

## **Report of Cambodia Innovation project**

### **I- Project name:**

Development for working children curriculum

### **II- Name of Author:**

Mr. In THE	-Mr. Nop Tim	-Mr. Chap Kim Chun
Dr. Dusit Duangsa	-Mr. Phung Han Si	-Mr. Kuoeh Kou Lom-A
Mr. Mork Phoen	-Mr. Tha Saravuth	-Mr. Kim Davoth
Mrs. Chea Oeung	-Mrs. Hak Yanny	-Ms. Kang Sothavy
Mr. Tot Sothy	-Mrs. Ek Sakhon	
Mr. Vanh Sry	-Mr. Chhin Veth	

### **III- Background:**

Kingdom of Cambodia is a predominantly rural country with 85% of the population are farmers. Most of them live in poor, 40% in rural area and 10% in urban area. They make their living by growing rice and are strongly concerned with means of improving their income to meet the basic needs of their poor families who are living in poor conditions have urged many children working for their standard of living and for support their families. Focus on the results of the SECS in 1996, which was partially funded by ILO, it was revealed that only 25% of all working children in Cambodia are able to combine work with schooling, while the remaining 75% are currently not attending school.

The percentage of working children less than 14 attending school is very high in the following provinces:

- Banteay Meanchey	88%
- Rattanakiri	86%
- Siem Reap	82%
- Bantdam Bong	76%
- Kompong Thom	73%

By specifying numerous of working children and drop-out of school children (WOCH & DOSCH) in all provinces, the Ministry of Education Youth and Sport (MOEYS) do need to provide the education with good prospect for them. The best way is after graduated of Non-formal education (NFE) primary class, The Woch & DOSCH will get some skills and be able to have a profession for their living.

Responding to a great demand for effective education, the MOEYS has to provide them a new educational system for NFE . Through these cases, in the first step MOEYS has considered that the human resource is the most important. Therefore the new curriculum was developed for Woch & DOSCH, we called this programme “Development for working children curriculum” (DEWOCC) consequently a working committee was set up and it has taken the action in this programme.

### **IV- Objective:**

- 1- The objective of the programme is to develop the Non-formal primary curriculum for Woch & DOSCH, firstly have to enhance the capacity of a working committee to get capability:
  - To provide new knowledge how to prepare the curriculum for personnel.
  - To understand methodology of writing those materials.
  - To understand the contents of the curriculum.
  - To develop new Non-Formal primary education materials for Woch & DOSCH.
  - To make Woch & DOSCH to get some skills and practicing in their living in the society.
  - To give opportunity to Woch & DOSCH study combine work with schooling.

## 2- Time frame of the programme :

Start Date		Finish Date		Activities	Venue
Planned	actual	Planned	Actual		
01-Dec-98	01-Dec-98	30- Nov- 99	Ongoing	-Ensure frequent communication between MOEYS relevant information	MOSA LVY
15-Nov-98	15-Nov-98	30- Nov- 99	Going	-Recruit a short-term consultant (sub-regional person) to assist in developing materials to raise awareness on the danger of exploitative child labor, as well as relevant vocational training materials.	NFE Dep.
01-Dec-98	15-Jan-99	30-Nov-99	-	-Set up a working committee to implement the action programme.	NFE Dep.
01-Dec-98	21-Jan-99	30-Nov-99	15-Jan-99	-Establish a networking, monitoring and evaluation system for the implementation of this action programme in collaboration with IOs & NGOs.	NFE Dep.
01-Dec-98	15-Jan-99	15-Jan-99	14-Feb-99	-Evaluate existing non-formal education programmes and draw relevant lessons.	NFE Dep
16-Dec-98	18-Jan-99	18-Dec-98	18-Feb-99	-Conduct needs assessment on the nation of skill training.	NFE Dep
18-Dec-98	18-Feb-99	20-Dec-98	21-Feb-99	-Organize a workshop on development of non-formal education text books. Department, and IOs and NGOs.	Pre- School Teacher Training Center
23-Dec-98	02-Mar-98	25-Dec-98	04-Mar-99	-Evaluate the recommendations from the workshop.	NFE Dep
				<b><u>For output :</u></b> <b>Non-formal primary education text books developed for, and distributed to working children, and out-of-school children in selected provinces for field testing, Field tested text books were revised where needed afterwards.</b>	NFE Dep.
27-Dec-98	06-Mar-99	28-Mar-99	-	-Develop primary non-formal education text books for WOCH & DOSCH.	
01-Apr-99	-	07-Apr-99	-	-Print a selected number of non-formal education textbooks.	
20-Apr-99	-	20-Apr-99	-	-Distribute non-formal education textbooks in 6 selected provinces.	
01-May-99	-	01-Oct-99	-	-Design and apply a test instrument on the developed primary non-formal education text books.	
12-Oct-99	-	12-Nov-99	-	-Adapt the tested primary non-formal	

