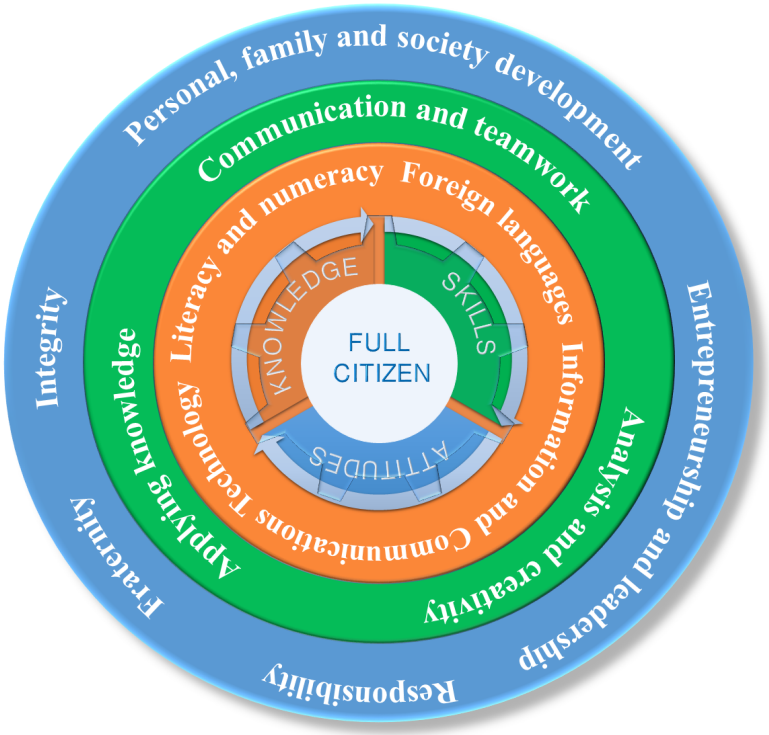
KINGDOM OF CAMBODIA
NATION RELIGION KING

Ministry of Education, Youth and Sport

CURRICULUM FRAMEWORK

OF GENERAL EDUCATION AND TECHNICAL EDUCATION



January 2016

FOREWORD

In the past two decades, globalization of all fields, especially economics, science, technology and politics have brought the world to an unprecedented stage of competition and collaboration. In order to fully engage in a globalized economy, Cambodia needs to realize our millennium development goals for sustainable development.

These goals call for deep reform of the education sector to develop human resources embodying the knowledge, skills, attitudes and physical balance necessary for success in other sectors of the economy.

Cambodia has the goal of developing its economy from a low-income to medium-high income country by 2030 and a developed country by 2050. To realize this vision, the Royal Government of Cambodia has to ensure reforms of all sectors, especially health, agriculture, industry and tourism. The Ministry of Education, Youth and Sport has defined its priority plan of reforms, especially teacher education and curriculum framework of general and technical education in order to ensure qualified human resources to serve the all sectors of the society.

This curriculum framework of general and technical education is developed in order to educate Cambodians to be citizens with full potential. Thus, this framework must be consistent with international standards governing content, teaching and learning methods and assessment of student learning outcomes. By doing this, students will be able to meet the employment demands at national, regional and international market.

The Ministry of Education, Youth and Sport encourages that national and sub-national stakeholders participate, collaborate and support the effective implementation of this curriculum framework of general education and technical education because this will contribute to developing Khmer citizens with knowledge, skills, attitudes and physical balance needed for success in ASEAN.

The Ministry of Education, Youth and Sport appreciates all members of committees, sub-committees and other relevant stakeholders for their efforts to finalize this curriculum framework.

Phnom Penh, 14 January 2016

Minister of Ministry of Education, Youth and Sport

Dr. HANG CHUON NARON

PREFACE

The results from the study on effectiveness and the results of the national examination of upper secondary schools in 2014 indicated that the quality of general education today is low. Some students have dropped out from schools before they have acquired reading and writing skills. Functional literacy of students is limited even though they have completed primary education level or lower secondary education level. Less than 50 per cent of examinees passed the 2014 national examination of upper secondary education level.

Many factors impact the quality of education but curriculum is especially important because it guides instruction. Previous national curricula lacked resources to fully develop such relevant documents as the curriculum framework, detailed curriculum, teacher's manuals, student textbooks, workbooks, teaching-learning aid, scientific laboratories and assessment guidelines for student learning outcomes. This reform effort seeks to develop new documents based on current research evidence and comprehensive consultation, focusing on subjects and sub-subjects and by grade level in order to ensure effectiveness of teaching and learning and relevance with daily lives. The process of developing these documents will ensure the linkages between subjects (horizontal alignment), vertical alignment of concepts within content areas from K-12, and development of higher order cognitive skills. The Bloom's Taxonomy clearly defines levels of cognitive skills (*Bloom*, et al. 1956). In order to be successful in a globalized economy, learners need to move beyond knowledge and comprehension to the higher order skills of application, analysis, synthesis and evaluation.

In addition to educational research, this curriculum framework takes into consideration the National Constitution, third mandate rectangular strategy, Law on Education, National Strategic Plan on Education for All, Education Sector Strategic Plan 2014-2018 and a series of curricula of 1980s and 1990sThis curriculum framework also responds to changes of education in countries of ASEAN, especially Singapore, which imbue learners with competencies and capacities for the world of work in the country, region and the world. It presents a new vision and mission for Cambodian education to respond to global trends.

