

# HIV & AIDS in the Education Sector in Cambodia

Prepared by the ICHA Secretariat  
under the direction of Patrick Duong  
& H.E Im Sethy

Royal Government of Cambodia.  
Ministry of Education, Youth and Sport.  
Interdepartmental Committee for HIV & AIDS (ICHA)

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Overview of the National “Life Skills for  
HIV & AIDS Education Programme” (LSHE)

Fact  
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Sheet: 3  
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## Introduction

As in many other South East Asian countries, HIV & AIDS is a major concern for Cambodia.

This ICHA Fact Sheet (#3) aims at briefly describing the Ministry's national "Life Skills for HIV & AIDS Education Programme" (LSHE) and highlight some of the key lessons we learned and wish to share with colleagues.

While the country has recovered from the Khmer Rouge regime (1975-1979) and from the tragedy of losing up to 3 million children, women and men in the "killing fields", Cambodia is still engaged towards mobilizing resources to rebuild and strengthen its society, including through providing adequate education and health services to its population.

Despite the fact that the HIV/AIDS prevalence rate has dropped from 2.1% (2002) to 0.9% (2007), Cambodia prevalence rate is still among the highest in the region. More worrying, the economic growth of the country, the population migration and the new consumer behaviors that the economic development is generating are increasingly putting the young Cambodian population at risk.

As a key actor of the "National Response to HIV & AIDS", the Ministry of Education, Youth and Sport (MoEYS) has been implementing since 1999 an HIV & AIDS programme that aims at protecting and preventing the students, the out-of-school Cambodian youth and the MoEYS labour force from being infected and affected by HIV & AIDS. Developing policies, setting systems, mainstreaming HIV & AIDS in the Education sector, integrating HIV & AIDS in the national curriculum, training pre- and in-service teachers and education officers are therefore among the top priorities of the Ministry's Interdepartmental Committee on HIV & AIDS (ICHA).

Thanks to the support of the United Kingdom's Department for International Development (DFID), UNDP, UN Agencies and other development partners, ICHA is now, considerably strengthened and recognized for its experience in "mainstreaming HIV & AIDS in the education sector". I am therefore grateful to Mr. Patrick Duong, the DFID/UNDP Advisor to the Ministry, for having prepared these fact sheets which primarily aims at giving an overview on the Ministry's HIV & AIDS programme and share information and practices. I would also like to thank Ms. M. Brown, Mr. M. Crook, Mr. I. Beach, Dr. R. Jayakaran, Mr. J. Lee, World Education, CSCS, the ICHA members and the many other individuals and partners for the technical expertise they are providing to our programme.

His Excellency, Im Sethy  
Secretary of State  
Chairperson of ICHA  
Ministry of Education, Youth and Sport

**List of Abbreviations:**

AIDS:	Acquired Immune Deficiency Syndrome
BC:	Behaviour Change
BBC WST:	British Broadcasting Corporation / World Service Trust
DGAF:	Director General for Administration and Finance (MoEYS)
DGE:	Director General for Education (MoEYS)
DFID:	Department for International Development (United Kingdom)
DOE:	District Office of Education (MoEYS)
DOY:	Department of Youth (MoEYS)
EU:	European Union
HIV:	Human Immunodeficiency Virus
ICHA:	Interdepartmental Committee for HIV/AIDS (MoEYS)
IEC:	Information, Education and Communication
ILO:	International Labour Organisation
MAT:	Monitoring and Advisory Team (DFID)
MoCR:	Ministry of Cults and Religions
MoEYS:	Ministry of Education, Youth and Sport
MoH:	Ministry of Health
NAA:	National AIDS Authority
NCHADS:	National Centre for HIV/AIDS, Dermatology and STD
NFE:	Non-Formal Education Department (MoEYS)
NGO:	Non-Governmental Organisation
NIE:	National Institute of Education (MoEYS)
PAC:	Provincial AIDS Committee
PAS:	Provincial AIDS Secretariat
POE:	Provincial Office of Education (MoEYS)
PRD:	Pedagogical Research Department (MoEYS)
Q&A:	Questions and Answers
RGoC:	Royal Government of Cambodia
RTI:	Research Triangle Institute (NGO)
SCRH:	Strengthening Cambodia's Response to HIV/AIDS
SHD:	School Health Department (MoEYS)
STD:	Sexually Transmitted Disease
TA:	Technical Advisor
ToT:	Training of Trainers
TTD:	Teacher Training Department (MoEYS)
UNAIDS:	United Nations Joint Programme on HIV/AIDS
UNCT:	United Nations Country Team
UNDP:	United Nations Development Programme
UNESCO:	United Nations, Educational, Scientific and Cultural Organisation
UNFPA:	United Nations Population Fund
UNICEF:	United Nations Children's Fund
UNODC:	United Nations Office on Drug and Crime
USAID:	United States Agency for International Development
WE:	World Education (NGO)