14-Nov-99	-	24-Nov-99	-	education textbooks, based on the result of the field-testing.
28-Nov-99	-	30-Nov-99	-	-Print copies of the revised primary non-formal education textbooks for distribution at the national seminar.
27-Dec-98	-	28-Mar-99	-	-Introduce the revised primary non-formal education text books for WOCH & DOCH at a national seminar.
01-Apr-99	-	07-Apr-99	-	<b><u>For output :</u></b> <b>Non-formal training guides for tutors are developed for each grade, and distributed in selected provinces for field testing. Field tested training guides were revised where needed afterwards.</b>
20-Apr-99	-	20-Apr-99	-	-Develop primary non-formal education training guides for tutors of future WOCH & DOSCH.
05-May-99	-	05-Oct-99	-	-Print a selected number of primary non-formal education training guides.
12-Oct-99	-	12-Nov-99	-	-Distribute primary non-formal education training guides to selected tutors in 6 selected provinces with a high incidence of child labor and low school enrollment rates.
14-Nov-99	-	24-Nov-99	-	-Test the developed primary non-formal education training guides for tutors selected 6 provinces/municipalities with a high incidence of child labor and low school enrollment rates during half a school year.
28-Nov-99	-	30-Nov-99	-	-Adapt the tested primary non-formal education training guides for tutors after the field test of half a school year, based on the result of the field-testing.
				-Print copies of the revised primary non-formal education training guides for distribution a national seminar.
				-Introduce the revised primary non-formal education training guides for tutors for WOCH & DOSCH at the national seminar.

V- **Partners:**

**- Ministry of Education Youth and Sport**

This is a joint programme between the NGOs and the Ministry of Education Youth and Sport, especially Non-formal Education for organizing curriculum for WOCH & DOSCH. The working committee was set up by the ministry of Education Youth and Sport. The committee comprised of 15 members including writers and professional staff of non-formal Education Department. They started working on January 15, 1999 and finished date on November 30, 1999. The project has two partners who sponsored this programme: ILO and IPEC.

