; as well as develop Cambodian intellectuals in management, administration and science for the development of the Kingdom of Cambodia, following the motto "Nation, Religion, King."

The national curriculum supports the national goals in the development of learners in regard to knowledge, skills, values, personality, work experience, life experience and habits of doing useful activities, to enable them to take part actively in national development with the spirit of national unity and liberal pluralistic democracy.

1.1d Major goals and objectives of basic education

The goal of Basic Education is to develop useful citizens into a skillful workforce, a workforce that possesses:

- General knowledge and skills and the ability to apply these, to their actual social life.
- Ability to improve their own health (physical and mental) as well as the health of their families and their society.
- Self-confidence, ability to solve the problems of their families and society, and the ability to make decisions and plans for a successful life.
- Tolerance, recognition of the welfare of other people, and public spirit with the sense of equality and empathy.
- Love of self-study to improve their life skills.
- Industry, love of modern technology, willingness to work with others, knowledge and skills in management, and readiness to hold jobs suitable to their qualifications and preferences.
- Awareness of social changes and ability to adapt themselves in order to develop their nation with the spirit of national pride, love of their nation, religion and king and preservation of the natural environment, natural resources and their traditional as well as international arts and culture.

1.1e Vision of a student completing basic education

Students completing the primary level would be able to:

- Develop their personalities adapted to social changes.

- b. Use Khmer language, the national language, appropriately and the basic elements of a foreign language.
- c. Use basic skills in mathematics, science and technology.
- d. Practice sanitation and health-promoting activities.
- e. Analyze, reason and solve personal and familial problems.
- f. Exhibit good conduct and desirable attitudes; adopt a humanistic spirit and the tradition of respecting human rights.
- g. Appreciate labor, be able to work with others and accomplish a job well.
- h. Be aware of social changes and duties and responsibilities as good members of the community.
- i. Know how to preserve the environment, arts and culture in the community.

Students completing the lower secondary level would be able to:

- a. Develop their personalities to be ready to serve their society.
 - b. Be skillful in using Khmer and have knowledge, skills, and understanding of updated general education subject areas; have basic foreign language skill.
 - c. Improve their own health and hygiene and that of their community.
 - d. Give suggestions about and find solutions to problem of their families and their community.
 - e. Have a sense of humanity, human rights, compassion, reliance and caring for other people.
 - f. Expand their talents and genius, personal qualities, self-esteem, self-confidence, self-learning, and have pride in rebuilding the nation.
 - g. Love work and labor, and work with others successfully as good members of their community.
- Be aware of changes in the evolution of society and perform their duties successfully as good members of their community.
- i. Protect, preserve and improve the environment, arts and culture of their community.

Students completing the upper secondary level would be able to:

- a. Develop their own personalities sufficiently, in order to serve the society as far as possible.
- b. Be skillful in using the Khmer language, have general knowledge and special knowledge, skills and attitude consistent with science and technology, and a foreign language.
- c. Encourage community health services and initiatives for improving community hygiene.
- d. Come up with constructive ideas to tackle community problems.
- e. Care for others with empathy and with equitable spirit.
- f. Apply new technology in carrying out their duties, maintaining constant improvement of their capability, with pride in their achievements.
- g. Transform their appreciation for work to beneficial accomplishment, with cooperative spirit and competent management.

- h. Be aware of social progress in the world and be able to develop the nation in their role as good members of the society.
- i. Preserve and improve the environment, arts and culture in the society.

It should be noted that the above goals, aims and vision have incorporated the “Four Pillars” and more, and that they were established before the publication (1996) of the Delors Reports. However, the seminal earlier report of UNESCO, “Learning to Be,” contributed significantly to the deliberations.

1.2 Changing structures and organization of learning content

1.2a Prevailing organizational structures and mechanisms and consultation processes involved in the curriculum

In “The National Rehabilitation and Development Program of Cambodia” submitted to the International Commission for Reconstruction of Cambodia at its second conference on 10–11 March 1994 in Tokyo, the Royal Government put strong emphasis on the education of its citizens, particularly the present quality of education. It holds that education plays a crucial role in the search for national unity, restoration of national identity, and socioeconomic development. The current national education policy focuses on providing state-of-the-art training for the nation, teachers and students at all levels of education, so as to keep up with the demand of the labor market in the rapidly increasing liberalization of the economy. In view of this, the MoEYS launched the first step in the current school curriculum reforms at primary and secondary levels in 1994. A number of committees were established, and among them is the education reform committee, which started to work immediately in January 1994.

