

## Future plan

- REVISE TEACHINGS AIDS FOLLOWING FEEDBACK FROM TEACHERS, STUDENTS AND COMMUNITIES. THIS WILL BE DONE WITH MOEYS COUNTERPARTS, GIZ, VVOB
  - DISCUSS CHALLENGES (SALARIES, POLICY CONSTRAINTS) WITH STAKEHOLDERS.
  - LOCATE PARTNERS IN SHARING AND USING OF CURRICULUM; EEQP, TEACHER TRAINING CENTERS, OTHER NGO'S, NON FORMAL EDUCATION
  - EXPLORE FUNDINGS OPPORTUNITIES TO ASSIST IN PRODUCING LIFE SKILLS MATERIAL FOR THE TARGET AREA. PUBLIC PRIVATE PARTNERSHIPS.
- JUNE
- ORGANIZE NATIONWIDE DISSEMINATION WORKSHOP TO PRESENT PROJECT OUTCOMES AND FINAL CURRICULUM.
  - REVIEW MATERIAL BY DEPARTMENT OF CURRICULUM DEVELOPMENT
- AUG
- REPRINT MATERIAL, START TRAINING OF TEACHERS, COMMUNITIES, MANAGEMENT.
- NOV
- LIFE SKILLS IMPLEMENTATION IN PROJECT AREA AND OTHER AREAS DEPENDING ON APPROVAL FROM MINISTRY OF EDUCATION, YOUTH AND SPORTS.
- DEC

## Community Involvement

Parents, local companies and authorities are involved in teaching, organizing and supporting of a variety of activities. In the teacher manuals IBEC provides advice to strengthen communication between school and community-members. Some examples : inviting a barber to assist in hair dressing lessons, study trips to the local bank or MFI, organizing drama and music performances for the community, setting up an enterprise with community members, inviting the commune council to teach about civic awareness and many, many more....

Needless to say that education not only becomes more interesting and realistic, but



### INTERESTED?

If you would like to learn more about IBEC Life Skills Curriculum or if you would like to see demonstration material, you could visit our website [www.ibec.worlded.org](http://www.ibec.worlded.org) or you could contact Mr. Eng Sok....



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# IBEC Life Skills Education *making a difference.*



The development of the life skills curriculum has been funded by USAID. Implementation and training has been conducted by Kampuchean Action for Primary Education (KAPE) and World Education. The project has started in 2009 and is scheduled to finish in 2012.

... TEACHERS  
TRAINED

±50.000  
STUDENTS  
EDUCATED

30 TEACHER  
MANUALS

120  
LEARNING  
SLIDES AND  
65 POSTERS

... AWARDED  
INNOVATION  
GRANTS

... STUDENT  
COUNCILS  
INVOLVED

... SCHOOL  
SUPPORT  
COMMITTEES  
SET UP

... FISHPONDS  
AND  
VEGETABLE  
GARDENS  
INSTALLED

# Life Skills?

AFTER THE DEVELOPMENT OF THE MOEYS POLICY ON LIFE SKILLS IN 2006, A LIFE SKILLS CURRICULUM HAS BEEN DESIGNED PROVIDING AN IMPLEMENTATION FRAMEWORK AND LEARNING CONTENT FOR LOWER SECONDARY SCHOOLS



*Life skills are the intellectual, personal, interpersonal and vocational skills that enable informed decision-making, effective communication and coping and self-management skills that contribute to a healthy and productive life to ensure successful solving daily problems'. (MOEYS 2006)*

Following the definition given in the policy, IBEC has incorporated *inquiry and research based methods* as a teaching style to involve students in their learning process.

In groups students practice their skills and knowledge through case studies, role plays, research, performances, discussions and many other active learning strategies.

Three different areas have been identified together with staff from several departments and other counterparts; *Local Social Relevant themes, Business & Economy and Practical Livelihoods*.

Often, the material on *Social Relevant themes* is interdisciplinary, developing personal skills and knowledge in topics related to the Social Sciences while staying closely connected to the daily life of the students. *Business and Economy* topics develop the self management skills and entrepreneurial skills needed in Cambodian society, while *Practical Livelihood* aims to directly improve the pre-vocational talents of the students and their relatives.

