II. Questionnaire

1. To what extent are the guiding principles of the 1974 Recommendation (e.g. cultural diversity and tolerance, equality and non-discrimination, peace and non-violence, justice, human rights and fundamental freedoms, human survival and well-being, caring for our planet/sustainability, etc.) reflected in your constitution or domestic legislation?

Not at all ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☑ 5 Fully

2. To what extent are the principles of the 1974 Recommendation reflected in your country's current education policy/ies and frameworks?

Not at all ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☑ 5 Fully

3. Please provide any additional information on the measures taken by your country to incorporate the principles of the 1974 Recommendation in constitutional, legal and policy frameworks.

1. Constitution of kingdom of Cambodia

Article31: The Kingdom of Cambodia recognizes and respects human rights as stipulated in the United Nations Charter, the Universal Declaration of Human rights and the covenants and conventions related to human rights, women's rights and children's rights. Khmer citizens shall be equal before the law, enjoying the same rights and freedom and obligations regardless of race, color, sex, language, religious belief, political tendency, national origin, social status, wealth or other status.

Artcle32: Everybody shall have the right to life, freedom and personal security. Capital punishment is prohibited.

Article43: Paragraph1 "Khmer citizens of either sex shall have the right to freedom of belief."

Article45: Paragraph1 "All forms of discrimination against women shall be abolished. The exploitation of women in employment is prohibited. Men and women are equal in all fields especially with respect to marriage and family matters.

Article53: Paragraph1 "The Kingdom of Cambodia adopts a policy of permanent neutrality and non-alignment. The Kingdom of Cambodia follows a policy of peaceful co-existence with its neighbors and with all other countries throughout the world.

Article59: The State shall protect the environment and the balance of natural resources and establish a precise plan for the management of land, water, airspace, wind, geology, ecological systems, mines, oil and gas, rocks and sand, gems, forests and forestry products, wildlife, fish and aquatic resources.

Article66: The State shall establish a comprehensive and standardized educational system throughout the country which shall guarantee the principles of freedom to operate educational institutions and equal access to education in order to ensure that all citizens have an equal opportunity to earn a living.

Article67: The State shall adopt an educational program and the principles of modern pedagogy which encompass technology and foreign languages.

Article72: The health of the people shall be guaranteed. The State shall pay attention to disease prevention and medical treatment. Poor people shall receive free medical consultations in public hospitals, infirmaries and maternity clinics.

Article128: Paragraph1 "The Judiciary is an independent power."

2. Law on Education

Chapter 7 of Law on education (2007) has indicated the important right in education sector such as right for learners (article34), parents and guardian (article35), educational personnel (article35), right and freedom of religious belief (article33), right to advertising and to educational information, right to protest, complain, and solution.

Article23: Paragraph2 " Education of morality and civic, education on how to live together education for peace, education for sustainable development, and education to respect culture and traditional values, shall be the main components of the fundamental education program."

3. Other Relevant Laws

- Criminal Code of The Kingdom of Cambodia(2009)

- Civil Code of The Kingdom of Cambodia (2006)
- Law on the Prevention of Domestic Violence and Protection of Victims
- Law on the Suppression of Human Trafficking and Sexual Exploitation (2007)
- Law on the environmental protection and natural resource management (1996)
- Law on the approval to the Kingdom of Cambodia to participate in the Vienna Convention on the protection Ozone layer (2006)
- Law on Disaster Management (2015)