## Background

### HIV & AIDS and the Education Sector:

With an extremely large young population, the Cambodian youth (students and out-of-school youth) is increasingly exposed to HIV & AIDS and to new social and contemporary temptations and risks<sup>1</sup>. The Ministry of Education, Youth and Sports (MoEYS) is responsible for providing education services for over 3,500,000 students. As the largest civilian Ministry of Cambodia, the MoEYS is administrating half of the Cambodian civil servants (120,000 staff) and over 6,000 public schools. Given the latest Cambodian prevalence rate, 2,000 MoEYS employees (teaching and non-teaching staff) could be HIV positive.



**Primary school children in Siam Reap where a HIV/AIDS awareness programme is implemented.**

MoEYS is in this context implementing a HIV & AIDS preventive education programme<sup>2</sup> to deliver HIV & AIDS education in public schools as well as reaching out to the most vulnerable children who do not yet have access to regular education (out-of-school youth and street children). In addition, the Ministry is mainstreaming HIV & AIDS in the Education Sector and has integrated HIV & AIDS in the new national curriculum.

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<sup>1</sup> Ref: Youth Risk Behaviour Survey, MoEYS and UNICEF, 2005.

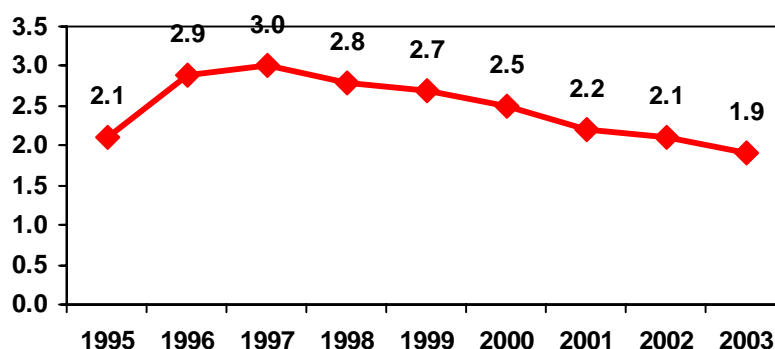
<sup>2</sup> The National Law on HIV/AIDS mentions in its Article 3 that MoEYS is responsible for:

- Integrating HIV/AIDS education in the school curriculum;
- Focusing on In and Out-of-School Youth;
- Training Teachers as resource persons;
- Cooperating with the civil society and NGOs.

Cambodia has one of the highest rates of HIV infection in the region, yet its decade-long response to HIV and AIDS has been comparatively strong and effective. In the years since HIV was first detected in Cambodia, many thousands of people have died of AIDS-related illnesses and many more have been emotionally and financially affected. Yet, there are successes within this story. Prevention campaigns amongst selected high-risk populations have proven highly effective. Cambodia is now one of the few countries in the world that has demonstrably reversed the HIV/AIDS epidemic, as shown in the declining prevalence rate among adults, reduced by a third. Between 1997 and 2003 the prevalence of HIV in the adult population fell from 3.0% to 1.9%. (Note: the rate is 0.9 , 2007)

(NAA, 2006).

**Estimated HIV Prevalence (in %)\* among adults aged 15-49,  
1995-2003** (\* from the modeled number of PLHA)



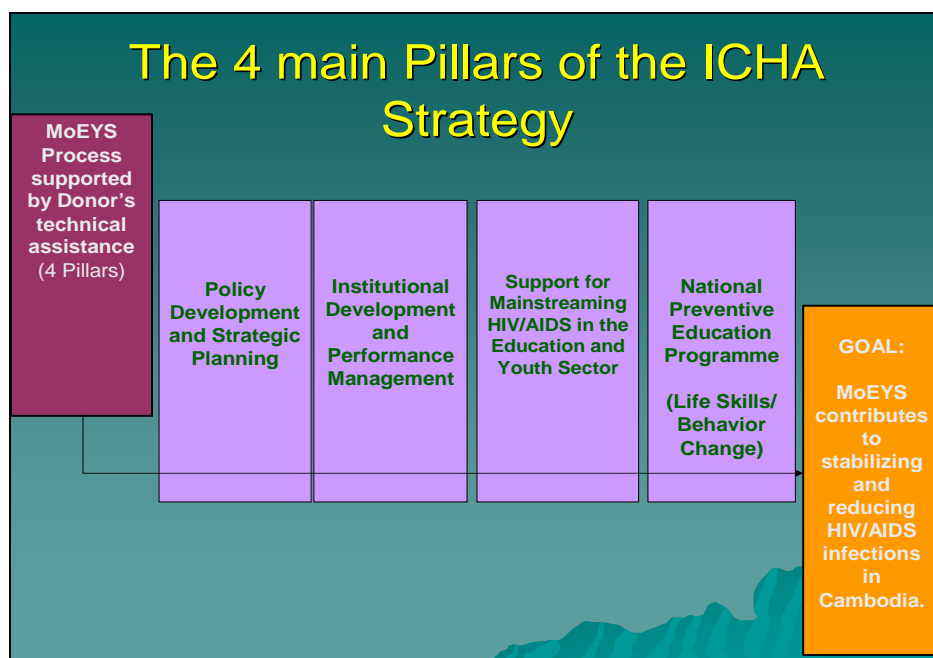
## How is the Ministry organized to respond to HIV & AIDS?

