



KINGDOM OF CAMBODIA
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The Ministry of Education, Youth and Sports



Child Friendly School Policy

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PREFACE

The Ministry of Education, Youth and Sports has established a policy for developing a broad Child Friendly School (CFS) Program for all schools throughout the country in basic education in order to ensure:

- Implementation of Child Rights which are universally recognized
- Strengthening the quality and effectiveness of basic education
- Applying successfully decentralization system
- Commitment of the Ministry of Education, Youth and Sports is to achieve the Millennium Development Goals, the targets of the National Plan for Education for All and the Education Sector Plan (ESP) and its objectives for national education.

The CFS policy is based on content, strategies and principles for effective provision of basic education which are represented by the six components of the Child Friendly School framework. The policy also reflects two important considerations in educational development in Cambodia:

- Assure equity of education
- Attract participation from all interested institutions, agencies and individuals, particularly national and international organizations and NGOs, jointly to support the program so that the process of developing child-friendly schools can successfully meet its targets and objectives.

The Ministry of Education, Youth and Sports would like to express its gratitude to the development partners who have supported both spirit and materials to child-friendly school development working group to fulfill their duties in order to achieve in development the child friendly school policy to be a compass for improving of education in Cambodia.

Finally, the Ministry of Education, Youth and Sports would like to express our hope and appreciation, in anticipation, that generous individuals and all national and international organizations will join in developing the Child Friendly School program successfully with good will by using all resources (transportation, materials, budget) in their own project so that it will have maximum impact in the interests of all Cambodian children and develop human resources with quality.

Phnom Penh, 2007
For. Minister of Education, Youth and Sports
Secretary of State

CHILD FRIENDLY SCHOOL POLICY

BACKGROUND

Cambodia was completely destroyed by long-drawn out war and genocidal calamity during 1970-1979. The emergence and reconstruction of the country had to start again from virtually nothing. The education sector has developed gradually since 7th January 1979 under circumstances of severe shortage of human and material resources.

To resolve the above issue, the MoEYS set objectives to promote the quality of education, by improving the curriculum of study, textbooks and the education system:

From 1979 - 1986	Implemented 10 year educational system: 4 + 3 + 3
From 1986 - 1996	Implemented 11 year educational system: 5 + 3 + 3
From 1996 - present	Implemented 12 year educational system: 6 + 3 + 3

Besides improving the curriculum of study, text books and the education system, the MoEYS strengthened the techniques of teaching and learning through applying child-centred methodology, using new textbooks at all grades and through teacher orientation training supported by UNICEF and Save the Children Norway [SCN] and other development partners.

In 1993 the MoEYS piloted the strategy of Cluster Schools which began in seven provinces/ municipalities with strong support from many organizations and communities. Subsequently, in 1996 the MoEYS issued a Cluster Schools Policy to be implemented nationwide.

In 2000, based on the policy of education sector reform focus strategy "poverty reduction", the Royal Government of Cambodia provided the PAP to MoEYS in the primary sector and implemented as a pilot in 10 provinces.

Since 2001 the Royal Government of Cambodia has expanded this program nationwide including Lower Secondary Schools. Following this activity it can be noted that in the three years before PAP the primary enrollment increased by 7.1% while the number enrolled in the three years after PAP commenced increased by 21.93%.

With the increased of students' enrollment, the MoEYS has sought to find ways to increase the quality of teaching and learning such as remedial classes for slow learners during the holidays to improve learning, additional instruction for slow learners during the school year, Thursday teaching and providing scholarships to poor children at Lower Secondary level.

In response to the worldwide focus on Child Rights development, especially to achieve children's enrollment in school with equity, the MoEYS from 2002 began to work in cooperation with different organizations which had expanded Child Friendly School (CFS) programs into School Clusters in a number of provinces they were supporting.

- UNICEF supported Clusters in Kampong Thom, Kampong Speu, Prey Veng, Svay Rieng, Stung Treng and Otdar Meanchey
- Save the Children Norway support in Clusters in Siem Reap, Kampong Chhnang, Pursat, Phreah Vihear, Otdar Meanchey, Kampong Cham and Phnom Penh

- KAPE support Clusters in Kampong Cham

On 26 May 2004 the Southeast Asian Ministers for Education had declared in conference in Bangkok their agreement to promote and develop all schools in their countries to become Child Friendly Schools. At the same time the MoEYS went to evaluate the CFS programs being implemented by three organizations.