Cambodia has suffered repeated disasters, social splits and chronic wars for more than three decades; thus, its education program was significantly weakened. The current reformed curriculum has been developed by learning from the experiences of our previous curricula in 1954 and 1967 (Sangkum Reas Niyum Regime), the 1980 and 1986 curricula (The People’s Republic of Kampuchea Regime) and from the various curricula of developing and developed countries within and outside the region. It has been made compatible with humanistic principles and the living environment of the Cambodian people.

The 11–year system curriculum implemented according to Decree No. 20 dated 20 November 1986 on the General Education System, issued by the State Council of the People’s Republic of Kampuchea, has been replaced by a 12-year system as follow:

- 5 years for primary 6 years for primary
- 3 years for Lower Secondary
- 3 years for Upper Secondary

The learning hours at primary level are being gradually increased to the international standards (5,000 hours). The number of major subjects would be integrated to only 5 at the primary level and 8 at the secondary level. Meanwhile, special activities must be introduced in all grades so as to consolidate certain practices for social life or to fulfill the application of the local curricula autonomously adapted by schools.

There was no direct participation of different stakeholders (including business sector and local community groups). At various stages of the curriculum development

process, direct and indirect consultation took place with a variety of stakeholders, including the critical National Conferences on Education, which were held annually.

When the first recent reforms were initiated in 1980, after the catastrophic experiences of the Khmer Rouge period, with the genocide and exit of refugees, there was indeed a lack of sufficient experts. On the job, however, the expertise developed rapidly. When the current reforms (1994) were initiated, this accumulated expertise sufficed. Additional external experts assisted later in the development of the textbooks and teacher-guides giving suggestions regarding the process and updated the contents of the different subject areas.

1.2b An overview of the existing curriculum design for basic education

		Learning Hours by subject Area Per Week: Primary						
Level	Grade	1	2	3	4	5	6	Total
Subject								
Percentage								
		Hours per week						
Khmer	14	12	12	11	8	8	65	
	36.11							
Foreign Language	0	0	0	0	3	3	65	
	36.11							
Math	5	5	5	5	5	5	30	
	16.66							
Science		2	3	3	3	3	3	17
	9.4							
Social Studies	6	7	7	8	8	8	44	
	24.44							
History & Geo.		2	2	2	2	2	2	12
	6.6							
Moral-Civics	1	2	2	2	2	2	11	
	6.11							
Arts	2	2	2	2	2	2	12	
	6.66							
Technology	1	1	1	2	2	2	9	
	5.00							
Physical Education & Sports		2	2	2	2	2	2	12
	6.66							
Special Activities	1	1	1	1	1	1	6	
	3.33							
Total	30	30	30	30	30	30	30	180
	99.9							

Learning Hours by Subject Area Per Week:
Lower Secondary Level

Subjects	Grade 7	Grade 8	Grade 9	Total Percentage
Khmer 16.16	6	5	5	16
Foreign Language 15.15	5	5	5	15
Math 14.14	4	5	5	14
Science 16.61	5	5	6	16
Social Studies 15.15	5	5	5	15
History & Geography 9.09	3	3	3	9
Moral-Civics 6.06	2	2	2	6
Technology-Home Economics 9.09	3	3	3	9
Aesthetic Education (drawing, music, songs, dances, and plays) 5.05	2	2	1	5
Special Activities 3.03	1	1	1	3
Total	33	33	33	99
				100

1.3 Designing and implementing local curricula

The Education System throughout the country was kept informed about the new reforms through the successive National Education Conferences. The general public also gained information about the curriculum reforms through the conferences via media presentations. The general public was finally informed about the new curricula through schools in 1996, simultaneous with the introduction of the new textbooks and learning materials. Thus the outreach of information was extensive. Before its adoption, the curriculum was first piloted in a few schools or areas that were selected from different areas, such as the remote provinces, the suburban areas and the city.

Considering the limitations of available learning materials production, the curriculum was introduced/implemented annually continuously from grades 1 to 7. This provided very useful lessons for the designing of successive textbooks and teacher guides. It also provided the opportunity for orienting manageable numbers of teachers each year, to be able to implement the curriculum.