This curriculum framework is a key document to be used by other stakeholders for developing other relevant and significant documents such as student textbooks, teaching-learning aids, guidelines for teaching and learning methods, and indicators of student learning outcomes. Assessments developed for the new curriculum need to assess students' competencies at each grade level and subject of study and they need to be used objectively, predicatively and transparently.

The Committee and Sub-committee for developing this curriculum framework for general education very much appreciate all relevant stakeholders, especially the Department of Curriculum Development for their supporting relevant documents and sharing sets of knowledge related to curriculum development, so that this curriculum framework becomes more relevant.

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1. Introduction

From 1979 to present, Curriculum development has changed in four times.
Since 1980, Cambodian curriculum has gone through four major revisions. From 1980 to 1987, during the People's Republic of Kampuchea (PRK), the curriculum was divided into three levels: (a) General Education Curriculum for primary level (first education level), (b) General Education Curriculum for Secondary level, and (c) Third level. Between 1987 and1996, during the State of Cambodia, the curriculum was divided into the curriculum for general primary education (first education level), curriculum for secondary level education and curriculum for third level education. From 1996 to 2005, during the Kingdom of Cambodia, the curriculum consisted of Core Curriculum for primary education, core curriculum for lower secondary education and core curriculum for upper secondary education. From 2005 to 2009, during the Kingdom of Cambodia, The Ministry of Education, Youth and Sport developed a Curriculum Policy as a basis for developing a curriculum for general education, a core curriculum for basic general education (from grade 1 through grade 9) and core curriculum for upper secondary education (from grad 10 through grade 12).

The findings from the analysis of in-use curriculum and textbooks show that they contain some content mistakes. The current textbooks have few links among subjects of study. They also exhibit redundancy between grade levels, a lack of coherent progression of skills, and a lack of real world context. Some lessons in some subjects, especially mathematics and science in general education curriculum, are not relevant to the daily lives and the emerging development of the world. Learners who graduate from each level of education are not equipped with adequate skills for their daily lives or for further studies at technical schools or higher education institutions.

The current curriculum development aims to equip learners with knowledge, skills and attitudes to support their daily lives and further studies. More importantly, this curriculum framework aims to improve the quality of education in response to the changing world and to the demand of the third rectangular strategy of the Royal Government of Cambodia, which moves Cambodia to become a medium income country by the year 2030 and a high-income country by the year 2050. In order to realize this goal, Cambodia has to promote deeper and more relevant learning to ensure the economic growth and improve its competitive capacity to move into a new industry of national, regional and international market of employment.

In response to the market need, ASEAN integration and changing world, it is a top priority to develop a modern and evidence-based curriculum framework for general education which aims to develop Cambodian citizens with full potential.

This new curriculum framework was developed based on the analysis of the national policy on curriculum development 2005-2009, curriculum framework for general education of some countries in ASEAN such as Singapore, Malaysia and Thailand and a synthesis report on the recent study visit to Singapore.

The significance on the revision of the policy on curriculum development 2005-2009 as listed below was in response to the recommendations in the recent study on student learning outcomes, links of all curriculum at all levels of education, subjects of study

and the relevance of general education to the needs of higher education and market. Based on their study, the committee determined the following recommendations:

- Revise the curriculum framework for kindergarten through secondary in order to ensure the consistency and links between levels of education and subjects of study
- Expected learning outcomes at all levels of education are developed
- Incorporate international languages (English or French) from grade 1-6 as core subjects of study.
- Incorporate the new subjects of Information and Communications Technology (ICT) in the curriculum from grade 4 through grade 12.
- Incorporate local life skills from grade 4 through 9 as a core subject of study in the curriculum.
- Clearly divide the subjects of Health Education, Arts Education and Physical Education and Sports as separate subjects.
- Introduce the modernization of teaching methodology in all levels of education.
- Incorporate guidelines on teacher capacity development and assessment of learning within the new curriculum framework.
- Develop a new educational system for the learners of upper secondary education, grade 10 learners, to have choices of three types of further study namely Science, Social Science and Technical Education.
- Compile curriculum framework, standards of education and educational indicators into one core document as means for developing core textbooks, teacher manuals and teaching-learning aid to ensure the diversity and updating of materials for the support of teaching and learning activities.
- Compile inclusive education and special education for enhancing sustainable education.
- Compile evaluation system at school level, national level and regional level, respectively.

In order to support the development of this curriculum framework, the committee consulted with key stakeholders including in-house consultation with the MoYES Department of Curriculum Development, 25 Provincial Departments of Education, Youth and Sport and development partners in education.

The Ministry of Education, Youth and Sport started the reform of education, especially focusing the revision of curriculum, teaching and learning and curriculum framework for general education, in order to contribute to Cambodian human resource development with learners who are equipped with knowledge, skills and attitudes that will enable them to develop into citizens with full potential to participate in national development.

2. Vision of the Curriculum Framework

The goal of the curriculum framework is to ensure all citizens develop their full potential. Every Cambodian will progress with balanced physical appearance, knowledge, behaviours and love of nation and humankind so they can contribute to national development and integration of Cambodia in the region and the world.

3. Goals of the Curriculum Framework

This curriculum framework aims to develop:

3.1 Competency in Khmer language and foreign languages on four skills (listening, speaking, reading and writing) to be able to use in study, research and communication in daily lives.

3.2 Knowledge of mathematics, science, technology and Information and Communications Technology (ICT) as a basis for further study and daily-life communication.

3.3 Knowledge of art skills, health, sporting, beauty, innovation, entrepreneurship and civic skills for daily use as an individual, in family, community and society.