The Ministry has established the Interdepartmental Committee on HIV & AIDS (ICHA) as a coordination structure to mainstream HIV & AIDS in the Education Sector. The Committee is chaired by the MoEYS Secretary of State and comprises 15 Departments and Institutes.

With an annual budget of approximately USD 2,3 million. ICHA receives its main support from the UK's Department for International Development (DFID) and from UNICEF, UNFPA, UNESCO, UNDP and other development agencies (see box on next page). ICHA closely cooperates with international and local NGOs and coordinates its programme activities with the National AIDS Authority (NAA), other line Ministries and the Donor community.

*Strengthening Cambodia's Response to HIV/AIDS (SCRH)* is a 5-year multi-sectoral programme developed and funded by DFID (and managed by UNDP) to support the efforts of the Royal Government of Cambodia in preventing and mitigating the impact of HIV/AIDS. The SCRH Program supports the Ministry of Education, Youth and Sport (MoEYS), the National AIDS Authority (NAA), the National Centre for HIV/AIDS, Dermatology and STDs (NCHADS), and the BBC World Service Trust. A budget of USD 5 million is allocated to MoEYS which also receives the assistance of an international Advisor. (Note the Programme ended in December 2007).

**The 4 Pillars of the Ministry's HIV & AIDS Strategy:**



- **Pillar 1:** Policy Development and Strategic Planning: The objective of this first component is to ensure that HIV & AIDS (and other related topics) remains a priority for the Ministry of Education, Youth and Sport and that relevant strategies and goals are set up.

- **Pillar 2:** Under this second pillar, institutional development, capacity building and training activities are organized to strengthen the Ministry's capacity to plan, implement and monitor HIV/AIDS programmes. Financial management, Procurement, Human resource management and Merit-based incentive schemes are also addressed under this component.



A special training session for female pre-service teachers.

- **Pillar 3:** This third component aims at mainstreaming HIV & AIDS across the MoEYS. It mainly focuses on integrating HIV & AIDS in the national curriculum, training pre and in-service teachers, developing curriculum and IECs, Research, Monitoring and Evaluation.
- **Pillar 4:** This last pillar supports the planning and implementation of the National "Life Skills for HIV & AIDS Education Programme" (LSHE) that targets the Cambodian youth (In-School and Out-of-School Youth, approximately 6 million).

The following pages describe the strategy and methodology designed by the Ministry of Education, Youth and Sport to implement the 4<sup>th</sup> Pillar of the ICHA strategy.



## THE LIFE SKILLS FOR HIV & AIDS PROGRAMME

### Summary of the LSHE Programme:

- To deliver, with the support of NGOs, a *Life Skills for HIV & AIDS Education (LSHE)* Programme in Primary and Secondary schools of Cambodia (rolling program).
- To adopt an appropriate methodology depending on the age and skills of the Cambodian youth (classroom teaching in Primary Schools<sup>3</sup> and Peer Education in Secondary Schools and with Out-of-School youth).
- To cover students from grade 5, 6 (primary) and from grade 8, 11 (secondary).
- To extend the programme to Out-of-School youth (13-19 years old), including street children.
- To establish and train in each District a core team (approx. 8-20 persons; depending on the size of the District) of Teachers, Youth Officers and Monks who will subsequently be responsible for delivering the *Life Skills for HIV & AIDS Education* programme by providing:
  - Classroom teaching in primary schools (grade 5 and 6)
  - Training and supervising Peer Educators in Secondary schools and Peer Educators for Out-of-school youth over 13 years old.
- To sensitize teachers and School Directors on Life Skills for HIV & AIDS Education and on the benefits of Peer Education.
- To provide on-the-job training to Grade 5 and 6 teachers.
- To develop IEC materials for the programme, utilising available teaching/learning and peer education materials as appropriate.
- To create an enabling environment that will support a smooth implementation of the programme through sensitisation of parents, community leaders, monks as well as district and province based officials and other key stakeholders.

