

Meeting of Experts on New Phase of AJP Programme for Model NFE Materials Development and Utilization in Asia and the Pacific Tokyo, 26-30 July 2004
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Country Report

Cambodia

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PART I. AJP Programme

The economical situation in Cambodia mostly depending on agriculture and the lack of the development and improvement of national economy because of the war until recent days make people face a lot of difficulties in educational development as well. . Therefore, the educational status of Cambodia is still poor in terms of modernization and human resource development and there are significant numbers of illiterate people in the country. However, the Non Formal Education Department (NFED) has played the most important role in many areas concerning both teaching and learning by addressing the needs of the illiterate adults, youth, and children who don't have the opportunity to study in the Formal Educational System. In order to make a significant contribution to reduce the poor and illiterate, the NFED cooperates with many NGOs which work with Non-Formal Education. The AJP Program is one of those activities which focus on achieving the goal for the Education for All (EFA).

A. Strength and weakness of AJP local production and utilization in Cambodia

a) Strength:

- The content of all materials are interesting and meets to the needs of people, especially the learners at all levels and locations.
- It is easy to be carried around.
- The colored pictures in the books are appealing to the learners.
- 6 kinds of materials are translated from English into the local language of Cambodia, Khmer.

b) Weakness:

- The pictures themselves in the booklets are not exciting.
- Lack of budget to distribute the materials to the provinces, to monitor, and evaluate.
- The printing materials are not enough.

B. Strength and weakness of AJP programme as Asia-Pacific regional co-operation

a) Strength:

- Promotion for better education and stronger skills.
- Prevention of the learners from being illiterate again after a certain period of time of not using literacy.
- Experiences from each other to develop materials.
- Attractive materials for the learners.

b) Weakness:

- Some words or sentences of some materials are difficult to understand. So we need to edit and simplify those.
- Lack of budget to send the materials the AJP program as well as the ACCU.

C. The influence of the AJP program in Cambodia.

- More experiences to produce or develop national education for teaching and learning.
- The learners enjoy reading the materials, such as the booklet called "Saving Group."

D. Suggestion for new phase of AJP programme.

- Regular meetings in order to effectively introduce all the materials developed by the AJP program as well as to better the program itself.
- The ACCU should improve its technical structure and the budget.

PART II. Part II. Non Formal Education (NFE)

A. Definition of NFE

Non-Formal Education is an official education which is acknowledged by the Cambodian government. Those educational systems are available for all people who are poor, illiterate, and willing to study life long.

a) Non-Formal Education is working on:

- To achieve the goal of education for all (EFA)
- To reduce poverty and illiteracy.
- To train the teachers and improve the quality of people's lives
- To develop all resources and economy.

B. Non -Formal Education Material Development and Utilization:

a) Process of Develop materials:

- Take the initiative.
- Analyze the need and identify the problem
- Make the questionnaires.
- Research the needs and wants
- Collect the distinct documents that connect with the subject
- Collect and exchange experiences and ideas with each other (Non-Formal Education staffs, NGOs, inter-ministries, the NFE provincial staffs and the communities).

b) Develop materials:

- Collecting sources; writing, drawing, and taking pictures.
- First testing and effective review and feedback.
- Material review
- Second testing and launching.
- Dissemination (launching) by organizing a meeting to show the new material to the Literacy teachers and the monitors.
- Printing and distributing.
- Using materials in the Literacy classes to the target group

c) Using materials:

- Adaptation and following up all the classes of literacy: teaching and learning.
- Introduction and keeping the materials in the "Community Learning Center" (CLCs) and libraries for communities.
- Monitoring the users of the materials, especially the teachers who teach directly to the students

- Evaluation and effective judgment.
- Planning and feedbacks.
- Review on the material and the tests.
- Second edition.
- Distribution and monitoring.
- Evaluation and conclusion.

C. Scope and format of NFE materials

There are many different kinds of materials that we produced. e.g. booklets, posters (small and big) audio cassettes, spot videos, manuals, games.

- The theme of the materials focuses on literacy skill, health, education, vocational and life skill program.
- The target groups are the poor, orphans, street children, working children, children who dropped out of school, and ethnic minorities.
- The time is up to the learners and teachers. They are responsible for deciding the time for learning by themselves and the classes are normally held for 2 hours a day in the mornings, afternoons, or evenings. The classes should be short enough and have specific and clear meanings for the learners in order to help them improve the quality of life.
- The place is totally dependent upon the learners' convenience; in their own house, under the trees, in pagodas, or in the formal schools when they have a spare room. Any place where it is accessible for the learners can be the place for this program.
- The teachers or the trainers are contractual teachers, the volunteers, or retired teachers. For the people who are living in a community, the oldest person or the monks who have many experiences and skills would be the teachers.
- The curriculum is flexible to the location, region and the target group. It is also known that the grade of NFE is treated equally as that of formal education.
- The Major language is Khmer.
- The methodology for teaching and learning: (1) IPO (Input, Process, Output); (2) PLA (Participatory, Learning, Action); (3) PRA (Participatory, Rural, Appraisal); (4) Case study; (5) Role play; (6) Describing and showing pictures; (7) Field study

