



Cambodia Team

Case study in progress from the KIX EAP Learning Cycle: Integration of 21st Century Skills in Curriculum held in collaboration with the Australian Council for Educational Research (ACER)

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About case studies in progress

This case study in progress was drafted by a national team that participated in the KIX EAP Learning Cycle: Equitable Access to Education with Geospatial Data. Case studies in progress are ongoing and incomplete studies. As such, the KIX EAP Hub/ NORRAG does not guarantee the quality of the work nor the accuracy of the data.

The KIX EAP Learning Cycles are supported by the Global Partnership for Education (GPE) Knowledge and Innovation Exchange (KIX), a joint endeavour with the International Development Research (IDRC), Canada. The findings, interpretations, and conclusions expressed in the Learning Cycle outputs do not necessarily reflect the views of the KIX EAP Hub, NORRAG, GPE, IDRC, its Board of Governors, or the governments they represent.

About the KIX-EAP Hub

The Global Partnership for Education (GPE) Knowledge and Innovation Exchange (KIX) is a joint endeavour with the International Development Research Centre (IDRC) to connect expertise, innovation, and knowledge to help GPE partner countries build stronger education systems and accelerate progress toward SDG 4. There are globally four KIX hubs or Regional Learning Partners, overseen by IDRC. The hub functions as a regional forum within KIX. NORRAG (Network for International Policies and Cooperation in Education and Training) is the Regional Learning Partner for the KIX Europe Asia Pacific (EAP) hub.

The KIX EAP hub facilitates cross-country knowledge and innovation exchange and mobilisation, learning, synthesis, and collaboration among national education stakeholders in 21 GPE partner countries in the EAP region.. The hub also offers opportunities for peer learning and exchange by means of professional development and inter-country visits.

About the learning cycle on 'Integration of 21st Century Skills in Curriculum'

This case study is a result of the KIX EAP Learning Cycle “ Integration of 21st Century Skills in Curriculum ”. From June to September 2021, the KIX EAP Hub, in partnership with the Australian Council for Educational Research (ACER), delivered two rounds of a four-week course focused on strengthening the link between policy and implementation regarding 21st century skills. 69 participants in 14 country teams participated in the course which addressed the steps required and the challenges faced by policy makers to implement systematic curriculum reform that further emphasizes 21st century skills within learning outcomes and ensures these are connected to relevant assessment measures and pedagogical strategies.



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1. The process for developing strategic plan integration of 21st century skill into curriculum

Phase 1: Establishment of the strategic plan team

The strategic plan team composed of policy development and communication officers, curriculum experts, assessment experts, pedagogy experts, teacher education experts and researchers in curriculum, assessments and pedagogy fields shall be created.

The strategic plan team conducted a comprehensive and extensive review of the education curriculum in Cambodia to assess the efficiency of the current curriculum and its significance and relevance to the current needs of the nation and the 21st globalized world. To produce a review which was credible and impartial in nature, the strategic plan team consulted with various international agencies such as UNESCO, the World Bank, and the OECD, various divisions of the Ministry, as well as school leaders, teacher educators, teachers, parents, students, and other stakeholders in education. Through the review process, the urgent need for the integration of 21st-century skill into its curriculum and the linkage between 21st-century curriculum and the national aspiration to become a high middle-income country in 2030 and Digital Society by 2030 will be communicated to all relevant stakeholders especially schools and teachers. Integration strategies and actions are created and validated by the relevant stakeholders.

Phase 2: Conduct need analysis

No	Alignment Steps	Status (Completed, underway, not yet started, other)	Comments/Detail
1	Audit existing curriculum	Completed	The taskforce committee for curriculum framework conducted the analysis of the national policy on curriculum development 2005-2009, curriculum framework for general education of some countries in ASEAN such as Singapore, Malaysia and Thailand and a synthesis report on the recent study visit to Singapore. Based on the analysis report, the curriculum framework of general education and technical education was adopted in 2015.
2	Audit existing assessments	Underway	Currently the Department of Education Quality Assurance of the Ministry of Education, Youth and Sport is conducting the review on Grade 12 examination tests to see whether they align with the competencies set by the curriculum framework. The review shall be systematic, participatory, and covered of all assessment tests at all levels.

