

KINGDOM OF CAMBODIA



NATION RELIGION KING

MINISTRY OF EDUCATION, YOUTH AND SPORT

**POLICY FOR
CURRICULUM DEVELOPMENT
2005-2009**

December 2004

PREFACE

Education is regarded by each country in the world as an important field in ensuring the development of human resources to meet national needs. Societies and nations need continuous human resources development. It is a common world trend that reform is an important task to ensure the improvement of the quality of education.

The development of the school curriculum is at the core of this effort to improve the quality and efficiency of education. The establishment of a policy for curriculum development is a necessary task to provide a guide for the development of the school curriculum.

The Policy for Curriculum Development for general education (Grades 1-12) has been initiated and developed by the Ministry of Education, Youth and Sport (MoEYS). It is produced by MoEYS at the time when Cambodia is moving a head in all respects- economic, social and cultural.

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

This Curriculum Policy is also a response to the demands of globalization, regionalization and individualization. The policy will contribute to equitable access in Basic Education, will expand public-private education partnership for high quality secondary education and increase accountability in developing standards in three school levels (primary, lower and upper secondary education).

Key features of the 1996 Core Curriculum have been upgraded and improved. For example, the curriculum policy establishes teaching time allocation, provide time in a curriculum for a Local Life Skill Program (LLSP) and offers subject choice selection for Grades 11 and 12 students by adding learning hours for each subject and students learn less subjects than before.

This policy is designed for a period of five years, 2005-2009 and will be reviewed in 2009 for another five years, for the period 2010-2014 in order to reflect the development of the country.

The MoEYS hopes that this Curriculum Policy is a useful resource for teachers, school directors, educational officers, parents, scientists, researchers and other stakeholders. The MoEYS believes that all educational institutions, local community, Non-Governmental Organization (NGOs), International Organizations (IOs) and other stakeholders will cooperate and support the implementation of this policy.

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POLICY FOR CURRICULUM DEVELOPMENT SCHOOL CURRICULUM FOR GENERAL EDUCATION

1. INTRODUCTION

- 1.1. This document sets out a new policy for the development of the Basic Education (Grades 1 – 9) curriculum and Upper Secondary Education (Grades 10 – 12) curriculum in Cambodia within the framework provided by the *Education for All National Plan 2003 - 2015*.
 - 1.2. It sets out the aims and structure of the curriculum, including hours of instruction. The detailed content of the curriculum will be set out in the new *National Curriculum* documents.
 - 1.3. The curriculum structure set out in this document is intended to enable the achievement of the key priorities of the Ministry of Education, Youth and Sport (MoEYS) as detailed in the *Education for All National Plan 2003 – 2015*:
 - Equitable access to basic education
 - High quality upper secondary provision
 - Pro-poor financing policy
 - Efficient management of resources
 - Accountability through development of standards.
 - 1.4. The policy details MoEYS and non-MoEYS funding responsibilities for curriculum provision.
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2. AIM OF CURRICULUM

- 2.1. The aim of the school curriculum is to develop fully the talents and capacities of all students in order that they become able people, with parallel and balanced intellectual, spiritual, mental and physical growth and development. In particular, when students leave schools they should:
 - develop a love of learning that will enable them to pursue employment and continue life-long learning;
 - have attained a foundation knowledge of Khmer language, Khmer literature and Mathematics;
 - have the knowledge, skills and attitudes necessary to improve and maintain their own physical and mental health and to contribute to the improvement and maintenance of the health of their families and wider society;
 - have the capacity to manage and take responsibility for their own actions and decisions and be self-reliant;
 - appreciate the value and importance of Science, Technology, Innovation and Creativity;

- have employment related skills, an understanding of and positive attitude towards work and a capacity to manage and work effectively and harmoniously with others;
- have the capacity to exercise judgment and responsibility in matters of morality and a commitment to identifying, analyzing and working towards solutions of problems experienced by their families and society,
- have an understanding and appreciation of other people and other cultures, civilizations and histories that leads to the building of a public spirit characterized by equality and respect for others' rights;
- be active citizens and be aware of social changes, understanding Cambodia's system of government and the rule of law, and demonstrating a spirit of national pride and love of their nation, religion and king;
- have an appreciation of and be able to protect and preserve their natural, social and cultural environment

