Ministry of Education, Youth and Sport

"STRENGTHENING THE IMPLEMENTATION OF LIFE SKILLS EDUCATION AT LOWER SECONDARY SCHOOLS"

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EXECUTIVE SUMMARY

Life Skills Education is more essential in enhancing individuals' psychosocial competence and vocational skills to challenge with the needs for the regionalization and globalization contexts. So far, Life Skills Education has been imparting in national curriculum in secondary schools, however the practices have been preoccupied by several factors. Therefore, the current study attempts to acquire a milestone evidence to reveal the current status of life skills education implementation in Cambodian lower secondary schools by exploring the challenges encountering during the implementation, the significant demands of local life skills, and proposing strategic interventions to activate the implementation. To obtain insightful results, the study incorporated 685 participants from 9 provinces randomly from provincial level (POEYS), district level (DOEYS), school level (SP, T and SS), and community level (SSC, LA, and PA). At school level, the research team selected both schools which have ever and never been supported on life skills by various developing partners. The participants were administered the questionnaire survey. To ensure the accuracy of the collected data, semi-structure interviewed was also employed by using purposive sampling. The data were analyzed by using quantitative analysis, specifically descriptive statistics in SPSS 23, and qualitative data were analyzed thematically. The study found that life skills education implementation in lower secondary school remained limited and required highly consideration. Some challenges have still arisen in terms of the partial program awareness and leadership orientation as a consequence of unreachable policy and relevant legislative documents with poor guidance. Another challenge concerned with less skills coverage (e.g., workshop, art, and computer), particularly at grade 9, due to incompetent and unspecialized human resource assignment, unsystematic monitoring and evaluation (M&E), and collaboration supports on availability and adequacy of teaching and learning resources, technical supports, intrinsic and extrinsic motivation support. Since some subjects of simple career skills or local life skills have not completely conducted, the study further found that those are significantly demanded to cope with the local needs as well as globalization. The most needed subject is computer, and the followings are agriculture, home-economics, workshop, and art; some other subjects are also requested to include in the curriculum of local life skills such as financial management and salon. Concerning with those challenges, some relevant persons reported to have taken various actions, yet it was observed that the actual

practices are unlikely harmonious. Consequently, the researcher proposed some strategic recommendations for each key person at all levels to ensure effective implementation of local life skills education at lower secondary schools in order to channel all the learners to attend the technical skills training as well as to pursue their higher education.

ACRONYM

DCD	Department of Curriculum Development
DOEYS	District Office of Education, Youth and Sport
DP	Development Partners
DVO	Department of Vocational Orientation
EFA	Education for All
KAPE	Kampuchea Action for Primary Education
LSE	Life Skills Education
LA	Local Authorities
M&E	Monitoring and Evaluation
MoEYS	Ministry of Education, Youth and Sport
NEP	NGOs Education Partnership Cambodia
NGOs	Non-Government Organizations
POEYS	Provincial Office of Education, Youth and Sport
PA	Parents
R2R	Room to Read
TVET	Technical and Vocational Education and Training
T	Teachers
SBM	School Based Management
SP	School Principals
Ss	Students
SSC	School Support Committee
UNICEF	The United Nations Children's Fund
UNESCO	The United Nations, Educational, Scientific, and Cultural Organization
WHO	World Health Organization

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CHAPTER 1: INTRODUCTION

Life Skills Education Overview

To ensure social demands are fulfilled, education is a critical tool to boost the countries to grow economically and cherish with prosperity. Owing to the economic and social development, education has been invested in human capital fortifying young people to acquire the ability and capacity through deliberate, systematic, and sustained effort to smoothen an adaptively carryout complex activities or job functions involving ideas (cognitive skills), things (technical skills), and people (interpersonal skills), which are the bridge to live better and increase productivity.

At the same time, Cambodian government is ambitious to transform Cambodia to become an upper middle-income country by 2030 and a high-income country by 2050. In that sense, The Rectangular Strategy-Phase IV, which explicitly defines Cambodia's socio-economic policy agenda for over the next 5-year implementation, will pave the ways for that commitment and forward journey through critical junctures as it embedded 4 Strategic Goals and the 4 Priorities. One among them concerns with human resource development to align with the industrial revolution 4.0. By doing that, Cambodia requires competent and productive human resources to sustain its country competitiveness[1].

Hence, life skills education has been endorsed as an integral part to preparing young people and adults to negotiate and mediate everyday challenges and risks and enable productive participation in society. Learning life skills are beneficial for optimizing individuals' health, wellbeing and future employment. The merits of life skills contribute particularly for adolescence, a period when the intellectual, physical, social, emotional activities and capabilities are very high, but unfortunately, the adolescences' competency remained lagged behind.

Respecting to quality teaching and learning and skills enhancement, the Ministry of Education, Youth and Sport (MoEYS) in line with developing partners put more efforts to amend the national curriculum and attempted to integrate life skills as the critical priorities into its curriculum. Policy for General Education Curriculum Development 2005-2009 was thus established in favor of modifying the former curriculum in 1996 to ensure its responses

1 Royal Government of Cambodia Rectangular Strategy-Phase IV, 2018

to the local trends - equipping students with knowledge, skills and attitudes, as life skills were also highlighted and suggested to include in the curriculum through integration in each subject of learning for general life skills and diversification for pre-vocational life skills in attempt to promote learners' potentials and productivity and to complement the national curriculum, (MoEYS, 2004). Along with that policy, MoEYS has also developed and endorsed the Life Skills Policy in 2006, aiming to offer all learners with quality and equity knowledge, skills, attitude, expertise and ability to effectively respond to social needs. Life Skills Policy is elaborated and separated into two main types: 1) *Basic life skills* (general life skills and pre-vocational life skills), and 2) *Career skills* (simple career skills and vocational skills), (MoEYS, 2006). *Basic life skills* are the necessary skills that should equipped for all learners to help them to have a concrete foundation to do a better job managing their daily life as well as to become more independent, which it is useful to make their transition to college controllable in terms of physical and mental health. Those skills are guided to mainstream into each of four core subjects including Khmer, Mathematics, Science, and Social Studies. By the way, *career skills* are the skills that determine and ensure the preparedness for future job of the learners; they fall into 2 categories: (1) simple career skills or local life skills, applied in junior high schools, are over and above the technical knowledge that requires short-term training courses and simple techniques to match with local needs and individual interests and (2) vocational skills refers to skills that offer the learners with some basic training or on-the-job in lieu of a college degree and take less time than a four-year university program. Relatively, MoEYS (2013) committed to equip secondary students with technical skills, which response to job market, by endorsing a policy on technical education associating with Guideline No 39 (2013)[2] and No 36 (2014)[3]. Technical Education entailed technical and professional training including: (1) local life skills program (e.g., agriculture, art, home-economics, workshop, computer, etc), (2) vocational orientation, and (3) professional training. To ensure its effective implementation in schools, MoEYS announced the Guideline No 32 (2015)[4] for key persons to determine topics for teaching, duration of teaching, and assessment. Guideline No 12 (2016)[5] was also released to ensure life skills, specifically workshop, implementation in schools preparing appropriate facilities and materials for teaching and learning and conducting regular monitoring and evaluation on

2 Guideline No 39 on Technical Education Management at Municipal and Provincial Level (2013)
3 Guideline No 36 on Technical Education Management at Municipal and Provincial Level (2014)
4 Guideline No 32 on Life Skills Education and Career Choice Program (2015)
5 Guideline No 12 on Establishment of Workshop at Public Schools (2016)

its practice. Along with the above-stated performance, MoEYS, specifically Department of Vocational Orientation, in line with developing partners developed the Curriculum Framework on LSE (2016) as a mapping to develop curriculum, organize textbooks, and build capacity for all relevant education officials. Along with the framework, DVO established the Guidebook for Career Skills (2017) in attempt to assist school principals and teachers to implement local life skills in lower secondary schools. In 2018, the updated curriculum on life skills education for lower secondary schools and guideline for teachers on LSE implementation have just established, yet those have not been launched for officially use in schools since then.

1.2 Research Problem

An extension to the overall education reform efforts is to ensure all students receiving the responsive life skills demand of present society, engaging with their communities and imparting their life skills training to overcome difficulties in life. Fundamentally, many young people were stated to have deficiency skills for decent jobs, hence both global and local efforts are committed to promote responsive skills for advancing active participation in society, especially from the low level, as claimed in EFA Goal 3 "*Youth and Adult Skills: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs*."[6] Therefore, how has Life Skills Education been implemented in schools in Cambodia? How have they been monitored and assisted? Such doubtful questions have been rooted. In spite of that, the MOEYS in collaboration between numerous development partners have done various activities as a form basis for better results of the overall life skills education implementation in responding to the social needs; upon redefining leading roles and responsibilities of Department of Vocational Orientation (DVO) to maintain its implementation. Particularly, the cooperation has inaugurated milestone pillars and notable achievements with the development of a particular Life Skills Policy in 2006, curriculum development 2005-2009, guidelines for life skills implementation and twenty local life skill modules. However, dissemination, distribution and practice are unlikely approachable. Little feasible interventions have so far reached the sub-level demands. The current practices are unlikely to be operative and well-oriented due to lacking of contemplation gazing at the concurrent life skills implementation challenges,

6 Education for All 2000-2015: Achievements and Challenges

according to DVO report[7]. Recently, there have been few studies tackled on that work, giving a blur light to the little awareness of challenges to the successful implementation of life skills, particularly simple career skills. In the meantime, UNICEF (2012)as well as supporting accountability for results. These evaluations aim to identify what works and what does not in terms of achieving sustainable and equitable development results, and to throw light on how and why interventions succeed or not under various circumstances. In assessing UNICEF's support to governments and other development partners, these evaluations consider where, how and why progress is being made and the difference it is making in the lives of children, women, and communities around the world","author":[{"dropping-particle":"","family":"UNICEF","given":"","non-dropping-particle":"","parse-names":false,"suffix":""}],"container-title":"Evaluation office","id":"ITEM-1","issue":"August","issued":{"date-parts":[["2012"]]},"number-of-pages":"177","title":"Global Evaluation of Life Skills Education Programmes","type":"report"},"uris":["http://www.mendeley.com/documents/?uuid=ef87e592-4ddc-461f-98d6-dd4e0ef5e5b5"]}],"mendeley":{"formattedCitation":"(UNICEF, 2012 highlighted many different challenges to the effective life skills implementation in Cambodia – that said, shortage of teaching modules, support materials, budget, and technical experts and specialized teachers, and poor awareness of policy framework and capacity development on life skills education at sub-levels. A lead department stated similarly regarding the barriers of the practice of life skills education at school level plus with lack of regular monitoring and evaluation. The still progress of life skills education as well as lack-of-critical life skill awareness condition in Cambodia is even fact-based for relevant implementers. Critically, little has dug down the problems from the ground levels and identify various major attributes which influences its enviable performance. Concerning with curriculum perspective, three main domains, namely Knowledge (K), Skills (S), and attitudes (A), have been proposed to emphasize in teaching and learning intensively. On the hand, most studies lately have tended to overlook on local life skills_ the very fundamental skills for learners who wish to pursue learning vocational and technical skills at another high-level of education, as in the above-highlighted points, their tendency was committedly to promote soft skills. Regardless of in-depth analysis of the problems, the attempt to enhance and promote life skills education, specifically simple career skills, and implementation is not going to be merit.

7 Brief Report on LSE Status 2013-2018, DVO

1.3 Significance of the study

The outcomes from this study will provide an evidence-based insight and concrete literature review for key relevant stakeholders at national and sub-national levels to understand the bottlenecks of implementation function and other major challenges such as insufficient learning facilities, principal's poor management and leadership, poor community involvements, and insufficient budget to sustain the life skill training program. Significantly, the preliminary result from the research helps informing the development of the baseline study, which has robust connection with the new detailed curriculum on life skills, by the Department of Curriculum Development (DCD), to ensure the updated one respond to local and social demands, and to inform the policy levels to prepare any mechanism to promote LSE. Furthermore, the result from this study will also yield strategic interventions to amplify and localize the programs more effectively. Particularly, more useful information offered by the research team will help broaden the practitioners' knowledge in terms of life skills as well as its consequences. Then it will foster their motivation to enhance the implementation of life skills education in their schools collaboratively throughout some workable proposed solutions.

1.4 Research Objectives

The overall objective of this study is to reveal the current status of life skills education implementation in Cambodian lower secondary schools. Specific objectives are:

1. To figure out the challenges encountering during the implementation of local life skills education
2. To determine the desirable local life skills for the students
3. To identify strategic interventions for effective implementation of the life skills education in lower secondary schools.

1.5 Research Questions

This research study is an exploratory in its purposes, bring into spotlight the investigation into the ways of improvement of quality of life skills education implementation in Cambodian lower secondary schools. To determine the nature of concurrent challenges and

alternative options for an intervention of a specific problem, three main research questions were proposed:

1. What is the current state of life skills education implementation in Cambodian lower secondary schools?
2. What are the local life skills demanded?
3. What are the strategic interventions for effective implementation of the life skills education in Cambodian lower secondary schools?

1.6 Research Framework

Various studies on Life Skills Education (LSE) have placed substantially attention since 1990s from stakeholders in and out of this field in equipping human with desirable skills and shaping the characters they are demanding for socializing with others. Many scientific studies highlighted lots of points in terms of scope of LSE areas coverage, applied methods, demands and challenges in different contexts, measurements of effective implementation of LSE, particularly factors influencing the implementation of LSE.

Obviously, the analysis of the life skills field suggested by WHO pointed out that there is a core set of skills that are at the heart of skills-based promotion of the health and well-being children and adolescents including decision making, problem solving, creative thinking, critical thinking, effective communication, interpersonal relationship skills, self-awareness, sympathy, coping with emotions and coping with stress,(WHO, 2005). Unlike this mention, LSE practices investigation in various contexts were emphasized mainly on soft skills, health care skills, and social issues, (UNICEF, 2012)as well as supporting accountability for results. These evaluations aim to identify what works and what does not in terms of achieving sustainable and equitable development results, and to throw light on how and why interventions succeed or not under various circumstances. In assessing UNICEF's support to governments and other development partners, these evaluations consider where, how and why progress is being made and the difference it is making in the lives of children, women, and communities around the world","author":[{"dropping-particle":"","family":"UNICEF","given":"","non-dropping-particle":"","parse-names":false,"suffix":""}],"container-title":"Evaluation office","id":"ITEM-1","issue":"August","is-

sued”:{“date-parts”:[[“2012”]]},”number-of-pages”:”177”,”title”:”Global Evaluation of Life Skills Education Programmes”,”type”:”report”},”uris”:[“http://www.mendeley.com/documents/?uuid=ef87e592-4ddc-461f-98d6-dd4e0ef5e5b5”]}],”mendeley”:{“formatted-Citation”:”(UNICEF, 2012.

Most research studies employed mixed methods to illustrate the results of their studies - i.e., descriptive survey, interviews and focused discussion, (Okech & Role, 2016; Paola, Lane, & Bredenberg, 2012). Numerous challenges and factors influencing LSE effective and ineffective implementation were emphasized in terms of program operation supports at school levels. Those utilized qualitative approaches – namely interview, subsequently extracting from survey data – detailed in literature review, (e.g., Marieta M., 2014).

It is noticed that LSE has been deciphered and put highly attention as detailed in literature review. By the same token, most of the studies are likely to employ similar approaches and methods along with not so far-different of exploration – looking into basic skills dimension. In spite of that, the current study conceptual framework section aimed to tease out a set of specific concerned information of local life skills implementation. Diverse authors put more efforts to uncover heterogeneous definitions, challenges and actions in different contexts through gathering insights from those existing studies on LSE. The researcher conceptualized and contextualized particular variables from multi-aspects in order to develop a research framework, indicated in the following diagram:

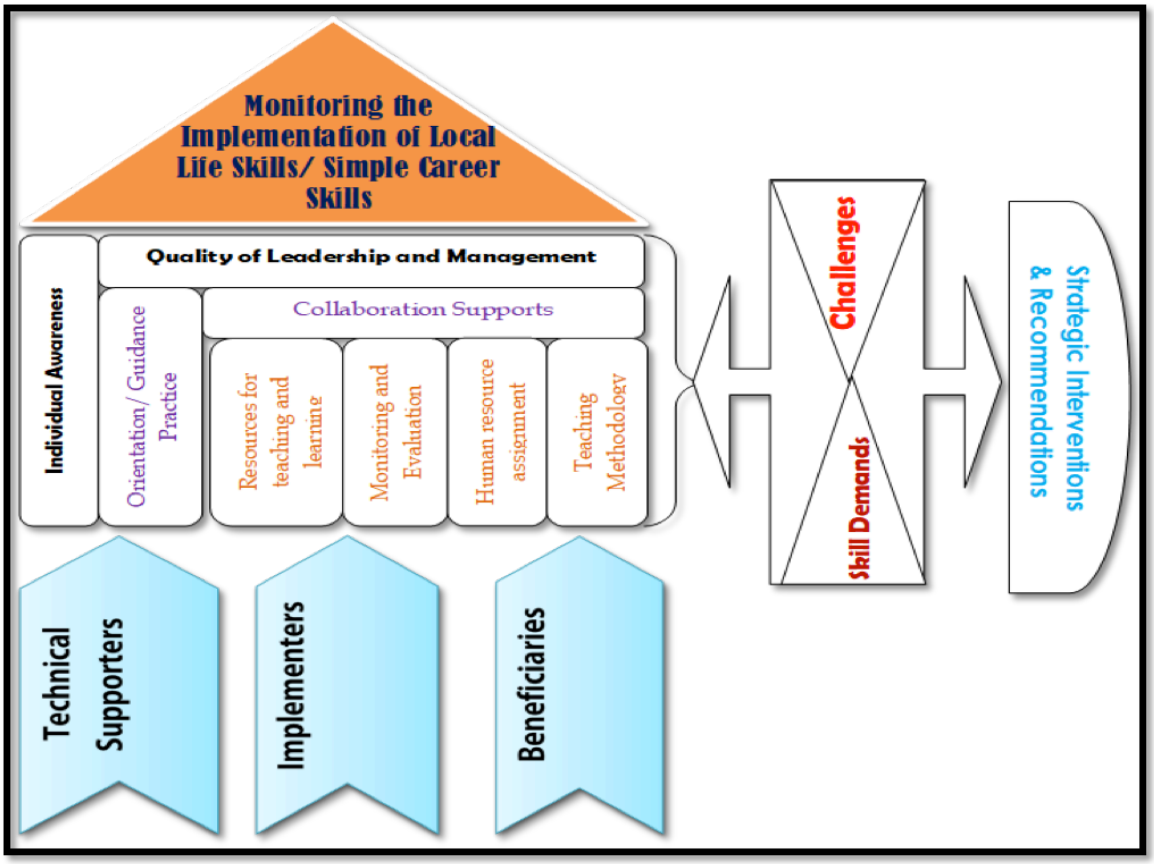


Figure 1.1: The Research Framework for Monitoring and Strengthening LSE implementation

1.7 Definition of Key Terms

To comprehend the core concepts of the current study regarding life skills education implementation in Cambodian lower secondary schools, "Life Skills" is an essential key term which requires to be explicated accurately and contextually.

According to The Dakar Framework referred to "Life Skills" *advocating not only the capacity of generating or adding value to an economic product (what economists term 'human capital'), but also the skills individuals need for a fulfilling and healthy life and full participation in society*, (UNESCO, 2015, p.111). World Health Organization (WHO), from the perspective of mental health, defined "*Life skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life*",(WHO, 2005). Relatively, UNICEF (2012) claimed the definition of life skills

based on scientific research that "Life skills" *refers to a large group of psychosocial and interpersonal skills that can help people make informed decisions, communicate effectively, and develop coping and self-management skills that may help lead a healthy and productive life*". Additionally, Adolescent Girls Initiative (2013) defines "*Life skills are a set of social and behavior skills, namely soft or non-cognitive skills, which enable individuals to deal effectively with the demands of every life."* Collaboratively, Education Law (2007) "*Life Skills" refers to knowledge emphasizing health, protection, prevention, food providing, understanding of the public and environment, society and communication of the learners*." Similarly, MoEYS defines "Life Skills" as "*the intellectual, interpersonal, and vocational skills that enable informed decision-making, effective communication, and coping and self-management skill that contribute to a healthy and productive life to ensure successfully solving daily problems*."(MoEYS, 2006).

With reference to the above-highlighted definitions of life skills, Life skills incorporate fundamental skills, soft skills, and vocational skills in attempt to ensure all young people and adults' learning needs and essential life skills are fulfilled; it is likely similar to the Technical and Vocational Education Training (TVET) contribution to EFA goal 3&6.

By the way, the current study's boundary was at lower secondary school, which both basic and career skills are integrated. Hence, the researcher adopted partly of the definition from the MoEYS policy and course syllabus for local life skills[8] at lower secondary school by narrowing down the scope of the study towards the simple career skills or local life skills, as specified in *1.1*.

1.8 Scope of the Study

This research study mainly focused on "Life Skills" implemented in Cambodian lower secondary schools as there are several justifications rooted behind the study's decision. Obviously, life skills education implementation was reported inefficient and irresponsive yet, particularly at secondary schools. Though, many schools were reported to receive many printed legislative documents and relevant resources supported life skills implementation, the school management, in respect of infrastructure and human capital, remains burdensome while those are confronting with unfulfilled specialized personnel and supply. Thus,

8 Course syllabus for local life skills at lower secondary school (2018)

the present study does not attempt to evaluate the life skills education practice, but it is to discover what the key barriers block its implementation progress, determine the local life skills demands and propose strategic interventions to nourish the implementation, voicing from all key informants ranging from Provincial Office of Education, Youth and Sport to school (lower secondary) and community level. Notably, the present study tends to scrutinize the schools with external supports on Life Skills implementation comparing with schools without external supports.

1.9 Research Organization

The current study was outlined in normal format of research report which contains five different chapters. The first chapter started with "Introduction" which highlighted the key information to grasp the background and problems of life skills education implementation in Cambodian context. It was also led to propose research questions and set the objectives of the research. It also stated the significances of life skills in attempt to consolidate its implementation and stimulate employability into a wider society. Along with the "Introduction chapter", the second chapter of "Literature Review" particularized the challenges and successful experiences of life skills education implementation in other countries. Moreover, it contemplated many emerging and applicable topics of life skills which have been demanded in different contexts. It further scrutinized methodology and indicator gaps of different analyses at different contexts. Chapter three, "Research Methodology", gave detailed clarification of how the data was generated and how it was analyzed. It also illustrated the critical validity and reliability of the overall study. Following that, the research finding and discussion chapter synthesized the key findings of the study, which specified the current state of life skills education implementation in Cambodian lower secondary schools, along with supporting justifications to substantiate the statistical outputs. Finally, the last chapter presented the researcher's insights gained regarding the study findings and limitations. Additionally, it viewed the chance and aspects for further analysis. References and appendices were included as additional section for further searching sources of the research work.

CHAPTER 2: LITERATURE REVIEW

"Life skills are a constituent part of capacities for life and work in a particular social, cultural and environmental context. The types of life skills emerge as a response to the needs of the individual in real life situations." Petra Javrh and Estera Mozina, 2018.

Javrh and Mozina's study on Life Skills for Europe project in 2018 aimed to illuminate common understanding of life skills and promote its approach from various examples of fruitful practices in the five partner countries in Europe. That could be a tangible background support and broaden concept of life skills for the current study to adopt more holistic practice provision. To hit the points of strategies to enhance LSE in the study context, it is necessary to highlight the contextual challenges and demands from the review of ground of LSE implementation to fully perceive the current state of LSE implementation so far. At the end of this chapter, the literature conclusion pinpointed the literature gaps from the previous empirical studies and reports and synthesized the substantial features of LSE implementation as a basis.

2.1. Life Skills Education Implementation in Global Contexts

Studies have shown that developing Life Skills enhances our overall well-being and provides a resilient foundation for success in life; LSE aims committedly to cultivate individuals with adaptive behaviors and psychosocial skills. By seeing so, LSE had been integrated in primary and secondary curriculum in 145 countries, both developed and developing contexts, and made as compulsory subject in 70 countries, (UNICEF, 2012)as well as supporting accountability for results. These evaluations aim to identify what works and what does not in terms of achieving sustainable and equitable development results, and to throw light on how and why interventions succeed or not under various circumstances. In assessing UNICEF's support to governments and other development partners, these evaluations consider where, how and why progress is being made and the difference it is making in the lives of children, women, and communities around the world","author":[{"dropping-particle":"","family":"UNICEF","given":"","non-dropping-particle":"","parse-names":false,"suffix":""}],"container-title":"Evaluation office","id":"ITEM-1","issue":"August","issued":{"date-parts":[["2012"]]},"number-of-pages":"177","title":"Global Evaluation of Life Skills Education Programmes","type":"report"},"uris":["http://www.mendeley.com/

documents/?uuid=ef87e592-4ddc-461f-98d6-dd4e0ef5e5b5”]}],”mendeley”:{“formattedCitation”:”(UNICEF, 2012. The study further highlighted the distinction emphases of LSE in schools as in developed contexts LSE embraces soft skills shaping whereas in developing contexts LSE comprises everyday skill, health care, gender, and some social issues. That is said both contexts intend to enhance students to translate knowledge, attitudes and values into actual abilities, which enable the students to behave in appropriate and productive ways, (Prajapati, Sharma, & Sharma, 2017 and WHO, 2005 as cited in Nasheeda, Abdullah, Krauss, & Ahmed, 2018). UNICEF (2012)as well as supporting accountability for results. These evaluations aim to identify what works and what does not in terms of achieving sustainable and equitable development results, and to throw light on how and why interventions succeed or not under various circumstances. In assessing UNICEF’s support to governments and other development partners, these evaluations consider where, how and why progress is being made and the difference it is making in the lives of children, women, and communities around the world”,”author”:[{“dropping-particle”:””,”family”:”UNICEF”,”given”:””,”non-dropping-particle”:””,”parse-names”:false,”suffix”:””}],”container-title”:”Evaluation office”,”id”:”ITEM-1”,”issue”:”August”,”issued”:{“date-parts”:[[“2012”]]},”number-of-pages”:”177”,”title”:”Global Evaluation of Life Skills Education Programmes”,”type”:”report”},”uris”:[“http://www.mendeley.com/documents/?uuid=ef87e592-4ddc-461f-98d6-dd4e0ef5e5b5”]}],”mendeley”:{“formattedCitation”:”(UNICEF, 2012 added that LSE has shown its significant impacts on not only adolescence, but also early childhood. Therefore, LSE had been mainstreamed in the early children care and education in attempts to develop life skills and attitudes by tackling from family environment and community. So far, WHO (2005) has proposed 10 core life skills including: (1) Decision making, (2) Problem solving, (3) Creative thinking, (4) Critical thinking, (5) Effective communication, (6) Interpersonal relationship skills, (7) Self-awareness, (8) Empathy, (9) Coping with emotions, and (10) Coping with Stress. The emergence of its implementation remained struggling; therefore, various researchers put more efforts to explicate the issues existing.

