



USAID
FROM THE AMERICAN PEOPLE



Improved Basic Education in Cambodia (IBEC) Project SUCCESS STORY

How the Preliminary Life Skills Pilot is Going in Target Schools

Chambok High School is located about 50 km north of Kratie town or about one hour by motorbike, requiring a ferry trip across the Mekong River. The school is relatively large with 1,371 students enrolled there in Grades 7 to 12 and 80 teachers on staff. The school's teachers started teaching life skills topics since early January 2011 such as Alcoholism Prevention (Grade 7), Drug Abuse Prevention (Grade 8), Economic Life Skills topics (Grade 9), Digital Literacy (Grades 7-9), and Music/Theater Skills through the provision of subject clubs. There are 12 life skills teachers assigned for these instructional tasks, which have been thoroughly integrated into the MoEYS' curriculum schedule. The school also teaches Practical Livelihood topics such as Fish-raising, Rice cultivation, and Bio-gardens that are taught on an extra-curricular basis for Grade 9 students every Thursday afternoon. Each student gets at least two hours of life skills instruction per week, depending on the topics selected.



MR. SOKHENG (IN WHITE SHIRT) IS INTERVIEWED BY A MEMBER OF THE LIFE SKILLS IMPLEMENTATION TEAM

The IBEC Project seeks to promote better-educated youth with increased access to a quality and relevant basic education through an approach that emphasizes holistic programming, stakeholder-driven development, and improved educational relevance and management.

To learn more, visit

www.ibec.worlded.org

Mr. Mith Sokeng is the Chambok High School Director. He explained that in the past, life skills education at his school existed only on paper. This was because there were no curricular materials available and teachers had little idea of how to teach such subjects in any case. There was also a lack of materials for teaching, especially for practical livelihood topics. The school had no idea how to schedule such topics and there was an unrealistic expectation that the school should develop its own curricular documents. After IBEC introduced the Life Skills Education pilot into his school, there has been a marked change in this situation – for the better.

Mr. Sokheng also mentioned that some of the topics that his teachers are teaching are difficult to implement because they require land and classroom space. In the case of fish-raising, it was very difficult to find adequate space to set up a small fish pond. But he related that there was strong support from the community for this activity to happen resulting in some community members contributing land adjacent to the school to enable instruction in this topic. The Community Members explained that the techniques in fish-raising taught at the school are not only useful for the students but also for many of the local people who want to copy this activity in their homes. Although the life skills education at his school has rapidly expanded into a major activity, he requests additional support from IBEC particularly as this relates to the need for student documents, training of teachers, and some basic materials.