4. Policy Framework

- Education Strategic Plan (ESP) (2014-2018) has indicated in Policy 1: ensuring equitable access to education service. All children have access to early childhood education in all forms attend primary school and the opportunity to go forward. For children who cannot afford to maintain the education in the system will be possible for them to get option education
- Policy on Child Friendly School (2012): Strategy2: Ensure that all children attend school, Strategy4: Ensure health security and child protection
- National Policy on Cambodia Youth Development(2009): Strategy3: Promote education for caring and providing health service, Strategy5: Promote protection safe security and justice, Strategy6: Promote youth's participation, Strategy8: Promote art and culture, Strategy9: Promote understanding environment agriculture tourism and business, Strategy10: Promote volunteering for youth
- National Policy on Early Childhood Care and Development (2010) ,
- Policy on Science Technology Engineering and Mathematics (STEM) (2016)
- National Policy on Physical Education and Sport (2016)
- Higher Education Vision 2030
- National Policy on the Development of Indigenous Peoples (2009)
- Policy on Technical Education (2013)
- Policy on Health Studies (2009)
- Policy on Non-formal education (2002
- Policy and strategy of information and communication technology in education (2005)
- Curriculum Framework (2015)
- Gender Mainstreaming Strategic Plan in Education (2016-2020)
- Other relevant policies in education sector. One of the strategies of the policies is about the promoting gender equity.

4. Has there been an increased emphasis on the principles of the 1974 Recommendation in an education/ curriculum reform or policy development that took place in the last five years?

☑ (a) Yes. Please specify below:

In the last five years, MoEYS has implemented the 15 priorities reform based on five pillars: 1) Implementation of Teacher Policy Action Plan, 2) Curriculum Review and school environment, 3) Implementation of inspection 4)Strengthen learning assessment and 5) Reform of Higher Education.

(b) No
(c) No information available

5. If yes, please indicate the principles and topics on which there has been increased emphasis in the last five years. *(please tick all that apply)*

Peace and non-violence

☑ (a) Friendly relations among nations
☑ (b) Preventing violent extremism
☑ (c) Preventing other forms of violence including bullying, gender-based violence, school-related gender-based violence, etc.)

Human rights and fundamental freedoms
☑ (a) Equality, inclusion and non-discrimination
☑ (b) Justice and fairness
☑ (c) Ethics/ morals / values

Cultural diversity and tolerance
☑ (a) International understanding, solidarity and cooperation
☑ (b) Intercultural and interreligious dialogue
☑ (c) Global citizenship

Human survival and well being
☑ (a) Climate change
☑ (b) Environmental sustainability, caring for the planet
☑ (c) Sustainable development, consumption, and livelihood
☑ Other principles/topics. Please specify below:

Anti-corruption education: MoEYS has collaborated with the anti-corruption unit in conducting the teacher training and integrating the principles/topic of anti-corruption in the existing curriculum (Moral and Civic Education)

6. Has there been any specific taskforce, working group, office or other mechanism set up in the last five years within the government to facilitate the implementation of the above mentioned principles/topics within education?

☑ (a) Yes. Please specify below (e.g. name, department, topic, tasks, etc.)

MoEYS has set up various taskforces or working groups relevant to each of the priority reform implementation, eg: Teacher Policy Action Plan Working Group, the Human right committee in education, the curriculum review committee, STEM working group etc...

(b) No
(c) No information available

7. Which of the following, or similar, principles and topics are taught in your formal educational system as part of the curriculum? *(Please tick all that apply)*

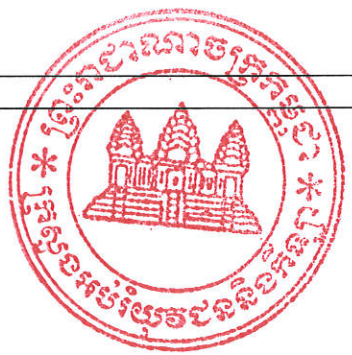
Peace and non-violence
☑ (a) Friendly relations among nations
☑ (b) Preventing violent extremism
☑ (c) Preventing other forms of violence, including bullying, gender-based violence, school-related gender-based violence, etc.