According to Case Study Country Contexts by (UNICEF, 2012)as well as supporting accountability for results. These evaluations aim to identify what works and what does not in terms of achieving sustainable and equitable development results, and to throw light

on how and why interventions succeed or not under various circumstances. In assessing UNICEF's support to governments and other development partners, these evaluations consider where, how and why progress is being made and the difference it is making in the lives of children, women, and communities around the world",",author":[{"dropping-particle":"","family":"UNICEF","given":"","non-dropping-particle":"","parse-names":false,"suffix":""}],"container-title":"Evaluation office","id":"ITEM-1","issue":"August","issued":{"date-parts":[["2012"]]},"number-of-pages":"177","title":"Global Evaluation of Life Skills Education Programmes","type":"report"},"uris":["http://www.mendeley.com/documents/?uuid=ef87e592-4ddc-461f-98d6-dd4e0ef5e5b5"]}],"mendeley":{"formattedCitation":"(UNICEF, 2012 presented a brief contextual background to LSE programs in various countries. In Armenia, LSE implemented from 1-7 encompassing topics about soft skills and social matters. The implementation so far faced ongoing challenges to preserve the efficiency and quality of the program since it demanded development partner, namely UNICEF, to carry on their supports and funding. In Barbados, LSE has been implemented in school curriculum adopting curriculum framework for Health and Family Life Education (HFLE) which comprised four themes: (a) self and interpersonal relations; (b) sexuality and sexual health; (c) healthy eating and fitness; and (d) managing the environment. The establishment of LSE in that country intended to contribute to regional development, identity and cooperation, preparing young people to become "ideal Caribbean citizens". Jordan, a lower middle-income country and a constitutional monarchy on the road to guide democracy, had started adopting LSE, emphasizing on basic life skills program within non-formal education sector and extra-curricular activities since 1999. The supports by developing partners was ongoing until LSE could be able to integrate in formal education, basic education based (Grade 1-10), within specific fields, physical education and pre-vocational education. The topics concerned with health care, social issues, social development (information technology and economics). Due to the emergences of serious health problem in Kenya in 1999, LSE was proposed into school syllabus. It was mainstreamed in other subjects in primary and secondary schools in attempts to deal with that crisis. In 2008, LSE in Kenya has been implemented as an independent subject one session per week with a specific syllabus aligned with WHO regarding personal skills, interpersonal skills, Peace Education. Yet, Sexuality Education was infused into subjects such as science, social studies and religious studies. To enhance pupils' behaviors and attitudes, Malawi Institute of Educa-

tion and multi-stakeholders worked on curriculum reform and placed LSE as a compulsory subject in primary schools in 2006-2007. By 2010, LSE has been introduced in secondary schools, compulsory for junior high school and optional for senior high school. To ensure LSE implementation in schools, UNICEF had subsidized over resources and management. Similarly, Mozambique, a low-income economy, has introduced LSE tackling on HIV and AIDS in primary curriculum from Grade 5 which contained in moral and civic education and natural sciences. Yet, at the secondary level, such education has been established not exclusively – that was a counselling corners for adolescents to consult and obtain information from peer educators regarding health services. Unlike other education contexts, capacity and quality constraints remained concerning. The last example is in Myanmar, where LSE was initiated since 1993 concerning with public health. By 2010, Ministry of Education of Myanmar in collaboration with development partner infused the program by offering implementation framework along with training and guidance. Three programs of LSE have been being implemented including: (1) the introduction of LSE into the primary curriculum through integration into social studies, (2) the national secondary life skills curriculum through a national co-curricular subject, and (3) the expanded and continuous education and learning, targeted for out-of-school children. In accordion with the background of studies in various settings above, several studies conducted their investigations on LSE implementation by determining diverse objectives.

Apart from the emergence of LSE implemented in various contexts, Abobo (2012) discovered that life skills education implementation is hampered by school context and some other several factors which distracted teachers to deliver effective teaching LSE in secondary schools. The particular challenges were claimed including *lack of training* on LSE for teachers as it caused teachers to have negative attitudes towards teaching LSE. *Teaching and learning resources* were not provided adequately. LSE effective *teaching strategies* were unable to apply appropriately during the implementation. The study suggested to mainly focus on ensuring teacher training quality. Adhiambo (2013) examined LSE implementation in two districts in Kenya and found some similar challenges. Still, further challenges were supplemented – that said most schools did *not have teaching curriculum and syllabus* for LSE; *lack of qualified teachers and insufficient time allocation* was also reported to block the effective LSE practice. Absence of *monitoring and evaluation* to follow up whether the

implementation is on track. Additionally, Marieta M. (2014) identified several challenges in terms of LSE implementation in the context of Kwale; they were not far separable from LSE implementation challenges in other countries such as Kenya or Cambodia. The result of the study illustrated that *shortage of teachers* affected seriously due to workload of every teacher. That was likely to influence *teachers' negative attitudes* towards LSE. LSE progress and status were highlighted blurry. *Time on LSE* was allocated insufficiently, so was *teaching and learning materials*. There were not any supports on teacher *training on LSE* during pre and post implementation. Those required thoughtful attention and actions in order to improve its implementation.

Similarly, Wairimu (2015) measured the significant differences of gender and teachers' qualification on LSE implementation and sought the challenges faced by teachers during the implementation. It was stated that it was challenging to apply the *specific contents* of LSE applicable for both boys and girls. The study was also found the significant differences between *high-level competent teachers* and the lower ones. Some other additional challenges were spotlighted in terms *training on LSE methodologies*, *less values view on importance of LSE*, and *negative pupils' attitude* toward LSE – included LSE in their program as a burden. Correspondingly, Okech & Role (2015) illustrated the concerns regarding over workload of curriculum elements for teaching and non-examinable responding to the ultimate goal of LSE for better performance in the national exam.

Chirwa & Naidoo (2014) further examined the factors affecting LSE teaching in Malawi primary school context. The result illustrated that the factors concerned with various actors: *1) teacher factor – low teachers' understanding and practice of LSE program, poor teaching methods of LSE, personal teacher's health issues, 2) learner factors – prevalence of HIV/ AIDS, 3) school context – teachers in urban schools were more active and supportive in teaching in terms of teaching methods, pedagogies, irresponsive in terms of implemented curriculum with the level of learners, geographic matters, and material utilization supports.*

2.2. Life Skills Education Implementation in Cambodia

As above-stated, LSE has been implementing in Cambodian context for more than 10 years; these skills are included in primary curriculum and taught in lower secondary school as local life skills program, yet in upper secondary school they are taught in the form of

vocational training. Aiming to reach the ultimate goal of implementing life skills program, MoEYS aligned with donors have established various legal documents for assisting the implementers. Besides, there were several studies highlighted the status of LSE implementation.

Paola et al., (2012) analyzed the status of LSE implementation at basic education level (grades 1-9) and found a number of challenges to distract the successful implementation, informed by different levels including: 1) NGOs, MoEYS and School: *the shortage of teaching modules and support materials, lack of budget and technical expertise*. 2) provincial, district and school levels: *lack of awareness of the policy framework and significances of LSE*.

According to the Department of Vocational Orientation's brief report 2013-2018, LSE has implemented in almost every school, but not fully implemented while the actual practice was confronting with various challenges namely *insufficient specialized teachers (e.g., agriculture, workshop, art and computer), poor facilities, lack of course book and supported documents, little budget support, low LSE significant perceived among communities, poor leadership and involvement of school principals.* By seeing that, DVO has also raised and planned some actions to intervene and improve LSE implementations.

Similarly, UNICEF (2012) put more efforts to developing the benchmarks and indicators for monitoring and evaluating LSE standards concerning outcomes, assessment, activities, teaching, and learning environment. However, among the above-mentioned standard, assessing the individual behavior changes were quite subjective. The guidelines for LSE M&E were primarily targeted on health education.

In short, it is noticed that LSE implementation in Cambodia has encountered some critical challenges, namely practice guidance, expertise, facilities, resources, collaboration, technical supports and commitment from schools even though there were several regulations released to boost the implementation.

2.3. Literature conclusion

Referring to the above-reviewed literature on LSE, here are some assumable conclusions to be generated. It should be marked that LSE has been implemented in various contexts,

particularly developing countries including Cambodia, in attempts to guarantee the skills and life values for living better. The literature predominantly pointed out comparable critical challenges in diverse levels of education – primary to secondary level and non-formal education, the methods specified remained less scientific and insightful – that said not to have involved all relevant partners, and the challenges should essentially be reported by empirical studies. Moreover, most studies underlined life skills dimensions related to soft skills, particularly health education, rather than vocational skills. It is incontestable that most studies attempted to focus on the issues distracted LSE progress while it is worth to explore what skills are demanding to respond to their contexts. Even though some initial suggestions and actions have been planned and proposed, it is indispensable to direct the attention of LSE implementation challenges, and skills demand, particularly local life skills, serving in their local needs so that the recommendations can be approachable and more perceptive.

CHAPTER 3: METHODOLOGY

This study mainly focused on the current state life skills education implementation in Cambodian secondary schools and aimed to discover its challenges. Therefore, this research methodology chapter will disclose the study's result by using a thorough methodological process. This study was conducted more quantitatively, mainly semi-structured interview. Then it mentioned explicitly how the researcher framed up the measurement of main variables and utilized research instruments. Additionally, the data collection and analysis process were also explained. Data analytic techniques and their assumptions were adequately justified. Finally, to enrich the quality of this study, this chapter admitted the validity and reliability of the results.

3.1. Participants and Sampling Methods

This study obtained information from various participants from national level until the ground root level including Provincial Office of Education, Youth and Sport (POEYS), District Office of Education, Youth and Sport (DOEYS), School Principals (SP), School Support Committees (SSC), Teachers (T), Local Authorities (LA), Parents (PA), and Students (Ss). The research team selected 9 different provinces and 28 districts in order to fulfill the study's sample size requirement as well as to obtain rigorous data to track their implementation progress from different aspects, particularly the implementers, and to identify the key challenges during the implementation. With non-probability sampling method, one of the focal representatives from POEYS and DOEYS in each province were counted in. At school levels, respondents were recruited purposively so-called convenient sampling method. It should be noted that the current study scoped out the lower secondary schools, thus 53 lower secondary schools [9](about 4.3 % of total lower secondary schools in Cambodia). Those schools were randomly selected from 2 categories: (1) 1.2% were schools supported by development partners on LSE, and (2) 3.1% were schools which have never received any supports from development partners on LSE. In each school, the researcher intentionally requested one school principal, three different grade teachers, one school support committee, three parents of diverse grades, and three different grades of students, See *Appendix-1&2.*

9 Public Education Statistics and Indicator 2017-2018

3.2. Data Collection

3.2.1. Research Instrument

The main instrument (i.e., the questionnaire) was designed to elicit data for all intended variables. Various items were developed from validity-assured instruments of previous researchers and reports, observing current practice of life skills and identifying challenges of actual implementation at basic education levels[10], and some were modified by the researcher in collaboration between relevant departments and respresentatives at sub-national levels.

The questionnaire was structured into three main sections: (1) *Section A* highlighted on General Information of Respondents, (2) *Section B* looked closely into progress and challenges of Life Skills Education Implementation at Lower Secondary Schools, and (3) *Section C* identified Key Interventions, Demands and Suggestions for better life skills education implementation. The questionnaire items were adjusted to be consistent with manifold respondents (as attached in *Appendix-3*). Each item-adjustments were based on MOEYS life skills education guideline, policy for life skills education, other related documents, and feedback from the actual implementers during the consultative workshop, held in Kompong Cham province on August 13-14, 2018 participated by representatives from Department of Vocational Orientation, Provincial Office of Education, Youth and Sport, District Office of Education, Youth and Sport and School principals.

Ahead of the main data collection, the research team selected nine schools from three different districts and provinces to pilot the study, scheduled from September 17-19, 2018. Based on the pilot analysis, the research team modified the questionnaire to formulate a better-validated instrument to match with the study context through editing inappropriate wording and formats.

10 In 2012- NEP, funded by Asia South Pacific Association for Basic and Adult Education (ASPBAE) conducted a Review Life Skills Practices in Cambodia.

Table 3.1: Ratio of Involved Samples for Pilot Questionnaire

Province (3)	District (3)	School (9)	POEYS (1)	DOEYS (1)	SP (1)	T (3)	SSC (1)	Ss (6)	LA (1)	PA (3)	
1	DP-1	S-1	1	1	1	3	1	3	1	3	
		S-2			1	1	1	3	1	1	
		S-3			1	1	1	2	1	1	
2	DP-2	S-4	1	1	1	3	1	6	1	2	
		S-5			1	3	1	6	1	3	
		S-6			1	3	1	6	1	2	
3	DP-3	S-7	1	1	1	3	1	6	1	3	
		S-8			1	3	1	6	1	3	
		S-9			1	3	1	6	1	3	
Total	Actual involved ratio		3	3	9	23	9	44	9	21	***121 (85%)***
	Expected		3	3	9	27	9	54	9	27	***141***

3.2.2. Data Collection Procedure

Before administering the questionnaire to all intended respondents, the research team arranged some administrative tasks in order to approach the key informants from each targeted area to facilitate during the data collection period (i.e., make arrangement with above-stated key respondents for filling out the questionnaire and interviewing).

The questionnaire was double-checked and categorized into different groups and distributed to each research team to proceed data collection, which was held into three stages: (1) from September 29 to October 1,2018, (2) from October 04-06, 2018, and (3) from October 30 to November 01, 2018. To ensure the credibilit3e3y of the data, the research team (5 members per team) conducted face-to-face interview (namely semi-structure interviewed) and completed the respondents' answer into the questionnaire.

3.3. Data Analysis

Data will be analyzed separately to each specific objective of the research in the first step, and then draws overall conclusion to determine the main challenges in the actual implementation of life-skills education in Cambodia and provide strategic interventions for promoting its quality in lower secondary schools.

To achieve the study's objective, three main research questions were posed. The research question one examined the current practice of life skills education at lower secondary schools in Cambodia, reported by descriptive statistics collected from some parts of the survey. The intended-monitored key variables of life skills education implementation were based on two main themes, or equivalence of ten sub-themes (as shown in *Appendix-3*). All the collected data were inputted into SPSS software (version 23) database. Data were analyzed by SPSS's text analytics for survey program (i.e., descriptive statistics). The data were described by displaying statistics of each focused theme and tabulated to highlight the actual implementation of Life Skills Education in Cambodian context; those led to visualize the salient challenges of the program implementation. To gain more insight responses, the respondents require to answer the open-ended questions, which were proposed in the questionnaire.

The research question two attempted to identify the simple vocational life skills demanded in the target areas. A main question item, using 5-item scale of determining level of demands of life skills. The research team utilized descriptive statistics to detect the demanded latent life skills. Moreover, to answer meticulously, the respondents need to specify what are highly demanding. That was coded into nominal variable and employed descriptive statistics (frequency) to count the responses.

The research question three proposed to advocate practical interventions which have done by the respondents to handle the current challenges of LSE implementation, and to provide additional suggestions to respond to their local needs. All the collected data were inputted into Microsoft Excel File for processing qualitative data analysis (e.g., coding, counting frequency, etc).

Technically, ahead of critical analysis, data were cleaned and screened to evade possible errors of coding, entering, and other statistical errors including missing values, outliers, etc.

3.4. Validity and Reliability

Many studies tried to ensure the research validity and reliability, so did the current research. Hence, the research team analytically characterized the variables to be examined and formulated the questionnaires that precisely and consistently measured what was expected to measured. Responsively, the research team constructed the questionnaire refer-

enced by various authorized and qualified documents (e.g., MoEYS, 2006; MOEYS, 2004, 2017; Paola, Lane, & Bredenberg, 2012; Prajapati, Sharma, & Sharma, 2017). Furthermore, each questionnaire item was consulted exhaustively with focal persons (e.g., representatives from DVO, POEYS, DOEYS, and SP). It was obvious that the instrument was constructed to measure the intended variables consistently. Rigorously, the instrument was tested internal consistency reliability to ensure how well it was constructed and measured; the construct items were tested discretely. The present study aims to detect challenges in actual practice (RQ1), so *Table 3.4* stated the consistency of variables. Overall, the construct for RQ1 was excellent in measuring actual practice of life skills implementation.

Table 3.2: Reliability statistics (RQ1)

Variables	*Cronbach's Alpha (α)*	*N of items*
Orientation	*.716*	3
Operation	*.949*	38
Human Resource Support	*.901*	12
M&E	*.898*	2
Progress observation	*.962*	7
Collaboration support	*.974*	40

Remarks: *a≥0.9 Excellent; a≥0.8 Good; a≥0.7Acceptable; a≥0.6 Questionable; a≥0.5 Poor; a≤0.5 Unacceptable*

At the same time, RQ2, which was about the local life skills demands, the construct was measured by using 5-likert scale and the Cronbach alpha was *.737*, as it was acceptable. To certify the genuineness of the research, the most of the questions were confirmed and cross-checked their responses. Particularly, each question was face-to-face interviewed and filled out by the research team to ensure the respondents were fully understood.

CHAPTER 4: FINDINGS AND DISCUSSIONS

This current exploratory study brought about concise and fundamental findings following with critical discussions. Firstly, it highlighted the statistically descriptive and graphical illustrations of the key main themes of Life Skills Education Implementation in Cambodian Lower Secondary Schools and sketch the challenges of the program implementation. Next, the research question two exposed the percentage of simple career skills demanded as it supported with some qualitative data. The research question three mapped out the suggestions and some major interventions for more desirable practice from the respondents.

4.1. Demographic information of the respondents

This research was consolidated information from various respondents, as mentioned in Chapter 3. It also noted that the respondents were categorized into 3 main types: (1) Supporters, (2) Implementers and (3) Beneficiaries. *Table 4.1* illustrated the frequency and percentage of the selected respondents. The total number of samples used in the analysis declined to only 685, after excluding the questionnaire sets which were partial and undependable.

The result indicated that percentage of male respondents (54.5%) involved in the study higher than female ones (45.5%); However, the gaps were not far different. About 1.8% of technical supporters aged from 21-30 years old; about 21% aged from 31-40 years old; about 39.1% aged from 41-50 years old, and about 37.4% aged over 50 years old. That said the majority of the technical supporters were likely seniors (over 40 years old). Majority of the implementers (41.9%) aged ranged from 31-40 years old; it is said that the motivation of teachers in that generation are much more energetic and initiated than elder ones. Regarding the experiences, the results indicated that about 38.9% of the technical supporters have worked for 1-5 years; 25.3% for 6-10 years; 9 % for 11-15 years; 10.3% for 16-20 years and 7.1% for over 20 years. Also, most of the implementers (19.6%) have experienced in education for more than 5 years. The experiences which both supporters and implementers obtained are seniority enough in that field. By looking at the educational background of the supporters, specifically parents, the results showed that majority of them completed only secondary school – non-degree (1.8%), 1-6 (31.6%), 7-9 (34.2%) and 10-12 (14.9%); very less of them completed higher education. That said parents' education remained limited, so did school support committee and local authorities. By the way, POEYS, DOEYS and SP's

qualifications were satisfactory; only very less per cent of DOEYS (6.8%) were not. For implementers at this level mostly completed associate degree or 2-year training program regarding their specialties. Noticeably, those supporters who had degree were mostly majored in humanities – POEYS (87.5%), DOEYS (24.1%), SP (43.6%), SSC (7.7%), PA (2.6%), and the implementers had reached to 63.5%.

There were various subject teachers involved in the study – agriculture (2.0%), art (0.7%), computer (1.4%), workshop (1.4%), home economics (12.8%), Khmer (19.6%), Mathematics (9.5%), science (23.0%), and social science (28.4%). Relatively, those subject teachers were teaching different grades – Grade 7 (16.2%), Grade 8 (15.8%), and Grade 9 (169.6%). It also should be specified that some teachers teach only grade, but some teach multi-grades. Besides, the beneficiaries included those who are from various grades – Grade 7 (31.9%), Grade 8 (36.3%), and Grade 9 (36.9%).

Table 4. 1: Illustration of Percentage of Respondent Demographic Background

Variables	Descriptions	Respondents																	
		Supporters (n=267)														Implementers (n=148)		Beneficiaries (n=270)	
		POEYS (N=8)		DOEYS (N=29)		SP (N=39)		SSC (N=36)		LA (N=42)		PA (N=113)		Total		T (N=148)		SS (N=270)	
		f	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%	***f***	**%**	*f*	%	*f*	%
Gender	Male	*6*	75	*29*	100	*36*	92.3	*34*	87.2	*38*	90.5	48	42.1	*191*	71.5	*83*	56.1	*102*	37.8
	Female	*2*	25	*0*	0.00	*3*	7.7	*5*	12.8	*4*	9.5	65	57.0	*84*	31.5	*65*	43.9	*168*	62.2
Age	11-20	*0*	0.00	*0*	0.00	*0*	0.00	*0*	0.00	*0*	0.00	0	0.00	*0*	0.00	*0*	0.00	*268*	99.3
	21-30	*0*	0.00	*0*	0.00	*2*	5.1	*0*	0.00	*1*	2.4	2	1.8	*5*	1.9	*49*	33.1	*0*	0.00
	31-40	*0*	0.00	*5*	17.2	*12*	30.8	*3*	7.7	*3*	7.1	33	28.9	*56*	21	*62*	41.9	*0*	0.00
	41-50	*5*	62.5	*16*	55.2	*21*	53.8	*7*	17.9	*9*	21.4	47	41.2	*105*	39.3	*26*	17.6	*0*	0.00
	Over 50	*3*	37.5	*8*	27.6	*1*	2.6	*29*	74.4	*29*	69.0	30	26.3	*100*	37.5	*4*	2.7	*0*	0.00
Experience	0 year	*0*	0.00	*0*	0.00	*0*	0.00	*0*	0.00	*0*	0.00			*0*	0.00	*0*	0.0		

																	0		
	1-5	*3*	37.5	*14*	48.3	*15*	38.5	*17*	43.6	*11*	26.2			*60*	39.0	*17*	11.5		
	6-10	*3*	37.5	*8*	27.6	*10*	25.6	*10*	25.6	*8*	19.0			*39*	25.3	*29*	19.6		
	11-15	*0*	0.00	*3*	10.3	*4*	10.3	*2*	5.1	*5*	11.9			*14*	9.1	*15*	10.1		
	16-20	*1*	12.5	*1*	3.4	*0*	0.00	*4*	10.3	*10*	23.8			*16*	10.4	*8*	5.4		
	Over 20	*1*	12.5	3	6.9	1	2.6	*5*	12.8	*1*	2.4			*11*	7.1	*15*	10.1		
Educational attainment	Non-degree	*0*	0.00	*0*	0.00	*0*	0.00	*0*	0.00	*0*	0.00	*2*	1.8	*2*	0.7	*0*	0.00		
	1-6	*0*	0.00	*0*	0.00	*0*	0.00	*16*	41.0	*12*	28.6	*36*	31.6	*64*	24.0	*0*	0.00		
	7-9	*0*	0.00	*1*	3.4	*0*	0.00	*13*	33.3	*15*	35.7	*39*	34.2	*68*	25.5	*0*	0.00		
	10-12	*0*	0.00	*1*	3.4	*0*	0.00	*6*	15.4	*11*	26.2	*17*	14.9	*35*	13.1	*1*	0.7		
	Associate	*0*	0.00	*10*	34.5	*17*	43.6	*0*	0.00	*0*	0.00	*4*	3.5	*31*	11.6	*97*	65.5		
	Bachelor	*0*	0.00	*10*	34.5	*20*	51.3	*3*	7.7	*2*	4.8	*2*	1.8	*37*	13.9	*49*	33.1		
	Master	*8*	100	*7*	24.1	*0*	0.00	*0*	0.00	*0*	0.00	*0*	0.00	*15*	5.6	*1*	0.7		

Academic discipline	Non-skill	*0*	0.00	*2*	6.9	*0*	0.00	*31*	79.5	*35*	83.3	*88*	77.2	*156*	58.4	*0*	0.00	
	Humanities	*7*	87.5	*7*	24.1	*17*	43.6	*3*	7.7	*0*	0.00	*3*	2.6	*37*	13.9	*94*	63.5	
	Social science	*0*	0.00	*10*	34.5	*3*	7.7	*0*	0.00	*2*	4.8	*2*	1.8	*17*	6.4	*8*	5.4	
	Natural science	*0*	0.00	*5*	17.2	*13*	33.3	*4*	10.3	*2*	4.8	*7*	6.1	*31*	11.6	*30*	20.3	
	Formal science	*1*	12.5	*1*	3.4	*1*	2.6	*0*	0.00	*0*	0.00	*1*	0.9	*4*	1.5	*11*	7.4	
	Applied science	*0*	0.00	*0*	0.00	*1*	2.6	*0*	0.00	*1*	2.4	*0*	0.00	*2*	0.7	*3*	2.0	
Subject of teaching	Agriculture															*3*	2.0	
	Art															*1*	0.7	
	Computer															*2*	1.4	
	Workshop															*2*	1.4	
	Home economics															*19*	12.8	
	Khmer															*29*	19.6	
	Mathematic															*14*	9.5	
	Science															*34*	23.0	

	Social studies															*42*	28.4		
Grade of teaching	G7: 1 = No															*37*	25		
	2 = Yes															*111*	75		
	G8: 1 = No															*40*	27.0		
	2 = Yes															*108*	73.0		
	G9: 1 = No															*34*	23.0		
	2 = Yes															*114*	77.0		
Grade of learning	7																	86	31.9
	8																	98	36.3
	9																	86	31.9

4.2. Current Status of LSE Implementation and Challenges

The research question one aims to uncover the current status of life skills education implementation and address concerning challenges during its implementation at lower secondary schools.

