

EDUCATION for ASEANNES

Cambodian delegates

I. Context

a. Historical context

Cambodia has a long history dating to more than a thousand years. Kingdoms existed since the first century in the territory now known as Cambodia.

From the 9th until the 19th century, Cambodia had suffered from quarrels among royal families as well as neighboring countries as matters to get wealth and territory .

In recent times, Cambodia suffered from more than two decades of civil war. During this time, more than three million people were killed, and almost four million more became victims of torture, forced labor and other human rights violations. This dark period, known the Era of the Crime Genocide, started on 17 April 1975 and ended 7 January 1979 (Liberation Day). On this day, the Kampuchea United Front for National Salvation completed the defeat of the Khmer Rouge regime that allowed the Cambodian people to regain their freedoms.



**Figure 1&2 : The travel back home on foot from the Killing Field,
of Cambodian People, after 7 January 1979**

Photos of DCCAM in Phnom Penh

The new government following the liberation of Phnom Penh, with the official commitment to respect human rights forming a major part, immediately adopted an eight-point minimum manifesto. The manifesto states that the “People's Republic of Kampuchea is implementing the aspirations of the people concerning democratic freedoms, freedom of religion, the right to work, to rest and to education; it respects the dignity and privacy of all citizens and establishes sexual equality and equality among the various nationalities living in Kampuchea.”

The First Regional Seminar on
“Cooperation on Education for Caring and Sharing among ASEAN members”
23- 25, Bangkok, Thailand

The People's Republic of Kampuchea pursued a foreign policy of peace, friendship and non-alignment, strove to contribute to the “cause of peace, stability and prosperity in Southeast Asia, and to the cause of peace and progress the world over”ⁱ

Following Liberation Day, Cambodia started to rise again from a situation of complete destruction of infrastructures including those of socio-economic and cultural. Cambodians joined hands to rehabilitate and rebuild the nation in all fields, with the support from within and outside the country.

23 October 1991, Cambodia gained an Paris agreement for Peace from among the four sites of opponent political parties.

30 April 1999, Cambodia entered legally as ASEAN member.

However, among the neighboring countries, unclearly seen frontier bordering of the country has been remained cause of continued civilian conflict. But, nevertheless, the Cambodian royal government has pursued its mandate to re-establish the concrete frontier hedge to finish its quarrelling.

b. Constitutional context

Along with passing several regimes from the past, all varied constitutions of Cambodia has stipulated on the respect of foreign or neighboring countries.

The following are actually illustrating some articles of the former and current constitutions:

➤ Article 46 of the constitution of the Kingdom of Cambodia, 1969, said

“The King has obligation in giving endorsement on covenants or conventions co-developed with foreign countries and in ratifying those tools following the decision of the national assembly.”

➤ Article 10 of the Constitution of the People’s Republic of Cambodia, 1981, said

“The policy for foreign affairs of the People’s Republic of Cambodia is Independence, Peace, and Non alliance.

The People’s Republic of Cambodia strengthens solidarity and cooperation with Vietnam, Lao, the Union of Soviet Socialist Republics and other socialist countries as brotherhood.

The People’s Republic of Cambodia actively collaborates in the struggle of non-alliance activities for defending independent sovereignty of the nation, peace and international security enhancing the development of a new economical form in the world.

The People’s Republic of Cambodia actively supports the struggle of people in the world against imperialism, old and new colonialism, Beijing- China expansionism, racism and its conservative hegemony clique, for peace, national independence, democracy, and social development.”

➤ Article 10 of the Constitution of the State of Cambodia, 1992, said

“The policy foreign affairs of the State of Cambodia is independence, peace, neutrality, and non-alliance.

The State of Cambodia implements principles of co-pacific positivism, enlarges friendly relationship and diplomacy with all the other countries with non-discrimination of political regime based on fundamental equality, respect each other of independence, sovereignty, territorial integrity, and interest for the original will of peace defending in south-east Asia as well as in the world.

➤ Article 53 of the constitution of the Kingdom of Cambodia, 1993, said

“The Kingdom of Cambodia adheres with the policy of permanent neutrality and non-alliance.

The Kingdom of Cambodia co-exists peacefully with neighboring countries and all other countries in the world.