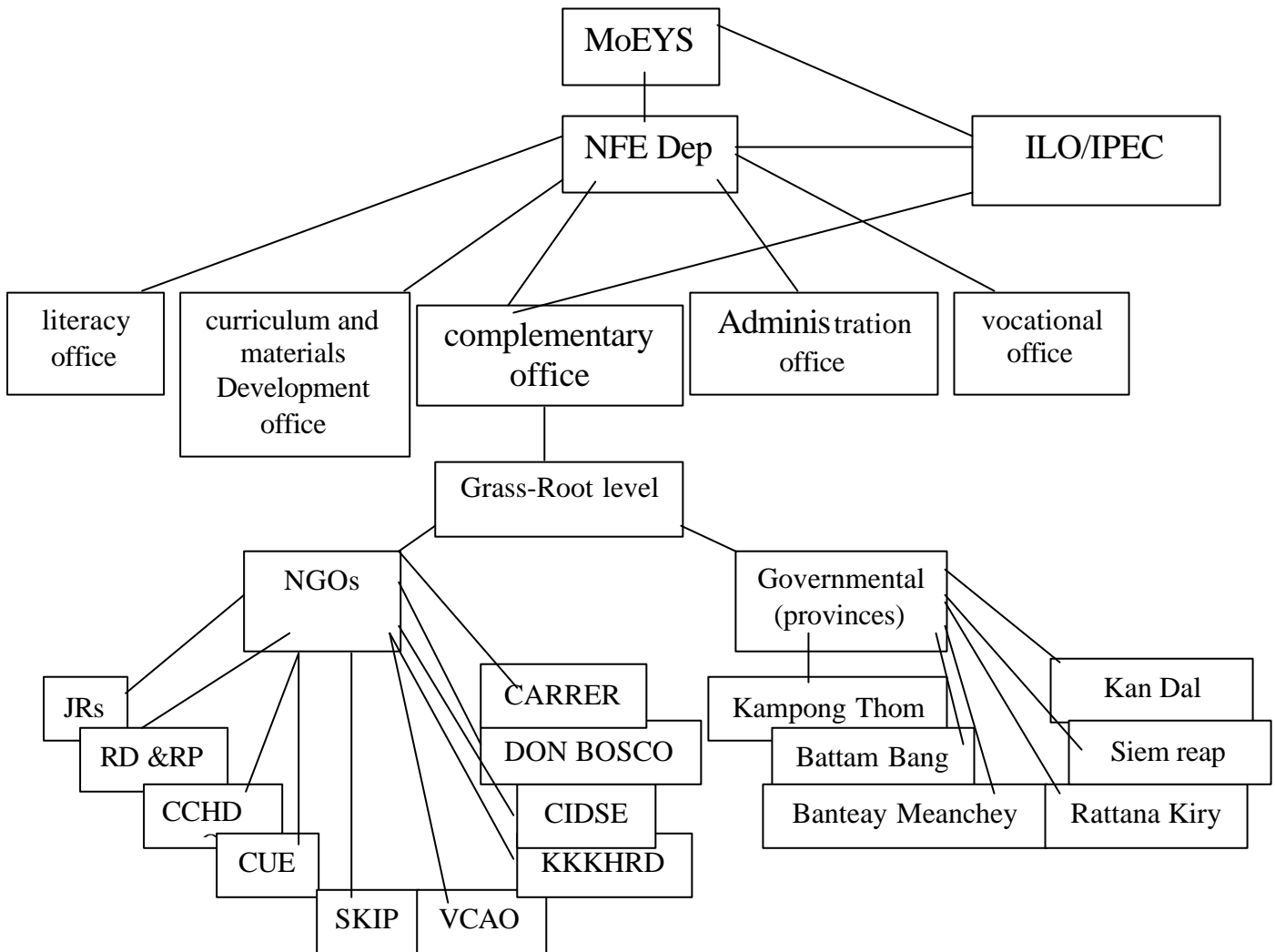
- **ILO:** The International Labor Organization.
- **IPEC:** The International Programme on the Elimination of Child Labor.

ILO and IPEC are aimed at promoting conditions of working children, which would enable the participating states to progressively regulate, restrict and prohibit child labor with the view to bring about full observance of International labor standards on minimum age for admission to employment and work. They co-operated with the MOEYS for support the programme.

**VI- Process:**

To change education system for Non-formal primary class is a new programme for changing from traditional literacy to functional literacy, the time of its, is shorter than formal Education curriculum, but the knowledge can be gained with the same capacity.

**Management structure**



The 6 provinces are high incidence of child labor and low school enrollment rates.

**OVERALL STRATEGIES**

- Would there be a teacher/tutor conduction the learning activity ?
- Can there be self-directed learning ?
- How often do the children have to attend classes?
- Who are the children? what are their contexts, situation, problems and needs?
- What is the goal of the curriculum? i.e. what knowledge, attitudes and skills do the children need, and should have upon completion of the programme?
- What methods will be used to reach the children?
- How will the children be recruited? by whom, or by what mechanism?