No	Alignment Steps	Status (Completed, underway, not yet started, other)	Comments/Detail
3	Develop assessment(s) to gather data	Just started	So far, there are assessments conducted by history groups at primary and lower secondary level to gather the data on the current 21st century competency of the teachers. Following these assessment results, the concept-based instruction strategy of history subject at primary and lower secondary school was developed.
4	Identify pedagogical strategies for enhancing growth	Just started	Only the concept-based instruction strategy of history subject at primary and lower secondary school was developed.
5	Identify opportunities for skills in curriculum	Ongoing	The 2015 curriculum framework of general education and technical education is competency-based. But the lists of assessable and measurable skills are not detailed in the curriculum.
6	Integrate and layer skills into curriculum	Early stage	The 21st century competencies are integrated into national curriculum framework, but assessable and measurable skills are not detailed in the curriculum.
7	Identify opportunities for skills in assessments	Early stage	the Department of Education Quality Assurance of the Ministry of Education, Youth and Sport have developed the standard assessment tests for Grade 3, 6, 8 and 11 by embedding some 21st century skills. The PISA-D test are also used to assess the performance in terms of knowledge and skills of 15-year-old Cambodian students. Cambodian students score below the average of other countries that attend the PISA-D. The results of these tests allow the MoEYS to refine the assessment tests.
8	Review existing and potential classroom activities	Early stage	Only New Generation Schools and E2STEM classrooms activities are reviewed and revised by the schools boards (NGS and ESTEM are new types of schools that introduces 21st century skills in instruction and learning).
9	Develop teaching resources	Early stage	Only the concept-based instruction strategy of history subject at primary and lower secondary school was developed.
10	Review Pedagogical training	Ongoing	-The pedagogical training for the national core trainers is reviewed.

No	Alignment Steps	Status (Completed, underway, not yet started, other)	Comments/Detail
			-The pedagogical training for teachers at New Generation Schools and E2STEM (new types of schools that introduce 21st century skills in instruction and learning) is reviewed and revised to accommodate 21st instruction and learning. The pedagogy council was just created two weeks ago.

Phase 3: Develop a skill framework

Based on the review of the current curriculum, the need analysis report and adaptation of the skills the rom P21 Framework and Employability skills framework (source: <http://exploresel.gse.harvard.edu/compare-frameworks/>), the skills framework which focused on the skills and knowledge to succeed at work, life, and citizenship in today's world is created as detailed in point III.

2. Vision, mission, and goals of the strategic plan

- **Vision:** Ensure intellectual, spiritual, emotional, and physical development of students for building a civilized and dynamic nation and integrating Cambodia into the region and the world.
- **Mission:** Provide the 21st-century curriculum to achieve the holistic development of the students.
- **Goal:** Integrate 21st-century skills into the curriculum, national assessment, and teaching methods

3. 21st Skills Framework

Framework	Skills	Practices
Learning values	Creative thinking and innovation	Thinking creatively Work creatively with others Implement innovations
	Critical thinking	Reason effectively Use systems thinking Make judgments and decisions
	Digital	Access and evaluate information Use and manage information Analyze media Create media products



Framework	Skills	Practices
		Apply technology effectively
	Lifelong learning	Be self-directed learner Read everyday Write everyday Access information from various sources
Work values	Effective relationships	Communicate verbally Convey information in writing Comprehend writing material Listen actively Observe carefully
	Leadership	Exercises leadership Be responsible to others Accept mistakes Take care of others Have commitment Have virtue Take risks
	Collaboration	Understand the common goal Respect individual differences Work effectively in diverse teams Understand the roles and responsibilities in the team Perform based on the agreed plan Get along with team members Motivate the team
	Accountability	Manage projects Produce results based on the agreed plan and priorities Be honest Demonstrate integrity Respect law



Framework	Skills	Practices
	Conflict and problem solving	Negotiate to resolve conflicts Provide reasons Accept changes Listen actively Evaluate facts
Society values	Global citizenship	Embrace diversities Respect differences Give love Prioritize public interests over individual interest Demonstrate integrity

4. Integration of 21st skill framework into curriculum, assessment, and teaching methods- Auditing process

The integration of 21st skills into curriculum, assessment and technical method needs to go through the skill auditing process which may take time. The integration of skills shall be conducted phase by phase. It can be noted that concept-based learning is an appropriate teaching method for incubating 21st skills to students.

5. Dissemination of strategic plan

- Organize face to face and virtual dialogue platforms to share the vision and mission statements.
- Conduct strategic meetings and workshops to support schools to translate the vision and missions into practice.
- Share vision and mission statements in all important events such as annual education congress at the central level and sub-national level, educational retreat.
- Post vision and mission statements on the Ministry of Education, Youth and Website, Facebook and blog
- Organize youth debate on vision and mission statement as well as 21st-century skills.