1.3a Coordination of the activities of different agencies in reform implementation

Concerned agencies undertook their assigned activities at the time of curriculum development and later in the Textbooks and Learning Materials development process. The national agencies, including several ministries, such as the Ministry of Environment, the Ministry of Culture and Art, the Ministry of Health, the Ministry of Women and Veteran Affairs, the Ministry of National Defense, the Ministry of

Foreign Affairs, and others were involved in sharing ideas for setting the goals and aims of the curriculum as well as for setting the objectives of themes and lessons in textbooks, and giving relevant information. The donor agencies, like UNESCO, UNICEF, UNFPA, UNDP, CAMSET (Cambodia Secondary English Teaching Project), CCF (Cultural Center of French), PASEC, Save the Children-Norway, etc. were concerned with funding support, technical support, sharing ideas on integrated updated contents, and the process of curriculum development.

1.3b State of textbooks and instructional materials

Previously only textbooks were supplied and this is in a pupil/textbook ratio of 1/3. In rural and remote areas the ratio was much lower. Currently there are, in addition, teacher's guide and supplementary learning materials, such as posters, equipment, various reading books, and so on, distributed to local schools all over the country. Currently the provision is one textbook per pupil.

The current textbook contains better quality paper and is well bound. Each lesson in the textbook contains appropriate diagrams or colorful pictures and suggestions for activities. The type-size has been made appropriate to the pupils, and have incorporated appropriate pedagogy.

1.3c Training of teachers in subject matter/topic content, pedagogy updates, and the use of textbooks and other instructional materials

The major working teacher-training activity used the cascade strategy to be able to reach the large numbers of teachers across the nation. The subordinated activity is the continuing upgrading of teacher capacity taking place regularly through the Cluster School System.

1.3d Delivery of the curriculum in classroom settings

In the class setting students receive instruction through

- The textbooks and teacher's guide.
- Methodology of learning: group and peer learning, and whole-class learning, self-learning and learning through out-of-class assignments.

What strategies are used in translating the curriculum into classroom practices?

Child-centered active learning: appropriate learning events for initial learning; reinforcement of learning and application of learning.

Which have been found effective?

Child-centered active learning and local specific activities to increase relevance to learners have been found to be most effective.

What factors contribute to positive results?

- Child-centered methodology.
- The updated content of curricula.
- The new education system.
- The untiring contribution of teachers.
- The provision of a textbook per pupil and supplementary learning materials.
- Consistent MoESY policy actions.

1.3e Role of principals/instructional leaders in managing the reform process

The orientation of teachers was done parallel to the orientation of principals and supervisors using specially designed manuals.

1.3f Quality assurance in the recruitment of new teachers and Attempts at improving the working conditions of teachers

Recruitment is done from the graduates of the Teacher Training Centers (ITTCs). The teachers come under four categories: (1) the pioneer cadre from the early 1980s whose content and pedagogical competencies were low, (2) teachers with 8-grade general education plus 1-year teacher training, (3) teachers with 12-grade general education plus 2-year teacher training, (4) emergency cadre of “contract teachers” of various proficiencies for meeting urgent teacher shortfalls. They have been oriented for implementing the curriculum.

In spite of severe national financial constraints a salary increase for teachers has been provided. Other attempts are under discussion, including a saving-credit scheme to help alleviate the plight of teachers.

1.3g Minimum curriculum standards

Discussions are ongoing regarding a minimum package of the curriculum and an assessment instrument to evaluate learner achievement. This needs further discussion at national, provincial and subprovincial levels.

1.4 Evaluation of curriculum reform

1.4a Institutional supervision and reporting system

The existing supervision/reporting and quality control systems of the MoEYS are geared toward performing these tasks at national, provincial and school levels. Among these are the head teachers, as the in-situ supervisors; the Provincial Education Office officials; the MoEYS officials, staff of the Department of Pedagogical Research (responsible for curriculum development) undertake technical supervision. Additional feedback is available from a variety of sources, such as NGOs working in the field. The effectiveness study (reported later) is an example of the integral part, the assessment of curriculum plays, in the reform process.

1.4b Achievement indicators

The MoEYS hopes to be able to reduce the repetition rate and increase learning hours. As yet, in the 1997–1998 school year, the repetition rate in grade 1 is 41.2 percent, and the promotion rate is only 46.9 percent. In SY 1999–2000, the repetition rate was 37.8 percent and the promotion rate was 51.0 percent. The dropout rates are still very high, especially in grade 1, grade 2 and grade 3, even though it has tended to decrease in the current year.