3.4 Self-study, research, critical thinking, communication and problem solving skills.

3.5 Capacity in evaluation and informed and responsible decision-making with tolerance

3.6 Understanding of human rights as responsible citizens as an individual and a member of a family, community, society, region and the world.

3.7 Life-long learning skills to develop broader knowledge on economics, politics, history, culture, national identity and environment of the nation, the region and the world that contributes sustainable development and ensures partnership and love with humankinds.

3.8 Love, protection and construction of the nation and races in connection with democratic, free and multi-political principles and respect of human rights based national and international laws.

4. Core Competencies

4.1 Literacy and Numeracy
4.2 Foreign Languages
4.3 Information and Communications Technology (ICT)
4.4 Communication and Teamwork
4.5 Analysis and Creativity
4.6 Applying Knowledge and Skills
4.7 Personal, Family and Society Development
4.8 Entrepreneurship and Leadership

4.1 Literacy and Numeracy

Learners will be able to use language and maths to understand, explain, describe and argue, coordinate, encourage, explore and solve problems in further study, daily life and professional work.

4.2 Foreign Languages (English and/or French)

Learners can adequately use foreign languages for communication, research and continued study.

4.3 Information and Communications Technology (ICT)

Learners can use computers and ICT in their studies and daily lives.

4.4 Communication and Teamwork

Learners can use literacy and numeracy skills to: 1) disseminate ideas, knowledge, skills, feelings and opinions, 2) evaluate the information to be received and not to be received based on reasoning, 3) effectively and timely negotiate mechanisms and problem-solving approaches in order to serve the benefits of all.

4.5 Analysis and Creativity

Learners will be able to: 1) analyse and evaluate information, anticipate problems, analyse problems for possible solutions, and use critical thinking for decision making, 2) ensure innovation, create new possibility, new ideas or new knowledge and 3) promote love of independent and life-long learning.

4.6 Applying Knowledge and Skills

Learners are able to apply knowledge and skills acquired from learning each subject of study at all levels of education to serve the benefits of daily lives and to change from society of information to society of knowledge.

4.7 Personal, Family and Social Development

Learners will be able to apply competencies in personal, family and social development to their mental and spiritual development so that they can adapt in their daily lives as citizens in the changing and competitive world. Competencies in personal, family and social development aim to equip citizens with 1) responsibility for themselves, family and society with understanding, love and commitment, 2) ethics, right-wrong judgment, protection and expansion of integrity, 3) unity in undertaking team responsibility or mutual relationship with compassion and kindness to promote happiness for self, family and society.

4.8 Entrepreneurship and Leadership

Entrepreneurship and Leadership is an ability of learners to apply knowledge embedded with the seven above-described competencies learners so that learners will be able to ensure success in income-oriented small business.

5. Objectives by Subjects and Sub-subjects

5.1 Khmer Language and Khmer Literature

Khmer Language and Khmer Literature are the cultural and national identity of Khmer. Khmer language is the official language and a language of instruction, teaching and learning. Khmer Language and Khmer Literature benefit study, research and daily lives.

Khmer Language and Khmer Literature contain the following components:

- Reading
- Writing
- Listening
- Speaking
- Core Principles in Use
- Linguistics, Khmer Language and Khmer Literature

The goals of Khmer Language and Khmer Literature subject ensure that learners will:

- Have strong knowledge and skills in Khmer Language and Khmer Literature.
- Possess competencies to describe, analyze, judge, explain, describe correctly and reasonably.

- Apply knowledge and skills in Khmer language and Khmer literature for the study of other subjects and daily lives.
- Recognize and appreciate the values of the subjects of Khmer language and Khmer literature and be proud of using Khmer language and Khmer literature.

5.2 Mathematics

Mathematics is an important subject for strengthening and expanding knowledge in analyzing mathematical concepts such as logical reasoning, explaining graphs, analyzing and abstract thinking. Mathematics provides benefits for the study of other subjects and daily lives.

Mathematics contains the following components:

- Numeracy
- Measurement
- Geometry
- Statistics and Probability
- Arithmetic
- Analytical Mathematics
- Trigonometry

The goals of studying Mathematics ensure that learners will:

- Acquire strong knowledge and skills in basic Mathematics.
- Possess competencies to think reasonably, calculate, analyze, explain, and describe quickly and correctly.
- Apply knowledge and skills in Mathematics in the study of other subjects and daily lives.
- Recognize and appreciate the values of mathematics and applied mathematics.

5.3 Social Studies

Social Studies is a combination of social science and humanities. The subject of Social Studies aims to strengthen and expand the ability of learners to be accountable citizens. This subject focuses on theories and applications related to cultural and traditional identity, environment, history, geography, laws and politics.

The subject of Social Studies contains the following components:

- History
- Geography
- Moral-Civics
- Home Economics
- Arts Education

The goals of the Social Studies are to ensure that learners will:

- Acquire knowledge and skills related to cultural and traditional identity and customs, environment, history, geography, laws and politics of Cambodia and those of other countries in the region.
- Develop skills related to roles and responsibilities as learners and citizens in schools, family, community, society and international community.
- Apply knowledge and skills learned from the study of subjects in Social Studies for further study and daily lives.
- Love nation, natures, religion and king as educated and responsible citizens and be proud of their nation and respect of other nations and religions.

5.4 Science

Science is a combination of the subjects of natural sciences. The subject of Science aims to understand natural phenomena by applying scientific methods in order to ensure valid knowledge to use in further study and daily lives.