The LSHE is designed to strengthen local and national capacities to design, manage and implement HIV prevention programming in Cambodia. The "Life Skills for HIV & AIDS Education" (LSHE) is implemented by contracted international and national NGOs in partnership with the Ministry of Education, Youth and Sport. MoEYS has also authorized contracted NGOs to subcontract implementing partners that have special thematic or geographical expertise.

The LSHE targets youth in-school and out-of-school. In-school youth consist of primary students in grades 5 and 6, and secondary students in grades 8 and 11. Out-of-school youth (OSY)

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<sup>3</sup> : As a pilot phase a Peer Education program was implemented in a selected number of Districts.

consist of youth over 13 years old residing in the targeted districts of the selected provinces. Exactly 50% of the districts in these provinces are targeted for implementation, and 100% of the schools with Grades 5 and 6 and Grades 8 and 11 are targeted, as well as 100% of the communities in those districts.

Following the adoption of the new National Curriculum and the Local Life Skills Policy, MoEYS has decided (that from 2008), to gradually integrate the Life Skills for HIV Education Programme as part of the Local Life Skills Policy (with support of the national budget for school level implementation).



Cambodian secondary male students are priority groups for the Ministry's HIV/AIDS Programme.

## Scope and concerns

While recognising the importance for the Cambodian youth to be aware of HIV and AIDS, the Ministry also stressed the importance to address HIV & AIDS through a Life Skills approach<sup>4</sup> that is sensitive to the age of students and to the cultural, religious and social norms of Cambodia. The programme aims to provide the foundations to assist Cambodian youth in developing the values and norms that will allow them to generate and adopt behaviours that safeguard themselves and others from risky behaviours.

In the design of this programme, the MoEYS has addressed the following requirements and concerns:

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<sup>4</sup> : The MoEYS has recently approved a framework for a "Local Life Skills Curriculum".

- National Budget Limitations
- Need to establish District Teams of Trainers
- Need for Capacity-building of Cambodian Teachers
- Need to develop appropriate Life Skills and Peer Education Materials and Tools
- Need to reach Out-of-School Youth
- Travel and Security of Peer Educators
- Need to adequately cover expenses of programme participants
- Financial Support to Schools to organise extra-curricular educational activities
- Appropriateness of a HIV & AIDS Peer Education programme in Primary schools.

## STRATEGY, METHODOLOGY and ACTIVITIES

Since 2005, the program is conducted, on a rolling basis across the country and covers, as of 2007, 14 provinces out of the 24.

The Programme is executed by NGOs contracted by the MoEYS that operates in close collaboration with the designated district training team. Designed to progressively be implemented by the MoEYS<sup>5</sup>, NGOs are initially assisting with the implementation of the programme and will subsequently hand over the responsibilities to the MoEYS.

### What are NGOs contracted for?

In close coordination with the MoEYS/ICHA, the contracted NGOs have the duty of conducting:

① **Provincial and District Orientation Workshops** (1 day each). These workshops are among the most important activities to organise prior to launching the programme at the provincial and district level.

In each selected Province and Districts, contracted NGOs are requested to organize an Orientation and Enabling Workshop for local authorities, education officers, MoEYS provincial staff (NFE, TTD, and Youth), Teacher associations, Head Monks, PAC/S, Parents and community representatives. The one day workshop focuses on the general objectives of the MoEYS HIV & AIDS programme, the importance of *Life Skills for HIV & AIDS Education* AND the concept and benefits of *Peer Education*. While these workshops primarily aim at formally informing local authorities of the imminent start of the programme, they also give the opportunity to NGOs and MoEYS officials, to openly discuss about HIV & AIDS, explain the aim and methodology of the LSHE and seek comments, suggestions and commitments from participants.

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<sup>5</sup> With the support of UNICEF, MoEYS is since 2007 piloting direct implementation in a province.

District workshops are also the forum where local authorities and NGOs agree on how they will cooperate (local education officers are often seconded to NGOs) and discuss issues such as criteria's for selecting members of the District Team of trainers, mapping schools and Out-of-School youth groups and agreeing on annual work plan.