2.2. In order to achieve this, the school curriculum should:

- provide learning experiences that will enable students to learn to know, learn to do, learn to be and learn to live together;
- equip students with the everyday Life Skills they will require to reach their full potential and to be effective and productive members of society.
- enable students to attain a high level of knowledge and skills in the subject areas:
 - Khmer language and literature
 - Mathematics
 - Sciences (Physics, Chemistry, Biology, and Earth and Environmental Studies)
 - Social Studies (History, Geography, Home economics, Art Education, and Morals and Civics)
 - Foreign Languages
 - Health and Physical Education and Sport
- emphasize active and applied learning in all subjects across the core curriculum, including the study of technology, which is the application of knowledge to improve the quality of life for all citizens.

2.3. This policy for curriculum development is designed to enable the achievement of these aims.

2.4. The key reforms to the 1996 curriculum evident in this new structure are as follows:

- Simplified early primary curriculum enables teachers to focus on achieving Khmer literacy and numeracy for all by end of Grade 3.
- Definition and clarification of delivery of Life Skills education, including the new Local Life Skill Program (LLSP).
- Integrated studies approach to Science and Social Studies in Basic Education (Grade 1-3) produces quality and efficiencies in teaching.
- The teaching of foreign languages is a priority. Planning to introduce the teaching of foreign languages depends on the availability of resources nationwide. The MoEYS will provide the teaching of foreign languages from grades 5-12 for all students. In primary education, Grade 5 and 6, for the first stage (2005-2009) the MoEYS will encourage schools to offer foreign languages using non-MoEYS resources in the LLSP time.
- Clear structure for the development of Standards in Khmer and Mathematics at the end of Grades 3 and 6 and national examinations in Khmer, Mathematics, Science, Social Studies and Foreign Languages at the end of Grade 9.

- Student choice of subjects at Grades 11 – 12, with increased time for each subject and reduced number of required subjects, to generate significant improvement in graduate quality.
 - Clear structure for the expansion of upper secondary provision through public and private partnerships.
- 2.5 These reforms mark significant progress towards the achievement of the priority policies as set out in the Education Strategic Program (ESP) Review 2004-08:
- Capacity Building and Human Resources Development “Strengthening the Quality of Education ” p.9
... continue to strengthen its partnerships with the private sector and the national and international community to enhance and improve the quality of education services, both in secondary level ... consistent with international standards.
Source: Angle 1 of the Rectangle Strategy of the Royal Government of Cambodia, 2004
 - Improved Quality and Efficiency of Education Services, p.25
Define minimum standards of student achievement for each grade 1 to 12 and assure a shared understanding of minimum standards amongst teachers, parents and other stakeholders ...
- 2.5. This policy provides the framework for curriculum development over the period 2005-2009. It is planned that the new curriculum will be implemented using a pilot approach, and will be fully implemented by 2007, with the exception of the teaching of Foreign Languages. It is anticipated the introduction of Foreign Languages will be a staged process completed in 2009. It is intended that this policy be reviewed before the end of 2009, with a view to the development of a revised policy for the period 2010-2014.

3. CURRICULUM ORGANIZATION

- 3.1. MoEYS is responsible for the funding, provision of teaching staff, provision of facilities and resources for what is defined in this plan as the National Curriculum (NC).
- 3.2. The NC will be taught for 38 weeks per year
- 3.3. Schools, local communities, community group, NGOs and private education providers are expected to develop programs that will enrich and broaden the NC.
- 3.4. Schools, in partnership with parents, their local community, community organizations and NGOs, must develop and administer a Local Life Skills Program (LLSP) of between 2 to 5 lessons per week (40 minutes per lesson in primary and 50 minutes per lesson in secondary level) to supplement the NC.
- 3.5. The time allocation for the NC and for LLSP is as follows:

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

- 3.6. The purpose of the LLSP is:
- 3.6.1 to provide schools, in partnership with parents, their local community, community organizations and NGOs, with the opportunity to provide training in specific life skills that have a particular relevance to local students;
 - 3.6.2 to provide schools with time in the curriculum for extra-curricula activities such as social services or youth movement activities that will further develop students' habits of self-confidence and responsibility. These habits are formed most strongly in the primary school years, and this is reflected in the time made available for LLSP in these years.
- 3.7 It is the responsibility of schools, in partnership with parents, their local communities, community organizations and NGO's to design, fund, staff and provide facilities and equipment for the delivery of the LLSP.
- 3.8 In Grades 11 and 12 of the Upper Secondary sector the curriculum is delivered through National Curriculum subjects and an Elective Vocational Education Program (EVEP). In Grade 10, the curriculum is delivered through National Curriculum subjects and the LLSP.
- 3.9 The purpose of the EVEP is to provide students with the opportunity to participate in locally provided vocational training programs.
- 3.10 The EVEP is provided by MoEYS and/or private education providers in partnership with and registered by MoEYS. Students who participate in EVEP programs will be funded by MoEYS or private partnership or contribution.
- 3.11 The curriculum for subjects delivered as part of the EVEP is approved by the MoEYS and the assessment for subjects delivered as part of the EVEP is regulated by the MoEYS.
- 3.12 The teaching program for the delivery of the NC in each school must:
- be structured, systematic and student-centered
 - include in-classroom and out-of-classroom activities
 - involve students in both theoretical and practical learning
 - provide opportunities for the encouragement and development of creativity and imagination.
- 3.13 Two foreign Languages, English and French, are provided as part of the National Curriculum for all students from Grades 5 - 12. Each student must choose only one foreign language (English or French) to study. For the first stage (2005-2009), in primary level, Grades 5 and 6, foreign languages will be offered depending on the availability of school resources. The MoEYS will encourage schools to offer foreign languages using non-MoEYS resources in the LLSP time
- 3.14 Schools should provide equal access to all components of the curriculum for both girls and boys. Schools should make a particular effort to facilitate participation by girls in all aspects of the curriculum.
- 3.15 Schools should provide opportunities for the development of gifted students. This can be done through providing access to existing programs for gifted and talented students, by accelerating students through normal grade progression, and by providing special programs in the time allocated for the LLSP.
- 3.16 Schools should support students with learning difficulties through teacher assistance during lesson time and through special programs in the time allocated for the LLSP.
- 3.17 Schools should attempt to provide wherever possible access to the curriculum for students with disabilities.
- 3.18 The assessment program for each school should provide students and parents with a clear indication of each student's level of achievement against the expected standards set out in the

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

- 3.19 The standard medium of instruction is Khmer. Textbooks will be published in Khmer except for Foreign Language textbooks. In schools where there are a large number of speakers of minority languages, teachers may conduct some instruction of the class in the minority language and may translate key vocabulary contained in textbooks from Khmer to the minority language as a means of assisting student learning.
- 3.20 The content, expected knowledge and skills outcomes and associated standards of the National Curriculum will be set out in the new *National Curriculum* documents.
- 3.21 The MoEYS is responsible for developing the curriculum and standard for each subject in the NC and has the responsibility to monitor and regulate the publication or production of core textbook, additional reading document, supplementary teaching materials that serve the purpose of learning and teaching in schools.
- 3.22 For the purpose of curriculum organization and delivery, and the development of Standards, the National Curriculum for Basic Education is divided into the following three stages:
 - Primary Grades 1 – 3
 - Primary Grades 4 – 6
 - Lower Secondary Grades 7 – 9

The National Curriculum for Upper Secondary education is divided into the following two stages:

- Grade 10
- Grades 11 - 12

4 LIFE SKILLS

- 4.1 The teaching of Life Skills is one of the most important roles of schools. In this policy, 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.*
- 4.2 The most fundamental of all life skills are Khmer literacy, numeracy, and the teaching of these skills is the main purpose of primary education in the first three years of schooling.
- 4.3 Consistent with the policy set out in the EFA (p. 38) the NC will incorporate the teaching of Life Skills into each subject. The textbooks that will be developed for each subject will include activities that focus on the teaching of everyday Life Skills.
- 4.4 Consistent with EFA policy (p. 38), schools are expected to develop partnerships with parents, their local community, community organizations and NGOs to provide additional Local Life Skills Programs that will equip students specialized local Life Skills, including, where appropriate, local vocational training.