The subject of Science contains the following components:

- Physics
- Earth-Environmental Science
- Chemistry
- Biology

The goals of the subject of Science are to ensure that learners will:

- Acquire knowledge and skills in basic science to serve the benefits of technological fields in response to market needs.
- Possess competencies in problem-solving, calculate, analyze, explain, describe quickly and correctly based on scientific methods.
- Apply knowledge and skills in science for further study and daily lives
- Recognize and appreciate the values of the subject of Science and applications of science in national economic development.

5.5 Information and Communications Technology (ICT)

Information and Communications Technology (ICT) is a subject of study about the use of information and communication equipment for further study, teaching and daily lives.

The subject of Information and Communications Technology (ICT) contains the following components:

- Basics of Computer Literacy
- Daily Use of Computer
- Graphic Computer
- Sending Documents and Information via Computer System
- Technology in Presentation

The goals of the study of ICT ensure that learners will:

- Acquire knowledge and skills in basics of computer literacy.
- Possess competencies in use of information, communication and technology for communication, collaboration, collection and analysis of data for further study and research effectively.

5.6 Foreign Languages[1] (English and/or French)

Foreign Languages is a subject for communication, research, work, critical thinking development and creativity in response to changing society and rapid development of science and regional and global technology. Foreign Languages is widely useful for studies, work and daily living. The teaching and learning of foreign languages should be made as follows:

- Living language 1 (English or French): one of the two languages must be taught at the primary and secondary levels;
- Living language 2 (French or English): one of the two languages must be taught based on the choice of a foreign language of the pupil at the primary level. If the student has learned English at the primary level, he / she must learn English as a living language 1 and French as a living language 2 and should this not be the case, he / she must learn French as living language 1 and English as a living language 2.

The subject of Foreign Languages contains the following components:

- Listening
- Reading
- Speaking
- Writing

The goals of the study of Foreign Languages ensure that learners will:

- Possess competencies in communication in all four skills (listening, speaking, reading and writing).
- Become life-long learners with creativity and confidence.

5.7 Physical Education and Sports

Physical Education and Sports is the subject that equips learners with emotions, attitudes, thinking and knowledge in solving physical and emotional illness and help learners to have self-confidence by applying physical activities and this subject helps learners to study other subjects.

The subject of Physical Education and Sports contains the following components:

- Appropriate Exercises
- Physical Fitness
- Athlete
- Football, Basketball, Volley Ball
- Popular Games

(1) Related to the bilingual classes (Khmer-foreign language, not one of the languages of ethnic minorities), it operates according to the possibility in terms of the means and the human resources of each school from the primary level to the end of the secondary level.

The goals of the subject of Physical Education and Sports ensure that learners will develop:

- Balanced body, good health and happiness in life.
- Necessary skills in playing all types of sports.
- Good attitudes in sport matches and in cooperation with others
- Be aware of health.
- Be patient and tolerant, energetic, highly committed and have collective ideas.
- Be progressive in study, tidy and disciplined.
- Love physical exercises and play sports.

5.8 Health Education

Health Education, a subject to study about causes, prevention and cures of disease as well as basic health care based on human rights and gender.

Health Education contains the following components:

- Primary Health Care
- Mental Health
- Sexual and Reproductive Health
- Health and Environment
- Health and Beliefs
- Health and Economics

The goals of Health Education ensure that learners will have:

- Health knowledge in consistence with physical and emotional growth based on science.
- Skills in prevention of infectious disease, non-infectious disease, incidents and methods in basic rescue.
- Values and attitudes that help learners develop themselves with full physical, intelligent and emotional health and responsibilities for their actions.

5.9 Arts Education

Arts Education is a combination of subjects that enables learners to foster knowledge, skills and attitude towards engaging in music learning, dance and art learning including handcraft, of their own volition, and while doing this, to nurture communication skill, creative thinking, tolerance and aesthetic sense, thereby to contribute to inheriting and developing Khmer culture.

The subject of Arts Education contains the following components:

- Singing
- Dancing
- Playing Musical Instruments
- Painting and Drawing
- Handcraft

- Appreciation (Music, Art and Handcraft)

The objectives of the subject of Arts Education are to ensure that learners will:

- Develop basic skills and understand fundamental knowledge on expression and appreciation of arts.
- Have creativity, communication skill and critical thinking skill through expression and appreciation of arts.
- Respect and value Khmer and foreign arts and culture as well as address current issues on cooperation with global community.

5.10 Local Life Skills

The subject of Local Life Skills provides opportunities for learners to acquire knowledge and skills to participate in the walk of social lives.

The subject of Local Life Skills contains the following components:

- Agriculture
- Services
- Small Handicraft and Others

The goals of the subject of Local Life Skills ensure that learners will:

- Possess skills, intelligence and interpersonal characteristics and vocational skills to apply in decision making, effective communication, problem solving, and self-management.
- Promote wellbeing and lives productively.

6. Subjects and Study Hours

The curriculum is determined to teach 35 weeks per school year.

6.1. Kindergarten

A. Expected Learning Outcomes

After having completing the education level of Kindergarten, children will have developed:

Knowledge

- Recognize and read Khmer and Latin consonants, vowels, syllables, words, and phrases.
- Count numbers, draw double-digit numbers, recognize different objects, sizes, and measurements.

Skills

- Be able to use Khmer language for speaking, listening, and communication.
- Be able to use mathematics (counting, drawing, and comparing).
- Be able to apply hygiene for body.
- Be able to use fine motor skills (finger movements) and gross motor skills (whole body).

- Be able to give reasons for their own actions.
- Be able to use the appropriate words and gestures with friends, family, and others.
- Be able to recognize wrongness and rightness.

