Regional Seminar on Education for Sustainable Development (ESD) in Action in Asia-Pacific under the Mobile Training Team (MTT) Project, 12 – 14 July 2010, Bangkok

Integration
International Human Rights
Into School Curriculum

A show case of CAMBODIA
1. Historical Context

- Cambodia has continuously suffered from the over two decades of civil war.
- Genocidal crime had occupied from 17.04.75 until 07.01.79 (4 years and 9 months) left a seriously trampled society. More than 3 Million people had been killed, the rest of less than 4 Million who had been victims of Human Right abuse such as torture, slave labor, mass killing. Some of the survivors have been suffered from unhealthy conditions, homeless and poverty until today.
- The liberation day 07.01.79 brought back several rights and freedoms: right to life, to turn back home, to reunite, to education, to get married, freedom of expression, etc.
Right after 1979, even though lives were rescued from mass killing, its impacts to a level of complete destruction including socio-economic and cultural infrastructures was left.

All patriots, with any own possible means and with various supports from the inners and outers of the country, joined hands to hands to rehabilitate and rebuild the nation but unity and harmony among people and among various confronted political parties did not happen.

- Then, with the support of the United nations, there was an agreement and acceptance to reconcile the nations by an official, national, and historical election in 1991.

- Up to this year 2009, the national elections has been conducted 4 times already with its of each mandate of 5 years: 1991, 1996, 2001, and 2007.
2. Educational context

- Starting from 1979, the Ministry of Education, one among the various ministries, has improved the quality of Education through the on-going reforms of Education System, School Curriculum, Textbooks and has modified the Teaching-Learning Approach.
- Several policies and education strategic plans adopted by MOEYS have been in close relations to human rights education, namely:
  - Policy for Curriculum Development
  - Policy for Child Friendly Schools
  - Policy for Children with disability
  - Education Strategic Plan
  - Policy for Gender
  - Policy for Education for All,
  - ICT in Education Policy
  - Non-Formal Education Policy, etc.
  - Education Law.
The policies, strategic plan and education law raised above were developed through a common process consisting of consultations with various institutions and stakeholders. For example, in the process of drafting the Education Strategic Plan, the central commission needs to consult with:
• All Provincial Offices of Education, Youth and Sport (considered as the basic partners)
• All related institutions in the same level (considered as inter-related partners)
• All related Councils of Administrative Reforms (considered as supervisors)
• All related national and international organizations or commissions (considered as stakeholders).
- Human Rights Education has been put in actions for raising awareness among school children, teachers and teacher educators.
<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>HR CURRICULAR FRAMEWORK</th>
<th>ISSUES</th>
<th>HR CONCEPT</th>
<th>CORE VALUES</th>
</tr>
</thead>
</table>
| 7           | Self                     | - The concept of development  
- Rights and respect for others  
- Human rights violation  
- Management of problematic situations | - Child rights  
- Right to education  
- Right to develop one's potential  
- Right to privacy | - Equality  
- Love for school  
- Self-reliance  
- Responsibility  
- Self-respect |
| 8           | Others                   | - Relationship between people  
- Discrimination  
- Moral conduct  
- Sharing and caring | - Non-discrimination  
- Equality  
- Right to be free from discrimination  
- Acting in a spirit of brotherhood/sisterhood  
- Right to social security  
- Gender equality | - Humanity  
- Courtesy, politeness  
- Sincerity  
- Charity  
- Sharing |
| 9           | Community                | - Rights and responsibilities  
- Development  
- Environment  
- Respect for rules | - Right to participation  
- Social rights  
- Economic rights  
- Fair decision-making | - Participation  
- Creativity  
- Responsibility  
- Respect for rules |
| 10          | Country                  | - Poverty  
- Insecurity  
- Rights and responsibility of the nation  
- Solidarity | - Social rights  
- Civil rights  
- Political rights | - Patriotism  
- Cooperation  
- Responsibility  
- Respect for rules |
| 11          |                         | - Culture and human rights  
- Healing the trauma of victims of human rights violations | - Right to freedom of religion  
- Freedom of speech  
- Equality before the law and protection of the law | - Conscientiousness  
- Honesty  
- Responsibility  
- Orderliness |
| 12          | Region and the World     | - Regionalization  
- Globalization | - Right to proper social and international order  
- Duty to the community and limitation of rights  
- Action against any of the rights under the UDHR not a right | - Responsibility  
- Open-mindedness  
- Cooperation  
- Respect and love for labor |
For the new school curriculum planned to implement from the academic year 2008 – 2009 onward, human rights concepts are integrated as seen below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Grade Level</th>
<th>HR concept/HR realization</th>
<th>Number of Learning Hours (for HR Education)</th>
<th>Total Learning Hours in School year (for all subjects)</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Grade 1</td>
<td>CRC: Right to protection</td>
<td>14</td>
<td>950</td>
<td>1.49</td>
</tr>
<tr>
<td>2</td>
<td>Grade 2</td>
<td>CRC: Right to protection</td>
<td>24</td>
<td>950</td>
<td>2.52</td>
</tr>
<tr>
<td>3</td>
<td>Grade 3</td>
<td>CRC: Right to protection Right to education Right to development</td>
<td>8</td>
<td>950</td>
<td>0.82</td>
</tr>
<tr>
<td>4</td>
<td>Grade 4</td>
<td>CRC: Right to protection Right to education Right to development Right to participation</td>
<td>12</td>
<td>950</td>
<td>1.26</td>
</tr>
<tr>
<td>5</td>
<td>Grade 5</td>
<td>CRC: Right to protection Right to education Right to development Right to participation</td>
<td>22</td>
<td>950</td>
<td>2.31</td>
</tr>
<tr>
<td></td>
<td>Grade</td>
<td>CRC:</td>
<td>Right to protection</td>
<td>Right to education</td>
<td>Right to development</td>
</tr>
<tr>
<td>---</td>
<td>-------</td>
<td>------</td>
<td>---------------------</td>
<td>--------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>6</td>
<td>Grade 6</td>
<td>CRC:</td>
<td>Right to protection</td>
<td>Right to education</td>
<td>Right to development</td>
</tr>
<tr>
<td>7</td>
<td>Grade 7</td>
<td>CRC:</td>
<td>Right to protection</td>
<td>Right to education</td>
<td>Right to Participation</td>
</tr>
<tr>
<td>8</td>
<td>Grade 8</td>
<td>CRC:</td>
<td>Right to participation</td>
<td>Right to belief</td>
<td>Right to non-discrimination</td>
</tr>
<tr>
<td>9</td>
<td>Grade 9</td>
<td>CRC:</td>
<td>Right to participation</td>
<td>Right to freedom of belief</td>
<td>Right to non-discrimination</td>
</tr>
</tbody>
</table>