## Our curriculum

### 1. LOCAL SOCIAL RELEVANT THEMES :

DRUGS ABUSE—ALCOHOLISM PREVENTION—ME AND MYSELF—GENDER ISSUES—SAFE MIGRATION—WATER & SANITATION—CULTURAL ISSUES—CIVIC AWARENESS—MUSIC AND DANCE—ENVIRONMENTAL ISSUES

### 2. BUSINESS AND ECONOMY STUDIES :

I.T.—WORLD OF WORK—SOCIAL ENTERPRISE—SAVING AND SPENDING—ME ANY MY MONEY—MARKETING—MANAGEMENT SKILLS

### 3. PRACTICAL LIVELIHOODS :

FROG RAISING—RICE GROWING—FISH RAISING—BICYCLE REPAIR—HAIR DRESSING—SEWING—BIO GARDENS—POULTRY—MUSHROOM GROWING—COOKING CLASS—FRUIT PROCESSING—MASONRY—VEGETABLE GROWING



Ms. Pen Channy a teacher at Koh Kandal school in Varin district, Siem Reap is very happy with the Life Skills material. *'Our school has many girls because the young boys leave to work in construction illegally in Thailand when they are finished with primary school'* Together with the community and the teachers, they decided to choose the life skills manual about 'World of Work' *'We want to let students see their abilities and let them look for possibilities to study and work'* While using the attractive material

## Feedback

and cooperative learning strategies, the students have a lot of fun. *'They especially like the games, like 'hot potato' and small group discussions'*.

# Teacher and Training

*No matter how good an idea is, in the end it is the teacher who has to bring it into the classroom.*

Therefore, IBEC trains teachers who volunteer for certain topics. This depends on their interest and capacity. Together with experienced trainers from GIZ and MoEYS, we explain our teaching methodology and how to implement our material.



We provide the school with a manual, learning slides, posters and hand outs. While the manual is for the teacher to use as a guideline, the *learning slides* are meant for students to use in cooperative learning strategies. They are attractive, colorful and are combined with an exercise.

The *posters* are illustrating crucial issues and are meant to put in the classroom.

*Hand outs* are replacing costly workbooks and are for students to complete and take to their homes.

## Relevant Learning

### STAKEHOLDER DRIVEN IS THE KEY WORD FOR IBEC LIFE SKILLS.

After receiving training, local communities, students and schools decided together which topics are RELEVANT for them to learn. They have developed a life skills menu for grade 7,8 and 9 in which students learned two topics per academic year. This resulted in motivated schools and students who are learning about topics that make an immediate difference in their lives.

Through **INNOVATION GRANTS**, the students and schools learn to sell the products they make and use a part the profit for next year's life skills education. they also set up small enterprises, learning how to do bookkeeping, planning and budgeting.



# Feedback

Mr. Thuch Seng Hong, teacher at Chhak High School in Oreang Ov district, Kampong Cham explains how he uses learning slides in his lessons about *Environmental Issues*: *'This is a good tool, students are very active. They share ideas and do case studies in groups of 6 students. Afterwards they present their answers.'* About the relevance of the topic, he is very clear: *'There is a need for students to learn about waste management. By getting the skills, they are able to transfer them to their homes. They will practice further in their family'*



poster explaining different saving strategies (Saving and Spending , lesson 2)

EACH LIFE SKILLS MANUAL CONSIST OF 10 LESSON OF 2 HOURS EACH, ACCORDING MOEYS PRAKAS..... SECONDARY SCHOOLS SHOULD TEACH 2 HOURS PER WEEK, THEREFORE THE CYCLE CAN BE FINISHED IN 10 WEEKS AFTER WHICH AN ASSESSMENT TAKES PLACE. IBEC ASSESSES BOTH KNOWLEDGE IN A WRITING TEST AND SKILLS IN AN ATTITUDINAL ASSESSMENT.