- When will the children attend classes? where?
- How will the children be motivated to enroll, and remain, in the programme?
- What particular knowledge, attitudes and skills do the tutors need to have in order to be able to teach these children? How can the training and teaching guides be designed to impart these knowledge, attitudes and skills?
- How will the texts be designed so they will be suitable for these children?
- Will lessons be sequenced? do literacy skills have to be taught first and followed by contents-based lessons? or will literacy skills and contents be integrated in each and every lesson?
- Will there be testing/evaluation? what methods will be used ?

### **Schedules and Deadlines of curriculum**

March 6: 99	Start writing textbook
April 5: 99	Coordinator of each group will get together with his team and see that work Progress according to time schedules
April 12: 99	Each group finishes writing first draft of textbooks. Coordinator will collect work from each group, make photo Copies, make translation, and sent to consultant.
April 16-30:99	Coordinator of each group writes teacher's Training Guide.
April 30: 99	Consultant gives feedback and comments on the first draft, and sends back to each team for revision.
May 1-20: 99	Each group revises first draft according to feedback and comments.
May 1: 99	Coordinator sends first draft of teacher's Training Guide to consultant.
May 15: 99	Consultant sends back first draft of teacher's Training Guide with comments to each group.
May 20-30: 99	Coordinator of each group revises teacher's Training Guide accordingly.
May 30: 99	All textbooks and teacher's Training Guide are completed.
June 1-15: 99	Editors examine and approve textbooks and teacher's Training Guide.

### **Basic principles**

1. The curriculum is flexible and non-sequential;
2. There is no pre-requisite to taking the curriculum.
3. Children can join or leave the course at any time;
4. There is no age limit;
5. The curriculum is geared towards the different needs of the children.

### **The accomplishment**

- 4 components-cover 17 volumes of Non-Formal primary education for WOCH & DOSCH: Literacy Skills (4 Volumes); Health Education (5 Volumes); Vocational Skills (7 Volumes); Life skills Program (1 Volume).
- 1 Teacher's guide for tutors.

## 1-Literacy Skills (200 hours = 80 chapters)

- a) Aims  
 -Wanting to train skills in reading, writing, numerating  
 -Improving knowledge learners to know about problems and solveproblem  
 -Saving learners to take part actively in improving life quality themselves their family, and the Society.
- b) Objectives  
 When they finish these, pupils are capable :  
 -Speaking,writing Khmer clearly.  
 -Reading different documents.  
 -Giving idea or greeting.  
 -Can calculate and solve simple Mathematics.
- c) Contents  
 Literacy skills consist of 6 parts :  
 1. Health Education  
 2. Vocational  
 3. Working children  
 4. Society  
 5. Civic Education  
 6. Economy and income in family
- d) Level of Literacy skills  
 To devide into 3 levels :  
 -Basic Literacy  
 -Literacy level I  
 -Literacy level II  
 -Literacy level III

## 2- Health Education Programme (100 hours = 44 chapters)

- a) Aims:  
 Provide knowledge to teenagers who could read and write.  
 -To know how to care hygiene of drinking, eating, sleeping and working.  
 -To know other kind of diseases of poor hygiene, mal nutrition, HIV/AIDS  
 -To understand how to take care, treatment, prevention diseases supplementary food etc.
- b) Objective:  
 After finishing of “Health Education Program” pupils will be able to get capability:  
 -To accept the new knowledge in useful for health.  
 -To increase better implementation in standard their living  
 -To increase capable learning to continue high level
- c) Contents:  
 The Health Education consists of 5 parts:  

Part I:	<b>Physical Hygiene</b>	(9 chapters = 10 hours)
Part II:	<b>Nutrition</b>	(10 chapters = 20 hours)
Part III:	<b>Reproductive Health</b>	(10 chapters = 20 hours)
Part IV:	<b>Communicable diseases</b>	(10 chapters = 20 hours)
Part V:	<b>Preventing HIV /AIDS</b>	(15 chapters = 30 hours)

  
 -To Provide basic, 4 simple knowledge about HIV/AIDS.  
 -Promote positive attitudes towards prevention and the practice of safe and responsible sex.  
 -To Provide skills related to Condom use.