Attitude

- Love to study, raise questions and want to learn something new and different
- Know how to share and collaborate
- Like song, dance and Khmer traditional music
- Love clean environment
- Love oneself, family, friends, teachers and other people

B. Subjects

Subjects are Psychomotricity, Pre-math, Khmer Language, Science, Social Studies, and English.

C. Study Hours

Subjects and Study Hours Table

Table 1 Distribution of Subjects and Study Hours for Kindergarten

No.	Subjects	Class		
		Low Level	Medium Level	High Level
1.	Psychomotricity	6	6	6
2.	Pre-math	3	3	3
3.	Khmer Language	4	4	4
4.	Science	3	3	3
5.	Social Studies	14	14	14
Total Weekly Hours		**30**	**30**	**30**

Note: 5 days a week, 6 study hours a day, and 1 study hour has 30 minutes.

6.2. Primary School

A. Expected Learning Outcomes

After having completed the education level of Primary School, learners will have developed:

Knowledge

- Construct solid basic knowledge of Khmer Language, Social Studies, Mathematics, physical health and moral development.
- Construct basic knowledge of Science, Information and Communications Technology (ICT) and Foreign Languages.

Skills

- Construct basic skills of Khmer Language (reading, writing, speaking, and listening).
- Construct basic skills of Mathematics (calculating, comparing, and solving problems).
- Construct skills to apply basic knowledge of science.

- Construct basic skills of critical thinking in learning process.
- Develop good communication skills in learning process and society.
- Develop skills in health prevention and primary health care.
- Construct skills in differentiating wrongness and rightness.

Attitude

- Love and value the study in schools.
- Recognize and value generosity and compassion for family, friends, and other people.
- Recognize, love, preserve, and protect cultures, traditions, and arts of the nation, region, and international.
- Love and value environment, science, and technology.
- Love clean bodies, schools, homes, and public places.
- Construct habit sand practices of healthy life styles through labour and sporting.
- Be responsible for their actions in the study and daily life.

B. Subjects

Subjects are Khmer Language, Mathematics, Science, Computer, Social Studies, Arts Education, Physical Education and Sports, Health Education, Foreign Languages and Local Life Skills.

C. Study Hours

Subjects and Study Hours Table (Grades 1-6)

Table 2 Distribution of Subjects and Study Hours (Grades 1-6)

No.	Subjects	Class					
		1	**2**	**3**	**4**	**5**	**6**
1.	Khmer Language	11	11	11	9	9	9
2.	Mathematics	7	7	7	6	6	6
3.	Science	3	3	3	3	3	3
4.	Computer	0	0	0	1	1	1
5.	Social Studies	3	3	3	3	3	3
6.	Arts Education	1	1	1	1	1	1
7.	Physical Education and Sports	2	2	2	2	2	2
8.	Health Education	1	1	1	1	1	1
9.	Foreign Languages	2	2	2	2	2	2
10.	Local Life Skills	0	0	0	2	2	2
Total Weekly Hours		**30**	**30**	**30**	**30**	**30**	**30**

Note: 6 days a week, 5 study hours a day, and 1 study hour has 40 minutes.

6.3 Lower Secondary School

A. Expected Learning Outcomes

After having completed the education level of Lower Secondary School, learners will have developed:

Knowledge

- Construct solid basic knowledge of Khmer Language, Social Science, Mathematics, physical health and moral development.
- Acquire basic knowledge of Science, Information and Communications Technology (ICT) and Foreign Languages.

Skills

- Apply solid basic skills in Khmer Language (reading, writing, speaking, and listening).
- Apply solid basic skills in Mathematics (calculating, comparing, explaining, and solving problems).
- Apply basic scientific knowledge and Information and Communications Technology (ICT).
- Apply basic skills in critical thinking and problem solving in the learning process and society.
- Acquire comprehensive communication skills for the study and daily life.
- Apply skills in prevention and primary health care.
- Differentiate right from wrong.

Attitude

- Love and value the study in both formal and non-formal education system.
- Know and value generosity and compassion for family, friends, and others.
- Know, love, preserve, and protect cultures, traditions, and arts of the nation, region, and international.
- Love and value the environment, science, and technology.
- Love clean bodies, schools, homes, and public places.
- Construct habits and practices of healthy life styles through labour and sporting.
- Be responsible for their actions in the study and daily life.

B. Subjects

Subjects are Khmer Language (writing, dictation, composing, grammars, recitation and reading texts) Mathematics, Science (Physics, Earth-Environmental Science, Chemistry, Biology), Social Studies (History, Geography, Moral-Civics, Home Economics), Information and Communications Technology (ICT), Foreign Languages, Arts Education, Physical Education and Sports, Health Education, and Local Life Skills.

C. Study Hours

Subjects and Study Hours (Grads 7-9)

Table 3 Distribution of Subjects and Study Hours (Grads 7-9)

No.	Subjects	Class		
		7	**8**	**9**
1.	Khmer Language	7	7	7
2.	Foreign Languages	6	6	6
3.	Mathematics	7	7	7
4.	Science	6	6	6
5.	Social Studies	7	7	7
6.	ICT	2	2	2
7.	Physical Education and Sports	2	2	2
8.	Arts Education	1	1	1
9.	Health Education	1	1	1
10.	Local Life Skills	1	1	1
Total Weekly Hours		**40**	**40**	**40**

Note: - 6 days a week, 4-7 study hours a day, and 1 study hour has 50 minutes.

-Living Language 1 has 4 study hours and 2 study hours for Linving Language 2.