D. Name and short description of outstanding manuals, teaching handbooks in the field of NFE

a) Literacy program:

- Literacy for women : 2 guidelines for teaching.
- Literacy for adult : 1 guideline for teaching.
- Literacy for children : 1 guideline for teaching.
- Literacy for ethnic people : 1 guideline for teaching.

b) Post –literacy:

- Health education : 1 guideline for teaching.
- Vocational : 1 guideline for teaching.
- Small business : 1 guideline for teaching.
- Ethnic culture : 1 guideline for teaching.
- Bilingual : 1 guideline for teaching.
- "Education Care Children Development (ECCD):1 guideline for teaching
- The NFED called "Family Education for Children Development".

E. Innovative examples of NFE materials Development:

a) Spot Video:

- 8 minute-spot-video called “we should continue to study”; we televise this through 3 channels.
- Not only on air but available in the service called “Mobile Car.” It is a car which stocks all kinds of materials for dissemination such as TV, Video tapes, and generators when shown in the community centers, CLCs, or literacy classes.
- The topics of the spot video focus on: (1) Neo- -literate Program; (2) Health education program: HIV/AIDS Prevention, nutrition, reproductive health, physical hygiene, communicable diseases; (3) Life skill program; (4) Violence; (5) Drug abuse; (6) Culture; (7) Gender; (8) Women’s rights

b) Game:

- “I Know about HIV/AIDS” is a new game that the NFE Department and the local organizations developed in 2003. The game materials consist of 24 small cards, a guideline, a bag, and a big cloth (1m X 2m.) On the cloth, there are the titles of the game. “I Know about HIV/AIDS” and the pictures were divided into 3 pieces: (1) HIV/ AIDS Prevention; (2) the ways of HIV/ AIDS transmitted; (3) the ways of HIV/ AIDS not transmitted.
- How to play the game is shown clearly in the guideline. Until today, this game has been produced only 300 sets which were distributed to all the Provinces, NGOs which have worked with NFE program in the literacy classes and the communities.

F. Process of capacity building of personnel and institutions for strengthening NFE material Development.

The capacity building of personnel was organized in the workshops, meetings or training courses to train the staffs from national level to grass root level by NFE resource people and it has been supported by the partnership with the UNICEF, UNESCO, DFID, other NGOs, and Inter-Ministries with the Ministry of Education Youth and Sports.

For strengthening NFE material Development, the resource people have got experiences and knowledge from the workshop abroad or from the foreign experts who assist to give a great deal about the material *development* for NFC. The resource people share new knowledge and awareness to the writer group to expand the knowledge and deepen the understanding of the topic. After that, they collect the distinct documents *from other* field ministries, institution and begin to work focusing on the above content as the topic of spot Video. The resource people are from national level and they are the personnel of NFE, other ministries, Department, NFE provincial staffs and the communities.

After developing the material, the NFED disseminates the material to the literacy teachers by motivating them to use the new material to the students. It is expected that the students would be able to carry out their knowledge to enhance quality of lives.

G. Case of utilization of NFE materials for formal education or vice Versa

The utilization of NFE material is different from the formal education (FE) materials. Every year the Formal Education materials are used in the curricular which are the same in the same grades of all in the country and they don't specifically target any group or any location. The Formal Education materials succeed in introducing general knowledge, however, they lack in the focus on skills and everyday situation of the people living in a specific area.

Due to the NFE materials are developed in many forms in order to answer the need and preference of the learners, the curricular of the NFE is flexible to the target group: adult, youth, lady, girl or children (drop out of school, *working and street children*) the teachers, and the learners. They are able to adapt the schedule, time, place, and the program to their life styles.

eg - If at the community has the patient who is having HIV / AIDS, the teachers integrate HIV / AIDS prevention, HIV / AIDS care or HIV / AIDS discrimination to the time of teaching

eg - If the students learned about seaside advantage, but the learners are living at the mountain location they never see the seaside , they don't know they don't know all about it, it is not necessary for them. The teacher should show some the theories only and change the subject to an other that people know around them and like learning such as environment education or vocational skill that people can earn the money to support their families and addition after class, the learners can carry out or adapt the activities to change mind and the attitude to be well.

In conclusion, the materials used by NFE and the Formal Education are similar in many areas. On the other hand, the NFE materials include more vocational skills which are connected with real life situation in the local areas. Most of learners of literacy classes are at different age. So the literacy teachers have to co-ordinate the lesson by providing the knowledge and experiences to enhance the vocational skill of all age groups. It is an important component of rural and neo-literate development. Therefore, the both have objectives to achieve- Education for All (EFA). It is very useful to produce many kinds of materials both Non-Formal Education and Formal Education for development of communities as well as the society.