### **3-Vocational Skills (175 hours = 64 chapters)**

There are two part of Vocational skills:  
**Pre-Vocational Skills** (14 chapters = 54 hours)

- a) Aims: Let children coordinate of arms, legs, eyes, ears, a mouth, together when they do something.  
b) Content: Paper folding, paper cutting, clay molding, song and wearing is based on the different areas. The teacher would take other materials instead of them.

#### **- Pre-Vocational Skills:**

- Part I:            -Paper folding  
                      -Dance (traditional dance)  
Part II:            -Songs (popular song)  
                      -Drawing (The vertical line, horizontal, the curved line to the right, bottom, top...)

### **Vocational Skills (40 chapters = 121 hours)**

#### Objectives:

- Provide knowledge of carpentry tools, sewing-machine tools, bike repairing tools and to know how to raise fishes and grow mushroom.
- Know how to carry and to use each tool to be appropriate.
- Let student's invent all of tools.

Vocational Skills divided into 5 parts, those are:

- 1-Carpentry**               (8 chapters =25 hours)
- 2-Sewing**                 (10 chapters = 30 hours)
- 3-Bike repairing**       (7 chapters = 21 hours)
- 4-Fish raising**           (9 chapters = 27 hours)
- 5-Mushroom growing**   (6 chapters = 18 hours)

-Vocational Skills, the teacher should be teach theory and practice. They could choose some of them according to the basic of their community.

### **4-Life Skills Programme (15 chapters = 50 hours)**

- a) Objective:  
To Provide and practice:  
- Skills needed for assessing situations and identifying problems.  
- Skills:  
    • Finding more information.  
    • Identifying alternatives.  
    • Weighing alternatives in terms of pros and cons.  
- Skills necessary for:  
    • Assessing own strengths and weaknesses.  
    • Developing appropriate attitudes and values.  
- To promote positive attitudes toward being ethical.  
- To promote basic positive attitudes and values such as gender and quality, social justice, self-improvident, respect of Human Rights.  
- To provide skills needed for rationalizing and influencing others.
- b) Contents: We wrote those books according to:  
    Skills on situational assessment.  
    • Identifying and weighting alternatives.  
    • Making rational decisions.

- Developing and or adjusting own attitudes and values and those of other's with focus on gender, drugs, sex negotiation and refusal.

#### - A guideline for teacher

It included all components and has showed the definition, methodology, how to teach, how to prepare the schedule of curriculum and the timetable.

### VII- Inputs:

Development curriculum for WOCH & DOSCH based on evaluation of existing Non-Formal Education programme and recommendation of the workshop. The Training linked with regular Education and Training programme.

#### A Human resources:

1. Chairman  
Mr. In The
2. Coordinator  
Mr. Nop Tim  
Mr. Chap Kim Chun
3. Consultant from THAILAND  
Dr. Dusit Duangsa (coordinator, AIDS Education programme (AEP))
4. Human resource from ILO/IPEC :  
Mr. Mar Sophea
5. The working committee
  - a) Literacy skills:  
Mr. In The  
Mr. Nop Tim  
Mr. Phung Han Sin  
Mr. Kuoch Kou Lom-A  
Mr. Tha Saravuth  
Mrs. Chea Oeung  
Ms. Kang Sothavy  
Mr. Tot Sothy
  - b) Vocational skills  
Mr. Chap Kim Chun  
Mr. Mork Phoen  
Mr. Kim Davoth  
Mrs. Ek sakhon  
Mr. Chhin Veth
  - c) Health Education and Life skills  
Dr. Dusit Duangsar  
Mrs. Hak Yanny  
Mr. Vanh Sry

#### B. Training

Ministry of Education Youth and Sport organized a workshop hold on 18-20 February 1999 on Development of Non-formal Education textbooks, Training guides for WOCH & DOSCH.