The Kingdom of Cambodia shall not invade any country, not interfere, directly or indirectly or even under any other form, the internal affairs of other countries, and settle all problems through peaceful means and respect for mutual interest.

The Kingdom of Cambodia shall not join in any military alliance or Pact that is not in conformity with its neutrality.

The Kingdom of Cambodia does not participate in any military alliance or Pact that is not conformity with its neutrality.

The First Regional Seminar on
“ Cooperation on Education for Caring and Sharing among ASEAN members”
23- 25, Bangkok, Thailand

The Kingdom of Cambodia does not permit any foreign military base in its territory and does not permit its military base in for the foreign country, with exception that this is under the framework of the United Nations’ request.

The Kingdom of Cambodia shall reserve the right to receive in-kind assistance from foreign countries, such as military equipments, weapons, ammunition, training of the armed forces, and other assistance for the purpose of self defense and insuring public order and security within its territory.”

Totally, Cambodia has remained the valued willing of strengthening solidarity and peace with the other countries for the benefit of its national reconstruction as well as peace strengthening for the country, the region, and the world..

II. Education in Cambodia -Actual activities

Along with the development of the constitutional/legal structure, the educational structure is likewise developing during the past two decades.

Starting in 1979 up to 2008, the Ministry of Education, Youth and Sports (MOEYS) engaged in the improvement of the quality of education through the reform of the formal education system, its school curriculum, textbooks, and the teaching-learning approach.

a. Social study learning in School Curriculum of 1979 – 1996

The social study subject which comprised of Moral-civic Education, History, Geography, and Home economic had support principles of co-pacific positivism, enlarges friendly relationship and diplomacy with all the other countries with non-discrimination of political regime based on fundamental equality, respect each other of independence, sovereignty, territorial integrity, and interest for the original will of peace defending in south-east Asia as well as in the world.

b. Social study learning in School Curriculum of 1996- 2005

The school curriculum of 1996 had been integrated with Human Right Education which considered to reach an education goal of international understanding through appropriate subject areas, especially social studies and Khmer language, from pre-school education up to higher education as described below:

- At pre-school education, human rights are taught through the many lessons about “kindness without discrimination” including lessons with the titles of “Thanksgiving,” “How to say sorry,” “How to respect each other.”
- At primary education, human rights are taught through several lessons for deeper understanding on personality development, namely learning in the framework of knowing oneself, family and community. Below are some relevant lesson titles in

the primary school curriculums and textbooks:

- How to respect school discipline (prohibition on playing or bringing in any kind of weapon)
- Avoiding any act leading to the danger
- How to walk safely along the roadside
- Accepting one’s own mistake.
- Studying the danger of explosives
- Avoiding any gambling
- Learning about the summary contents of some articles stipulated in the Universal Declaration of Human Rights and the Convention on the Rights of the Child
- Learning about some simple principle teachings of Buddha namely the five Buddhist precepts for laypeople.

The First Regional Seminar on
“Cooperation on Education for Caring and Sharing among ASEAN members”

23- 25, Bangkok, Thailand

- At the secondary education, human rights are taught through lessons for the strengthening of the students’ previous knowledge, affection, and general skills using the framework of self, family, community, nation and international community. Below are some lesson titles extracted from the current curriculum (1996):
 - Knowing one’s self
 - Keeping good relationship with others
 - Prevention, management and conflict resolution
 - Respect for human rights
 - Peaceful world for children.
 - Respect for the country's law
 - Good governance
 - Prevention and condemnation the criminal acts
 - Resolution of obstacles obstructing the peace and community development
 - The doctrine and principles of democracy
 - Perception of basic teachings of other religions existing in Cambodia
 - Learning the international policy of the Kingdom of Cambodia
 - Learning about ASEAN (Association of Southeast Asian Nations).

c. An actual example



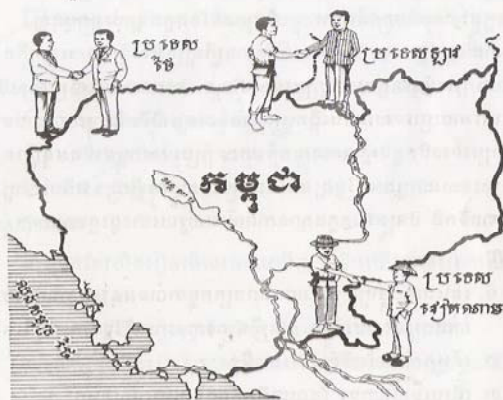
The First Regional Seminar on
“ Cooperation on Education for Caring and Sharing among ASEAN members”
 23- 25, Bangkok, Thailand