6.4 Upper Secondary School

A. Expected Learning Outcomes

After having completed the education level of Upper Secondary School, learners will have developed:

Knowledge

- Acquire solid basic knowledge of Khmer Literature, Sciences, Social Science, Mathematics, physical health and moral ethics.
- Construct solid basic knowledge of Science, Information and Communications Technology (ICT) and Foreign Languages.

Skills

- Construct solid and broader basic skills in Khmer Literature (comparing, explaining, analysing, interpreting and solving problems).
- Construct solid basic skills in Mathematics (calculating, comparing, explaining, analysing, interpreting and solving problems).
- Apply basic knowledge of science and Information and Communications Technology (ICT).
- Apply basic skills in critical thinking and problem-solving in the study and society.
- Acquire solid and broader skills of communication in the study and society.
- Construct and apply skills in health prevention and primary health care.
- Develop and make use of knowledge, skills and ethics to protect and enhance the good deeds.

Attitude

- Love and value the lifelong study.
- Know and value loving-kindness and compassion for family, friends, and other people.
- Preserve and develop the cultures, traditions, and arts of the nation, region, and international.
- Love and value the environment, science, and technology.
- Love clean bodies, schools, homes, and public places.
- Construct habits and practices of healthy life styles through labour and sporting.
- Be responsible for their own actions and groups in the study and daily life.

B. Subjects

Subjects are Khmer Literature, Mathematics, Foreign Language, Physical Education and Sports, Science (Physics, Earth-Environmental Science, Chemistry, Biology), Social Studies (History, Geography, Moral-Civics, Home Economics), ICT, and Health Education.

C. Study Hours

Subjects and Study Hours Table (Grads 10-11-12)

Science Strand

Table 4 Distribution of Subjects and Study Hours (Grads 10-11-12) for Science Strand

No.	Subjects	Class		
		10	11	12
1.	Khmer Literature	5	5	5
2.	Mathematics	6	6	6
3.	Foreign Languages	6	6	6
4.	Physical Education and Sports	2	2	2
5.	Home Economics	1	1	1
6.	Physics	4	4	4
7.	Earth-Environmental Science	2	2	2
8.	Chemistry	3	3	3
9.	Biology	3	3	3
10.	History	2	2	2
11.	Geography	2	2	2
12.	Moral-Civics	2	2	2
13.	ICT	1	1	1
14.	Health Education	1	1	1
Total Weekly Hours		**40**	**40**	**40**

Note: *- 6 days a week, 4-7 study hours a day, and 1 study hour has 50 minutes.*
- Living Language 1 has 4 study hours and 2 study hours for Linving Language 2.

Social Science Strand

Table 5 Subjects and Study Hours (Grads 10-11-12) for Social Science Strand

No.	Subjects	Class		
		10	**11**	**12**
1.	Khmer Literature	6	6	6
2.	Mathematics	5	5	5
3.	Foreign Languages	6	6	6
4.	Physical Education and Sports	2	2	2
5.	Home Economics	1	1	1
6.	Physics	2	2	2
7.	Earth-Environmental Science	2	2	2
8.	Chemistry	2	2	2
9.	Biology	2	2	2
10.	History	4	4	4
11.	Geography	3	3	3
12.	Moral-Civics	3	3	3
13.	ICT	1	1	1
14.	Health Education	1	1	1
Total Weekly Hours		**40**	**40**	**40**

Note: - 6 days a week, 4-7 study hours a day, and 1 study hour has 50 minutes.
- Living Language 1 has 4 study hours and 2 study hours for Linving Language 2.

6.5 Technical Education

A. Expected Learning Outcomes

By having completed the technical education, learners will have developed:

Knowledge

- Acquire basic knowledge of science related to technical subjects of study.
- Explain and demonstrate basic concepts of technical knowledge of the subjects of study.

Skills

- Effectively apply technical skills acquired from the training.
- Apply skills in using machinery and relevant tools.

Attitudes

- Be responsible and accountable for their work.
- Formulate creativity in problem solving.
- Love practical work and work in team effectively.
- Develop personal characteristics and careers.
- Contribute to sustainable social and national development.

B. Subjects

Technical education governs two subjects of study namely General Education and Technical Education. General Education covers Khmer Language, English, Mathematics, Computer, Moral and Civics, Sports, Science (Physics, Earth-Environmental Science, Chemistry, Biology), Social Science (History, Moral-Civics,

Home Economics, Geography). Technical Education covers selective activities and practicum.

C. Study Hours

Table 6: Distribution of Subjects and Study Hours for Year 1-2-3

Subjects			Year 1	Year 2	Year 3
General Education Subjects	Khmer Literature		114 hrs	114 hrs	114 hrs
	English		76 hrs	76 hrs	76 hrs
	Maths		114 hrs	114 hrs	114 hrs
	Computer		76 hrs	76 hrs	76 hrs
	Moral-Civics		38 hrs	38 hrs	0 hrs
	Sports		32 hrs	32 hrs	32 hrs
	Science or Social Science	Physics(1)	76 hrs	76 hrs	76 hrs
		Chemistry Biology(2)	76 hrs	76 hrs	76 hrs
		Economics(3)	76 hrs	76 hrs	76 hrs
		History Geography	76 hrs	76 hrs	76 hrs
	Total		**526 hours**	**526 hours**	**480 hours**
Technical and Vocaitonal Subjects	Technical and Vocational Subjects		749-769 hrs	749-769 hrs	749-769 hrs
	Local Vocational Subjects		80-100 hrs	80-100 hrs	80-100 hrs
	Total		**848 hrs**	**848 hrs**	**848 hrs**
Selective Activities			6 hrs	6 hrs	6 hrs
Practicum					320 hrs (not included)
Grand total			**1380 hrs**	**1380 hrs**	**1334 hrs**

Note: *6 days a week, 4-6 study hours a day, and 1 study hour has 50 minutes.*

7. Teaching Principles

7.1 Principle 1

Teaching is an activity to facilitate learners' learningin order to equip learners with knowledge, skills and attitudes through learner centered approaches.