Grade	Dropout Rate (%)	
	1997–1998	1999–2000
1	11.9	11.2
2	15.25	12.4
3	14.9	12.9

Poverty is a major factor in both dropping out and repeating, and there is a fear that these early dropouts might become illiterates. The pupil-teacher ratio is 650.6 to 1 nationwide in primary schools and 16.7 to 1 nationwide in lower secondary school. The shortage of classrooms is very critical for schools in the urban areas at 70.5 pupils per classrooms, thus forcing some schools to conduct 3 shifts per day. The shortage of schools within walking distance of children, in rural areas, is also of serious concern.

Selected Education Indicators, 1999–2000

	Primary	Lower	Level
Secondary			
Gross Admission Rate		123.6	
Net Admission Rate	71.4		
Gross Enrolment Ratio	100.3	22.9	
Net Enrolment Ratio	85.5		14.4

1.4c External or commissioned reviews

The national conferences held annually provide significant fora for reviews. In addition, the sector and subsector analyses of donor agencies, such as World Bank, ADB, UNICEF provide detailed reviews. The Textbook Availability and Utilization Study, referred to below, has provided significant and specific inputs.

1.4d Research-based studies

According to the Textbook Availability and Utilization Study and the Impact Study, which have been conducted over three years covering grades 1 to 3 and grades 7 to 9, Khmer, mathematics and science and the impact study on Khmer, mathematics, and science at grades 3, 4, and 5, it was found that delivery records at district offices show that books usually arrive on time in classrooms. However, because of textbook reuse, they are of differing qualities. Some of the other preliminary issues identified in the report include cases where students have to borrow textbooks for a fee, late distribution of textbooks in the classrooms; fines for damaged/lost books: different editions of textbooks are mixed together in the classrooms; records are inaccurate. While the above observations can cause serious disturbance in the use of textbooks in the classroom, none of them are incapable of being corrected fairly quickly. The shortfalls arise because of the education system's earlier habits of having to cope with dire shortages of textbooks for learners' use. A new "user-friendly" culture is required, and this is being established gradually. The student-centered approach is currently insufficiently used, and textbooks are overloaded in terms of content and teacher's manuals have too little. Books are said to lack sufficient explanations and examples that would clarify lessons. One reason for this is because of donor-imposed restrictions on the number of pages in a textbook. As a result teachers face difficulties teaching lessons. Applying the new methods is difficult for all teachers. In many places, classes have more than 40 students, which makes the organization of student-centered activities difficult. Teachers who have undergone training attended only a one-week Teacher Orientation Program. Many did not undergo any training because of financial and time constraints. The anticipated "topping up" through the cluster system seems to require more time (and additional resources materials) to achieve adequate performance. Another reported reason is the poor level of content knowledge, which makes it difficult for teachers to understand and apply new concepts. In many cases, books are therefore not clear enough for

teachers who would need more detailed explanations and further teaching steps in the Teacher's Manuals.

Many of the issues described are consequences of a major problem: inadequate management at school and district levels. The ministry has provided a series of workshops and materials to improve this aspect, but changes are minimal.

At Teacher Training Colleges, the new textbooks are often reported to use high level skills, technical, or new vocabulary. The current movement towards Teacher Training Colleges assuming a greater responsibility for the above in-service training helps ease these difficulties. Moreover, it stimulates the Teacher Training Colleges themselves by developing supplementary materials in support of such training.

- In addition to the above, "running repairs" for maintaining the quality of curriculum implementation becomes significant in terms of new MoEYS Policy emphases, such as the decentralization of curricular/learning events, which are currently under development Strengths and Weaknesses of the National Curriculum

1.5a Its strengths

The National Curriculum supports the national goals in the development of learners in regard to knowledge, skills, values, personality, work experience, life experience and habits of doing useful activities. As a result, they are able to take part actively in national development with the spirit of national unity and liberal pluralistic democracy.

1.5b Its weaknesses and continuing problems

The implementation of the national curriculum remains to be completed because of poverty resulting from the wars. However, the "running repairs" to maintain the quality of curriculum implementation is currently being developed.

1.5d Lessons learned

- a. A single national curriculum should be interpreted through learning sequences that take into account the needs of the different localities.
- b. Majority of children come from poor families and may lack the required readiness and competencies for school learning. Such factors should be taken into account.
- c. Participatory evaluation systems for curriculum implementation involving concerned persons, including parents, would be constructive.
- d. Additional learning materials support for learners as well as for teachers is a priority need. These need to be specially designed and supplied.