4.2.1. LSE Awareness

The descriptive statistics indicated that, over the past 10 years, LSE has been endorsed to implement in all schools in Cambodia. However, *Figure 4.1* below displayed that among the 683 respondents selected from 9 provinces, 31.6 % still claimed to have never perceived "Life Skills", whereas 68.4% have. It can be seen that the percentage of students are the most unperceived, followed by parents, teachers, local authority, school support committee, and school principals, as shown in *Figure 4.2*. Anyway, the respondents who claimed to perceive LSE explained that LSE refers to the skills use in daily life and for future job oriented including basic skills (e.g., communication, health, gender, environment, personal, moral, critical thinking, problem solving). That would rather say that from the LSE awareness remained in critical concern whilst the direct implementers – teachers (4.8%) still lack of understanding.

Figure 4.1: Bar chart illustrating percentage of LSE awareness (n=683)

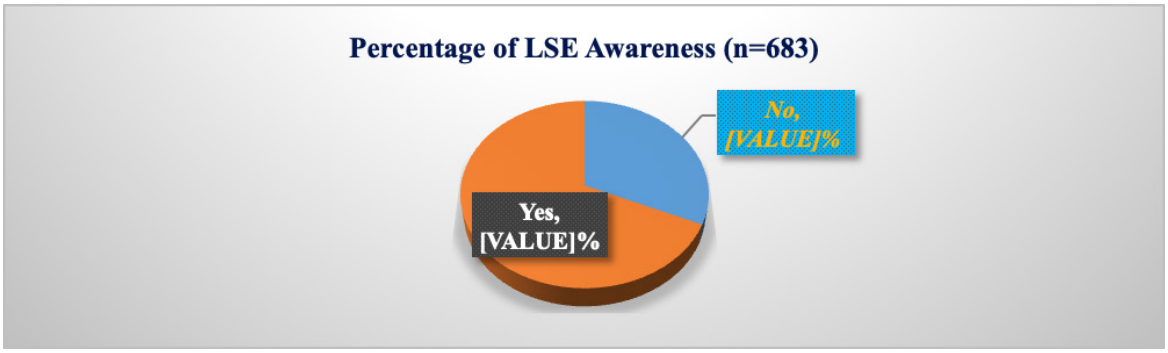
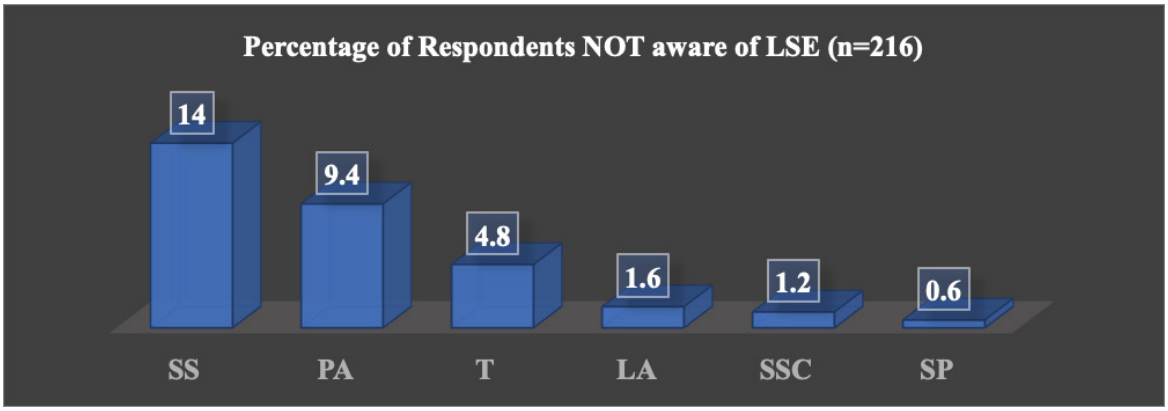


Figure 4.2: Bar graph illustrating percentage of respondents NOT aware of LSE (n=216)



4.2.2. Orientation

The orientation leadership which was the 2nd main theme for observing categorized into three specific variables _ guideline, guidance, and dissemination. The descriptive statistics illustrated that since the beginning of LSE policy endorsement, 42.7% of selected respondents (POEYS, DOEYS, SP, and T) claimed that they have not received any guideline or related documents for the implementation, see *Figure 4.3*. *Figure 4.4* illustrated the percentage of respondents who have never received those supports separately – Teachers (60%), School principals (43.6%), District Office of Education (42.9%), and Provincial Office of Education (37.5%). That said guideline for its implementation are unsupplied completely to key implementers, particularly the teachers.

Figure 4.3: Percentage of Guideline support (n=222)

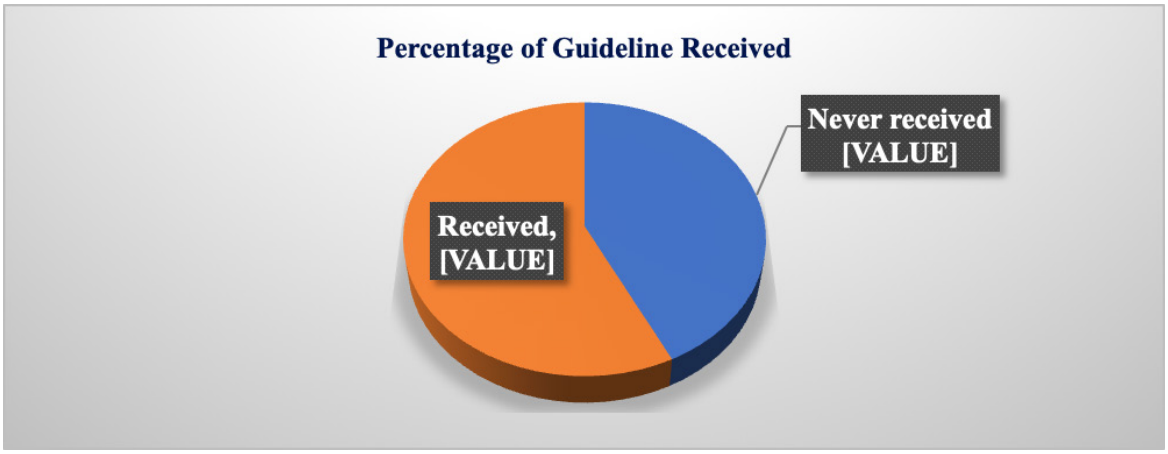


Figure 4.4: Percentage of Respondents NOT Received Guideline and Related Documents

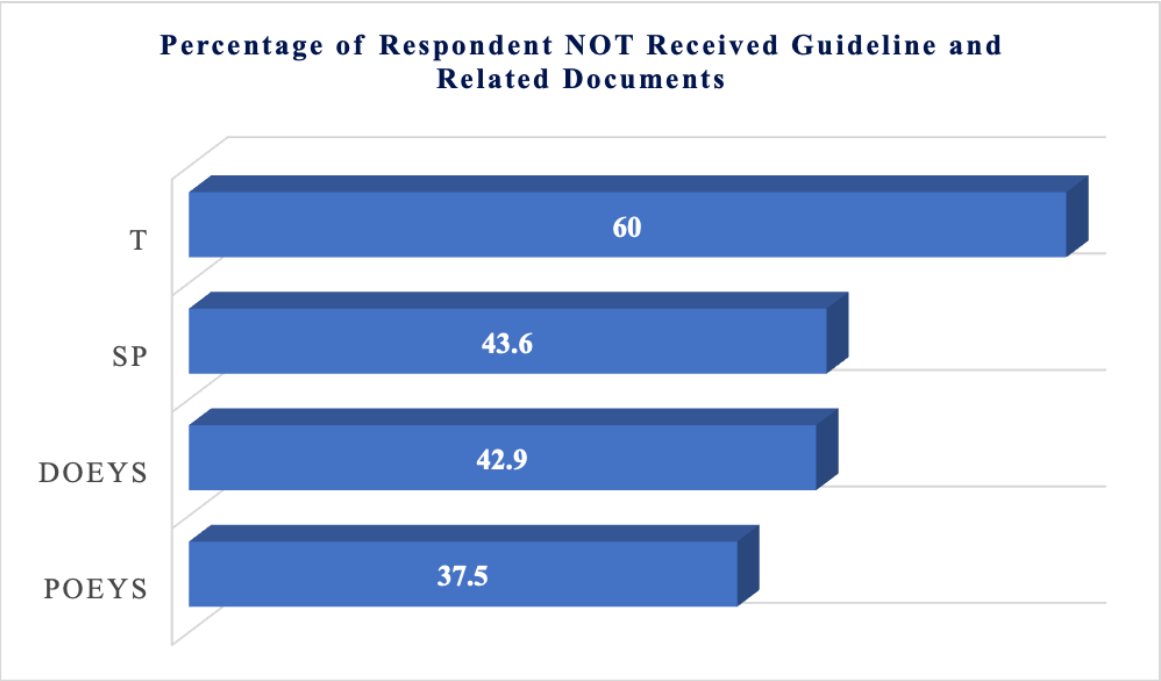
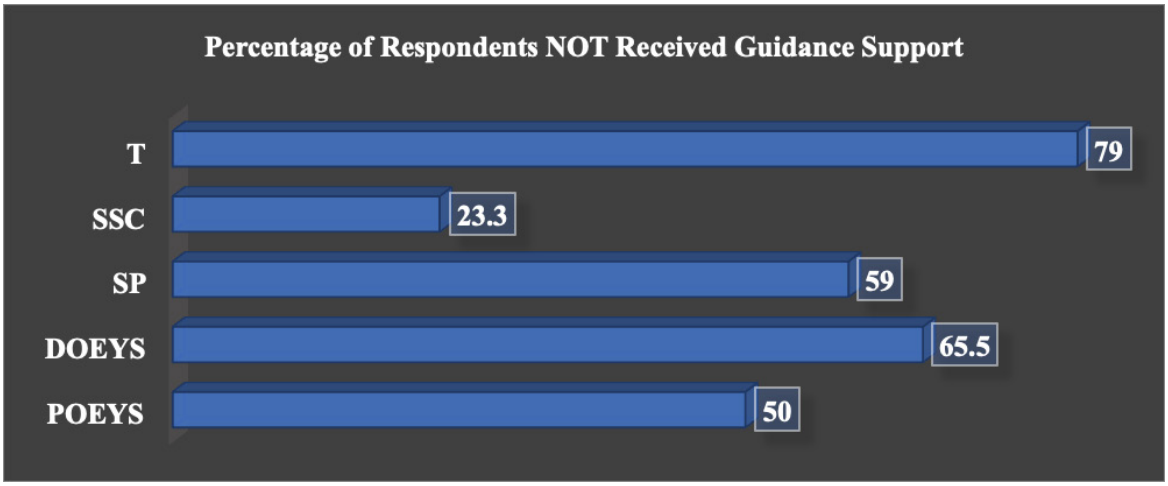


Figure 4.5: Percentage of Guidance Support



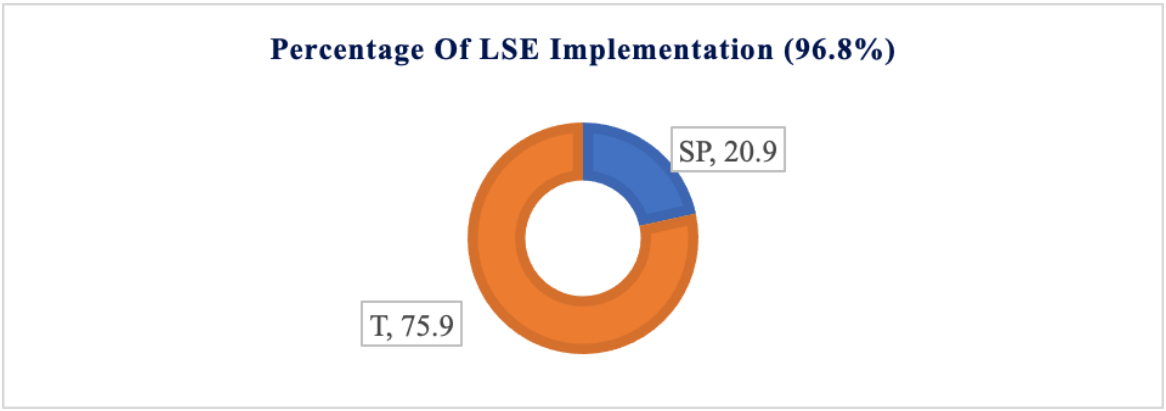
Additionally, among the respondents who reported to have never received guidance support included: DOEYS (65.5%), SP (59%), POEYS (50%), and SSC (23.3%) (as shown in Figure 4.5). Simultaneously, 79% of teachers (T) reported to have never received guidance support regarding the program implementation. As seen, majority of the supporters and implementers have not well oriented regarding the program implementation.

4.2.2. LSE Operation

4.2.2.1. Implementation of LSE

Before stating the other themes, it is recommended to observe if there is LSE have been implemented in lower secondary schools. As respondents (96.8%) reported that there are life skills implemented in their schools (50 schools). The result stated that 20.9% of school principals (SP) reported they have implemented LSE while 75.9% of teachers (T) reported the same thing, as shown in *Figure 4.6.*

Figure 4.6: Percentage of LSE Implementation in Lower Secondary Schools in Cambodia



Following the result from direct supporters and implementers (i.e., SP and T), students (96.3%) reported to have received LSE in their schools (50 schools), yet 3.7% of them (5 schools) said to have never received it.

4.2.2.2. Implemented Life Skills

This focused theme targeted to obtain information all involved participants (n=685) whereas some participants were eliminated due to insufficient information and unimplemented. For example, general life skills are not compulsory but required to mainstream in some other subjects; a high percentage of respondents reported that this subject has been implemented (90.5%). At the same time, the participants (84.9%) claimed that general life skills have been mainstreamed in some particular subjects in grade 7, 83.2% in grade 8, and 78.2% in grade 9. Relatively, respondents who claimed that "Pre-vocational life skills" have been implemented accounted for 76.1%. Those skills were claimed to integrate in three different grades such as: Grade 7 (70%), Grade 8 (67.2%), and Grade 9 (61.1%). The

percentage of grade 9 students who received pre-vocational life skills are likely declined.

Having a look at simple career skills, these skills have been introduced to lower secondary schools to equip learners with typical skills as a part of the local life skills program and non-formal education. The result showed that 81.1% of respondents claimed that agriculture has been implemented in the schools in their areas, and the rest said "No". 77.8% of the total respondents said that skill has been implemented in grade 7, 77.8% in grade 8, and only 75% in grade 9. Next, only 34.7% of respondents claimed that workshop skills have been implemented in their areas. Among them, 32.5% of total respondents have been conducted in grade 7, 32.5% in grade 8, and 30.3% in grade 9. The percentage seems decline for this skill. Another skill is about "Home Economics" which requires to offer learners with distinctive skills like cooking, making simple clothes, and other embroidery skills. This skill implementation remarkably rose by 93.9%. 91.1% of the respondents stated home economics has been implemented in grade 7, 91.1% in grade 8, yet only 87.8% in grade 9. Further, Art is also a vital skill which requires learners to absorb. Yet, only 45.8% of respondents reported that it has implemented in their areas. 43% claimed to be implemented in grade 7, and 43% did in grade 8, and 40.8% did in grade 9. Last essential skill for 21st century learning society is computer. Nonetheless, very less percentage of respondents (10.5%) stated to have computer class in their schools from grade 7 to grade 9.

Referencing to the above stated descriptive statistics, the percentage of basic life skills implementation is quite high and wide spread among the three grades, in comparison with simple career skills, the percentage declined lower and lower particularly in grade 9 and the subjects which should not be taken for granted are computer, workshop and art, *Table 4.2*.

Table 4.2: Summary of LSE implementation in Lower Secondary Schools reported by School Principals and Teachers

		% of Implementation	Grade 7	Grade 8	Grade 9
Basic Life Skills	General Life Skill	90.5	84.9	83.2	78.2
	Pre-vocational life skill	76.1	70	67.2	61.1
Career Skills (Simple Career Skills)	1. Agriculture	81.1	77.8	77.8	75
	2. Workshop	*34.2*	32.5	32.5	30.3
	3. Home Economics	93.9	91.1	91.1	87.8
	4. Art	*45.8*	43	43	40.8
	5. Computer	*10.5*	10.5	10.5	10.5

Reflecting to the finding in *Table 4.3*, students reported similarly that three main subjects – workshop, art and computer - were implemented limitedly comparing to the others, as shown in *Table 4.3*.

Table 4.3: Summary of LSE implemented in Lower Secondary Schools reported by Students

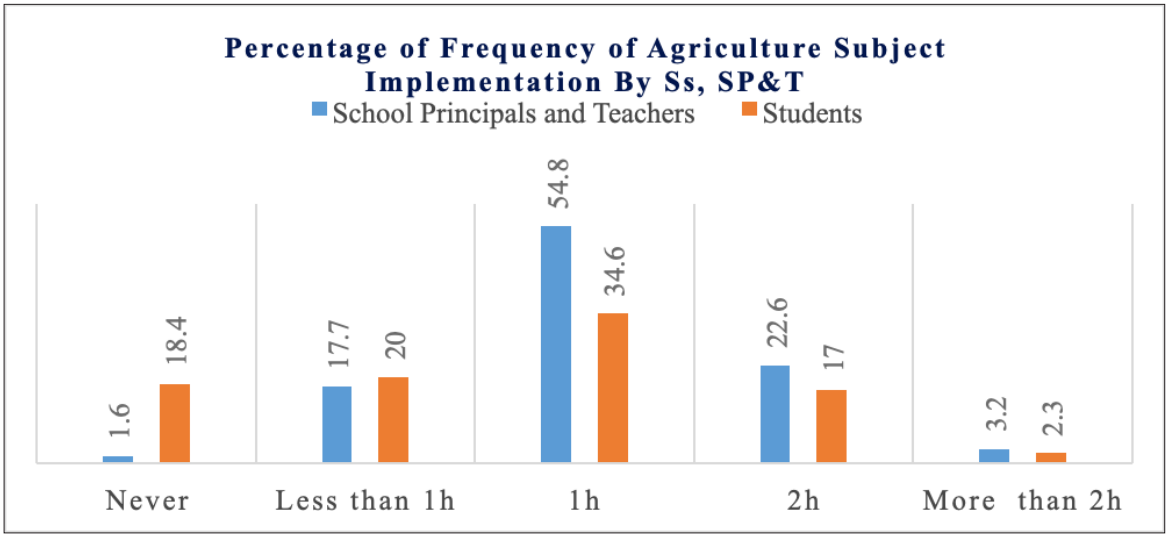
		% of Implemented	Grade 7	Grade 8	Grade 9
Basic Life Skills	General Life Skill	93.4	88.4	56.3	26.2
	Pre-vocational life skill	89.2	79.2	56.4	29.9
Career Skills (Simple Career Skills)	1. Agriculture	79.6	73.4	42.3	22.7
	2. Workshop	*35.9*	32.4	23	11.3
	3. Home Economics	95.4	92.3	61	28.6
	4. Art	*45.7*	44.1	29.3	16.4
	5. Computer	*10.9*	7.8	3.5	3.1

4.2.2.4. Frequency of Implementation

Following the implemented LSE, the respondents were further observed the frequency of their implementation. For simple career skills – agriculture, it is seen that the great percentage of school principals and teachers (54.8%) and Students (34.6%) reported to imple-

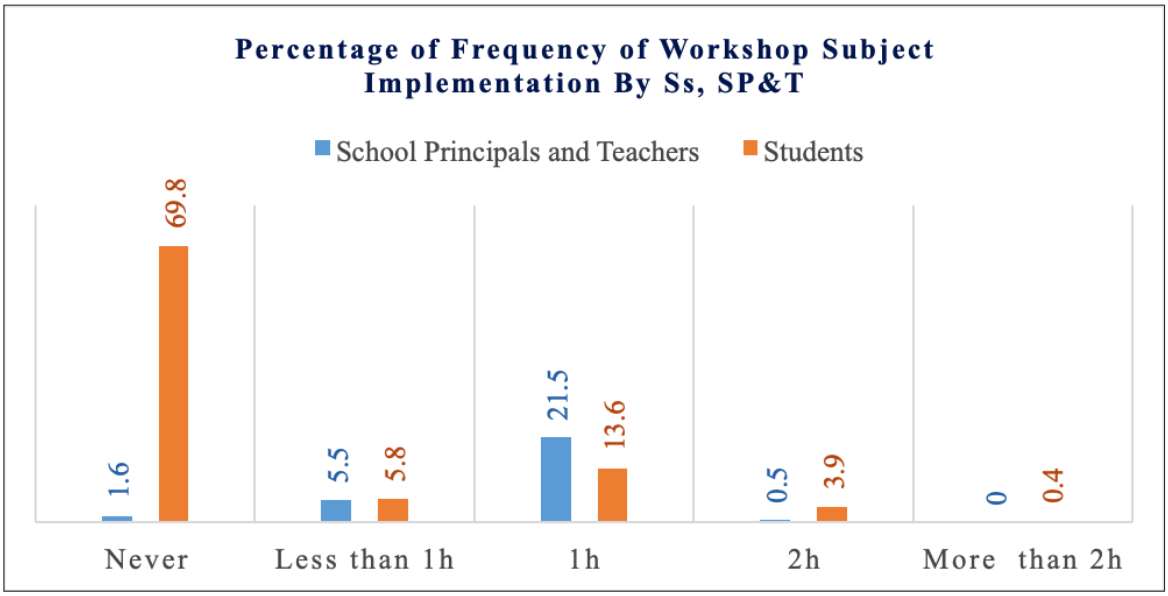
ment within 1 hour per week, as it is consistent to the guidelines. At the same time, there were also little percentage of the respondents reported to have never conducted at all, see *Figure 4.7.*

Figure 4.7: Percentage of Frequency of Agriculture Subject Implementation by School Principals & Teachers and Students



The descriptive statistics of workshop subject implementation illustrated that 1.6% of respondents claimed that workshop subject has never been implemented at all in their areas, yet 69.8% of the students claimed to have never learned it while very less percentage of the respondents reported to have conducted that subject in their schools, as seen in *Figure 4.8.*

Figure 4.8: Percentage of Frequency of Workshop Subject Implementation by School Principals & Teachers and Students



According to the descriptive statistics below (*Figure 4.9)*, 30.4% of the implementers said that they have never implemented Home-economics in their local areas, and majority of the students (54.1%) reported that they have never learnt it, however there were very less number claimed to have it.