BASIC EDUCATION CURRICULUM

5 INTRODUCTION

- 5.1 This section sets out a new policy for the delivery of the Basic Education curriculum in Cambodia within the framework provided by the *Education for All National Plan 2003 - 2015*. It sets out the aims and structure of the Grades 1 – 9 curriculum, including hours of instruction.
- 5.2 The detailed content of the curriculum will be set out in the new *Basic Education Curriculum* documents.
- 5.3 The purpose of the Basic Education curriculum is to contribute to the achievement of the aims of schooling in order that students can further their studies at the upper grades, participate in other vocational trainings or to participate in social life by ensuring that every student has acquired:
- knowledge of Khmer language and mathematics;
 - knowledge of the national identity;
 - an understanding of morality and civic responsibilities;
 - the everyday life skills that enable participation in their local community life and Cambodian society.
 - a basic understanding of the natural world and of scientific principles
 - communicative competence in a Foreign Language.

6 GRADES 1 - 3

- 6.1 The purpose of the basic education (Grades 1 – 3) curriculum is to ensure that every child has a strong foundation in literacy and Mathematics and that they develop their health, physical appearance, moral understanding, learning skills and life skills.
- 6.2 The NC in Grades 1 - 3 comprises the following subjects with the indicated amount of time allocated to each subject in which there are 40 minutes per period.

NC SUBJECTS	NO. of LESSONS
Khmer	13
Mathematics	7
Science & Social Studies (incl. Art education)	3
Physical and Health Education	2
TOTAL NC	25
LLSP	2 - 5
TOTAL	27 - 30

- 6.3 Art education (songs, drawing, dance, music, ...) is included in Science and Social Studies.

7 GRADES 4 - 6

- 7.1 The purpose of the basic education primary school (Grades 4 – 6) curriculum is to expand and consolidate students’ knowledge and understanding of Khmer language, Mathematics, learning skills, life skills, moral, and personal development that will enable them to pursue life-long learning and to introduce students to content in the areas of Science and Social Studies.
- 7.2 The NC in Grades 4 - 6 comprises the following subjects with the indicated amount of time allocated to each subject in which there are 40 minutes per period.

NC SUBJECTS	NO. of LESSONS	
	Grade 4	Grades 5 - 6
Khmer	10	8
Mathematics	6	6
Science	3	4
Social Studies (incl. Art education)	4	5
Physical and Health Education and Sport	2	2
TOTAL NC	25	25
LLSP	2 - 5	2 - 5
TOTAL	27 - 30	27 - 30

- 7.3 Art education (songs, drawing, dance, music, ...) is included in Social Studies.
- 7.4 In Grade 5 and 6, foreign languages will be introduced to students according to the school availability of local resources. For the first stage (2005-2009), the MoEYS will encourage schools to offer foreign languages using non-MoEYS resources in the LLSP time.

8 GRADES 7 - 9

- 8.1 The purpose of the basic education lower secondary school (Grades 7 – 9) curriculum is to provide all students with a breadth of knowledge, skills, Khmer language, Mathematics, Sciences, Social studies, Life Skills, learning skills, life skills, vocational education, moral education and personal development necessary to enable them to contribute as productive members to the growth of Cambodian society and be able to further their studies at the upper grades, participate in other vocational trainings or to participate in social life.
- 8.2 Foreign Languages are included as a compulsory subject for all students at Lower Secondary level.
- 8.3 Pre-vocational Life Skills are taught as part of Social Studies and through the LLSP.
- 8.4 The NC in Grades 7 - 9 comprises the following subjects. Each learning period consists of 50 minutes teaching, with the indicated amount of time allocated to each subject.

NC SUBJECTS	NO. of LESSONS
Khmer	6
Mathematics	6
Social Studies	6
Sciences	6
Foreign languages	4
Physical and Health Education and Sport	2
TOTAL NC	30
LLSP (incl. Art education)	2 - 5
TOTAL	32-35

- 8.5 Students who have successfully completed the Basic Education will sit for the National Examination and be awarded of the Diploma of Basic Education.
- 8.6 Art education (songs, drawing, dance, music, ...) is included in the Local Life Skill Programs.