PROPOSED FRAMEWORK FOR REVISING AND UPDATING THE CURRICULUM

Responses below correspond to questions II.1 to II.6 in the UNESCO format. They lead to selected activities presented for consideration by UNESCO, from a larger set being processed nationally for sharpening the present curriculum reforms.

In the National Rehabilitation and Development Program submitted to the International Committee for Rehabilitation in Cambodia (ICORC) at the second conference held on 10 and 11 March 1994 in Tokyo, the government has paid

attention to the education of its citizens, in particular, the present quality of education, as education is the most important factor for national unity, national identity, social and economic development.

In keeping with current-day socioeconomic and political demands and realities, the current national education policy is to focus on provision of skills to students at all levels to keep up with the times and to respond to the liberalization of the economy which is growing very fast. In this respect, MoEYS initiated curriculum development at primary and secondary levels.

In consequence of the post-conflict situation, several problems, such as the fast growth of population, destruction by landmines, poverty, illiteracy, poor health conditions, child trafficking, need for reconciliation, etc., have to be solved.

Child-centered methodologies with regard to the pedagogical aspects in the curricula reforms, are significant quality improvements which move portions of the learning activities to be constructed by the learners themselves. Stimulating questions asked by the teacher initiate the needed teacher mediation.

Group work and peer learning; activity-based learning performed by the learners; mobilizing the learners' knowledge, skills, attitudes developed in the learners' culture learning situations; application of learning in real-life situation especially those that affect the life of the learners, are the other components of the methodologies.

The pedagogical strategies in the new curricula have also been grouped into stages the learners go through to acquire or construct their learning. In this regard, special attention is given in the curricula to initial learning of the particular curricular elements, which are then reinforced and finally applied. The learning process is supported further through appropriate communication with the learners' parents and with the school development committee, to solicit their support, taking the view that the learning environment of the child extends beyond the school.

The above brief summary of the current status of curricular reform serve as a backdrop for new directions or further enrichments being considered currently in the continuation of reforms.

The General Education Goals focus well on current-day socioeconomic and political demands and realities.

Nevertheless, the curricular reforms are anticipated to be made on the following aspects (while reflecting on the opportunities that have emerged through new policy emphases of the MoEYS, such as priority focus on disadvantaged populations; comprehensive decentralization; and importance of contributing to the quality of life of the learners):

- Taking into account characteristics of the majority of learners in the design of the curriculum, and manifesting local specificity in learning events while retaining common (national) learning.
- Since the majority of learners come from poor rural areas which have relatively small inputs to learners, in regard to verbalization and other cognitive aspects, supplementary materials are needed including those for learning at home with peers, to increase the opportunities for the use of language in many different contexts. The language development will be designed not only as language lessons, but in all other learning areas as well.

- Associated with the above would be learning modes of learners, from disadvantaged environments and cognitive modes of learning required for formal school learning.
- Work has been initiated to take into account the fact that learning is difficult for children of ethnic groups whose mother tongue is not standard Khmer. Thus, specifically designed learning materials focused on ethnic minorities which, while maintaining cultural identity, will facilitate entrance into the mainstream of national education.
- Currently, early childhood education services are still negligible. Lessons in language and mathematics have to include an increased proportion of pre-language and pre-mathematics subjects.

In support of the foregoing design guidelines, the following specific activities are to be considered:

Learning to know has two components. The first is focused on knowledge, concepts, processes, strategies, etc. This has been implemented throughout the curriculum already at levels appropriate to the age level of the children. However, improving the current process of learning for specific groups of children need to be done. Learning activities would focus on learning sequences for children of ethnic groups, children in very poor circumstances, children with various disabilities, while retaining common learning.

The second component concerns learning how to learn. There are textbooks and teacher's guides enriched with suggestions to practice various activities, discussions, conclusions, evaluations and reflections that enhance proficiencies in learning to learn. These materials are partly self-learning materials. They need to be reinforced through decentralized creative learning materials, which cover various forms and foci for self-learning including the use of local/cultural resources (especially human). Such materials may revolve around life problems of the learners and taking action as a consequence of their learning.

Several learning units would be based on themes permitting interrelated discipline areas to come together. The selection of the themes would include those which relate to values clarification, which would require appropriate learning/teaching materials.