Figure 4.9: Percentage of Frequency of Home-economics Subject Implementation

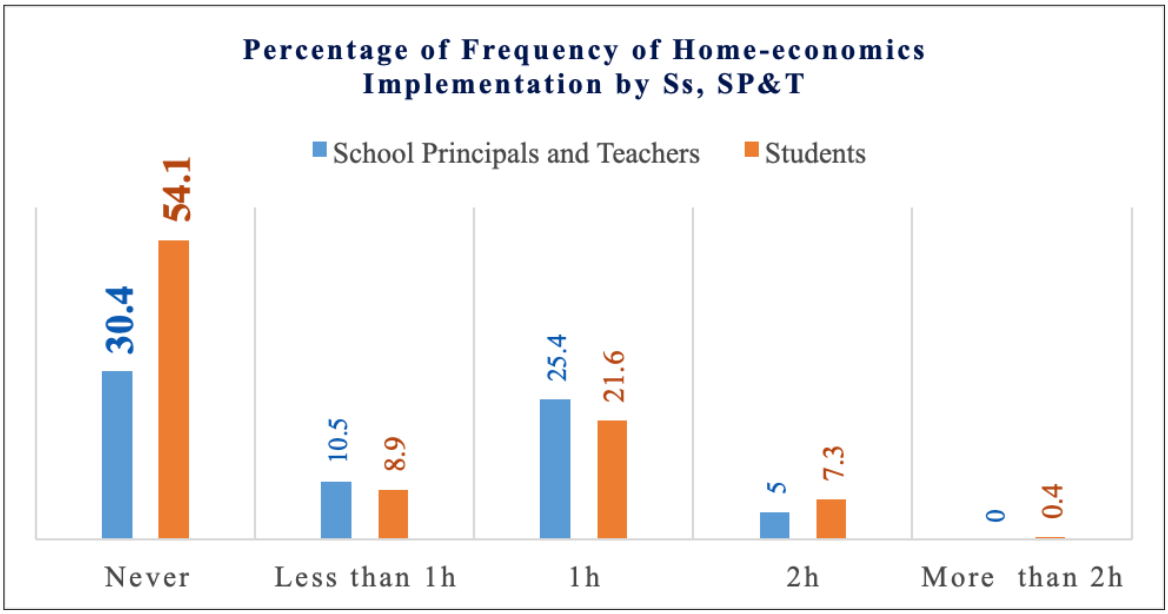
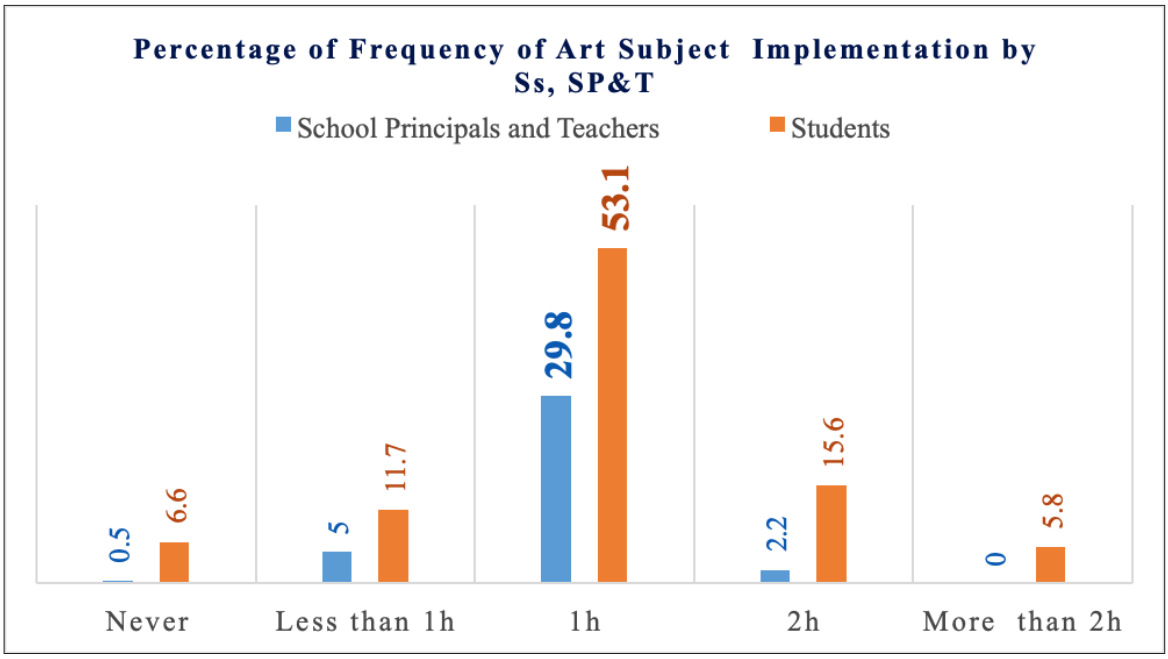


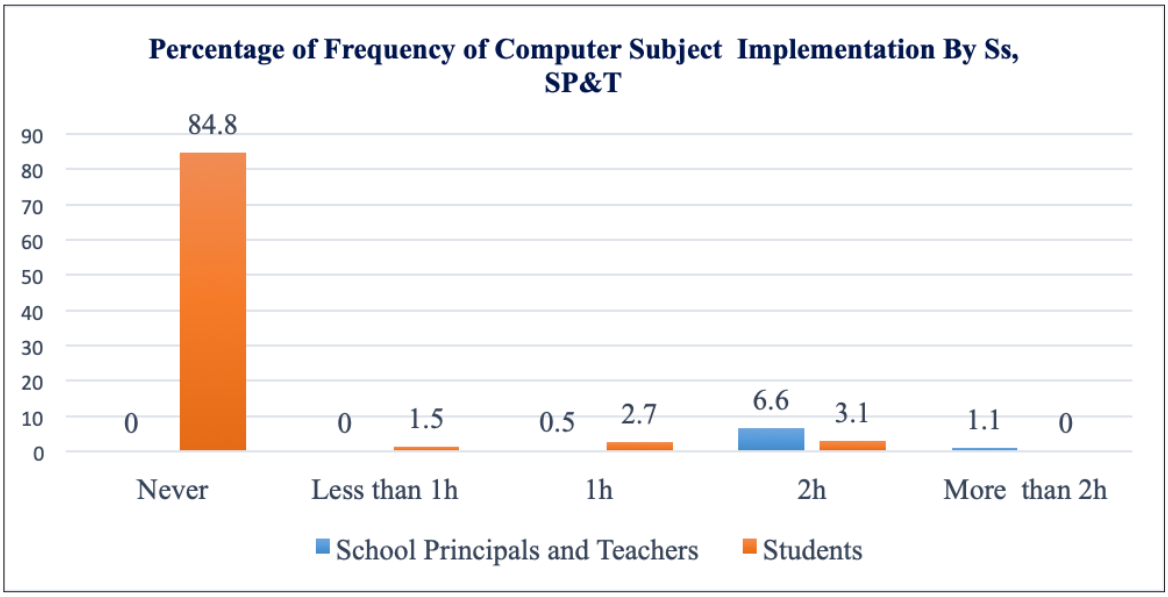
Figure 4.10 showed a bit reversely to the above other two subjects – workshop and home economics – while 29.8% of the implementers claimed to have conducted 1 hour per week, and 53.1% of the students reported that they have obtained that skills. That said the subject was likely to conduct regularly in their school in respond to the MoEYS guideline.

Figure 4.10: Percentage of Frequency of Art Subject Implemented by Students, School Principals and Teachers



More considerately, computer is one of most demanded skills for students in 21st century, yet 84.8% of the students reported to have never learnt this subject at all while none of the implementers reported to have never had it. Very few numbers of the implementers, on the other hand, said that computer class was conducted in their schools, as shown in *Figure 4.11*. That was also said the leveling off implementation was reported due to lack of facilities and qualified teachers support.

Figure 4.11: Percentage of Frequency of Computer Subject Implementation by Ss and SP&T



4.2.2.5. Teaching Techniques

So far, life skills education has been implemented in some particular areas with some skills only. In terms of those implemented areas, 14.9% of the teachers reported that their teaching mainly based on theory (namely content-based). 38.1% of them claimed that they utilized both theory and practice, but theory has been nominated while 47% claimed they required learners to practise more than using only theory– that said the knowledge has been personalized, as shown in *Figure 4.12.* The statistics also revealed rigorously regarding the subjects which have been practiced more than theory.

Figure 4.12: Percentage of LSE Teaching Techniques (n=134)

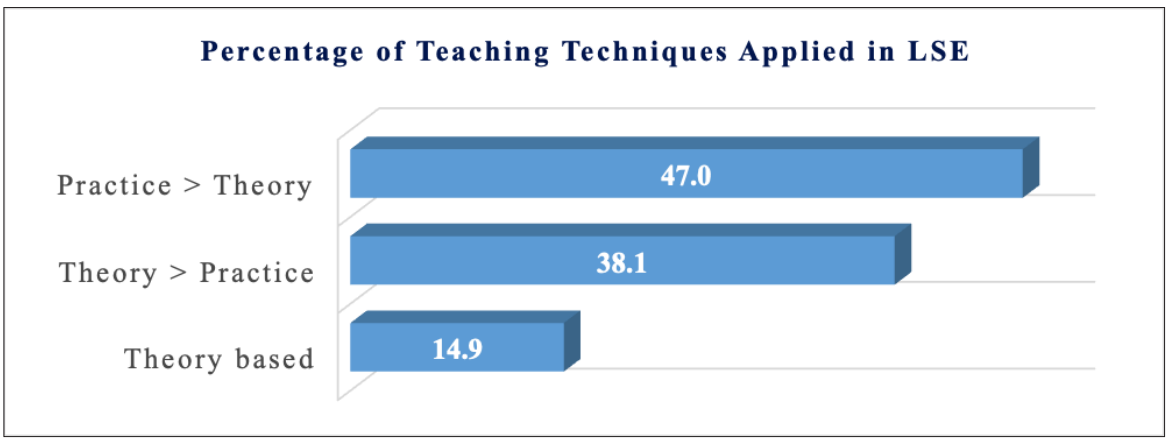


Figure 4.13: Percentage of LSE (Simple Career Skills) Teaching Practice

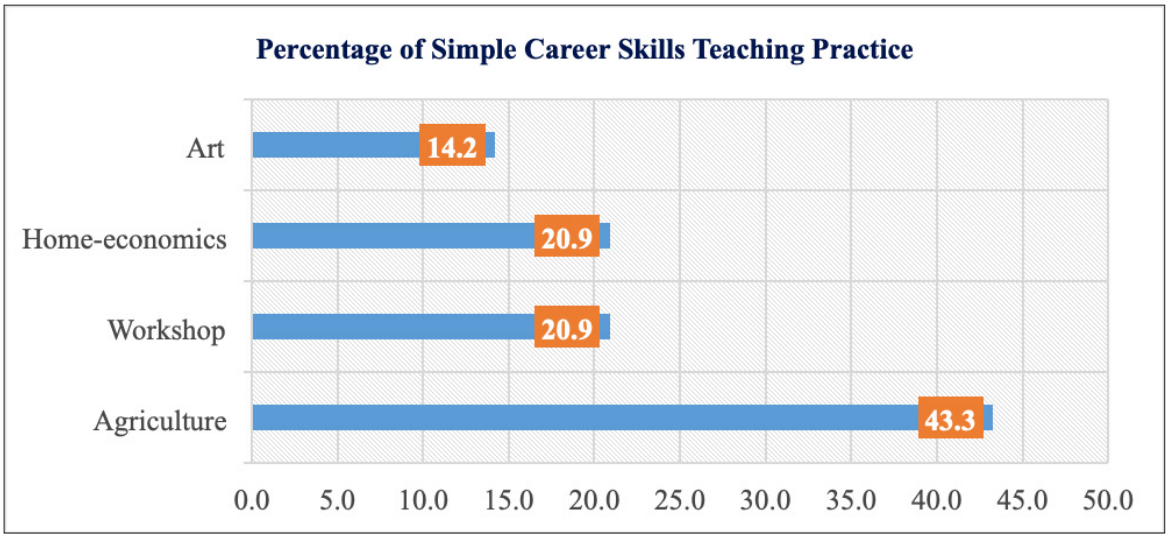
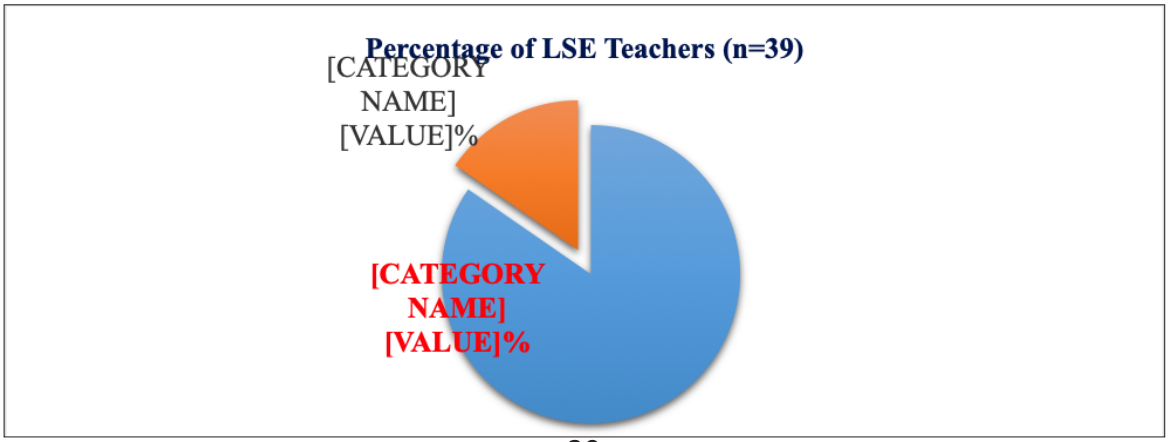


Figure 4.13 pointed out that 43.3% of the teachers claimed that they got the students to practice more than just let them learn theory. 20.9% of them claimed that they utilized that technique for workshop and home economics subject, and 14.2% of them said that they got students to practice more than learn theory for art subject.

4.2.2.6. Teacher Arrangement

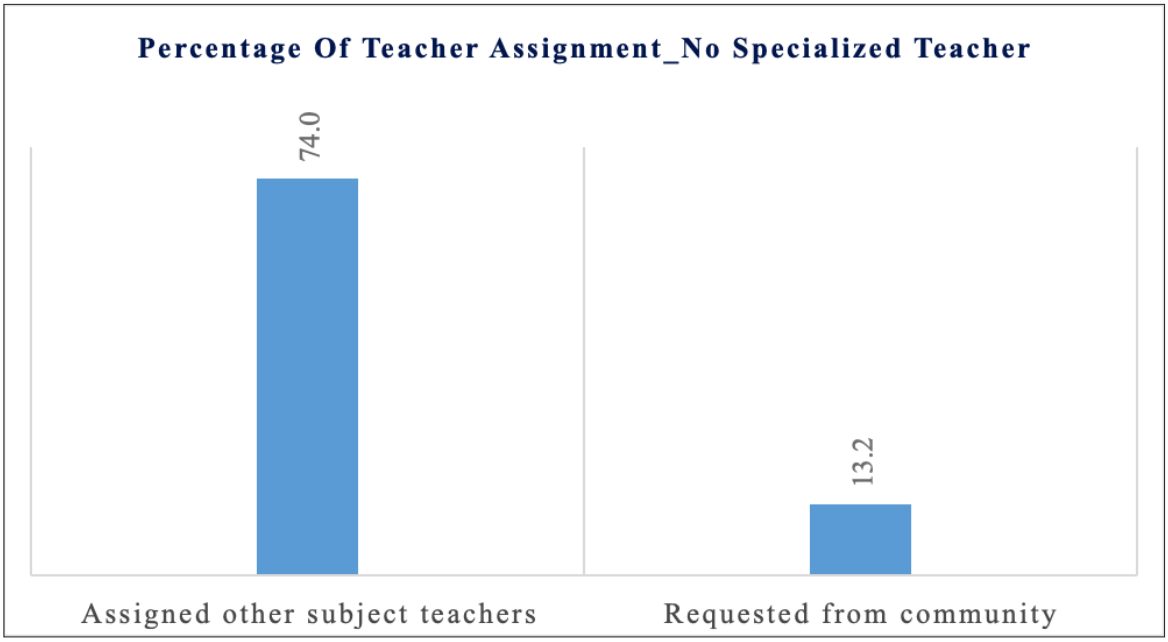
Recently, many schools have been confronting with shortage of teachers, particularly simple career skills teachers while 84.6% claimed not to have those skilled teachers, and 15.4% said they had some but insufficient. Obviously, only home-economics were reported to have skilled teachers while the rest were not.

Figure 4.14: Percentage of LSE Teacher



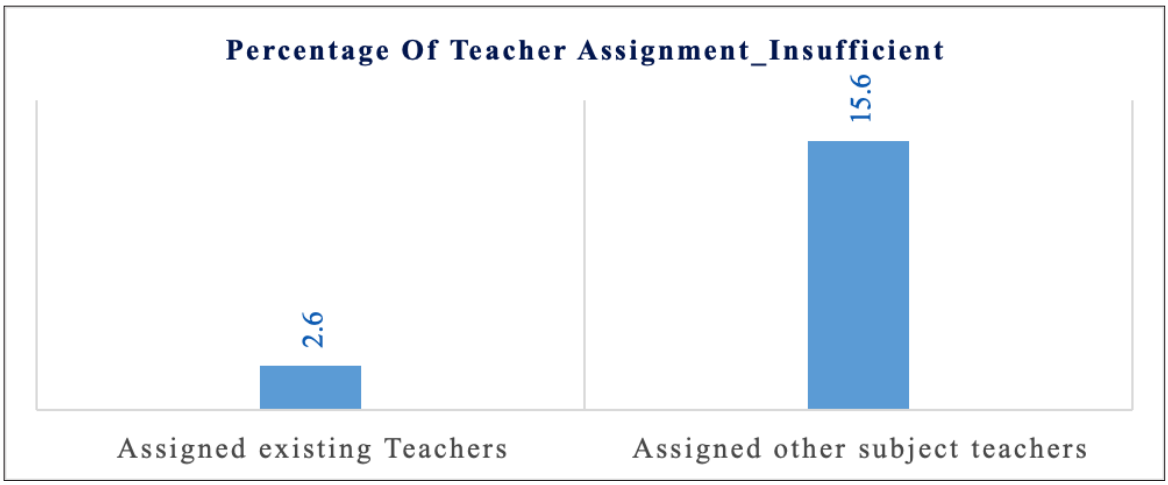
To deal with such challenges, the school principals (74%) of school that claimed there were not specialized teachers reported that they assigned other subject teachers to substitute and 13.2% claimed to recruit from community to help (as shown in *Figure 4.14)*. The respondents were also added that the LSE classes were placed mostly by science teachers such as biology, math, and chemistry teachers (70%) and 65% were social studies teachers such as Khmer, History, Geography, and English. Whilst, more assistants from the community were just to give little guidance or experiences related to agriculture.

Figure 4.15: Percentage of LSE Teacher Assignment (No Specialized teacher)



Moreover, the school principals who claimed that they had quite a few LSE teachers reported that they tried to manage that challenge as much as they could. 2.6% of them assigned existing teachers in their schools to teach, and 15.6% assigned other subject teachers to teach instead (as shown in *Figure 4.16*). As a matter of fact, the existing teachers with specialized skills have only home-economics teachers, thus other subject teachers, mostly social studies teachers, were recruited to substitute.

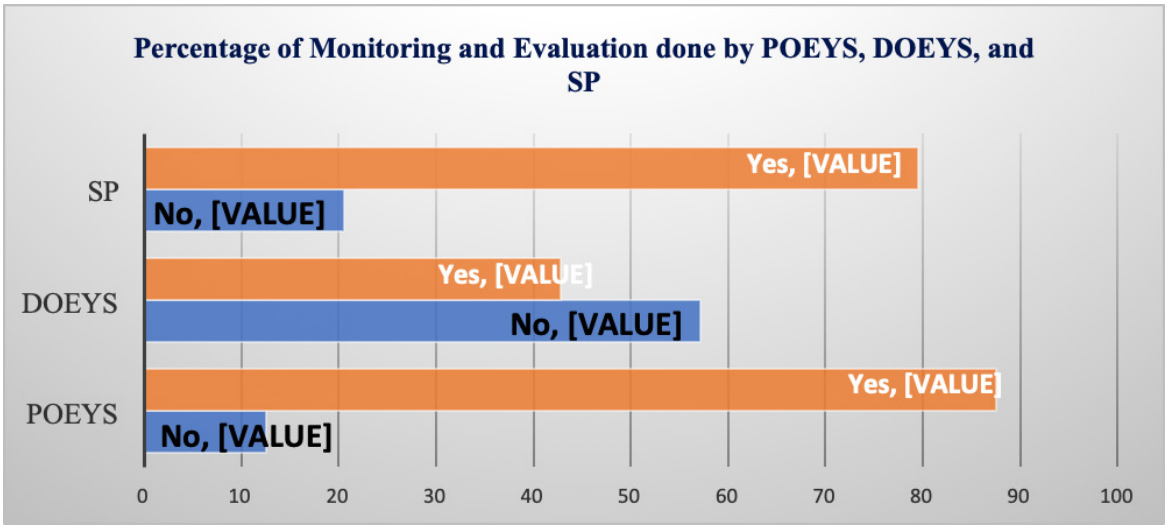
Figure 4.16: Percentage of LSE Teacher Assignment (Insufficient)



4.2.2.7. Monitoring and Evaluation (M&E)

Since the beginning of LSE implementation, the implementers reported that they were monitored and evaluated through various methods by the technical supporters. In that sense, 87.5% of POEYS claimed to have monitored and evaluated at school level, so did DOEYS (42.9%) and SP (79.*5%),* as seen in *Figure 4.17.*

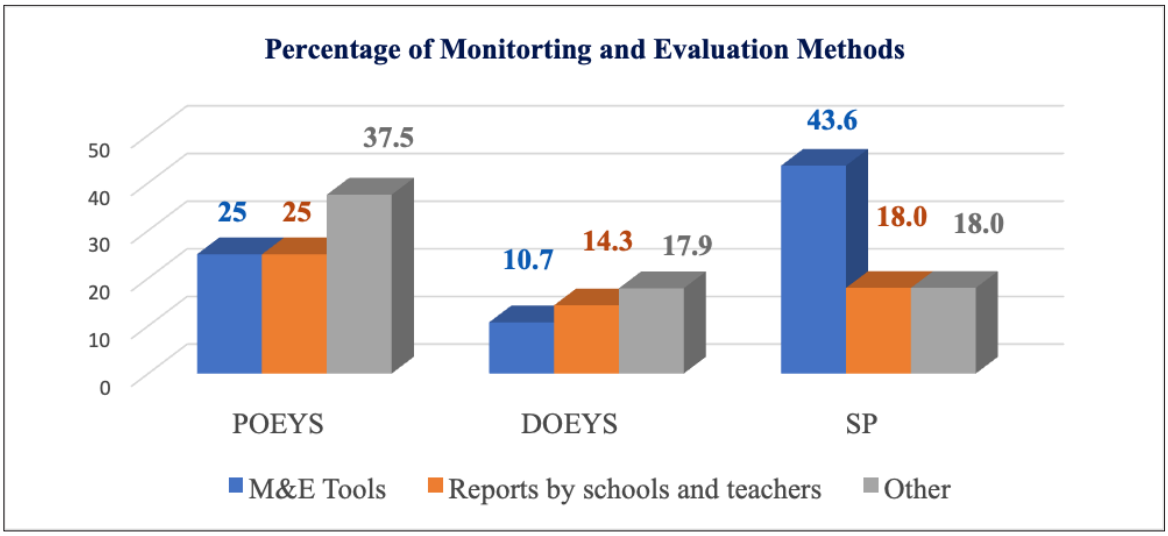
Figure 4.17: Percentage of LSE Monitoring and Evaluation done by POEYS, DOEYS, and SP



The methods for monitoring and evaluating, moreover, were reported diversely. M&E tools were utilized by POEYS (25%), DOEYS (10.7%), and SP (43.6%). *Figure 4.18* indi-

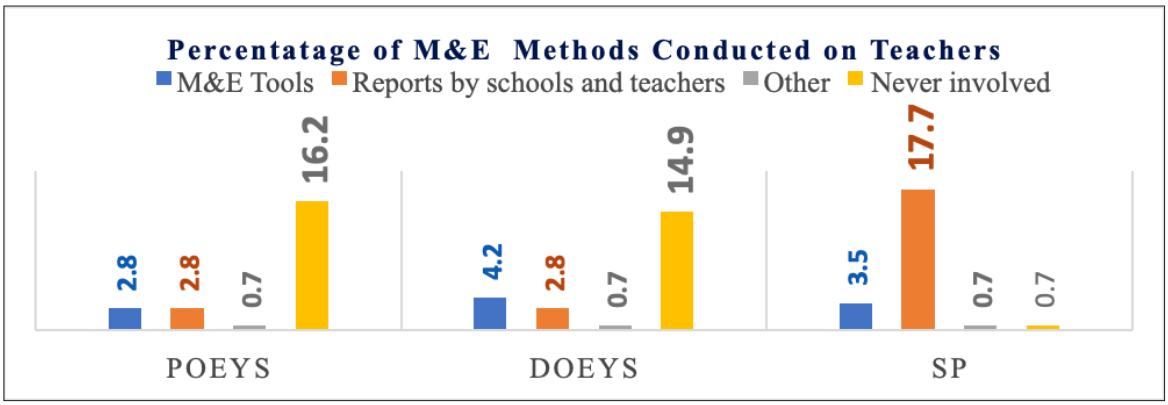
cated that majority of POEYS (37.5%) utilized other method – observing actual practice in the schools, so did DOEYS (17.9%). By the way, at school level, 43.6% of SP reported to utilize specific observing tools to observe.