ចំណុចសំខាន់

បញ្ញត្តិរឹតត្បិត : ការយល់ដឹងអំពីប្រទេសដទៃ ជាតិដែលមួយដែលធ្វើអោយ
 បុគ្គលគ្រប់ជាតិសាសន៍មានចំនេះដឹង សមត្ថភាព និងគន្លឹះចង់អោយមាន
 ទំនាក់ទំនងប្រសើរឡើងជាមួយបណ្តាប្រទេសដទៃ ដើម្បីសម្រេចផល
 ប្រយោជន៍រួម ដ៏នោះស្រាយរួម និងស្វែងយល់បញ្ហារួម ។

នយោបាយក្រៅប្រទេសរបស់ព្រះរាជាណាចក្រកម្ពុជា

នយោបាយក្រៅប្រទេសសំដៅទីធ្វើការងារ ដែលរដ្ឋធ្វើមួយៗកំណត់យក
 ផ្លូវជីកគាំ និងធ្វើការសម្រេចចិត្ត ពីទំនាក់ទំនងជាមួយប្រទេសក្រៅ ដើម្បីជាផល
 ប្រយោជន៍ និងសុខុមាលភាពរបស់ប្រជាពលរដ្ឋ និងសង្គមជាតិទាំងមូល ។
 ទំនាក់ទំនងក្រៅប្រទេសជាការងារចាំបាច់របស់រាជរដ្ឋាភិបាល ក្នុងការស្វែងរក
 មិត្ត ការផ្លាស់ប្តូរជនបរិច្ឆេទ ដ៏នោះស្រាយទំនាស់ បង្កើតសហគមន៍ វិជ្ជាជីវៈការ
 មួយ ដែលធ្វើឲ្យនយោបាយទៅជាសមាជិករបស់អង្គការអន្តរជាតិណាមួយ ។



The First Regional Seminar on
“ Cooperation on Education for Caring and Sharing among ASEAN members”
 23- 25, Bangkok, Thailand

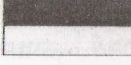

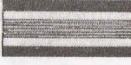






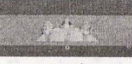
សិទ្ធិពិភាក្សា

១. តើប្រទេសមួយអាចក្លាយជាសមាជិករបស់សមាគមប្រជាជាតិ
ដោយវិធីណា ?
២. តើប្រទេសដែលជាសមាជិកអាស៊ានមានតួនាទីដូចម្តេចខ្លះ ?
៣. ហេតុអ្វីបានជាកម្ពុជាខិតខំយកចិត្តទុកដាក់ចូលជាសមាជិកអាស៊ាន?

ចំណុចសំខាន់

បញ្ញត្តិសំខាន់ៗ : ឯកភាពក្នុងតំបន់ ជាតំលៃអំពីការទទួលស្គាល់ ហើយធ្វើ
 សកម្មភាពដោយស្មើគ្នាក្នុងការយល់ស្របគ្នាជាមួយគ្នា រវាងបណ្តាប្រជាជាតិ
 នានា ដោយផ្អែកលើចិត្តភាព និងកិច្ចសហប្រតិបត្តិការ។ បណ្តាប្រជាជាតិ
 ដែលជាសមាជិករបស់អាស៊ានជួយគ្នាទៅវិញទៅមកក្នុងជីវភាពសេដ្ឋកិច្ច
 សង្គមកិច្ច និងវប្បធម៌ ដោយមិនបាត់បង់អធិបតេយ្យ អត្តសញ្ញាណ និង
 បូរណភាពរបស់ខ្លួន ជារដ្ឋឯករាជ្យ។