Human rights and fundamental freedoms
☑ (a) Equality, inclusion and non-discrimination
☑ (b) Justice and fairness
☑ (c) Ethics/ morals / values

Cultural diversity and tolerance
☑ (a) International understanding, solidarity and cooperation
☑ (b) Intercultural and interreligious dialogue
☑ (c) Global citizenship

Human survival and well being
☑ (a) Climate change
☑ (b) Environmental sustainability, caring for the planet
☑ (c) Sustainable development, consumption, and livelihood

Other principles/topics. Please specify below:



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8. In which school subjects are these principles and topics mainly taught? *(please tick all that apply and number them in order of importance)*

10 (a) Arts
2 (b) Civics, civil or citizenship education
1 (c) Ethics/moral studies
7 (c) Geography
8 (d) Health and Physical Education and Sports
3 (e) History
4 (f) Languages
9 (g) Religious education
5 (h) Science
6 (i) Social studies
11 (j) Other. Please specify below:

Home Economic and Economic Education

9. Please indicate the school levels at which these principles and/or topics are taught. *(please tick all that apply)*

☑ (a) Pre-primary
☑ (b) Primary
☑ (c) Secondary
☑ (d) Post-secondary/ Tertiary
(e) Other. Please specify below (e.g. adult education, TVET, etc.):

10. Please indicate the implementation approaches applied to teach these principles and topics. (*please tick all that apply)*

☑ (a) Integrated approach (e.g. making connections across all disciplines, connecting the curriculum with learning experiences in the community and life outside school)
☑ (b) Cross-curriculum approach (e.g. principles and topics are taught across more than one discipline/subject of the curriculum)
☑ (c) Whole-school approach (e.g. integrating the principles and topics in the school ethos, management, curriculum, teacher training, teaching practices, learning environment)
☑ (d) As a separate subject. Please indicate the subjects below (e.g. civics education)

Moral Civic Subject area

11. Overall, are the number of teaching hours for the principles and topics mentioned earlier estimated to be sufficient?

Not at all ☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5 Fully

12. To what extent are the principles and topics mentioned earlier reflected in the curriculum of pre-service teacher training?

Not at all ☐ 1 ☐ 2 ☑ 3 ☐ 4 ☐ 5 Fully

13. Teachers for which level of education received training that reflects the principles and topics mentioned earlier? *(Please tick all that apply)*

☑ (a) Pre-primary
☑ (b) Primary
☑ (c) Secondary
☑ (d) Post-secondary/ Tertiary
(e) Other. Please specify below (e.g. adult education, TVET, etc.):

14. Please indicate the overall percentage of teachers estimated to have been trained on these principles and topics through in-service training and teacher professional development.

(a) 0 - 20%
(b) 21 - 40%
(c) 41 - 60%
☑ (d) 61 - 80%
(e) 81 - 100%

15. Are the principles and topics mentioned earlier included generally in student assessments/ examinations?

☑ (a) Yes
(b) No
(c) No information available

Reason: Topics and principles were provided to students, based on the selected subject in the curriculum. There is a wide range of subject in university foundation year. Some subjects are integrated

If yes, please indicate which of the following dimensions of learning were included in the last student assessments/examination. *(please tick all that apply)*
☑ (a) Knowledge
☑ (b) Skills and competencies
☑ (c) Values and attitudes
☑ (d) Behaviors
(e) None
(f) No information available

Reason: They have been included partly in curriculum with description, objective, expected outcome in each major and some of which is required by Cambodian Qualification Framework, particularly, the relevant subjects. It is necessary for students to learn and work for society.

16. Which of the following dimensions of learning is your country planning to reinforce in student assessment/examinations in the next five years, in relation to the principles and topics mentioned earlier? *(please tick all that apply)*

☑ (a) Knowledge
☑ (b) Skills and competencies
☑ (c) Values and attitudes
☑ (d) Behaviours
(e) None
(f) No information available

Reason: We want students to gain professional competencies in a wide range of skill which can response to labor market and learn how to live together in peace and harmony.

17. If the principles and topics mentioned earlier are not included in student assessments/ examinations, please indicate the main reasons (e.g. not a priority, lack of funds/expertise, etc.)