Figure 4.18: Percentage of LSE Monitoring and Evaluation Methods



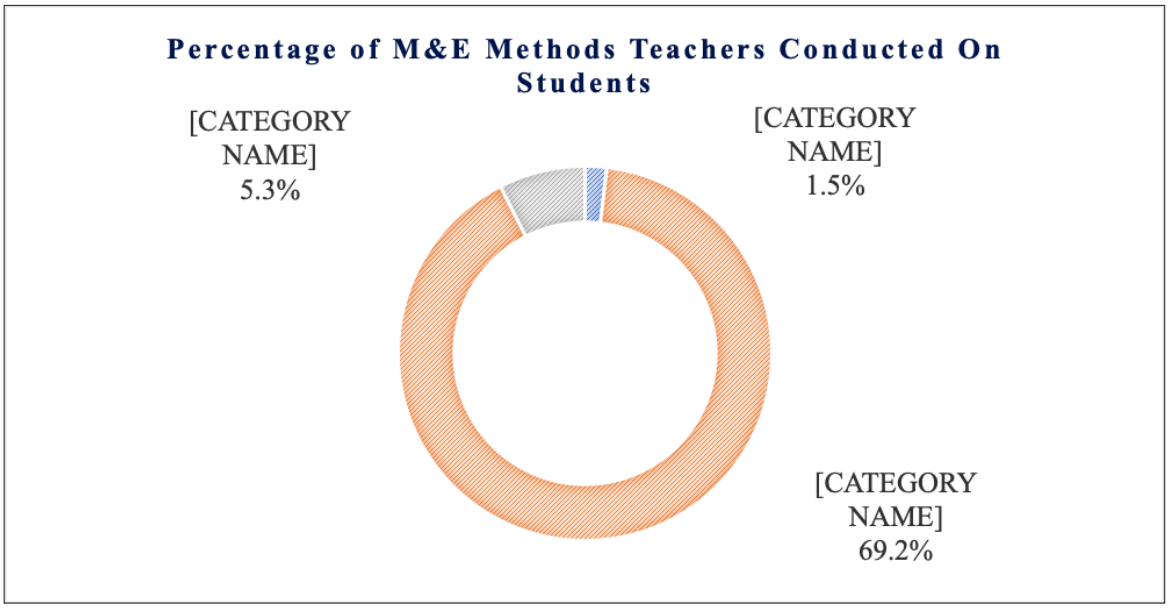
On the other hand, the teachers were also included in this analysis to report on monitoring and evaluation (M&E) which done by the external supporters (e.g., POEYS and DOEYS) and internal supporters (e.g., SP) and particularly M&E they have done on their students. The teachers reported that majority of POEYS and DOEYS was reported to have never involved in M&E, but the result found that it leveled up at school level while school principals was reported to use report from the teachers to monitor the progress of the program, as shown in *Figure 4.19.*

Figure 4.19: Percentage of M&E Methods Conducted on Teachers



Besides, 76% of the teachers in this study claimed they had monitored and evaluated students learning LSE – namely simple career skills. Following that, 69.2% of the teacher reported that they designed their own tests for students to do every month, 5.3% said they observed and evaluated by using students' actual performance during the class, and 1.5% said had tools for conducing M&E for students, *see Figure 4.20.*

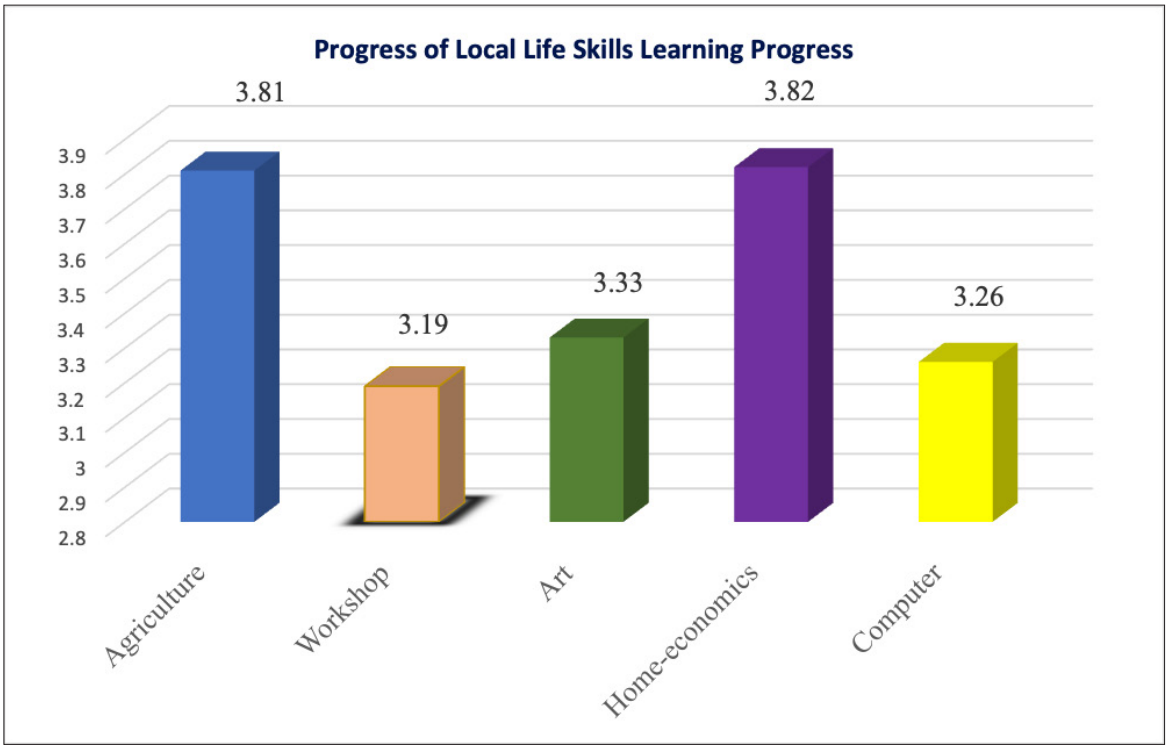
Figure 4.20: Percentage of M&E Methods Teachers Conducted on Students



4.2.2.8. Local Life Skills Learning Progress's Perception

The descriptive statistics indicated that life skills education, which has been implemented, has impacted positively as reported by implementers. *Figure 4.21* illustrated that the progress of local life skills reported by provincial department of education (POEYS), district office of education (DOEYS), school - school principals (SP) and teachers (T). They reported that the local life skills implemented in schools have helped students improved fairly. That said they observed that the students are able to catch up the lessons and apply in their daily life appropriately, particularly agriculture (=3.81; SD=1.6) and home Economics (=3.82; SD=1.5).

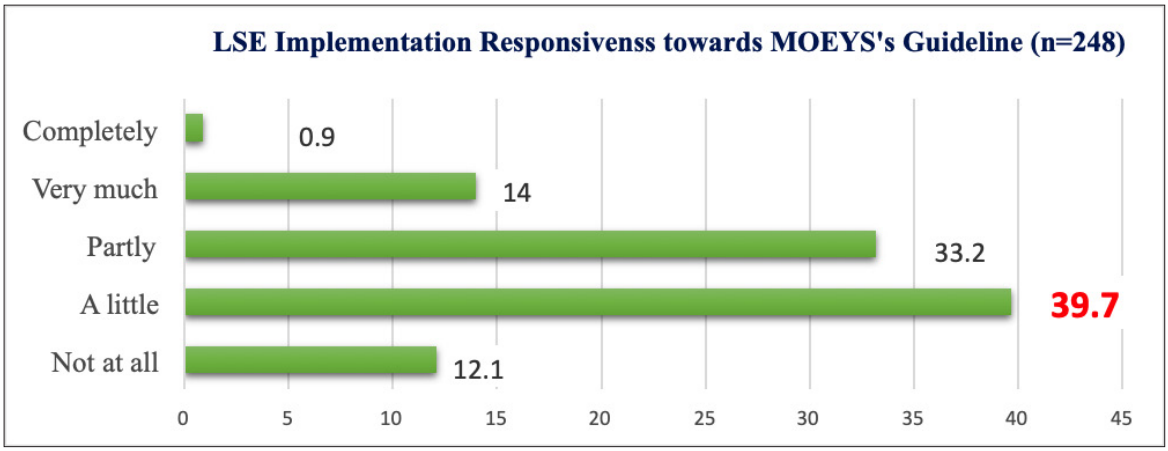
Figure 4.21: Percentage of Local Life Skills Learning Progress



4.2.2.9. Responsiveness of the Implementation

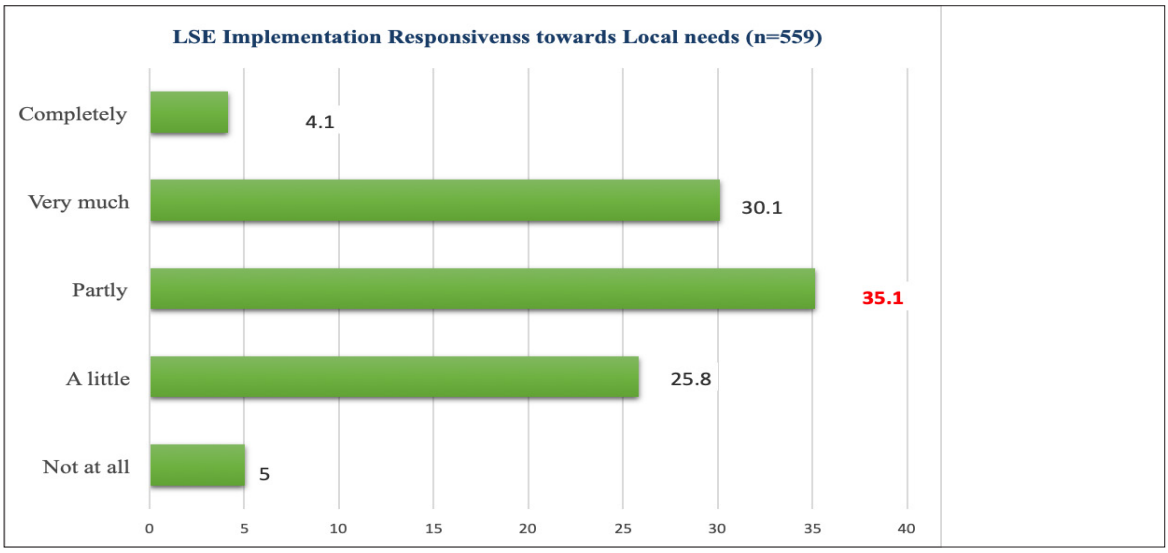
The descriptive statistics below indicated the result of respondents who reported the responsiveness of LSE implementation in lower secondary schools so far towards MOEYS's guideline (n=214) and local needs (n=559). Primarily, the responsiveness of LSE implementation towards MOEYS's guideline, the result was rated into 5 scales: (1) not responded at all (12.1%), (2) responded a little (39.7%), (3) partly responded (33.2%), (4) very much responded (14%) and (5) completely responded (0.9%). Figure 4.22 showed that the majority of the respondents (39.7%) claimed that the implementation of LSE so far responded very little to the MOEYS's guideline or expectation.

Figure 4.22: Percentage of LSE Implementation Responsiveness towards MOEYS's Guideline



Following that, here is result of responsiveness towards local needs. A quite high percentage of the respondents (35.1%) claimed that the LSE implementation responded to local needs just partly, as shown in *Figure 4.23*.

Figure 4.23: Percentage of LSE Implementation Responsiveness towards Local needs

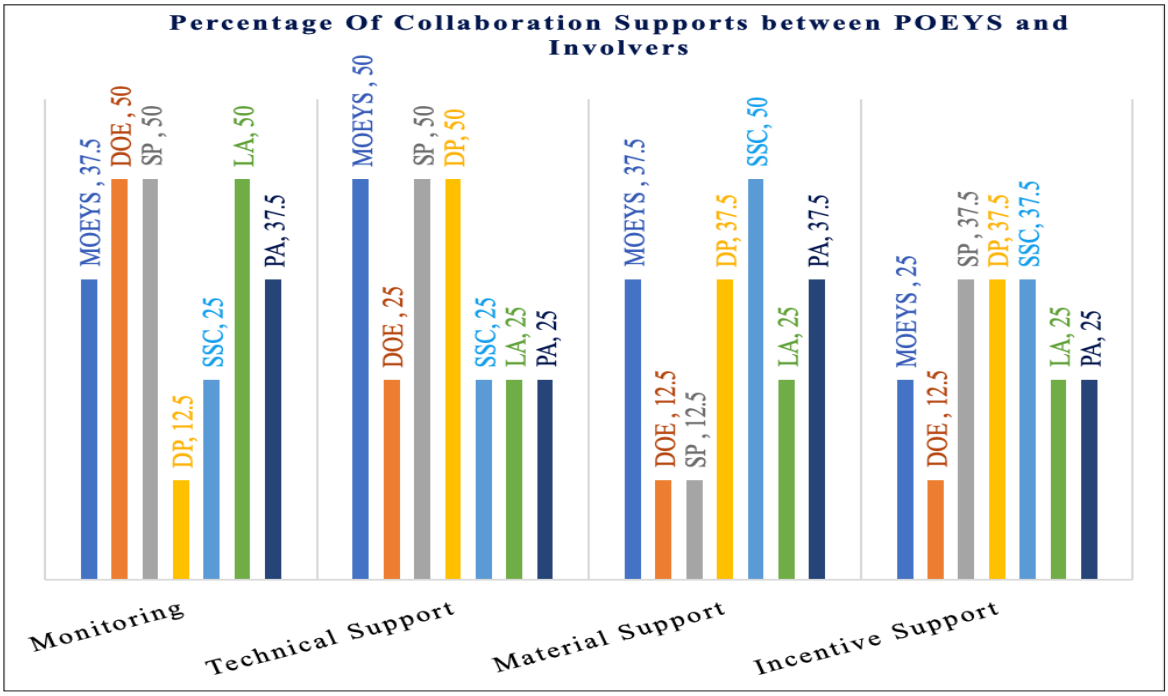


4.2.2.10. Collaboration Support

The implementation of life skills education, obviously, required supports from various involvers to contribute to sustained structure. Thus, the external supporters (POEYS and DOEYS), internal supporters (SP), implementers (T), and supplementary local supporters (LA and PA) were placed in this analysis and the result was illustrated below.

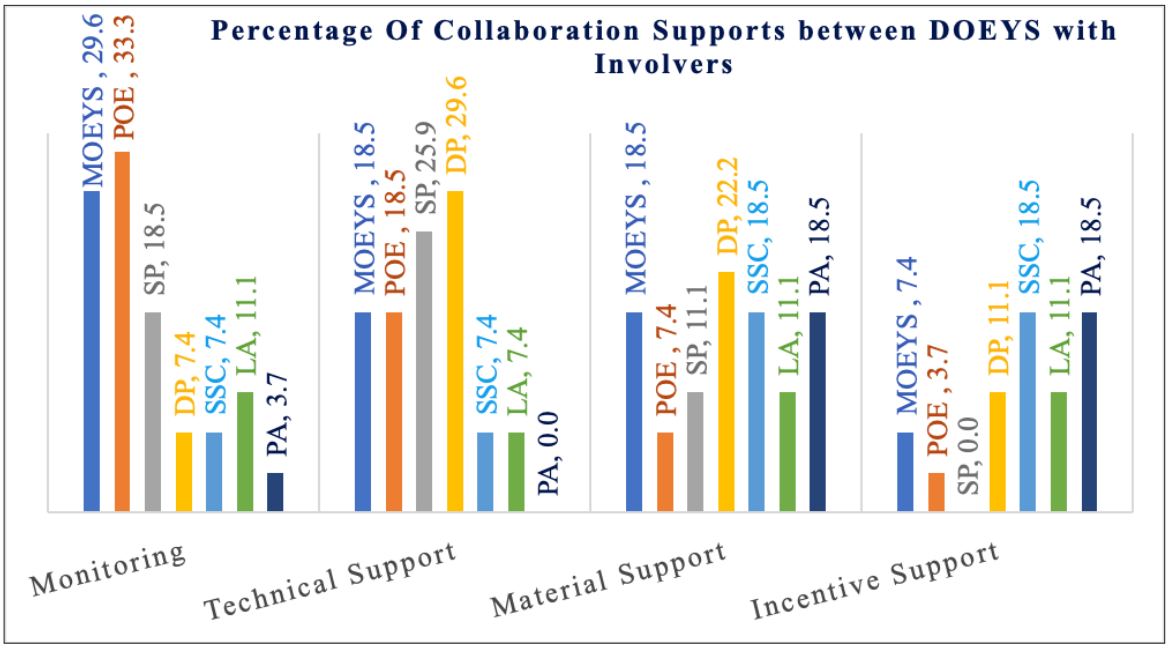
Figure 4.24 showed the collaboration supports between POEYS with various involvers for different kinds of supports during the LSE implementation. The analysis was primarily emphasized on the respondents who reported to have ever implemented LSE in their areas. The result indicated that the least percentage of POEYS reported to have worked with relevant involvers (e.g., MOEYS, PA, SSC, and DP) in monitoring the process of LSE implementation. For further technical supports, majority of POEYS claimed that they collaborated with MOEYS, SP, and DP, yet only 25% of them claimed to collaborate with DOEYS, SSC, LA, and PA. Regarding the material supports, 50% of POEYS reported to collaborate with SSC to contribute as much as possible while the others' involvement remained struggling. For various incentives (budget support), the involvement between POEYS and the key involvers remained challenging.

Figure 4.24: Percentage of Collaboration supports between POEYS and Involvers



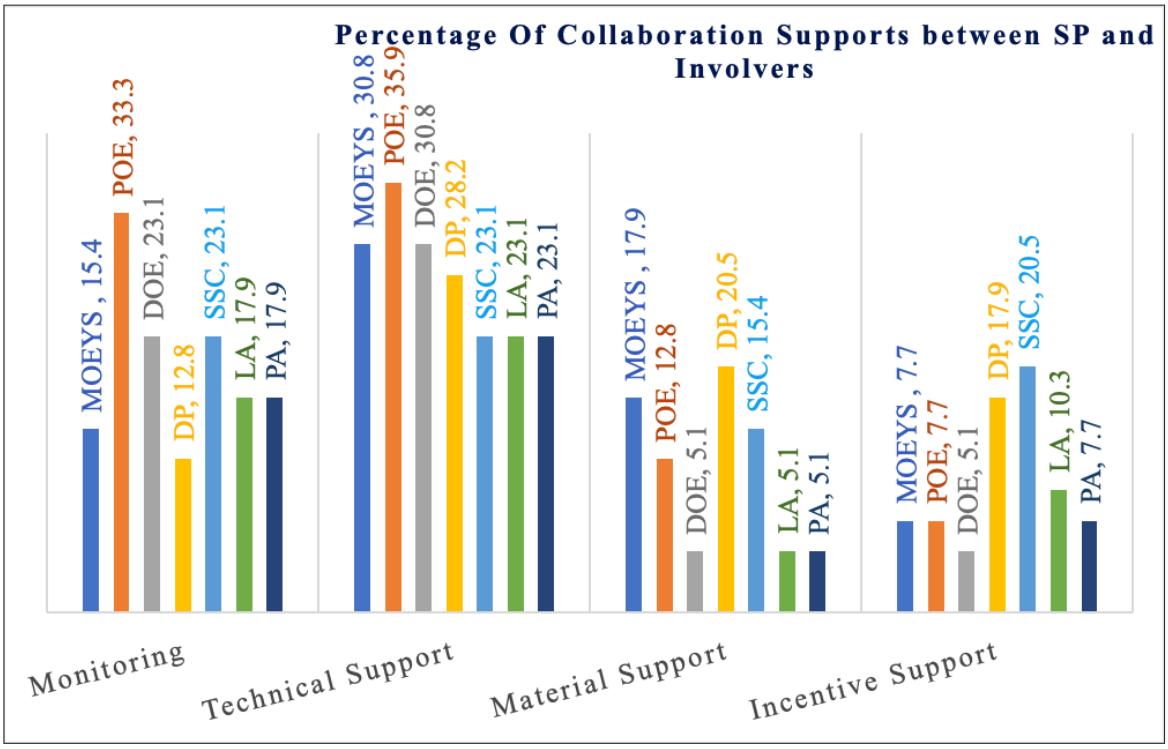
Next, the statistics showed that the collaboration between DOEYS and various involvers remained challenging concerning the monitoring process, technical supports, material supports, and incentives, as seen in *Figure 4.25*.

Figure 4.25: Percentage of Collaboration supports between DOEYS and Involvers



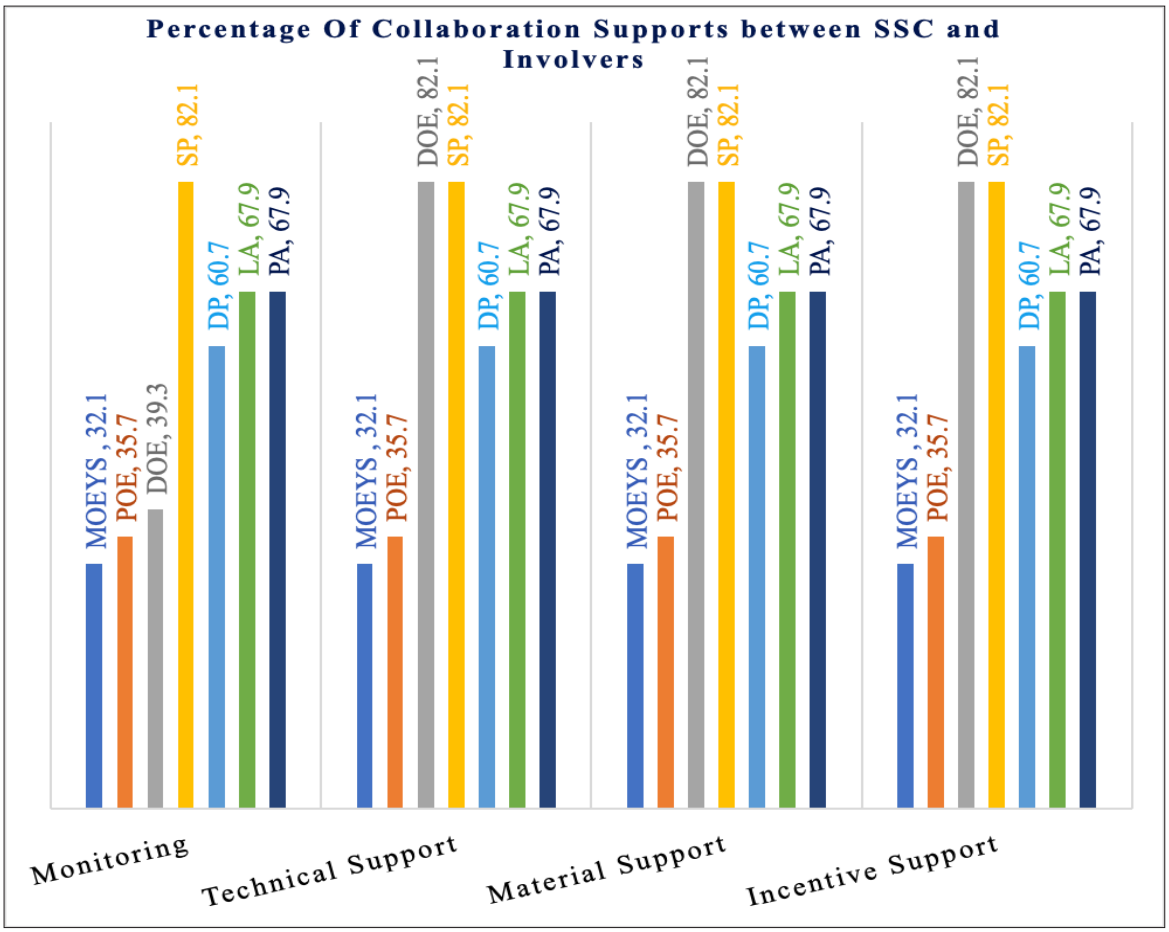
By looking at the internal supporters, namely school principals (SP), it was also included to observed any involvers who have teamed up with the SP to sustain the LSE implementation. *Figure 4.26* illustrated that very low percentage of SP reported to have collaborated or received any assistance from the following involvers; that was likely to harm the progress of LSE implementation in schools.

Figure 4.26: Percentage of Collaboration supports between School Principals (SP) and Involvers



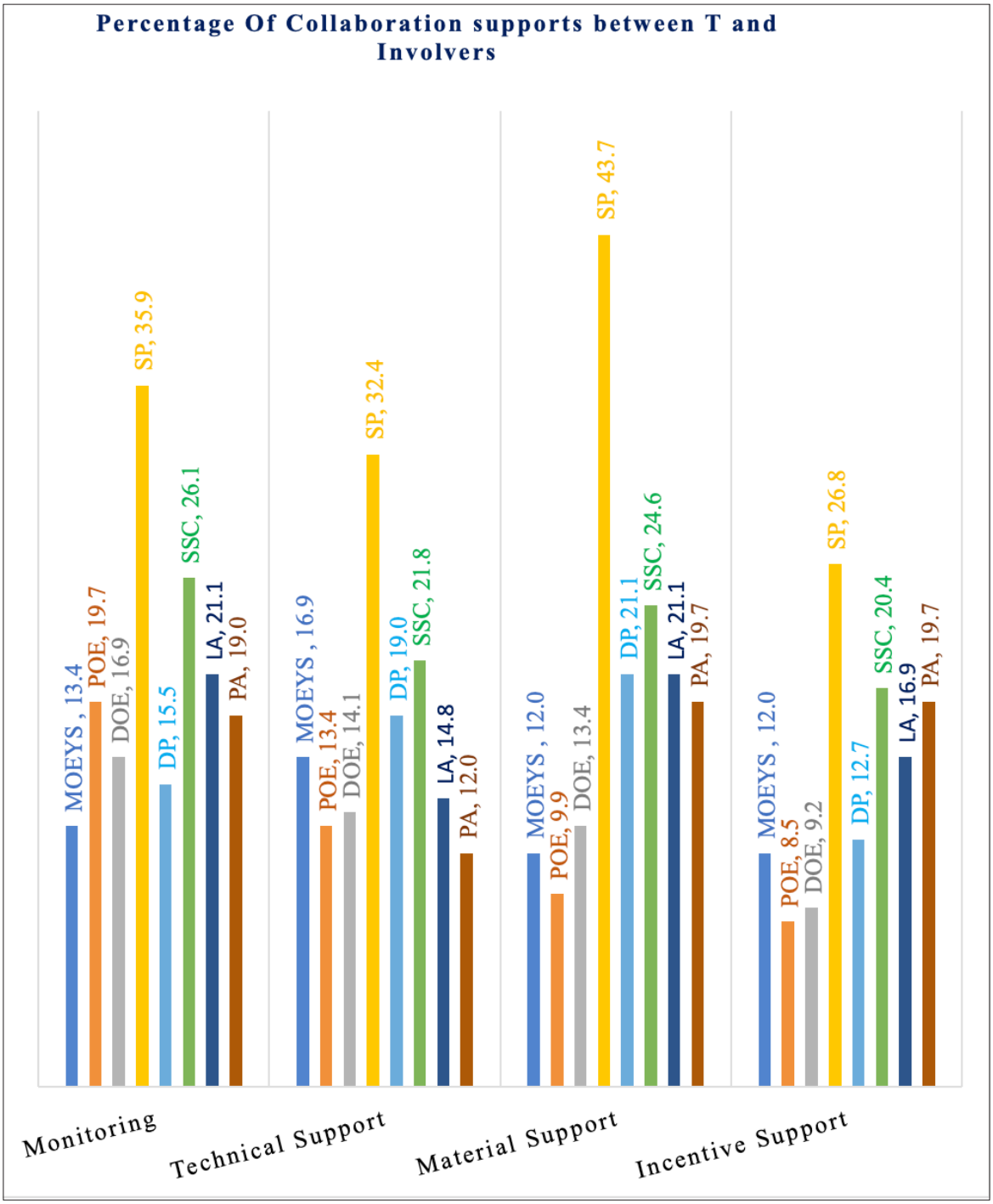
School Support Committee (SSC) also played an important role to support the schools to promote LSE implementation. *Figure 4.27* indicated that majority of SSC reported to have worked closely with SP (82.1%) in terms of monitoring, technical, material, and incentive support. Along with that, DP, LA, and PA were also cooperated in those supports while the collaboration with provincial and ministry level remained in consideration.