The main idea was to promote involvement of NFED staff and offer on-the-job training to NFED staff participating in the entire process of curriculum and Materials Development. This consultant was responsible for the section on using participatory approach in teaching Life skills and HIV/AIDS in the training, in collaboration with the two NFED staff members who had attended the training workshop in Thailand.

### C. Document (materials)

The materials were used for Developing curriculum are:

1. Literacy Materials for Adults 24 cells.
2. Literacy Material for Adults Coordinated with MOEYS and Ministry of women's Affairs and veterans.
3. Formal Education materials  
-Level I, level II, level III, level IV, level V, level VI.
4. Literacy for Adults in 1983 (MOEYS)
5. Health Education materials : (Ministry of Health)
6. Vocational Training materials (Kossomak vocational Center)
7. Materials from the concerned Ministries :  
- Ministry of Women's Affairs and Veteran,  
- Ministry of Social Affairs, Labor, Vocational Training and Youth rehabilitation.

### D. Budget:

For the execution of this programme, ILO/IPEC sponsored financial assistance \$43,968, as follows:

1. programme Personnel		
Experts/consultants		\$14,120
National Professional staff		\$ 9,470
	<b>Total</b>	<b>\$23 590</b>
2. Sub Contracts :		
Drawing, Typing, Printing:		\$9,720
3. Training		\$8,158
4. Equipment		\$1,500
5. Miscellaneous		\$1,000
	<b>Grand Total</b>	<b>\$43,968</b>

## VIII- Strength and weakness

-Developing Non-Formal Primary for tutors and developing text books for primary Non-Formal Education for WOCH & DOSCH has based on the evaluation of exiting Non-Formal Education program and recommendations of the workshop with IOs, NGOs (February 18-20, 1999) and key other ministries. Our project has run with a good and bad point.

### - Strengths:

Work has already been done including a detailed assessment of what need to be in the curriculum and programmes, brainstorming workshop were held. Non-Formal Education Department, ILO/IPEC are extremely pleased with the success of this programme. So far, mostly due to the committed staff, 15 members (NFED personnel) and the capable advice of the consultant from Thailand who is joined to the programme. A resource person from ILO/IPEC sub-regional office was invited to share lessons learnt in other countries. IOs and NGOs shared relevant and good experiences as they have done lot of work on this area. Existing NFED personnel are fairly experienced and capable, with an acceptable level of expertise in curriculum Materials development. Their capacities can be further strengthened through more training and practice, especially in the area of developing materials, which promote reflection and

active participation. Disseminate the curriculum developed for WOCH & DOSCH in this programme to NGOs working in Cambodia, so that the NGOs can benefit from this curriculum and the children in their programmes can receive certificates from NFED upon graduation from the programmes.

**-Weakness:**

- Non-Formal Education offices at provincial level are not well informed about this programme. NGOs and IOs are not involved in developing Non-Formal training materials (only at the beginning and workshop) as they have no any knowledge and/or experience to develop such kind of materials.
- The development has been proceeded a bit slow due to the new contents, seeking the pictures and its short time to write those components and lacking of monitoring, and evaluating system in provincial level.
- Text book was printed only 700 copies, it's not enough for testing.

**IX- Impact Evaluation:**

The programme developed the curriculum for providing effective and relevant Non-Formal primary Education text books to WOCH and DOSCH below 15 years old and to instill with the knowledge and information they need to live successfully and productively, including the development of their self confidence and other basic life skills. The programme also developed a training guide for tutors and their training. The project made one good thing, finally to bring closer together the formal and Non-Formal Education system, to find ways to integrate them. After completion of the elementary education curriculum for WOCH and DOSCH in the year 2000, NFED would summarize the experiences gained from the trial period of the programme, including the strengths, weakness, and lessons learned from curriculum and materials development, and from the trial run itself, before taking further action. NFED proposed the government for officially recognition of the new Non-Formal educational system programme for WOCH & DOSCH in primary class. After graduation of all programmes, they can continue to study in formal education system. We printed this for testing and we will receive the feedback at next time.

**Name of Accredited Official  
Mr. In The  
Director of Non-Formal Education  
Department**