សមាគមប្រជាជាតិអាស៊ានស៊ីអាគ្នេយ៍

ឥណ្ឌូនេស៊ី	ម៉ាឡេស៊ី	ថៃ	សិង្ហបុរី	ភីលីពីន
				
ប្រុយណេ	វៀតណាម	ភូមា	ឡាវ	កម្ពុជា
				

សមាគមប្រជាជាតិអាស៊ានស៊ីអាគ្នេយ៍ ជាអង្គការរួមសញ្ជាតិក្នុងតំបន់ដែល
 មានចរិតខាងនយោបាយ និងសេដ្ឋកិច្ច។ អាស៊ាន ត្រូវបានបង្កើតឡើងយោង
 តាមសេចក្តីប្រកាសនៅទីក្រុងបាងកក ថ្ងៃទី ៨ ខែសីហា ១៩៦៧ ។ នៅពេល
 នោះ ប្រទេសសមាជិកអាស៊ានរួមមានប្រទេស ថៃ ម៉ាឡេស៊ី ភីលីពីន
 ឥណ្ឌូនេស៊ី សិង្ហបុរី ។

៩៣

d. Participation in ASEANNESS

The Cambodian human rights education experience was presented in the Southeast Asian Writing Workshop on Developing Human Rights Teaching Guides (SEA Writeshop) in 2001. The writeshop supported the realization of the objectives of the United Nations Decade for Human rights Education (1995 – 2004) [UN Decade] through the publication of the *Human Rights Lesson Plans for Southeast Asian Schools*. The UN Decade supported the development of human rights teaching materials and also promoted collaboration among institutions as important means of undertaking human rights education programs.



The First Regional Seminar on
“Cooperation on Education for Caring and Sharing among ASEAN members”
 23- 25, Bangkok, Thailand

Many individuals and institutions in several Southeast Asian countriesⁱⁱ supported the preparation of this publication. It promotes the idea of a multi-year human rights curricular framework within which issues to be discussed in the lessons are decided by the people developing the curricular framework at their level (national).

The human rights curricular framework, human rights concept, and core values included in the 1996 curriculum of Cambodia are illustrated in the Cambodian human rights curricular framework of the publication (see illustration, taken from page 15 of the publication). The publication was translated into Khmer and printed for distribution in Cambodia.

CAMBODIA

GRADE LEVEL	HR CURRICULAR FRAMEWORK	ISSUES	HR CONCEPT	CORE VALUES
7	Self	<ul style="list-style-type: none"> - The concept of development - Rights and respect for others - Human rights violation - Management of problematic situations 	<ul style="list-style-type: none"> - Child rights - Right to education - Right to develop one's potential - Right to privacy 	<ul style="list-style-type: none"> - Equality - Love for school - Self-reliance - Responsibility - Self-respect
8	Others	<ul style="list-style-type: none"> - Relationship between people - Discrimination - Moral conduct - Sharing and caring 	<ul style="list-style-type: none"> - Non-discrimination - Equality - Right to be free from discrimination - Acting in a spirit of brotherhood/sisterhood - Right to social security - Gender equality 	<ul style="list-style-type: none"> - Humanity - Courtesy, politeness - Sincerity - Charity - Sharing
9	Community	<ul style="list-style-type: none"> - Rights and responsibilities - Development - Environment - Respect for rules 	<ul style="list-style-type: none"> - Right to participation - Social rights - Economic rights - Fair decision-making 	<ul style="list-style-type: none"> - Participation - Creativity - Responsibility - Respect for rules
10	Country	<ul style="list-style-type: none"> - Poverty - Insecurity - Rights and responsibility of the nation - Solidarity 	<ul style="list-style-type: none"> - Social rights - Civil rights - Political rights 	<ul style="list-style-type: none"> - Patriotism - Cooperation - Responsibility - Respect for rules
11		<ul style="list-style-type: none"> - Culture and human rights - Healing the trauma of victims of human rights violations 	<ul style="list-style-type: none"> - Right to freedom of religion - Freedom of speech - Equality before the law and protection of the law 	<ul style="list-style-type: none"> - Conscientiousness - Honesty - Responsibility - Orderliness
12	Region and the World	<ul style="list-style-type: none"> - Regionalization - Globalization 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Responsibility - Open-mindedness - Cooperation - Respect and love for labor

Human Rights Lesson Plans 15 for Southeast Asian Schools

Figure 2: Human Rights Curricular Framework of Cambodia (based on 1996 school curriculum) and included in the *Human Rights Lesson Plans for Southeast Asian Schools* publication.

e. School Curriculum of 2008

The school curriculum of 2008 had been just finished its development with the foundation of the Policy for Curriculum Development for general education (grade 1-12) which was developed in 2004 to improve the quality and efficiency of education. The establishment of a policy for curriculum development is a necessary task to provide a guide for the development of the school curriculum. MoEYS produced it at the time when Cambodia was moving ahead in all aspects - economic, social and cultural.