UPPER SECONDARY CURRICULUM

9 INTRODUCTION

- 9.1 This section sets out a new policy for the delivery of the Upper Secondary Curriculum in Cambodia within the framework provided by the *Education for All National Plan 2003 - 2015*. It sets out the aims and structure of the curriculum for Grades 10 - 12, including hours of instruction.
- 9.2 The detailed content of the curriculum will be set out in the new *Upper Secondary Curriculum* documents.
- 9.3 The purpose of the Upper Secondary school curriculum is not only to expand and consolidate students' knowledge from the basic education but also to provide them opportunity for future orientation, that is, to have capacity to continue their studies at higher education or to specialize their studies or to participate in social life by ensuring that students have acquired:
- advanced knowledge of Khmer literature and mathematics;
 - deep knowledge of the national identity;
 - a more complex understand of morality and civic responsibilities;
 - the everyday life skills that enable participation in their local community life and Cambodian society.
 - a broad understanding of the natural world and of scientific principles;
 - high communicative competence in a Foreign Language.
- 9.4 In Grades 10 - 12, the teaching time is 50 minutes per period as indicated in the below sections.

10 GRADE 10

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

NC SUBJECT	No. OF LESSONS
Khmer	6
Mathematics	6
Sciences	6
Social Studies	6
Foreign languages	4
Physical and Health Education and Sport	2
TOTAL NC	30
Local Life Skill Program (incl. Art education)	2-5
TOTAL	32-35

10.3 Art education (songs, drawing, dance, music, ...) is included in the Local Life Skill Programs.

11 GRADES 11 - 12

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

11.2 Students choose their program of study following the time allocation indicated from the subjects areas listed below.

COMPULSORY		hours taught per week
KHMER LITERATURE		6 hours
PHYSICAL AND HEALTH EDUCATION, AND SPORT		2 hours
FOREIGN LANGUAGES • Must choose one	English	4 hours
	French	4 hours
MATHEMATICS • Must choose one	Basic	4 hours
	Advanced	8 hours
ELECTIVES Each subject is taught for 4 hours per week		
SCIENCES • May choose none, one or two or three	Physics	
	Chemistry	
	Biology	
	Earth and Environmental Studies	
SOCIAL STUDIES • May choose none, one or two or three	Morals/Civics	
	History	
	Geography	
	Economics	
EVEP • May choose none, one or two or three	ICT/Technology	
	Accounting/Business Management	
	Local Vocational Technical Subjects	
	Tourism	
	Art Education (and other subjects)	
Students who choose Math (Basic) must choose 4 subjects from the Electives Total $16\text{ h} + (4 \times 4) = 32$ hours per week		
Students who choose Math (Advanced) must choose 3 subjects from the Electives Total $20\text{ h} + (3 \times 4) = 32$ hours per week		

11.3 Students study the same subjects in Grade 11 and 12.

11.4 During the initial stage, the MoEYS will endeavor to support the Elective Vocational Education Programs (EVEP). The Elective subjects offered by schools will, however, depend on students' choice, teacher and resource availability.

12.5 All students must take four Compulsory subjects:

- Khmer Literature
- Mathematics (Basic or Advanced)
- Foreign languages (English or French)

o Physical and Health Education and Sport

- 12.6 Students who choose the Basic Mathematics must choose four other subjects from the Electives subjects.
- 12.7 Students who choose the Advanced Mathematics must choose three other subjects from the Electives subjects.
- 12.8 They may choose none, one or two or three of the Elective subjects from subject areas of the Sciences, Social Studies and EVEP.
- 12.9 The maximum number of subjects chosen by students is eight (8) for students who choose Basic Mathematics and seven (7) for those who choose Advanced Mathematics.
- 12.10 Students who have successfully completed the Upper Secondary Education will sit for the National Examination and be awarded of the Diploma of Upper Secondary Education.
- 12.11 Entrance to Universities and Colleges is based on the grades achieved through the National Examination.
- 12.12 The grades achieved for each examined subject are reported on a Transcript of Achievement attached to the Diploma of Upper Secondary Education. The Transcript of Achievement also lists the EVEP subjects completed and the assessment results achieved.

FINAL ORDINANCE

The Policy for Curriculum Development for general education is a master document for use and response to the needs for all concerned institutions- institutions under the MoEYS, national and international organizations, NGOs, and community groups who are involved in the mission to support Cambodian Education.

The MoEYS has asked all the concerned institutions to try their best to 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 in Cambodian with the aim at contributing to the Cambodian governmental development policies.

This Policy for Curriculum Development 2005-2009 comes into effect from the date it is signed. The MoEYS officially announces this policy from that date.

Phnom Penh, 2004

H.E. Kol Pheng

Senior Minister and Minister, MoEYS