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## CASE STUDY

### Not life Knowledge



Mr. Hong explaining the structure of a learning slide to the class (above);

*A Learning Slide: Students in Chhak high school have already finished Lesson 8 in the Environmental Manual. They have learned about ecology, water cycle, waste management (see learning slide) & pollution. (below)*

*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](http://www.ibec.worlded.org)*

IBEC has been working with Chak Jr. High School in the rural area of Oreang Ov district, Kampong Cham since the beginning of the project. It is a middle-sized school with students from Grades 7 to 9. Mr. Thuch Seng Hong welcomes us. He teaches *Environmental issues* to three Grade 7 classes. During program monitoring, he excelled in pedagogical and didactical strategies. IBEC aims to offer life skills lessons that are built around an active learning strategies. Students should participate in the lessons, practicing their knowledge and skills in realistic situation. Mr. Hong acknowledges *'This is a good strategy, because students are very active. They share new ideas and do case studies in groups of 6 students. Afterwards they present their answer.'* He further explains the importance of teaching this topic. *'There is a need for students to learn about waste management. By getting the skills, they are able to transfer them to their homes. They will practice further in their family'*. Indeed, the school terrain has some garbage bins although Mr. Hong honestly admits that it is not always easy to change environmental habits. *'I have learned new things myself'*. He life skills material; posters, slides and manuals are used in the lessons and the teacher uses them every week for 2 hours. While he also teacher Khmer language, he can certainly use some of the didactical strategies in this subject. Following the title of the case study, it is clear for him that letting students practice

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Their theory and knowledge in daily situation increases the effect and relevance. Mr. Hong certainly hopes that the life skills education will improve the changes of student of a better future education and career but he also has some advice. *'It is important that, if we decide to put life skills in the state curriculum, to balance the hours with the other topics such as Khmer and Mathematics.* This is certainly important feedback that IBEC aims to collect in the final report towards the Ministry of Education, Youth and Sport.