The policy is intended to cover all government plans and targets, including the Second Cambodian Socio-economic Development Plan, the Governmental Poverty Alleviation Strategies, the Education for All

The First Regional Seminar on
“ Cooperation on Education for Caring and Sharing among ASEAN members”

23- 25, Bangkok, Thailand

(EFA) for 2003-2015, the Education Strategic Plan (ESP) and the Education Sector Support Program (ESSP), and so on.

The policy is a response to the demands of **globalization, regionalization and individualization**. The policy contributes to equitable access in basic education, expansion of public-private education partnership for high quality secondary education, and increase in accountability in developing standards in the three school levels (primary, lower, and upper secondary).

Considering the new school curriculum from the academic year 2008 – 2009 onward, human rights concepts can be integrated into the curriculum in the following manner:

No.	Grade Level	HR concept/ HR realization	Number of Learning Hours (for HR Education)	Total Learning Hours in School year (for all subjects)	Percentage %	
BASIC EDUCATION	Primary School					
	1	Grade 1	CRC: Right to protection	14	950	1.49
	2	Grade 2	CRC: Right to protection Right to education Right to development	24	950	2.52
	3	Grade 3	CRC: Right to protection Right to education Right to development	8	950	0.82
	4	Grade 4	CRC: Right to protection Right to education Right to development Right to participation	12	950	1.26
	5	Grade 5	CRC: Right to protection Right to education Right to development Right to participation	22	950	2.31
	6	Grade 6	CRC: Right to protection Right to education Right to development Right to participation	23	950	2.42
Lower Secondary School						

The First Regional Seminar on
“ Cooperation on Education for Caring and Sharing among ASEAN members”
 23- 25, Bangkok, Thailand

7	Grade 7	CRC: Right to protection Right to education Right to Participation Right to belief Right to non-discrimination	41	1140	3.59
8	Grade 8	CRC: Right to participation Right to belief Right to non-discrimination	43	1140	3.77
9	Grade 9	CRC: Right to participation Right to freedom of belief Right to non-discrimination Right to Freedom of association	34	1140	2.98
Upper Secondary School					
10	Grade 10	UDHR: Right to freedom of expression Right to be protected by law	8	1140	0.70
11	Grade 11	ICCPR ICESCR	8	1260	0.63
12	Grade 12	UDHR ICCPR ICESCR	28	1260	2.22

All human rights concepts integrated in the 2009 school curriculum are Constitution-based rights, or human rights contained in 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).

It should be noticed that the new school curriculum of the Kingdom of Cambodia has been started onward from school year of 2007-2008 for grade 1, grade 7, and grade 10.

III. Conclusion

From our Cambodian vision, to meet goal of ASEANNESS, national education should be taking consideration on consistence with the following themes:

- Human Right Education
- Disarmament Education
- Non-violence Education
- Democracy/Citizenship Education
- Gender Equity Education

The First Regional Seminar on
“ Cooperation on Education for Caring and Sharing among ASEAN members”
23- 25, Bangkok, Thailand

- Anti-discrimination/Anti-racist Education
- Values Education
- Peace/Culture of peace Education
- Education for Conflict Resolution
- Education for Inter-faith Dialogue
- Education for International Cooperation
- Education for Inner or Personal Peace
- Intercultural/Multicultural Education

Further more, all the ASEAN members should share with each others experiences in development school curriculum as well as setting and following a common goal of education for the benefit of international understanding and caring and sharing with each other.

Endnotes

ⁱ E.V. Kobelev, *Kampuchea: From Tragedy to Rebirth*, the Union of Soviet Socialist Republics, 1979.

ⁱⁱ Representatives of the Ministries of Education, NGOs and national human rights commissions in Cambodia, Indonesia, Malaysia, the Philippines, Thailand and Vietnam attended the writeshop, and prepared the publication.