On 22 August 2005 the MoEYS invited UNICEF, Save the Children Norway, Kampuchean Action for Primary Education (KAPE), the representatives of provinces who were implementing the CFS pilot programs and all development partners working in Child Friendly Schools to meet together to discuss and compile a document on Child Friendly Schools as the framework for implementing CFS nationwide in the future.

Based on the principles of Basic Education the MoEYS is concerned to promote and provide opportunity to Core Schools in Clusters to open CFS classes in Lower Secondary Schools in order to extend the CFS program to Lower Secondary level. With the expansion in 2007 of lower secondary education to all communes, 30% of Cambodia's 848 Lower Secondary Schools will be attached to Core Schools in Primary School Clusters. A pilot program for CFS in Lower Secondary Schools will be established in 37 schools throughout the country, two in each of the larger provinces (13 Provinces) and one in each smaller province/municipality (11 Province/municipality).

CONCEPT OF THE CHILD FRIENDLY SCHOOL

A Child Friendly School is a school that recognizes and nurtures the achievement of children's basic rights. Child Friendly Schools work with all commitment-holders, especially parents/guardians of students, and values the many kinds of contributions they can make in seeking all children to go to school, in the development of a learning environment for children and effective learning quality according to the children's current and future needs. The learning environments of Child Friendly Schools are characterized by equity, balance, freedom, solidarity, non-violence and a concern for physical, mental and emotional health. These lead to the development of knowledge, skills, attitudes, values, morals so that children can live together in a harmonious way.

A child friendly school nurtures a school-friendly child, support children for development and a school-friendly community.

1. OBJECTIVES

The objectives for developing the National Child Friendly School Policy are

- to achieve the national education goals
- to respond to the Millennium Development Goals,
- to achieve the goals and targets of the National Plan of Education For All
- to achieve the strategic plan for education (ESP) and Education Sector Support Program each year's rolling plan.

2. THE CFS FRAMEWORK

The CFS Framework for improving quality in Child Friendly Schools in Cambodia is based on the six dimensions, as follows:

Dimension 1

All children have access to schooling (schools are inclusive)

Objective: To ensure and support all children, especially children in difficult circumstances, (children of poor families, girls, orphan children, child victims of domestic violence, disabled children, ethnic minority children, children affected by drugs, children affected by HIV/AIDS and other diseases) have access to schooling with equity.

Dimension 2

Effective learning

Objective: To develop teacher proficiencies so that teachers have theoretical and practical knowledge with a specific focus on learning/teaching activities and materials which promote active, creative and child-centred approaches to learning in a joyful classroom environment. To nurture teacher attitudes, behavior and moral values which will lead to learning together in harmonious way.

Dimension 3

Health, safety and protection of children

Objective: To ensure that all children participate in education are cared for and supported by all concerned people and institutions to keep them healthy and safe and protect them from violence at school, in the family and in society

Dimension 4

Gender responsiveness

Objective: To promote awareness in schools, families and communities of their roles and responsibilities for providing equal and equitable education and educational opportunity for both girls and boys so that they can participate equally in all activities in school, family and society.

Dimension 5

The participation of children, families and communities in the running of their local school

Objective: To enhance the dynamic relationship and two-way participation between schools and communities so that schools become community-supported resource centers, families and communities become resources for school improvement and play an active role in management.

Dimension 6

The National Education System supports and encourages schools to become more child friendly

Objective: To ensure the effective and sustainable implementation of the Child Friendly Schools Policy in all schools with a high spirit of responsibility, all mechanisms and levels of the national education system must work together to support schools in improving the quality of education.

3. CORE ACTIVITIES

The MoEYS has initiated **Core Activities** under the six Dimensions of the CFS Framework. The MoEYS chose these Activities because they are widely applicable and will improve primary schools nationwide. Furthermore, some of these activities have already been implemented successfully in schools. Additional Activities will be added as the Child Friendly Schools program develops.

The CFS Core Activities are a useful way of explaining to school staff, students, parents/guardians, community members and local authorities that there are many different factors, and thus many different activities, which contribute together to develop good schools. That is why CFS is a holistic way to improve educational quality.

The Core Activities which are implemented in schools throughout the country will improve and develop each school itself according to local circumstances and in each dimension, as follows.