7.2 Principle 2

Teaching is an activity to help and encourage learners to be efficient and responsible active self-learners who can apply knowledge in everyday life.

7.3 Principle 3

Teaching must extend knowledge, experiences, skills and motivation of learners so that learners will love and give value to education.

7.4 Principle 4

Teaching must connect learners/learning activities to the real world through the application of appropriate tools, including ITC.

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(1) Physics is a compulsory subject, requiring 2 hours of study in a week. The specific subjects of study include electronic mechanics or electricity requiring 76 hours a week.

(2) Chemistry/Biology is compulsory subject, requiring 2 hours a week. Specific subjects of study include agronomy and animal husbandry, requiring 76 hours a week.

(3) Economics is compulsory subject, requiring 2 hours a week. Specific subjects of study include accounting and management, requiring 76 hours a week.

8. Learning and Teaching Assessment

Teachers assess learning outcomes for knowledge, skills and attitudes achieved by learners.

Teachers regularly assess learner learning. They collect assessment data, analyze and reflect on competenciesof learners after teaching and learning activities. Assessment aims to explore information and evidence in order to evaluate and provide feedback on the teaching and learning activities in order to improve the competenciesof the learners.

8.1 Principle 1: Assessment of Learners' Competencies

- Knowledge
- Skills
- Attitide
- Application skills

8.2 Principle 2: Assessment of Education System

- Rescources (Human and materials)
- Management and leadership

8.3 Principle 3: Assessment Units

- Accreditation Committee of Cambodia (ACC)
- Department of Curriculum Development
- School (school principle, learners, stakeholders...)
- Relevent Agencies

8.4 Principle 4: Assessment Levels

8.4.1 Regional and International Asscessment

Regional and International Asscessment is conducted to compare Cambodian learners' competencies with learners in the regions and in the world. This type of asssessement occursonly in some specific subjects and grade.

8.4.2 National Assessement

National assessment is used to assess students' competencies at specific grades or levels. This type of assessment is applied to some students on some subjects only (such as Khmer, Maths and Sciences).

8.4.3 *School and Grade* Level

School assessment and classroom assessment is conduced at each school in order to measure the implemenation of the curriculum at the school level.

This type of assessment is conducted by school managers and teachers in order to improve quality of their own work.

8.4.4 Grade *L*evel

This type of assessment is conducted by each teacher in order to assess their own learners. This type of assessement concentrates on the knowledge, skills and attitudes that learners achievied from each chapter or lession by using a quiz, problem solving exercise, class discussion, assignment, monthly test, small research project and so on. Then teachers will use the assessment results to improve their teaching activities or teaching methodologies.

8.5 Principle 5: Use of Assessment results

The assessment results will be published and used by relevent agencies in order to improve the quality of education at all levels.

Assessment results is used for:

- ✓ Encorage learners to improve their learning habits.
- ✓ Providing feedback to teachers for improvement.
- ✓ Provide usefull information to parents and relevent agencies about learners' achievements at all grades and information about schools.

9. Teacher Professional Development

In order to get high effecincy of the applications of this curriculum framework, the following points below must be addressed:

9.1 Provide deep training to all teachers on this new curriculum and provide clear clear instruction on learner-centered teaching methodologies.

9.2 Provide training to all teachers on school assessments and classroom assessments and educate them how to use the assessment results in order to improve their teaching methodologies and acitivies according to learners' knowledge.

9.3 Provide all technical support and required teaching materials.

9.4 Improve research ability ofall teachers for longlife learning.

10. Curriculum Framework Implementation

10.1 Provincial Teacher Traning Centers, Regional Teacher Training Centers and Nation Institute of Education should integrate currículum framework, learning standard and detailed course syllabus into their training.

10.2 Currículum framework, learning standard and detailed course syllabus should be trained to PoE, DoE teacher trainers and also school administrators and teachers.

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Attachment 1: Annex

No.	Vocabulary	Kind of Word	Khmer	Explanation
1.	Education	ន	ការអប់រំ	The process of learning for personal and social development through transferring knowledge, training, instilling culture, innovation, and intellectual development which are built upon by the surrounding environment, knowledge-based society, and factors for life-long learning.
2.	Curriculum	ន	កម្មវិធីសិក្សា	A framework for implementing existing knowledge and experience for developing students' knowledge, skills, and pre-determined qualifications. Curriculum (framework) is considered as a roadmap for determining the direction of learners' development to reach the target learning outcomes and assessment of learning outcomes in order to discern about the further progress of the learners' learning to meet the pre-determined standards.
3.	Goal	ន	គោលបំណង	Main outcome that is planned and envisioned to achieve.
4.	Target	ន	គោលដៅ	The desired outcome that is determined to achieve.
5.	Knowledge	ន	វិជ្ជាសម្បទា	Knowledge that learners have gained from education and put into daily practice.
6.	Skill	ន	បំណិនសម្បទា	The capacity that learners have gained through education and are able to use it for real life daily activities.
7.	Attitude	ន	ចរិយាសម្បទា	Behaviour and sentiments that students conform to in a real world situation in order to be developed as measures or solutions which are appropriate and equal for partnership.
8.	General Education	ន	ការអប់រំចំណេះទូទៅ	The teaching of fundamental (basic) knowledge which is essential for students' everyday life.
9.	Technical Education	ន	ការអប់រំបច្ចេកទេស	The teaching of technical knowledge for practical work or performing certain jobs.
10.	Teaching Materials	ន	សម្ភារៈឧបទេស	Materials for assisting the teaching to attract students' interest and to promote understanding and effective learning. Teaching materials come into different forms such as news articles, technological devices, and realise. The selection of teaching materials corresponds to learning objectives, students' learning styles and individual learners' differences.
11.	Evaluation	ន	ការវាយតម្លៃ	The process of collecting information and evidence which indicates students' development, progress and success based on the curriculum in order to maximize students' potential.
12.	Literacy Knowledge	ន	អក្ខរពុទ្ធិ	Knowledge of language and grammar.
13.	Numeracy Knowledge	ន	លេខពុទ្ធិ	Knowledge of numeracy and calculation rules.