Figure 4.27: Percentage of Collaboration supports between SSC and Involvers



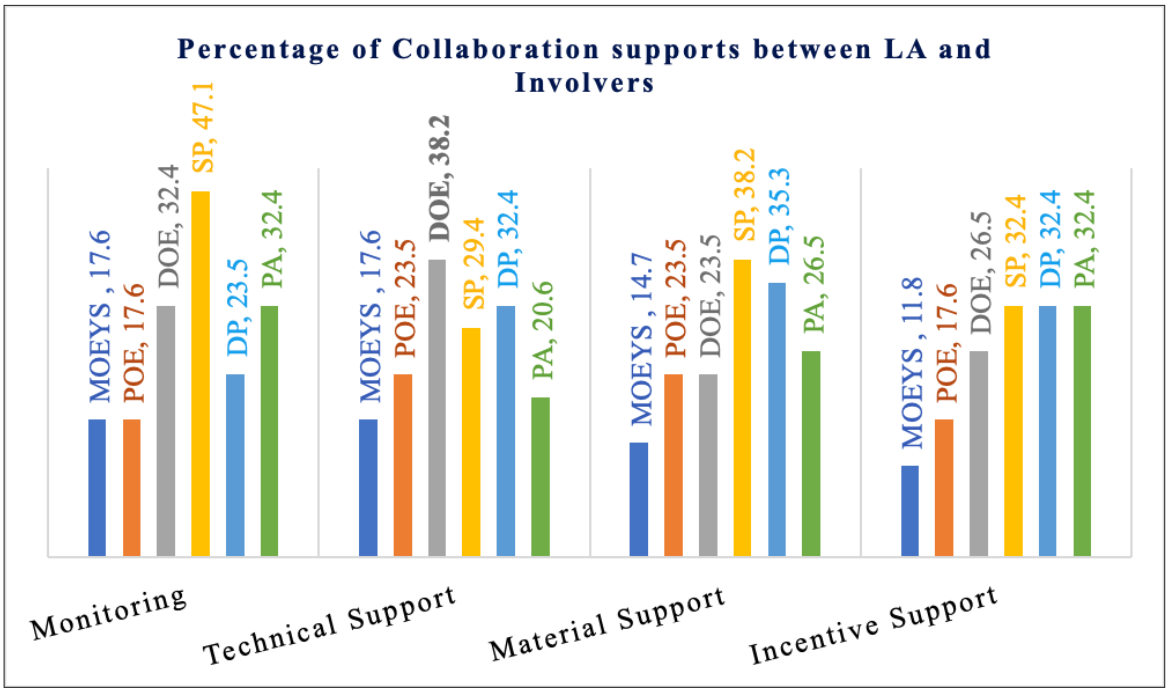
At school level, Teachers (T) were the direct implementers; therefore, this analysis was created to observe and cross-check the involvers, with whom teachers have cooperated during the implementation, to sustain and promote the LSE implementation. *Figure 4.28* reported that high percentage of teachers mainly claimed to have worked closely with SP concerning with monitoring (35.9%), seeking for technical supports (32.4%), collecting and contributing materials for teaching and learning (43.7%), and discussing and requesting for additional incentive support (26.8%). The percentage were found highly in material support; however, the overall collaboration supports from relevant persons were reported very rare.

Figure 4.28: Percentage of Collaboration supports between Teachers (T) and Involvers



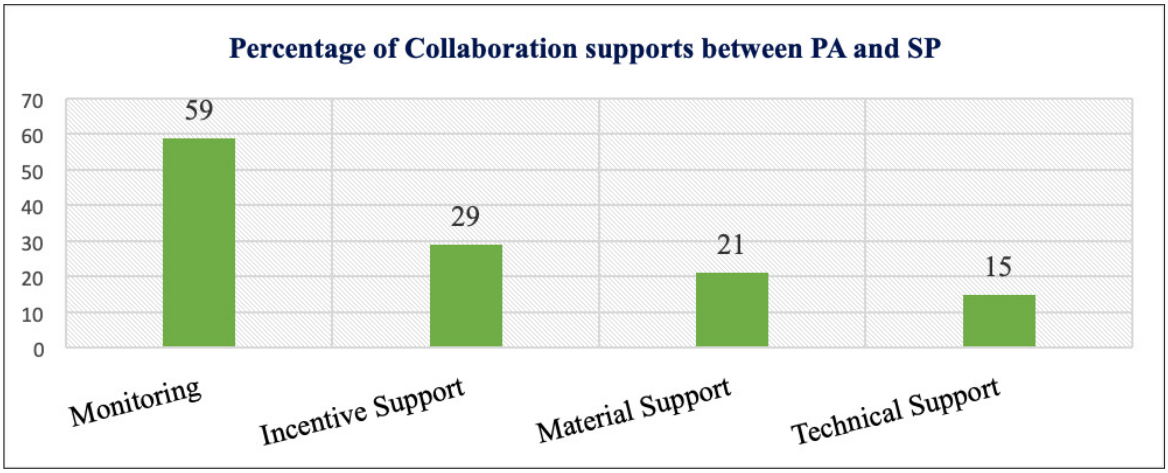
Local authorities were additional assistance in promoting LSE implementation, thus they are reported to involve with various involvers; *Figure 4.29* revealed the percentage of their collaboration supports. Majority of LA claimed to team up with SP for monitoring involvements and material supports. They also reported that they have ever cooperated with DOEYS to help offering technical supports, and incentive support was mostly reported to work together with SP, DPs and PA.

Figure 4.29: Percentage of Collaboration Supports between Local Authority (LA) and Involvers



Relatively, parents were the actors who closely involved with those beneficiaries, namely students, and partly involved in contribution for students' learning success in terms various supports. In fact, this analysis focused on service providers (school level) and supplementary supporters (PA). *Figure 4.30* revealed that 59% of PA said that they have worked with SP to monitor the implementation of the program through the progress of students reported in academic record book; 29% of them reported to work with SP to discuss and help seek for incentive supports to motivate teachers to teach enthusiastically; 21% of them reported to work together to seek for material supports serving for the teaching and practice, and less percentage of PA (15%) reported to work with SP assisting technical supports – i.e., recruiting local experts for simple career life skills, or offering their own handy help.

Figure 4.30: Percentage of Collaboration supports between Parents (PA) and SP



4.2.3. Summary of Challenges of the LSE Current Practice

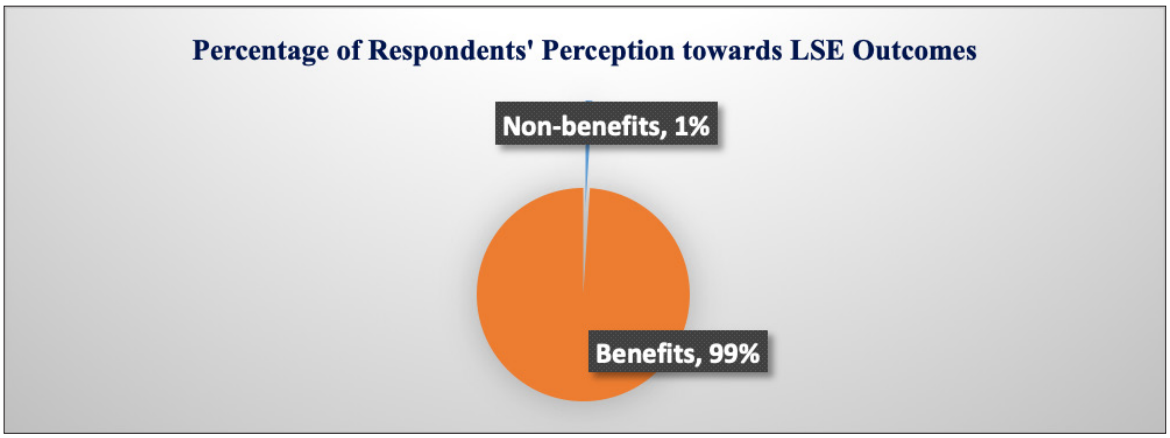
In accordion with the statistics data above, some concurrent challenges emerged allegedly during the implementation; simultaneously, the implementation was reported that it has not reached MOEYS' s guideline and local needs properly, see detailed in *4.2.2.* As matter of fact, the percentage of the respondents who reported to have been aware of LSE remained limited (as seen in *Figure 4.1).* Among the respondents who reported not to perceive LSE were mainly at the school levels – namely SP, SSC, T, SS, PA, and LA, and only one perspective was reported – social cognitive skills. That was likely to imply that information, guideline or guidance were not reached them appropriately, particularly direct implementers. Majority of the respondents reported to have implemented various life skills in their schools and areas; however, three main subjects of simple vocational life skills, e.g., computer, workshop, and art, remained less coverage, as detailed in *Table 4.2 &4.3.* In parallel, the constraints affecting the less coverage were reported due to insufficient supports and attention. That was further emphasized on inadequate skilled teachers, thus other subject teachers – social science teachers – were replaced. Lack of material and facility supports were also pointed out by various respondents. Therefore, that was unlikely to guarantee the learning quality while teaching is required to link with real practice. At the same time, the collaboration supports among the involvers were still lagged behind. The finding of the study revealed that the collaboration among external supporters (POEYS and DOEYS) with diverse involvers remained in critical concerned, particularly with involvers from school levels (SP and T), in terms of monitoring, material supports and incentive sup-

ports. It further stated that the involvement between school and community level in contributing to improve the LSE implementation seemed to be less united regarding monitoring, technical, material, and incentive supports, detailed in *4.2.2.9.* Moreover, the finding stated that monitoring and evaluation (M&E) was unlikely systematic. The majority of POEYS and DOEYS have observed based on the actual practice in the school, and SP have utilized specific tool, as in *4.2.2.7.* Nevertheless, the teachers reported to have never seen any M&E involvement on LSE by POEYS and DOEYS, and SP was reported through teachers' self-reflection. There has never formed any meeting discussed about LSE specifically. For instance, action plan for implementing LSE in the schools were claimed to have never made due to several reasons including lack of skills and competency of doing it (i.e., namely lack of technical guidance regarding this matter), lack of involvement and consideration, lack of budget and material support, and time constraints. As the result, the challenges still existed

4.3. Life Skills Demands

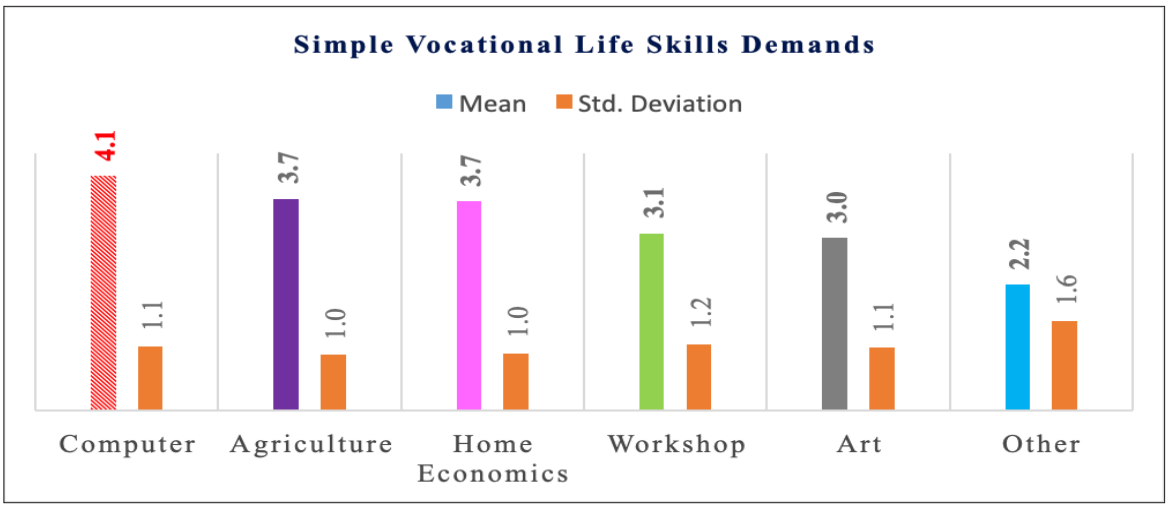
Following the challenges highlighted in ***4.2.3***, the research question two further explored necessary life skills responded to various local areas. The answer for this question was mainly relied on descriptive statistics while the result was demonstrated in overall and separately. The statistics indicated that about 99% of respondents specified that life skills education is extremely beneficial for all learners and this can contribute to supporting and promoting their individual living condition, as well as having positive impact on family, school and community.

Figure 4.31: Percentage of Respondents' Perception towards LSE Outcomes



Reminding that, the scale for this analysis was categorized into 5-point scale: 1) Not necessary at all, 2) Less necessary, 3) Necessary, 4) Very necessary and 5) Extremely necessary. The statistical data reported that computer skill is the most necessary (=4.1; SD[11]=1.1) among the life skills. Following the highest skill demanding, Agriculture and Home Economics (=3.7; SD=1.1), Workshop (=3.1; SD=1.2), Art (=3.0; SD=1.1) were also reported very necessary for the students in their area, yet beside the mentioned skills earlier are less demanded by the respondents. Here are the following required skills for learners rated by diverse respondents (See *Figure 4.32*)

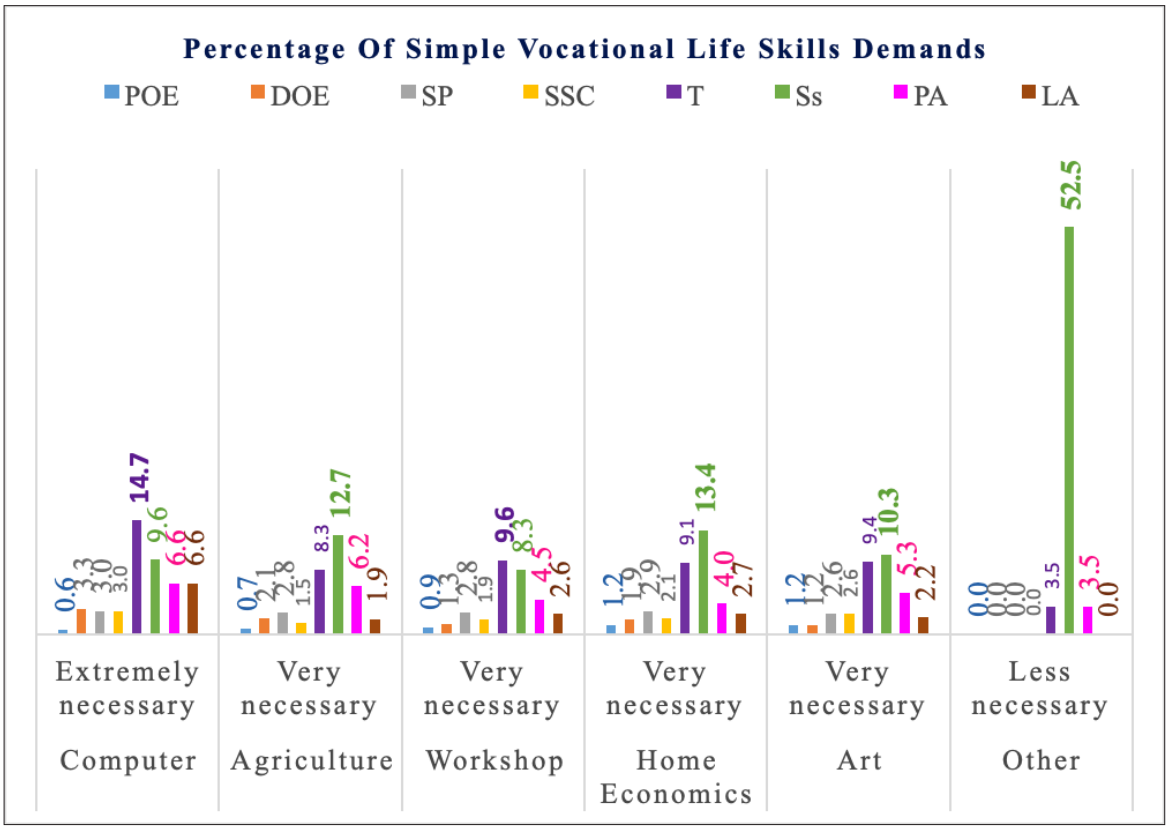
Figure 4.32: Bar chart illustrating Life Skills Demands (simple vocational life skills) at Lower Secondary Schools



For more details, *Figure 4.33* illustrated the distinct simple vocational life skills demands rated by diverse respondents. Computer was rated extremely necessary by teachers (14.7%); agriculture (12.7%), Home-economics (13.4%), and Art (10.3%) were demanded very much by school the students; workshop was demanded very much by teachers (9.6%); yet other skills were rated less demand by the students (52.5%).

11 SD = Standard Deviation

Figure 4.33: Bar chart illustrating Percentage of Life Skills Demands (simple vocational life skills) rated by diverse respondents



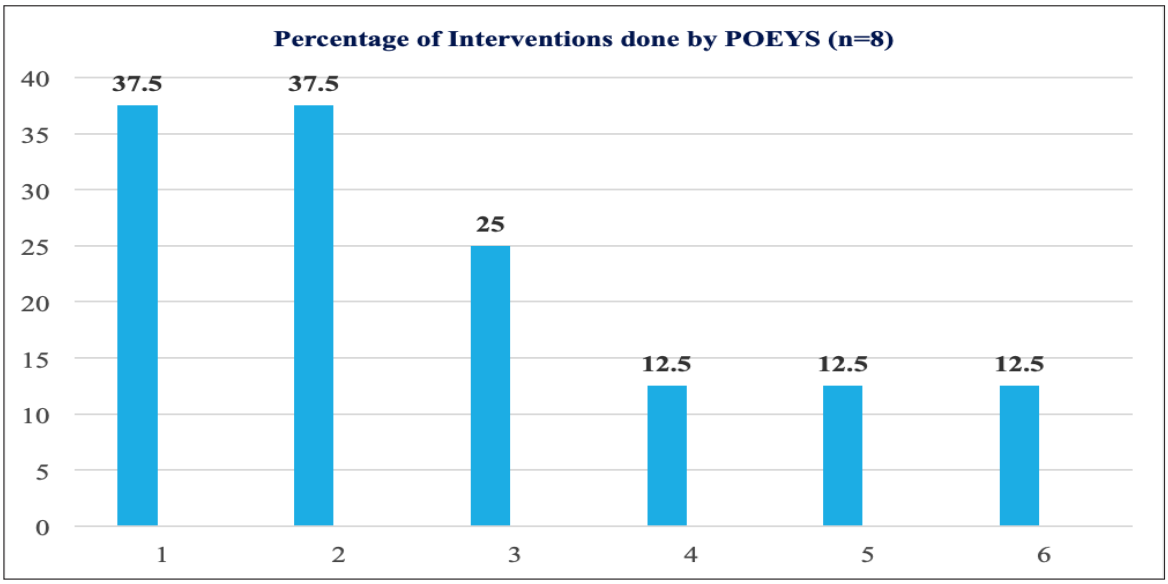
The qualitative data added up more holistically than statistical data regarding the skill demands in various areas. As a matter of fact, simple career skills - computer, agriculture, workshop, home economics, art, and other skills - have been conducting in some schools with limited response. Therefore, the result of the current study dug down to reveal their demand skills to respond their local needs. First, computer skills play most vital role in boosting the learners to engage in 21st century learning society and contribute to achieving Cambodia Industrial Development Policy while technology awareness is a core of industry 4.0. Hence, all learners should be equipped with such skills at least basic level (e.g., word, excel, power point, internet, email…). Since Cambodian people, especially at the countryside, mainly rely on agriculture, many respondents requested some topics to be included, e.g., growing, fruit, crops and vegetables (e.g., rice, corn, potatoes, lettuce, water morning glory, cabbage, etc), producing natural fertilizer, and techniques for feeding animal in the farm. Moreover, here are some essential demand topics for workshop skill such as carpen-

try, sculpture and repairing furniture (table, chair, broom, bookshelf and other simple stuff), mechanic and miniature. Then home economics are one of indispensable simple career skills, particularly for female learners, to obtain for assisting and sustaining their daily life. The topics they insisted to have including embroidery, cooking, health care, weaving, folding papers and tailoring. Art is an essential skill for learners to apprehend and equip as a basis. The topics should fulfill respondents' desires, thus the result of the study revealed that the respondents prefer to be included the topics like identifying some basic Khmer musical instruments and practice, role play, drawing, painting, etc. Last but not least, additional skills were also reported to be included such as financial management and salon.

4.4. Interventions done by Involvers

The research question three identified the interventions which have done so far by different focal collaborators including POEYS, DOEYS, SP, T, SSC, LA, and PA. Each of them plays very important and diverse roles to promote LSE implementation in their areas.