Dimension	Core Activities
Dimension 1	<ul style="list-style-type: none">- School mapping (house hold mapping)- Data collection on children- Enrolment campaign and mobilize out-of-school children to enroll
Dimension 2	<ul style="list-style-type: none">-Child Center Approach (SRP and ETL)- Attractive classroom environment (appropriate for Primary/Lower Secondary)- Local life skills program for Thursdays- Support to slow learners (during the academic year)- School libraries
Dimension 3	<ul style="list-style-type: none">- Safe food, safe water and hygienic conditions in school- Control foods selling in school and health care for children- School environment

	- Child protection
Dimension 4	- Gender activities are mainstreamed in all Dimensions - Girls counselor and gender focal point
Dimension 5	- Collection of children's work for student portfolio and exhibition for community - Social activities/mobilization for interest of community - Student Council - Strategies by which school helps families and communities
Dimension 6	- Preparing guidelines and documents for CFS development - Organize partnerships between schools - School Assessment - School director training on leadership - School development plan

The MoEYS will also prepare a number of Specific Activities under the Child Friendly Schools program to respond with the real needs of school in provinces. Those Specific Activities include mobile teachers to reach isolated groups of children, guidelines on arrangements at schools for itinerant students, bilingual education Accelerate class...

4. EDUCATIONAL METHODOLOGY

The CFS Policy incorporates very significant and overarching educational methodologies which are vital to all aspects of its implementation from the domain of teaching and learning to the domain of management.

These methodologies are focused on child centered learning and characterized by

- Teaching and learning through creative idea
- Participation and co-operative learning
- Research, analysis and critical thinking
- Problem solving
- Innovation and encouragement of creative and divergent thinking

And these methodologies focus attention on

- Generating the four compassions : Metha (empathy), Karuna (loving kindness), Mukthetha (feeling arising from seeing the reduction in suffering of others) and Obeka (equanimity)
- Nationwide quality improvement in education

5. IMPLEMENTATION PRINCIPLES

The implementation of the Child Friendly School program will be a long-term process which will require persistence, perseverance and patience to implement all the programs and activities in each Dimension. With this in mind the MoEYS will make a concerted effort in leading, managing and providing support to all offices and schools involved, with the aim of making the implementation of this policy successfully and highly effective. It requires all concerned departments/institutions, particularly schools, should:

- Create working groups for Child Friendly School development at POE, DOE and cluster school
- Implement this program step by step, based on existing resources and prioritizing activities in accordance with local circumstances by starting basic child friendly school level, medium level and advanced level to improve the Child Friendly School implementation in the future.
- Improve, strengthen and gradually expand activities to effect changes for the better and bring about constant progress.
- Implement the program with flexibility and coordinate work in ways that promote synergy and harmony between all programs for educational development being implemented in a particular area.
- Use documents from the Child Friendly School program as the basis for developing activities from all six Dimensions of the Framework.
- Use more specific policies such as: the Life Skills Policy, the School Health Policy, ... as a part areas to support the implementation of the CFS Policy.
- Utilize existing experiences and be innovative and creative in building on these experiences.
- Integrate the core activities and the implementation principles to the teacher training college.
- Increase the capacity of teachers through continuing education and study tours.
- Try to implement the instructions of the MoEYS, especially related to Child Friendly School documents and organizing activities, so that CFS becomes a reality at all levels.
- Strengthen cooperation and collaboration with commitment-holders such as community, national and international organizations and NGOs in the development of Child Friendly School programs with a high level of accountability.
- Strengthen good governance in all aspects to gain support and involvement from all commitment-holders.
- Strengthen the implementation of decentralization policies by delegating authority to the local levels so that they are responsible for work and develop ownership.
- Encourage all commitment of stakeholders and institutions of education to reduce gender gaps and gender mainstreaming in the education system by assign the gender focal point, disseminating information and statistics about gender awareness, organizing management structures, environment and learning activities and allocating equal responsibility between boys and girls in classrooms and in and outside schools.

- Conduct self-assessments and external evaluations during the process of implementing the Child Friendly School program, including planning and monitoring to improve the effectiveness and timeliness of work.
- Inform and/or mobilize commitment holders to support and participate in CFS activities with a high spirit of responsibility/accountability.
- Revise and develop CFS manual that will be helpful for commitment-holders to understand more deeply about CFS guideline, methods and other activities.

The improvement of CFS in Cambodia is improving gradually with the consultation and commitment of commitment-holder in choosing the appropriate activities for implementation which lead to the goal and achieve better result.

To implementation of CFS Policy more effectively, the MoEYS would like to clarify that:

- The implementation of CFS is the essential strategy that needs to be strengthened and expended widely in all schools in basic education level.
- Provide possibilities to all involvement departments to implement the CFS program by using budget packages which received from various sources such as government budget, donors, communities, and other development partners to develop CFS in each year.