Self-learning will be supported periodically by group/peer learning and whole class learning, for which corresponding learning/teaching materials would be required. The learning process and the communication of learning (in group/peer or whole class situations) will mobilize multimedia, again needing guidance materials for both learners and teachers.

The above selection of activities for new enrichment of existing curricular reforms, may be seen to incorporate the following:

- Extending the "Four Pillars" which had already been established in the educational goals and aims before the Delors Report, beyond the parameters expressed in the report.
- Practical application of knowledge, skills, attitudes and values focused on solving real life problems, especially those impinging on the quality of life.

- Persuasive efforts to meet the specific needs of different learner groups, especially those in disadvantaged circumstances, including ethnic groups and the disabled.

Proposals

At the national level

1. Improving the current process of learning for specific groups of children (ethnic; highly disadvantaged)
 - Conducting National Consultation forum (national and provincial education personnel) for advocacy, consensus development and advance communication.
 - Holding training sessions on the design of the learning materials and the teacher's guides for the specific groups of children.
 - Producing the learning materials and teacher's guides.
 - Pilot testing of the learning materials and the teacher's guides.
 - Revising and finalizing the learning materials and teacher's guides.
2. Decentralized, creative, local specific learning materials
 - National consultation forum (national and provincial education personnel) for advocacy, consensus development and advance communication.
 - Training sessions on the design of the self-learning materials and teacher's guides for using local/cultural resources, and life events problems.
 - Production of the self-learning materials and teacher's guides.
 - Revising and finalizing the self-learning materials and teacher's guides.
3. Inclusion of themes permitting interrelated discipline areas, values clarification, contributions to the quality of life and to a culture of peace
 - National consultation forum (national and provincial education personnel) for advocacy, consensus development and advance communication.
 - Training sessions on the design of thematic learning/teaching materials and teacher's guides.
 - Production of thematic learning/teaching materials and teacher's guides.
 - Pilot testing of the thematic learning/teaching materials and teacher's guides.
 - Revising and finalizing the thematic learning/teaching materials and teacher's guides.
4. The learning teaching process and the communication of learning using multimedia
 - National consultation forum (national and provincial education personnel) for advocacy, consensus development and advance communication.
 - Training sessions on the design of guidance materials for learners and teachers in the use of multimedia for the learning/teaching process.
 - Production of the guidance materials.
 - Revising and finalizing the guidance materials.
5. Readiness learning at grade 1 of primary school

National consultation forum (national and provincial education personnel) for advocacy, consensus development and advance communication.

Training sessions on the design of thematic learning/teaching materials and teacher's guides.

Production of thematic learning/teaching materials and teacher's guides.

Pilot testing of the thematic learning/teaching materials and teacher's guides.

Revising and finalizing the thematic learning/teaching materials and teacher's guides.

4. The learning teaching process and the communication of learning using multimedia

National consultation forum (national and provincial education personnel) for advocacy, consensus development and advance communication.

Training sessions on the design of guidance materials for learners and teachers in the use of multimedia for the learning/teaching process.

Production of the guidance materials.

Revising and finalizing the guidance materials.

5. Readiness learning at grade 1 of primary school

National consultation forum (national and provincial education teaching materials).

Production of the pre-language and pre-mathematics learning/teaching materials.

Pilot testing of the pre-language and pre-mathematics learning/teaching materials.

Revising and finalizing the pre-language and pre-mathematics learning/teaching materials.

Learning Hours by Subject Area per Week
Upper Secondary Level

Subjects	Grade			Total	Percentage	12B	Grade		
	10	11	12A				Total	Percentage	
Khmer	4	4	6	14	13.73		2	10	9.81
Foreign Language	4	4	4	12	11.76		4	12	11.76
Math	5	5	3	13	12.75		6	16	15.69
Science	8	8	6	22	12.57		11	27	26.48
Physics	3	3	2		4				
Chemistry		2	2	1			2		
Biology		2	2	2		4			
Earth Science		1	1	1			1		
Social Studies		5	5	10	20	19.61	6	16	
History		1.3	1.3	1		1			
Geography		1.3	1.3	1			1		
Moral-Civics studies		2	2	2		2			
Economics		0	0	6			2		
Technology-Housekeeping		3	4	2	8	7.84	2	8	7.84
Arts	2	2	0	4	3.92		0	4	3.92
Physical Education & Sports	2	2	2	6	5.88		2	6	5.88
Special Activities	1	1	1	3	2.94		1	3	2.94
Total	34	34	34	102	100%		34	102	100%