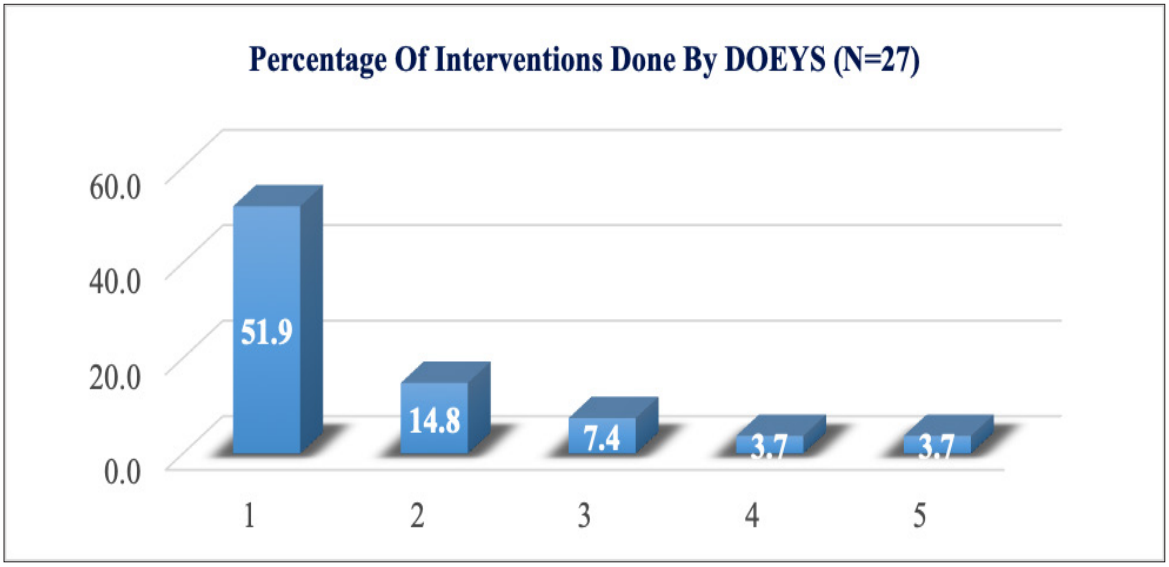
Figure 4.34: Percentage of Interventions done by POEYS



In response to the above stated challenges in *4.2.2*, key persons from POEYS reported that they have ever intervened through some activities. 37.5% of POEYS have: (1) suggested schools to assign other subject teachers to teach temporary and (2) encouraged school principals to mainstream awareness of LSE benefits through committee and tech-

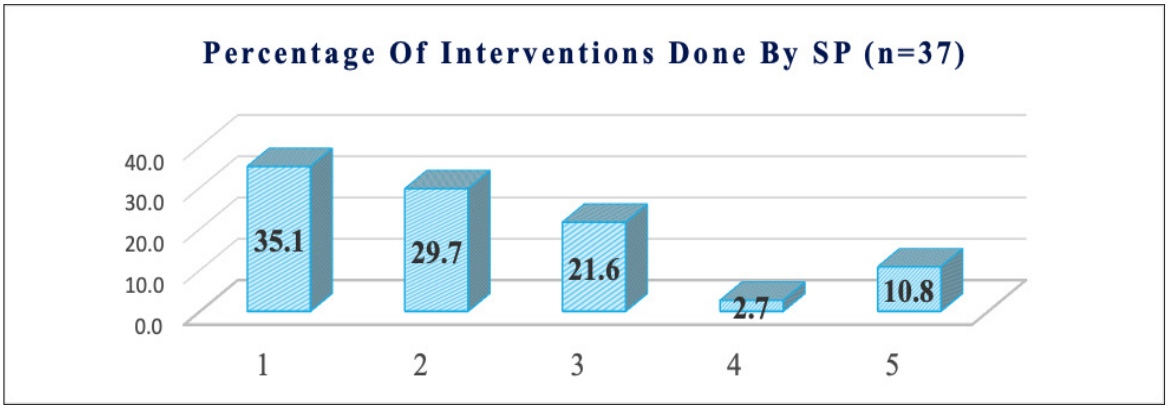
nical meeting and give feedback; (3) 25% of them claim to (3) have proposed schools to recruit more additional volunteers to help and to improve local resources to serve for teaching; 12.5% of them said to (4) suggested teachers to further keep up to date to enhance their capacity, (5) suggested schools to share and learn experiences from proposed schools to recruit more additional volunteers to help and to improve local resources to serve for teaching community as well as good implementation schools, and another 12.5% of them reported that they have never done anything at all (6), see *Figure 4.34.*

Figure 4.35: Percentage of Interventions done by District Office of Education



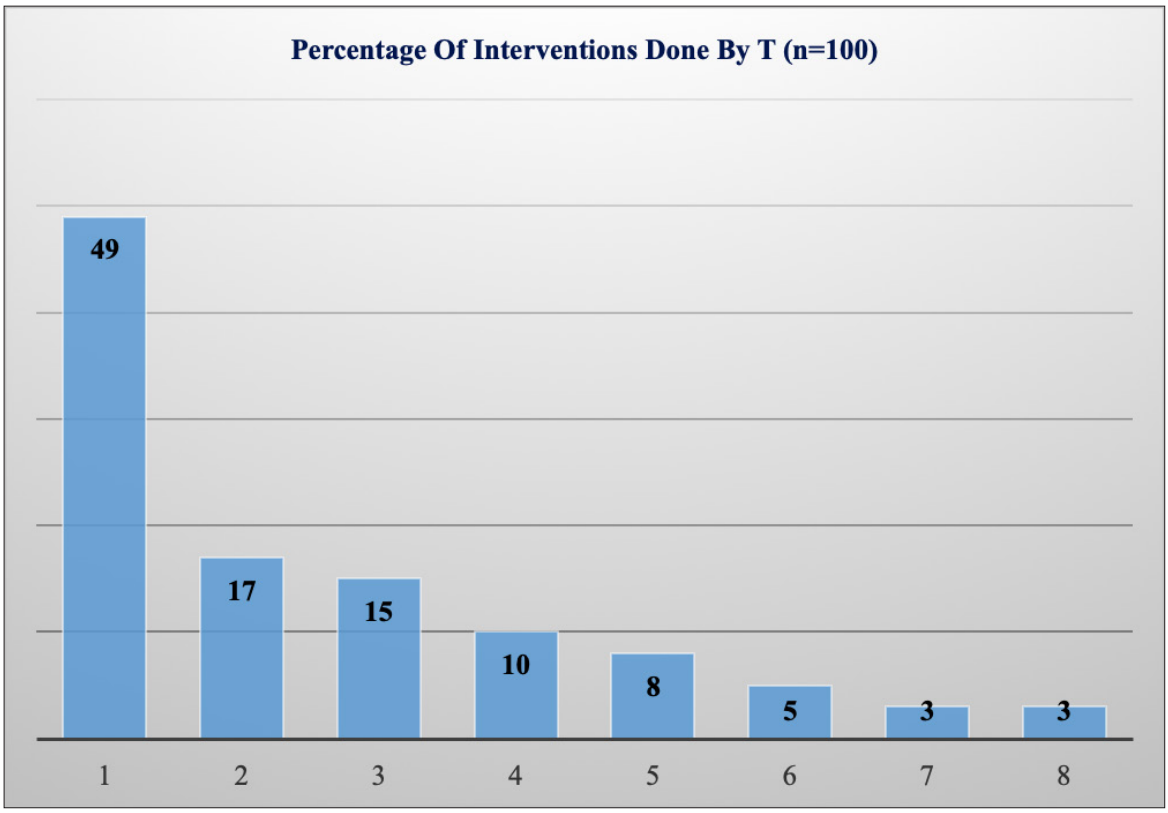
Another key person DOEYS has intervened some activities on challenges of LSE implementation. So far, 51.9% of DOEYS reported to have (1) cooperated with partner (e.g., UNICEF) to provide technical supports – e.g., orientations, resources, motivation, and feedback – for target schools through meeting and request for sustained supports, and to encourage schools to observe good LSE practice schools and gain experiences; 14.8% of them said to (2) have made the report and request to MOEYS and POEYS for more skilled teachers; 7.4% said to (3) have never done anything; 3.7% of them reported to (4) have assigned persons in charge to work on LSE implementation and (5) suggested schools to modify their existing facilities for practice, see *Figure 4.35.*

Figure 4.36: Percentage of Interventions done by School Principals



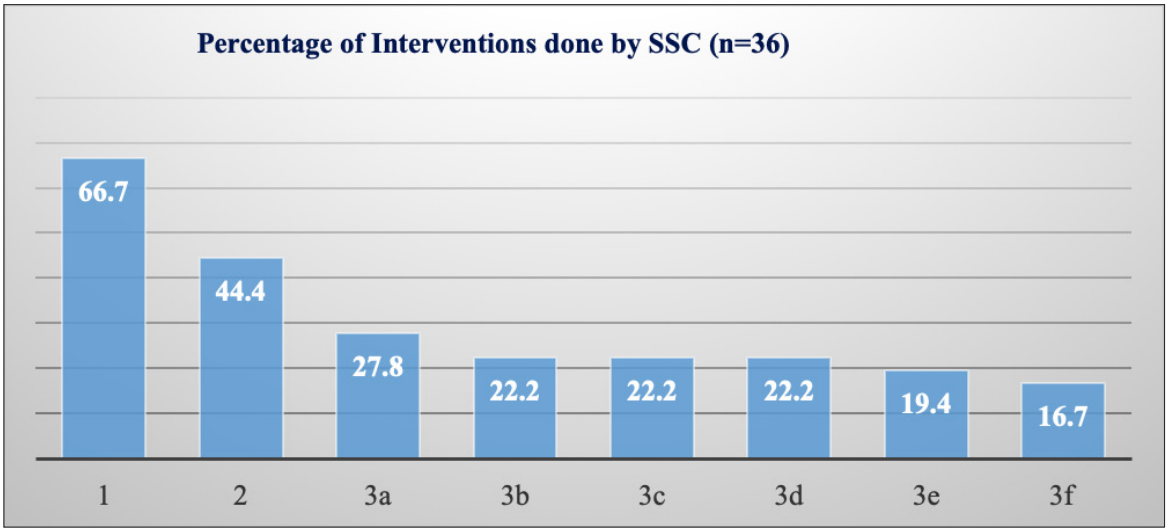
The next key focal person is school principals (SP) who are the direct internal supporters for teachers to implement LSE in their schools. They reported that they have: (1) sought for more collaboration supports with development partners, POEYS, DOEYS and community to contribute technical support and budget supports for the program (35.1%), (2) assigned other subject teachers to teach LSE (29.7%), (3) encouraged more involvements within schools and among the communities such as facilitating existing available facility, materials and schedule for practice, encouraging students to contribute their own materials for practice through giving marks, and building rapports with community (21.6%), (4) provided some guidance and feedback to teachers (2.7%), and done nothing (10.8%), see *Figure 4.36.*

Figure 4.37: Percentage of Interventions done by Teachers



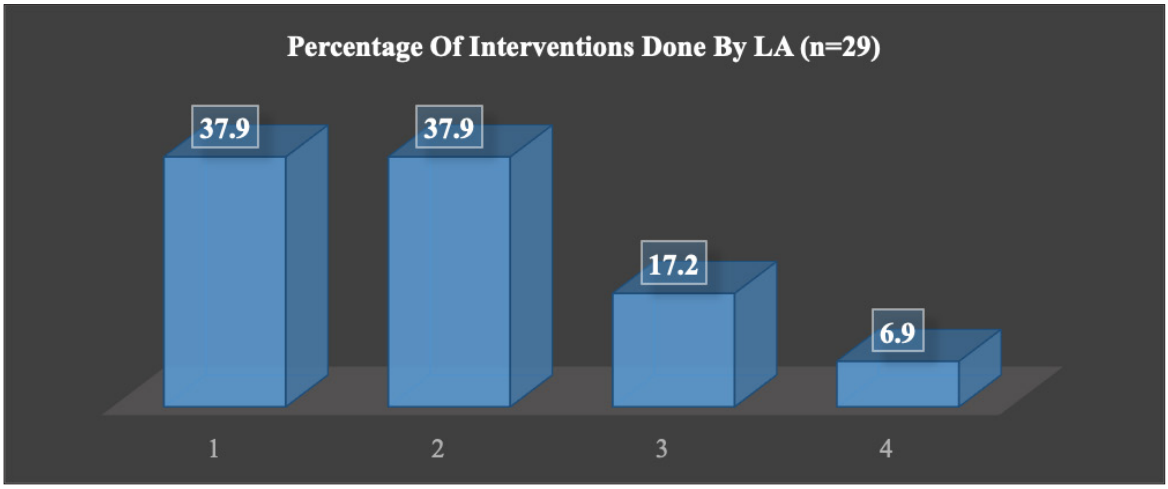
In order to enhance LSE implementation, teachers were treated as the most direct implementers, who faced with various challenges, reported to have done some interventions to deal with those constraints. Those include: (1) making oral report to school principals for supports during the meeting (49%), (2) mainstreaming partly about life skills and its importance during the class (17%), (3) substituting the LSE classes when there is needed using theory based approach (15%), (4) utilizing simple and existing materials to teach (10%), (5) doing self-initiated learning to support teaching (8%), (6) doing nothing (5%), (7) attending training with developing partners (3%), and (8) encouraging more contributions from students through giving extra marks (3%), see *Figure 4.37.*

Figure 4.38: Percentage of Interventions done by School Support Committee



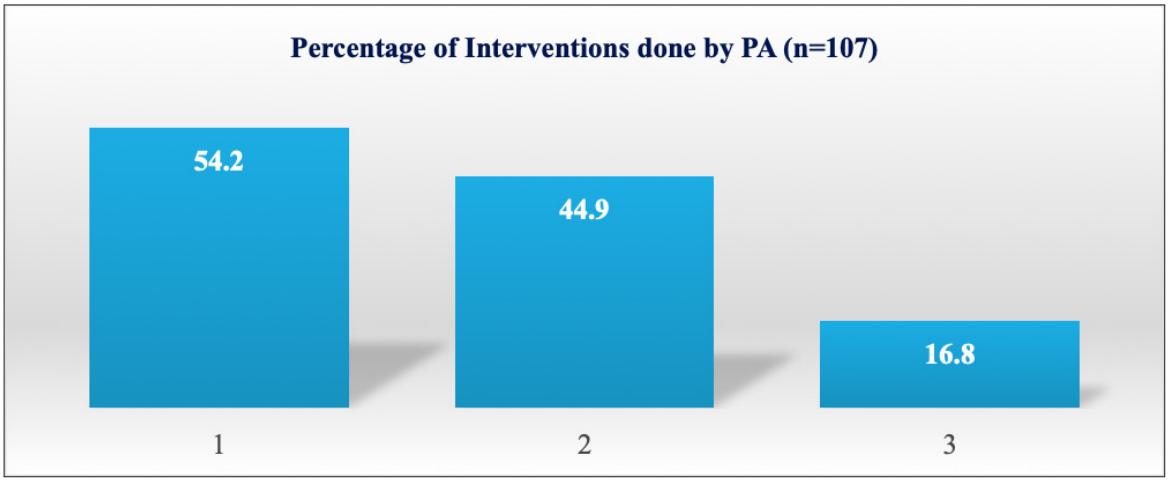
Furthermore, school support committee have been reported to involve in the process of LSE implementation. Thus, during the interview, they reported to have done some activities to support the program including: (1) providing some inputs regarding school management on LSE implementation in schools during the meeting, e.g., feedback on school environment and its implementation and strengthening effectiveness of LSE implementation (66.7%), (2) contributing as volunteer concerning materials, little budget, some technical supports and other activities (44.4%), and (3) prepare action plan for implementing LSE. The action plan preparation includes: (a) mobilizing resources from the community (27.8%), (b) creating funds for assisting (22.2%), (c) cooperating with various partners (22.2%), (d) planning for school environment improvement (22.2%), (e) preparing budget plan to serve for the program support (19.4%), and (f) looking for experts to help (16.7%), see *Figure 4.38.*

Figure 4.39: Percentage of Interventions done by Local Authority



Besides, Local authorities play critical role in promoting the program practice. Thus, they reported what they have helped so far including: (1) Seeking for supports from partners, parents and school support committees and convincing them for contributions through events and meeting, e.g., materials, volunteers, technical supports, etc, (37.9%), (2) Attending meeting with schools and community to disseminate about the general knowledge and LSE and motivate them to study hard (37.9%), and (3) Contributing some materials and budget to support some activities in school when necessary (17.2%), and (4) doing nothing (6.9%), see *Figure 4.39.*

Figure 4.40: Percentage of Interventions done by Parents



The last supporter in assisting the implementation is mainly linked with parents' involvement. Therefore, the research further interviewed parents if they have contributed something to schools. They reported that they have (1) offer voluntary supports like a) time to follow up children's learning progress, motivate them to study hard, offer chances to do hand-on practice at home, e.g., doing housework and gardening, (54.2%); (2) provided some inputs regarding school management on LSE implementation in school during the meeting, for example, encouraging schools to strengthen the quality of learning process, monitoring and sharing experiences about agriculture (44.9%) and (3) contribution of some budget support to improve school environment and learning practice (16.8%).

4.5. Suggestions by Respondents

In relation to the above-raised challenges as well as the interventions that have done so far, various respondents proposed some recommendations to all key persons to consider and take immediate actions on order to obtain a better result.

4.5.1. MoEYS

At the same time, some actions were targeted towards MOEYS to contemplate. The respondents suggested that MoEYS should consider the followings:

- put more emphasis on LSE by including these subjects in the national exam, increasing teaching hours and time for practice.
- strengthen collaboration between the sub-national levels
- offer technical support as needed:
  - provide sufficient skilled teachers, specifically simple vocational life skills teachers, to required schools.
  - provide enough related materials (e.g., guideline, syllabus, textbook) and facilities serving for practice (rooms/ spaces for practice, computer, sewing machine, tools and resources for agriculture, art and workshop, etc)
  - Install budget for LSE implementation and M&E

- Conduct M&E regularly (by observation and survey) and provide constructive feedback
- Conduct training workshop to guide and strengthen its implementation for LSE key persons (officials in charge for LSE from DOEYSs, SP, teachers) - like conducting fieldwork to obtain experiences from successful LSE practice schools (at least twice per year)
- Set clear plan for implementation with specific team work and clear orientation for all involvers
- Offer additional incentive for teachers and those who volunteer to help and additional incentive for students

4.5.2. POEYS

The second focal point is POEYS, in charge of the implementation of educational work in the whole province and of local rules and regulations oriented by MoEYS. The respondents suggested POEYS to subsidize some essential activities:

- Disseminate all relevant legislative documents and tools for M&E, and ensure all to reach key persons and implementers properly with clear guidance on implementation
- Prepare teams for enhancing regular M&E, give feedback on implementation of the program to implementers and encourage them to improve practice
- Arrange a workshop for LSE important topics selection to respond to local needs
- Keep rapport with DOEYS
- Provide sufficient specialized skills teachers as needed
- Put more emphasis on LSE in terms of increasing hours for teaching and practice, including those subjects in the exam
- offer more technical trainings, infrastructure, materials, facilities and budget supports for LSE implementation and practice (agriculture, art, home education, computer and workshop) and improve school environment

- Report to central levels about the condition of the implementation and make requests for any intervention
- Seek for additional development partners to support

4.5.3. DOEYS

At sub-national level, DOEYS is likely to work closely with schools for various supports. That is why the respondents proposed the following suggestions to DOEYS to function them properly for better LSE implementation. Those include technical demands as well as other additional incentives:

- Increase more collaborations within schools
  - Enhance M&E for LSE implementation at school regularly through observation and survey
  - Offer comments and feedback directly to school regarding the implementation
  - Disseminate any information and offer guidance from MOEYS or POEYSs to well reach at schools and provide more active facilitation if needed
- Set clear plan for implementation
- Put more emphasis on LSE: increasing hours for teaching and practice, including those subjects in the exam
- Strengthen work efficiency of officers in charge of LSE
- Provide technical supports for teachers in terms of LSE (e.g., training workshop and other experiences)
- Make report and request more materials and facilities supports for better implementation and practice
- Increase opportunity to disseminate and mainstream the importance of LSE for schools and community (e.g., monthly meeting, school events, etc)
- Seek for additional supports from developing partners as well as community to assist schools as needed (e.g., funds for technical supports or incentives)

- Encourage schools to keep good rapports with community

4.5.4. School Principal

In addition, school principals play a critical role in implementing, promoting and evaluating the program success. Thus, in order to nurture the implementation of LSE, School principals are suggested to do the following roles:

- Prepare school operational plan by including specific activities to implement in response to local needs
- Encourage teachers to M&E students' progress and follow up regularly
- Build rapports with all involvers and engage them in various school activities for contributions and sharing any information, especially to parents
- Offer opportunity and equity of learning for all students
- Enhance learning quality by
    - equipping competent teachers,
    - supporting materials and facilities (simple vocational life skills teaching materials, appropriate spaces for practice) and technical supports (comprehensive guidance and training, incentives for outstanding/ hardworking ones)
    - setting firm regulations
    - conducting regular M&E LSE implementation and giving feedback (e.g., Guide teachers to plan a clear-cut syllabus of what to teach and do)
- prepare monitoring report and send to DOEYSs
- Increase time for LSE implementation and practice
- Prepare specific syllabus and topics to match the local needs
- Arrange LSE team and plan for activities to do collaboratively

4.5.5. School Support Committee

Further, school support committee is one of the supporters, who stay closed to the schools and community to help ensure education and school development goals are met. In the needs of LSE enhancement, SSC are proposed to:

- Involve and contribute as possible for LSE implementation including:
  - Budget support (e.g., to renovate school environment to better learning and improve LSE practice)
  - Teaching and learning materials contribution
  - Delivering any related information about LSE from school to parents and community to actively engage in school activities by organizing a meeting and invite those to involve, and vice versa
  - Strengthening and preventing any harmful activities and dropout rate through various solutions
- Assist every technical support
  - Seeking for human resources and other supports for the program
  - Organizing a meeting with relevant key persons in order to choose teaching topics in response to the local demands
  - Monitoring LSE implementation in schools and proposing some strategic interventions to solve the confronting issues of the program implementation

4.5.6. Local Authorities

Next, local authority plays a vital role to provide support services for schools, allocate finance to schools and assist the government in implementing initiatives and legislation relating schools, children and families to school support sufficiency so that the efficiency of education responds, particularly LSE. That is why some specific activities were proposed to the local authorities in order to handle the challenges of LSE implementation.

- Try to learn of LSE benefits, encourage and monitor its implementation
- mobilize funds (e.g., materials, budget) from parents and community to support LSE implementation in schools and improve school environment
- Facilitate spaces for LSE practice, experiences for practice and specialized skill trainers (technical supports), if needed
- Involve in every school activity such as meeting to discuss about challenges and solutions to improve LSE implementation, plan the activities
- Build rapport with relevant persons (e.g., Help to disseminate and deliver information to parents and vice versa)
- Encourage students' learning involvement through mainstreaming during the meeting
- Help to maintain and improve stability of order in the community

4.5.7. Parents

Besides school learning, parents play active role to help students grow up with better social skills and improve behavior. Parental encouragement and support for learning activities at home combined with parental involvement in schooling is critical to children's education. A growing body of research shows that building effective partnerships between parents, families and schools to support children's learning leads to improved learning outcomes. Then to achieve so, parents are suggested to involve in some activities including:

- Contribute some budget, materials, practical experiences and suggestions to better LSE teaching and learning quality as much as possible
- Encourage the students to study hard and obey the school regulations by incentivizing them mentally and materially and spend time with them
- Involve in any school activities and events and try to aware and value LSE
- mainstream LSE values towards their children as much as possible
- Follow up children's learning LSE by collaborating with schools to fully understanding the program implementation

4.5.8. Development Partners

It is obvious that to improve the quality of education, MOEYS alone cannot handle everything properly, therefore, the involvement of DPs' supports in terms of technical and budget supports is underprivileged. In that sense, those have been suggested to assist the followings:

- Provide technical, experiences, budget support and any facilitation, if needed, for LSE implementation
  - Offer capacity training for teachers as well as school principals and recruit additional specialized skill human resources to support
  - Incentivize the LSE implementers as well as students by offering teaching and learning materials for both teachers and students
  - Propose any applicable idea or feedback to promote LSE implementation (e.g., renovate school environment, especially serving for practice, propose school events or activities)
- Monitor and follow up regularly regarding the implementation after giving supports and keep close rapport with schools
- Ensure sustainable/ continuous support

4.6. Discussions

4.6.1. Discussion on key challenges of LSE implementation

The current study attempted to reveal the current status of LSE implementation in Cambodian lower secondary schools by observing some foremost themes concerning with LSE practice. A more extensive discourse on the thoughtfulness of the variables were specified in this section.

Firstly, there were some challenges occurred according to the current study's observation as they required all involvers to take into account. The result exposed that the responsiveness of the implementation towards MOEYS guideline and local needs was reported in the dissatisfactory status. Somewhat LSE was not perceived comprehensively among the

respondents particularly the students, parents and even the teachers – the direct implementers. In that sense, the partial understanding, among the respondents, was due to the limited orientation and guidance from all relevant supporters. More considerately, demanding resources for teaching and learning were inadequate. That said there was lack of expertise; guideline and curriculum were inappropriate and disoriented. With this regard, the interest and attention towards LSE program seemed to left behind. Nevertheless, the result of the study showed that a number of respondents (99%) emphasized the significances of LSE in accelerating individuals' self-esteem and competence and channeling them into the right career in the future, see *Figure 4.32*. That was observed that what the respondents claimed was based on their own perspectives, but not on the expertise's oriented. In accordion with the claim on the sake of LSE for the students, it was supported by many studies (e.g., Okech & Role, 2015; Prajapati et al., 2017).

Secondly and most concerning with emerging challenges of LSE implementation, it was noted that the implementation was dramatically dwindled, remarkably in Grade 9. There should also have some logics lying behind this conventional finding. As a matter of fact, the students at this stage were likely to orient to study for passing the exam-based rather than enhancing skills, specifically life skills. Concerning with inadequate LSE expertise, it is obvious that MOEYS has never trained the teachers of the local life skills subjects at all. At the same time, those subjects were taught by other subject teachers. It seems to denote that simple career skills were implemented superficially with less attention among involvers. Regarding the insufficient training issues found in this study, it was consistent with previous studies (e.g., Chirwa & Naidoo, 2014; Marieta M., 2014; Paola et al., 2012; Wairimu, 2015). It is generally said that ensuring quality and efficiency of the program, specialized teachers are prioritized capitals in delivering not only the knowledge but also skills for daily and future needs; however, the subject demands by Cambodian junior high school students were illustrated to be left behind with regards to M&E supports, infrastructure supports, and particularly professional supports. Due to the less systematic support and orientation of academic profession to all involvers might play central roles in why LSE remains less approachable at all levels.

The implementation, furthermore, was claimed that the teachers were struggling to get the students to apply their knowledge learnt during the class into practice. It is typically

known that teaching practice requires appropriate time allocation, material and facility supports in order to make it happen; however, those were reported to obtain insufficient to fulfill the needs in each school. Accordingly, the subject – namely agriculture – which was dominant to have practiced more was about to easily mobilize simple resources in their areas, yet the others were reported to have less chance to practice while they required teachers to be more capable, facility and materials, which are unlikely easy to access, thus this activity could not work properly. With regards to specialized teachers, this study was also reported to have insufficient. The claims of the current study lend the plausible confirmation to the previous studies which conveyed the main challenges occurred during the implementation of LSE. Though, MOEYS has emphasized teacher training reform as priority, it is observed that agriculture, computer, and workshop teacher training are still excluded.

Last but not least, another struggling point was about M&E. It was found that both external and internal supporters reported to have monitored and evaluated the implementation. Critically, the ways they have done were haphazard, namely without standardized tools and regular process. The tools were unlikely perceived and supplied properly. Moreover, the teachers monitored and evaluated the students' progress through monthly test by measuring knowledge based, but not their skills learned during the class. That tends to support the above claimed on unsystematic implementation.