### Upper Secondary School

<table>
<thead>
<tr>
<th></th>
<th>Grade</th>
<th>UDHR:</th>
<th>Right to freedom of expression</th>
<th>Right to be protected by law</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Grade 10</td>
<td>UDHR:</td>
<td>Right to freedom of expression</td>
<td>Right to be protected by law</td>
<td>8</td>
<td>1140</td>
<td>0.70</td>
</tr>
<tr>
<td>11</td>
<td>Grade 11</td>
<td>ICCPR</td>
<td></td>
<td></td>
<td>8</td>
<td>1260</td>
<td>0.63</td>
</tr>
<tr>
<td>12</td>
<td>Grade 12</td>
<td>UDHR</td>
<td>ICCPR</td>
<td>ICESCR</td>
<td>28</td>
<td>1260</td>
<td>2.22</td>
</tr>
</tbody>
</table>
It should be noted that all human rights concepts integrated in the school curriculum of 2009 are extracted from the Universal Declaration of Human Rights (UDHR), the Convention on the Rights of the Child (CRC), and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) with consistency and supports from the National Constitution and the Education Law as well.
3. Applications and Impacts

Within the survey of October 2007, supported by APCEIU, undertaken in selected target schools and institutions of all the twenty-four provinces and municipalities, 456 primary and secondary school students’ data sheets (238 of female) randomly selected from the 1 440 ones have shown as below:
- 32.7% requested for the higher quality of education.
- 18.0% requested for the higher standard of living.
- 12.3% demanded the donation of learning supplies.
- 6.1% invited the raising awareness on Human Right to some of the local communities.
- 4.4% invited the raising awareness on Human Right to some teachers.
- 2.4% requested the donations of scholarships for poor children.
- 2.4% said thanks for the giving opportunities for them in answering the questionnaire and invited this activity be applied every year.
- 2.4% appealed for all children to treat each others with tolerance.
- 1.3% invited child rights to be disseminated to all children in all over the nation.
- 1.1% requested for having sufficiently teachers for their school.
- 0.4% appealed for all children to avoid drug abuse or they will damage themselves.
And 16.4% had no idea.
- Do you think the data raised above implied a level of awareness and understanding on Human Rights Education and the sense of civic participation among school children?
- And, what are your insights reflected from the children’s requests related to challenges against HR application?

However, Cambodia would not refuse all sorts of challenges emerged from the past damages caused by genocidal crimes, civil war, Crimes against Humanity, and other ignorant human-acts, but Cambodia has been trying to respond with forged solving, overcomes, remedies, and development.
4. Current initiatives and achievements within the educational context

A-Annually celebrated events:

7 January - Day of Victory on Genocidal Regime
31 January - Day of Dental Health
24 February - Day of Mine Clearance
4 March - Day of Policy on Water
8 March - International Day of Women
22 March - Day of World Water and Meteorology
24 March - Day of Wiping Out Tuberculosis
7 April - Day of World Health
30 April - Day of Joining in ASEAN
3 May - Day of Freedom of the Press
8 May - Day of Red Cross
15 May - International Day of Family
31 May - Day of the World Without Tobacco
1 June - International Day of Children
5 June - Day of National & International Environment
12 June - World Day against Child Labor
26 June - Day Against Addicted Drug
22 March - Day of World Water and Meteorology
24 March - Day of Wiping Out Tuberculosis
7 April - Day of World Health
30 April - Day of Joining in ASEAN
3 May - Day of Freedom of the Press
8 May - Day of Red Cross
15 May - International Day of Family
31 May - Day of the World Without Tobacco
1 June - International Day of Children
5 June - Day of National & International Environment
12 June - World Day against Child Labor
26 June - Day Against Addicted Drug
B- Recent constructions of Sacred Symbolic Statues: Recently Sacred Symbolic Statues
C- Freedom of Religions and Beliefs:

Freedom of Religions and Beliefs
D- Student Centered Approach has been implemented:
Participation in Teaching Session
E- Working with Collaborations:

Working with collaborations
F- Schooling attached with Planting:
Schooling attached with Planting
G- Education for Preventing all sorts of Human Right abuses:  
Training to prevent Genocidal Crimes and Crimes against Humanity
H- Living with Green Restorations:

Living with Green Restorations
I- Fostering Principles for the next Generation:

Fostering Principles for the next generation