Attachment 2: Expected Learning Outcome by School Levels

Expected Learning Outcomes	Kindergarten	Primary School	Lower Secondary School	Upper Secondary School	Technical Education
Knowledge	Recognize and read Khmer and Latin consonants, vowels, syllables, words, and phrases.	Construct solid basic knowledge of Khmer Language, Social Studies, Mathematics, physical health and moral development.	Construct solid basic knowledge of Khmer Language, Social Science, Mathematics, physical health and moral development.	Acquire solid basic knowledge of Khmer Literature, Social Science, Mathematics, physical health and moral ethics.	Acquire basic knowledge of science related to technical subjects of study.
	Count numbers, draw double-digit numbers, recognize different objects, sizes, and measurements.	Construct basic knowledge of Science, Information and Communications Technology (ICT) and Foreign Languages.	Acquire basic knowledge of Science, Information and Communications Technology (ICT) and Foreign Language.	Construct solid basic knowledge of Science, Information and Communications Technology (ICT) and Foreign Language.	Explain and demonstrate basic concepts of technical knowledge of the subjects of study.
Skills	Be able to use Khmer language for speaking, listening, and communication.	Construct basic skills of Khmer Language (reading, writing, speaking, and listening).	Construct basic skills of Khmer Language (reading, writing, speaking, and listening).	Construct solid and broader basic skills in Khmer Literature (comparing, explaining, analysing, interpreting and solving problems).	Effectively apply technical skills acquired from the training.
	Be able to use mathematics (counting, drawing, and comparing).	Construct basic skills of Mathematics (calculating, comparing, and solving problems).	Apply solid basic skills in Mathematics (calculating, comparing, explaining, and solving problems).	Construct solid basic skills in Mathematics (calculating, comparing, explaining, analysing, interpreting and solving problems).	Apply skills in using machinery and relevant tools.
	Be able to apply hygiene for body.	Construct skills to apply basic knowledge of science.	Apply basic scientific knowledge and Information and Communications Technology(ICT).	Apply basic knowledge of science and Information and Communications Technology(ICT).	
	Be able to use fine motor skills (finger movements) and gross motor skills (whole body).	Construct basic skills of critical thinking in learning process.	Apply basic skills in critical thinking and problem solving in the learning process and society.	Apply basic skills in critical thinking and problem-solving in the study and society.	
	Be able to give reasons for their own	Develop good communication skills in learning	Acquire comprehensive communication	Acquire solid and broader skills of	

	actions.	process and society.	skills for the study and daily life.	communication in the study and society.	
	Be able to use the appropriate words and gestures with friends, family, and others.	Develop skills in health prevention and primary health care.	Apply skills in prevention and primary health care.	Construct and apply skills in health prevention and primary health care.	
	Be able to recognize wrongness and rightness.	Construct skills in differentiating wrongness and rightness.	Differentiate right from wrong.	Develop and make use of knowledge, skills and ethics to protect and enhance the good deeds.	
Attitudes	Love to study, raise questions and want to learn something new and different	Love and value the study in schools.	Love and value the study in both formal and non-formal education system.	Love and value the lifelong study.	Be responsible and accountable for their work.
	Know how to share and collaborate	Recognize and value generosity and compassion for family, friends, and other people.	Know and value generosity and compassion for family, friends, and others.	Know and value loving-kindness and compassion for family, friends, and other people.	Formulate creativity in problem solving.
	Like song, dance and Khmer traditional music	Recognize, love, preserve, and protect cultures, traditions, and arts of the nation, region, and international.	Know, love, preserve, and protect cultures, traditions, and arts of the nation, region, and international.	Preserve and develop the cultures, traditions, and arts of the nation, region, and international.	Love practical work and work in team effectively.
	Love clean environment.	Love and value environment, science, and technology.	Love and value the environment, science, and technology.	Love and value the environment, science, and technology.	Develop personal characteristics and careers.
	Love oneself, family, friends, teachers and other people.	Love clean bodies, schools, homes, and public places.	Love clean bodies, schools, homes, and public places.	Love clean bodies, schools, homes, and public places.	Contribute to sustainable social and national development.
		Construct habit sand practices of healthy life styles through labour and sporting.	Construct habits and practices of healthy life styles through labour and sporting.	Construct habits and practices of healthy life styles through labour and sporting.	
		Be responsible for their actions in the study and daily life.	Be responsible for their actions in the study and daily life.	Be responsible for their own actions and groups in the study and daily life.	

Attachment 3: Web of Full Citizens Development