4.6.2. Discussion on skills demands

In the needs of tremendous progress in Cambodia, equipping learners with knowledge and one skill (e.g., soft skills) might not be unfulfilled, hence technical skills play vital roles to promote the Cambodia economy. In that sense, the finding of this study measured what relevant technical skills demanded by lower secondary school students. Computer skills were rated highly. That is truly significant while Cambodia as well as the world are preparing for the industrial revolution 4.0, which the future world of work and learning transform using technology. However, this skill is not well-utilized and covered in all schools, noticeably at rural areas, due to the access, quality inputs, and governance and financing constraints, as highlighted in *4.2.2*. By the way, that demand should not be taken for granted as ILO predicted that 57 per cent of Cambodian workforce face a high risk of automation, technology development across all economic sectors, (ILO, 2017). By seeing so, Cambodia should prepare and engage young people to improve that skill to be ready

for the revolution of future job market. Another skill to be considered is agriculture. The employment population by industrial sector[12] 2009-2013 demonstrated that agriculture field (48.7%) was dominant on industry (19.9%) and service (31.5) while Cambodia economy greatly relies on that area. Home-economics was also needed for daily life, especially for school girls. In Cambodian context, this subject is treated as simple career skills taught in lower secondary; it is really personalized for learners to apply to their daily life. Moreover, learning this subject in this stage can be a fundamental skill and encouraged them to reskill rigorously at technical schools. As a matter of fact, it has introduced so far in the curriculum, yet it remains struggling since the majority of the students reported to have less chance for practice. According to the skills demand, all are already integrated in the curriculum; nonetheless they are likely to be left behind while a great attention lately directed to basic skills.

Therefore, the finding of this study tends to alert all key persons to reconsider fostering both skill implementation, particularly technical skills or local life skills, actively and effectively.

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CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.1. Overall Conclusions

The current study deepened their understanding of the LSE implementation in lower secondary schools in addressing: 1) the challenges of LSE implementation, 2) life skills demands, and 3) proposed strategic interventions to promote its implementation. Consequently, the conclusion of this study recapped the whole study succinctly and displayed the significant findings. It also indicated the limitations of the study which, for some contextual reasons, were hard to handle within a single study. At the end of the chapter, some recommendations for further research will be included.

With regards to the findings, LSE implementation has not attained the expectations to endow the learners with demanding skills to fulfill their local demands and future needs. Based on the findings, some significant challenges, which was about to distract the quality of program delivery, emerged diversely in almost all target schools; the findings of this study were confirmed the previous studies and reports, some cutting-edge issues, raised by all relevancies, should not be taken for granted. At same time, it is seen that most attention was placed on basic life skills, namely soft-skills, however simple vocational life skills implemented at lower secondary schools seemed lagging behind. By doing so, the current study has spotted intensely into those challenges, and it indicated that the implementation leadership and operation remained struggling and less responsive as it is demanding for more highly ministrations and involvements at all levels to ensure all information were reached properly and widely and well-understood; the operation was equipped sufficiently in term of capable human resources and accessible materials and facilities. In addition, the program implementation so far was not much fulfilled the local needs as majority of them proposed for modifying and enhancing some vital subjects for the students; highly demands subject was specified were computers; agriculture, home economics, workshop and art were recommended to consider, and other additional skills were demanded to some extent. That said those skills required all involvers to agree in modifying any topic or content which are

right for their particular needs in each area. That is likely to support the claim that LSE implementation has been implemented less responsive for students as well as local demands. However, all involvers also reported to have done some interventions to make that program sustains till now. That tends to reveal that the interventions, which have done so far, were

not sufficient and strategic yet, thus it mandated more attention and practical intervention to handle those obstacles.

5.2. Limitations of the Study

There are some shortcomings that should be mentioned for this study as there is no exception. First, it related to the methodology matters that was undertaken during the study. One of the considerable issues in this current study concerned with sample sizes. As mentioned earlier, LSE has been implemented so far both in primary and lower secondary schools, simultaneously, there are 100 schools reported to have supported by various developing partners to sustain the program. Unfortunately, only some lower secondary schools from various provinces were selected to engage in this study, and developing partners were excluded from the analysis due to time constraints, which could not make this study extensively covered. Another crucial thing related with the data analysis. It was obvious that the data were mainly analyzed based on the quantitative method as the questionnaire was structured and comprised the key questions to answer the conventional research questions; however, the study seemed to miss such an in-depth interview – namely qualitative methods – to confirm the finding to be more sophisticated. In that sense, it is recommended for further research to confirm it. To detect this, the researcher has also confirmed some points, which treated as necessary.

In addition, this study marked the boundary of the objectives as it aimed to uncover the current state of the LSE implementation, which some major challenges seem to identified in a blur. More critically, the study entailed only simple vocational life skills into the analysis while they were likely legged behind. Nevertheless, the study was not attempted to extent its analysis to inferential statistics, which scrutinized the differences as well as association among variables, while those seem to have less contribution to the significances of the current study. That should be proposed for further investigation.

5.3. Recommendations for Strategic Interventions

According to the limitations and results of this study, the research team has synthesized all suggestions offered by key informants integrated with the research team's personal views for key persons to take actions to promote life skills education practice in lower secondary schools. To achieve this attempt, it requires a tangible coordination and commitments

among supporters and implementers.

a) MoEYS (Relevant departments)

i. Leadership

- Ensure the policy strategies are more practical
- Ensure Simple career skills are prioritized
- Ensure all the relevant legislative documents are well-disseminated and oriented before putting into practice
- Ensure on-going supports for schools, which have ever and never been supported.

ii. Personnel management

- Arrange technical team or committee to support (i.e., operation and Guidance) and regular M&E the implementation
- Recruit specialized simple vocational life skills teachers and organize proper pre-service training
- Ensure on-the-job trainings are conducted systematically to build and enhance key persons' capacity regarding life skills education

iii. Resources

- Ensure M&E guidelines or frameworks are developed with a focus on local life skills
- Allocate all relevant legislative documents concerning local life skills, (e.g., policy, guideline, framework, announcement, curriculum) to all key persons
- Assist and facilitate necessary materials and facilities serving to implementers, especially to ensure 21st century leaning
- Allocate budget support for LSE implementation and ensure the implementers autonomize.

b) POEYS and DOEYS

i. Leadership

- Ensure all the relevant legislative documents are well-disseminated and oriented before putting into practice at school levels
- Propose various initiative ideas to help school improvement more competitively
- Ensure sustainability supports for schools, which have ever and never been supported.

ii. Personnel management

- Arrange technical team to support (i.e., operation and Guidance) and M&E the implementation regularly
- Facilitate in recruiting specialized simple vocational life skills teachers both formally (Pre-service training) and informally (e.g., DPs' experts and community)
- Ensure on-the-job trainings are conducted systematically to build and enhance key persons' capacity regarding simple vocational life skills teaching

iii. Resources

- Allocate all relevant legislative documents (e.g., policy, guideline, framework, announcement, curriculum) to all key persons
- Assist in arranging necessary materials and facilities for the implementers
- Ensure the flow of implementation by installing budget support for the whole process of implementation

c) School Principals

i. Leadership

- Ensure effective school leadership
- Disseminate all relevant legislative documents (e.g., policy, guideline, framework, announcement, curriculum) to teachers

- Be competent in administrative and financial management to align resources with pedagogical priorities
- Enhance collaboration between teachers and communities to enrich simple career skills learning through innovative teaching methods and resource-rich classroom
- Involve community in M&E teachers' Guideline practice effectively and sustainably
- Be autonomy and initiative to determine activities and implemented curriculum for LSE for their schools and ensure the topics are responsive to local demands and future market
- Include LSE implementation activities in operational plan
- Be a mentor of Guideline for teacher professional development

ii. Personnel management

- Monitor and Evaluate simple career skills teachers regularly and provide constructive feedback
- Ensure on-the-job trainings are conducted systematically to build and enhance teachers' capacity regarding simple vocational life skills teaching
- Arrange other subject teachers to substitute if there are not enough specialized life skills teachers (ensure they are well-oriented)

iii. Resources

- Deposit all relevant legislative documents (e.g., policy, guideline, framework, announcement, curriculum) in schools for implementer as reference
- Offer necessary materials and facilities for the implementers
- Autonomize budget support for the whole process of implementation thoroughly

d) Teachers

i. Leadership

- Involve in effective school leadership
- Involve in decision making in school operational plan preparation and management to determine strategic direction for school improvement
- Enhance collaboration between schools and communities to enrich simple career skills learning through innovative teaching methods and resource-rich classroom
- Involve in the process of LSE topic selection to respond to local demands and future market
- Involve in M&E process by relevant key persons
- Involve in dissemination activities of all relevant information from schools to community and vice versa

ii. Professional enhancement

- Ensure pragmatic teaching approaches are utilized in LSE (e.g., Inquiry Based Teaching Approach)
- Pursue lifelong learning personally and professionally
- M&E students' learning progress frequently with specific tools and provide effective feedback
- Initiate any activity to engage the students' interest in LSE learning and ensure learning environment is 21st century approach
- Collaborate with other colleagues both internal and external to ensure professional development

iii. Resource utilization

- Create and localize teachers' resources to foster enhancement of teaching and learning LSE
- Request and collect resources from various sources
- Request schools for budget allocation to purchase the equipment, facilities and other initial problems associated with effective LSE implementation

e) School Support Committee

i. Leadership

- Ensure effective school leadership
- Involve in decision making in school operational plan preparation and management to determine strategic direction for school improvement
- Enhance collaboration between schools and communities to enrich simple career skills learning through innovative teaching methods and resource-rich classroom
- Involve in M&E teachers and school performance, particularly LSE implementation
- Disseminate all relevant information from schools to community and vice versa

ii. Personnel management

- Monitor and Evaluate simple career skills teachers regularly and provide constructive feedback to improve LSE teaching and learning quality
- Help to recruit experts in community and development partners to share any life skills experience to contribute to teaching practice

iii. Resources

- Offer necessary materials and facilities for the implementers
- Incentivize LSE teachers in any picture by proposing community to contribute

- Ensure the flow of implementation by installing budget support for the whole process of implementation

f) Communities (LA&PA)

i. Leadership

- Ensure effective school leadership
- Involve in school decision making and management (i.e., administrative and financial management) to determine strategic direction for school improvement
- Enhance collaboration between schools and communities to enrich simple career skills learning through innovative teaching methods and resource-rich classroom
- Involve in M&E simple career skills teachers, school performance and student assessment regarding LSE practice frequently
- Ensure all relevant information about LSE are well-known, understood, and accepted
- Involve in teacher motivation for LSE practice

ii. Personnel management

- Help to recruit experts in community and development partners to share any life skills experience to contribute to teaching practice
- Offer the advisory role for teachers and schools

iii. Resources

- Offer necessary materials and facilities for the implementers
- Facilitate and enable supportive environment for LSE implementation as needed
- Incentivize LSE teachers in any picture by proposing community to contribute
- Ensure the flow of implementation by installing budget support for the whole process of implementation

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APPENDICES

Appendix 1: Ratio of Number of Expected Participants

Province	District (D)	Lower Secondary School (L)	POEYS	DOEYS	SP	T	SSC	Ss	LA	PA	Total of Respondents
1	D_1	L_1	1	1	1	3	1	6	1	3	17
		L_2			1	3	1	6	1	3	15
	D_2	L_3		1	1	3	1	6	1	3	16
	D_3	L_4		1	1	3	1	6	1	3	16
		L_5			1	3	1	6	1	3	15
2	D_4	L_6	1	1	1	3	1	6	1	3	17
	D_5	L_7		1	1	3	1	6	1	3	16
		L_8			1	3	1	6	1	3	15
	D_6	L_9			1	3	1	6	1	3	15
		L_10		1	1	3	1	6	1	3	16
3	D_7	L_11		1	1	3	1	6	1	3	16
		L_12			1	3	1	6	1	3	15
	D_8	L_13	1	1	1	3	1	6	1	3	17
	D_9	L_14		1	1	3	1	6	1	3	16
		L_15			1	3	1	6	1	3	15

	D_10	L_16		1	1	3	1	6	1	3	16
		L_17			1	3	1	6	1	3	15
	D_11	L_18		1	1	3	1	6	1	3	16
		L_19			1	3	1	6	1	3	15
4	D_12	L_20		1	1	3	1	6	1	3	16
		L_21			1	3	1	6	1	3	15
		L_22			1	3	1	6	1	3	15
		L_23			1	3	1	6	1	3	15
	D_13	L_24	1	1	1	3	1	6	1	3	17
5	D_14	L_25	1	1	1	3	1	6	1	3	17
		L_26			1	3	1	6	1	3	15
	D_15	L_27		1	1	3	1	6	1	3	16
		L_28			1	3	1	6	1	3	15
	D_16	L_29		1	1	3	1	6	1	3	16
		L_30			1	3	1	6	1	3	15
6	D_17	L_31	1	1	1	3	1	6	1	3	17
		L_32			1	3	1	6	1	3	15
		L_33			1	3	1	6	1	3	15
	D_17	L_34		1	1	3	1	6	1	3	16
		L_35			1	3	1	6	1	3	15
7	D_19	L_36	1	1	1	3	1	6	1	3	17
		L_37			1	3	1	6	1	3	15

	D_20	L_38		1	1	3	1	6	1	3	16
	D_21	L_39		1	1	3	1	6	1	3	16
		L_40			1	3	1	6	1	3	15
8	D_22	L_41	1	1	1	3	1	6	1	3	17
		L_42			1	3	1	6	1	3	15
	D_23	L_43		1	1	3	1	6	1	3	16
		L_44			1	3	1	6	1	3	15
	D_24	L_45		1	1	3	1	6	1	3	16
		L_46			1	3	1	6	1	3	15
	D_25	L_47		1	1	3	1	6	1	3	16
	D_26	L_48		1	1	3	1	6	1	3	16
		L_49			1	3	1	6	1	3	15
9	D_27	L_50	1	1	1	3	1	6	1	3	17
		L_51			1	3	1	6	1	3	15
	D_28	L_52		1	1	3	1	6	1	3	16
		L_53			1	3	1	6	1	3	15
Total of Expected respondents			9	28	53	159	53	318	53	159	**832**

Appendix 2: Statistics Showing Percentage of Usable Questionnaire

Province	District (D)	Lower Secondary School (L)	Number of Return Questionnaire								Total (Distribution)	%
			POE YS	DOE YS	SP	T	SSC	Ss	LA	PA		
1	D_1	L_1	1	1	1	2	1	4	1	2	17	13
		L_2			1	2	1	6	1	1	15	12
	D_2	L_3		1	1	3	1	6	1	3	16	16
	D_3	L_4		1	1	3	1	5	1	1	16	13
		L_5			1	3	0	5	0	1	15	10
2	D_4	L_6	1	1	1	4	1	3	1	3	17	15
	D_5	L_7		1	1	3	0	4	1	2	16	12
		L_8			1	3	1	4	1	2	15	12
	D_6	L_9			0	0	0	0	0	0	0	0
		L_10		1	1	3	1	4	0	2	16	12
3	D_7	L_11		1	1	3	1	8	1	3	16	18
		L_12			1	3	1	6	1	2	15	14
	D_8	L_13	1	1	1	3	0	6	2	3	17	17

	D_9	L_14		1	1	2	1	6	1	2	16	14
		L_15			1	3	1	6	1	3	15	15
	D_10	L_16		1	1	3	1	6	1	3	16	16
		L_17			1	3	1	6	1	2	15	14
	D_11	L_18		1	1	3	1	6	1	3	16	16
		L_19			1	3	1	6	1	3	15	15
4	D_12	L_20		1	1	0	0	0	0	0	16	2
		L_21			1	3	1	6	1	4	15	16
		L_22			1	3	2	7	1	2	15	16
		L_23			1	1	1	6	0	3	15	12
	D_13	L_24	1	1	1	3	1	6	1	3	17	17
5	D_14	L_25	1	1	1	3	1	4	1	3	17	15
		L_26			1	3	1	6	1	2	15	14
	D_15	L_27		1	1	3	1	6	1	3	16	16
		L_28			1	5	1	5	1	3	15	16
	D_16	L_29		1	1	3	2	3	1	3	16	14
		L_30			1	2	1	6	1	0	15	11
6	D_17	L_31	1	1	1	1	1	4	0	1	17	10
		L_32			1	5	1	7	1	1	15	16
		L_33			1	2	1	5	1	2	15	12
	D_17	L_34		1	1	2	1	6	1	3	16	15
		L_35			1	3	0	7	1	1	15	13

7	D_19	L_36	1	1	1	3	1	6	1	3	17	17
		L_37			1	3	1	5	1	3	15	14
	D_20	L_38		1	1	3	0	6	1	2	16	14
	D_21	L_39		1	1	3	1	6	1	1	16	14
		L_40			1	3	1	4	0	2	15	11
8	D_22	L_41	1	1	1	3	1	6	1	3	17	17
		L_42			1	3	1	6	1	3	15	15
	D_23	L_43		1	1	3	1	6	1	3	16	16
		L_44			1	3	1	6	1	3	15	15
	D_24	L_45		1	1	3	1	6	1	3	16	16
		L_46			1	3	0	6	1	3	15	14
	D_25	L_47		1	1	3	1	6	1	3	16	16
	D_26	L_48		1	1	3	1	6	1	3	16	16
		L_49			1	3	1	6	1	3	15	15
9	D_27	L_50	1	1	1	3	0	8	1	3	17	18
		L_51			1	3	0	2	0	4	15	10
	D_28	L_52		1	1	3	1	6	1	3	16	16
		L_53			1	3	1	7	1	3	15	16
Total distribution			9	28	52	148	45	285	46	126	**832**	**100**
Total return			9	31	51	154	46	289	47	134	**761**	**91.46**
Total usable			8	29	39	148	36	270	42	113	**685**	**82.21**

Appendix 3: Key Variables of Life Skills Education Implementation Monitoring at Cambodian Lower Secondary School

Variables/ Themes to measure		Metric and answer coding	Analyzing Tool
Main	**Sub**		
1. Leadership orientation	a. Awareness LSE Concept	1 = No 2 = Yes (Please specify)	- Frequency table (frequency and percentage) - Pie chart
	b. Guidance, guideline, dissemination	1 = No 2 = Yes	- Frequency table (frequency and percentage) - Pie chart
2. Implementation/ Operation	a. Implemented	1 = No 2 = Yes	- Frequency table (frequency and percentage) - Pie chart
	b. Implemented curriculum	1 = Based on MOEYS curriculum 2 = Based on local needs 3 = Others (Please specify:)	- Frequency table (frequency and percentage) - Pie chart
	c. Skill implemented	1 = No 2 = Yes	- Frequency table (frequency and percentage) - Tabulation
	d. Frequency	1 = Never 2 = Less than 1 hour/ week 3 = 1 hour/ week 4 = 2 hour/ week 5 = more than 2 hour/ week	- Frequency table (frequency and percentage) - Bar chart
	e. Teaching techniques	1 = Theory based	- Frequency table (frequency and percentage)

		2 = Theory rather than Practice 3 = Practice rather than Theory 4 = Others	- Bar chart
	f. Teacher arrangement (HR support)		
	f.1. specialized skill teacher	1 = No 2 = Yes, but not enough 3 = Yes, enough	- Frequency table (frequency and percentage) - Pie chart
	f.2. Teacher assignment	1 = Assigned existing teachers 2 = Assigned other subject teachers 3 = Requested from community 4 = others	- Frequency table (frequency and percentage) - Bar chart
	f.3. Teacher training support	1 = No 2 = Yes	- Frequency table (frequency and percentage) - Pie chart
	g. M&E		
	g.1. M&E	1 = No 2 = Yes	- Frequency table (frequency and percentage) - Pie chart
	g.2. M&E method	1 = Tools for evaluation by SP and T 2 = Based on self-evaluation report by T 3 = Others	- Frequency table (frequency and percentage) - Pie chart
	h. Progress	1 = Not changed at all 2 = Little changed	- Frequency table (frequency and percentage) - Bar chart

		3 = Slightly changed 4 = very much changed 5 = Completely changed	
	i. Responsiveness		
	i.1. MOEYS i.2. Local	1 = Not responded at all 2 = responded A little 3 = Somewhat responded 4 = Mostly responded 5 = Completely responded	- Frequency table (frequency and percentage) - Bar chart
	j. Collaboration support (Supporters and things to support)	1 = No 2 = Yes (monitoring, technical, material, incentive, and other)	- Frequency table (frequency and percentage) - Bar chart

Appendix 4: Inputs obtained from key persons regarding LSE implementation in Lower Secondary School in Cambodia

1) Additional Local Life Skills to be included

Soft Skills	Decision making Problem-solving (personal and social) Creative thinking Critical thinking Effective communication Interpersonal skill Self-awareness Empathy Coping with others Coping with stress	
Simple Career Skills	Home-economics	Coffee making, Cake making, Embellishment, Hair-cut
	Art	Dance, Music, Song
	Computer	Basic office program
	Workshop	Repair (motorbike bike phone TV, etc) Mini-Craft (Blacksmiths Painters)
	Agriculture	Growing, planting crops

2) Challenges

No	Challenges of LSE Implementation
1.	Insufficient LSE teacher training (only 2 promotions with 40 teachers)
2.	Insufficient training or capacity building for teacher
3.	LSE syllabus has been disseminated, but not yet implemented Dissemination has not been widespread yet.
4.	Insufficient coursebook (Teachers are required to arranged the lesson themselves, in case they teach their own topic out of the coursebook)
5.	Insufficient specialized teacher
6.	Limited techniques for LSE teacher (teachers do not aware clearly of LSE and how to plan the lesson)
7.	Insufficient teaching/learning and practice time (That should be 2hours per week) Teaching and Learning local life skills (6stages, 1 semester 1 topic) are arranged by schools
8.	Incomplete participation -low engagement from community (Lack of technical support to share experiences and expertise) -students (low interest and less value)
9.	Lack of budget support served for teaching and teaching materials
10.	Lack of M&E mechanism
11.	Geographical factors: lack of infrastructure appropriate for teaching

3) Interventions

Relevant person	Interventions
POEYS	▪ Propose the LSE training program for lower secondary schools to MoEYS ▪ Conduct teacher training on life skills (Short course 5 days x 3times) ▪ Conduct career counseling in schools to identify students' needs and conduct teacher training sessions (Short course: 5days x 2times) ▪ Disseminate syllabus to schools ▪ Copy all syllabus and distribute to schools ▪ Request to have LSE implementation ▪ Authorize schools to arrange/assign teachers (e.g., Khmer and social studies teachers are requested and assigned to teach LSE) ▪ Strengthen LSE implementation ▪ M&E LSE teaching and lesson plan ▪ Suggest schools to allocate teaching time ▪ Ensure all subjects of LSE are entirely implementeds ▪ Have a meeting with School management team ▪ Promote communication within community ▪ Advise schools to follow MOEYS curriculum ▪ Dissemination and strengthen school principals to help mobilize supports from community, NGOs and partners
DOEYS	▪ Encourage key staffs to have annual plan for LSE implementation and integrate into annual school ▪ Suggest technical team leader and teachers to prepare detail action plan for LSE implementation ▪ Participate in finalizing plan and disseminate to all stakeholders

	▪ Participate in seeking for partners to support (budget, technical skills, etc) ▪ Conduct meeting with school management support, local authority and guardian, and parents to support LSE in schools ▪ Seek for market to promote local products in the community ▪ Disseminate openly and train school principals, teachers, and community about LSE ▪ Request to recruit contract-skilled teachers from community ▪ Conduct M&E and review the results of LSE implementation
SP	▪ Create committee in charge of LSE ✓ Mobilize involvement from community (through dissemination, consultative meeting on importance of LSE), fund from NGOs or partners, etc ✓ Regularly M&E LSE implementation ▪ Motivate teachers who passionate in LSE (Certificate of Appreciation, incentive, etc) ▪ Encourage students to note the important lesson transferred by teachers ▪ Regularly mainstream LSE to all students ▪ Encourage teachers to further mainstream during the class ▪ Disseminate LSE coursebook to teachers and key persons ▪ Discuss and identify consensually before academic year with relevant persons ▪ Regarding small space, that should adjust topics beside agriculture or encourage the students to practice at home

4) Suggestions to MOEYs

Relevant person	MoEYS should:
POEYS	▪ Train LSE teachers for lower secondary schools (so far there is only high schools) ▪ Issue a permit to POEYS to conduct Life Skills Training Course ▪ Offer national teacher trainers to explore school challenges ▪ Offer LSE coursebook as demanded ▪ Offer LSE teachers as demanded ▪ Build capacity for LSE teachers regarding teaching techniques ▪ Allocate 2 hours per week for LSE ▪ Inaugurate LSE updated syllabus nationwide (not only target schools) ▪ Encourage management team at school to collaborate with community for additional supports ▪ Prioritize school to recruit technical teachers in their community to teach as demanded ▪ Allocate budget to support expertise and materials
DOEYS	▪ Encourage schools to implement LSE entirely ▪ Offer appropriate infrastructure (e.g., space for learning and practice) ▪ Allocate budget to support expertise and materials and support M&E mechanism ▪ Train and offer expertise to schools as demanded ▪ Prepare and integrate LSE in national curriculum ▪ Build capacity for school principals and LSE teachers ▪ Disseminate local life skills implementation guidelines for lower secondary schools

	▪ Motivate and incentivize good-practice schools
SP	▪ Offer related documents and materials serving for effective mainstreaming and teaching ▪ Build capacity for LSE teachers ▪ Recruit, train and offer specialized teachers (e.g., computer, agriculture, workshop and art) to all schools ▪ Equip all schools with appropriate facilities serving for LSE practice (e.g., computer, workshop stuffs, space, etc) ▪ Mobilize stakeholders to support as needed ▪ Build capacity for school principals, teachers as well as students during the vacation