18. To what extent are there adequate teaching and resource materials (including ICTs and audio-visual materials) to teach/deliver the principles below and engage learners? (*Please tick all that apply)*

(a) Peace and non-violence	Not at all Adequately	1	2	3	☑ 4	5
(b) Human rights and fundamental freedoms	Not at all Adequately	1	2	3	4	☑ 5
(c) Cultural diversity and tolerance	Not at all Adequately	1	2	3	☑ 4	5
(d) Human survival and well being	Not at all Adequately	1	2	3	☑ 4	5
(e) Other. Please specify below:	Not at all Adequately	1	2	3	4	5

19. Has a textbook revision been carried out in the last five years to reflect the principles and topics mentioned earlier?

☑a) Yes. Please specify (e.g. to include which principles and topics in which subject, level of education, etc.)

Reason: Curriculum development mainly relies on Cambodian Qualification Framework (CQF). Therefore, higher education institutions (HEIs) have updated/ revised their existing curriculum to fit CQF. Most of curriculum has been developed and revised every five years to keep up with the current country situation, global education trend, and improve content of the textbook.

☑ (b) No

(c) No information available

20. Please indicate which of the following pedagogical approaches/learning principles have been applied with relation to the implementation of the 1974 Recommendation. (*please tick all that apply)*

☑ (a) Learner-centered
☑ (b) Innovative and creative
☑ (c) Participatory and interactive
☑ (d) Whole school
☑ (e) Research and experimentation
☑ (f) Education through arts and sports
☑ (g) Child friendly schools
(h) Other. Please specify below:

21. What kind of programmes and practices are implemented that allow students to experience other cultures and interact with people of different backgrounds (e.g. culture, ethnicity, religion)? *(please tick all that apply)*

☑ (a) Student exchange programmes
☑ (b) Twinning with other education institutions (regional/international level)
☑ (c) Linking schools/classrooms with those in another country through internet/social media
(d) Collaborative projects
(e) Community work/ participation in community/local activities/events
(f) Other. Please specify blow:

22. Has there been an increase in the number of these programmes and practices, implemented in the last five years?

(a) Yes. Please specify (e.g. new pedagogy/ies introduced, in which subject, cross- curriculum themes/projects, etc.)
☑ (b) No
(c) No information available

23. What opportunities are provided at school level for students to participate in decision-making processes that concern them? *(Please tick all that apply)*

☑ (a) School governance/decision making
☑ (b) Student council or similar bodies
☑ (c) Student clubs
(d) None
(e) Other. Please specify below:

24. Please indicate whether the principles and topics mentioned earlier are reflected in programmes provided outside the school system. *(Please tick all that apply)*

☑ (a) Non-formal education
☑ (b) Informal education
☑ (c) Adult education
☑ (d) Media-based education
(e) No information available
(f) Additional information:

Non-Formal Education Policy, Policy on NFE Equivalency Program and Mobile Van Learning.

25. How would the current overall implementation of the principles 1974 Recommendation be rated?

Not yet implemented 1 2 3 ☑ 4 5 fully implemented

26. Compared to five years ago, how would the current status of the implementation of the 1974 Recommendation be rated?

Not improved 1 2 3 4 ☑ 5 Improved

27. If there has been little or no progress with relation to the implementation of the 1974 Recommendation, what have been the major obstacles? *(Please tick all that apply)*

(a) No political/policy priority
(b) Lack of education/curriculum/pedagogical initiatives
(c) Insufficient resources (financial, technical, human)
(d) Competing demands
(e) Other and/or additional comments on your choice:

28. If progress has been made, what have been the enabling factors? *(Please tick all that apply)*

☑ (a) Political/policy priority
☑ (b) Education/curriculum/pedagogical initiatives implemented
☑ (c) Increased demand (by parents, the community, policymakers, etc.)
☑ (d) Availability of resources (financial, technical, human)
(e) Other and/or additional comments on your choice:

29. Please enter below any other information on the country's implementation of the 1974 Recommendation that you would like to report on. You may provide additional information on any question or include any other issue that has not been covered by this questionnaire.