**A Monk addressing HIV & AIDS with Out-of-School Youth**

#### **Box 1: Sample LSHE Provincial Orientation Workshop**

**Venue:** Provincial Office of Education

**Time:** 7:30 a.m. to 5:00 p.m.

#### **Objectives:**

1. To inform provincial stakeholders about the plans for implementation of LSHE in the Province
  2. To obtain valuable feedback from these stakeholders on elements of LSHE including the work plan, objectives, monitoring and evaluation methods, and target area and population.
  3. To introduce provincial-based project staff to the local public.
- ◆ Welcome/Guest Arrival
  - ◆ Opening Introductions
  - ◆ Opening remarks by the PoE
  - ◆ Opening speech by the Chairman of governor
  - ◆ General Overview of the LSHE Program by LSHE Senior Staff Representative, including information on how this program is part of ESP and ESSP, and thus an extension of RGC policy

#### **Break**

- ◆ Presentation of LSHE goal, objectives, target area in the province, implementation strategy & main activities, work plan and timeframe, deployment plan and consortium partners (by PoE/and locally-based Program Staff including Provincial Coordinator and/or District Coordinator)
- ◆ Review of the criteria for District Team selection
- ◆ Review and Feedback from Provincial Participants on the Proposed Plan
- ◆ Discussion: Level of collaboration, Coordination, Role and Responsibilities of Local Institutions at Provincial Level including Government and NGOs on the Ground
- ◆ M&E Strategy Presentation and Feedback
- ◆ Summary and Final Thoughts
- ◆ Closing of the Workshop by the Provincial Governor
- ◆

World Education, Inc. 2006

**Box 2: Sample LSHE District Orientation Workshop****Venue:** A Local School**Time:** 7:30 a.m. to 5:00 p.m.**Objectives:**

- 1 To inform District stakeholders about the plans for implementation of LSHE in their district, and elsewhere in the Province
- 2 To obtain valuable feedback from these stakeholders on elements of LSHE including the work plan, objectives, monitoring and evaluation methods, and target area and population.
- 3 To introduce provincial- and district-based project staff to the local public.

- ◆ Welcome/Guest Arrival
- ◆ Opening Introductions
- ◆ Opening Remarks by the DoE, including information on how this program is part of ESP and ESSP, and thus an extension of RGC policy
- ◆ Open speech by the District governor
- ◆ General Overview of the LSHE program in Cambodia and in the Province by the Provincial Coordinator

**Break**

- ◆ Presentation of LSHE goal, objectives, target area in the district, implementation strategy & main activities, work plan and timeframe, deployment plan and consortium partners (by DoE and locally-based Program Staff including District Coordinator, Seconded Staff from MoEYS and/or OSY Coordinator)
- ◆ Review of criteria for Peer Education selection and prospective duties of Peer Educators
- ◆ Review and Feedback from Provincial Participants on the Proposed Plan
- ◆ Discussion: Level of collaboration, Coordination, Role and Responsibilities of Local Institutions at Provincial Level including Government and NGOs on the Ground
- ◆ Collaboration across the district offices, community, parent and NGOs
- ◆ M&E Strategy Presentation and Feedback Synthesis
- ◆ Summary and Final Thoughts
- ◆ Closing by the District governor

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② **Training of Trainers** (ToT of District Teams of Trainers, 5 days in each selected districts). Considering the very large number of teachers to be trained (and the amount of teacher's time to be dedicated) if each primary and secondary school had to have its own team of trainers, the MoEYS opted to train (ToT) and establish, in each District, a core Team of Trainers (DTT). This activity which is certainly the backbone of the LSHE requires significant time and efforts to efficiently identify and select the members of the district teams. Equally important NGOs must conduct high quality training needs assessments to tailor the ToT programme and the 5 day curriculum and ensure that the trainers and facilitators are the most qualified.

### **How are members of the District Team of Trainers (DTT) selected?**

Following a public advertisement, interested individuals (teachers, education staff, youth officers, monks, etc) are invited to apply. Selections are made by the NGOs and the District Education officers. Priority is often given to people who have an experience in Peer Education or to teachers who were trained/involved in Life Skills, HIV & AIDS or Health issues (e.g. member of School Health Committee). Attention is also given to gender and to the participation and support of Monks who can advocate for the programme and assist with activities for Secondary Peer Educators and Out-of-School Youth groups. Once selected the members of the DTT sign an agreement and commit themselves to attend the 5 day ToT training session AND subsequently work for the *Life Skills for HIV & AIDS Education*.

Depending on the size of the District, the District Teams of Trainers are generally composed of (when possible with 50% Female):

#### **For Primary schools** (grade 5 and 6):

- 2-5 Primary teachers from Grade 5
- 2-5 Primary teachers from Grade 6

#### **For Secondary schools** (grade 8 and 11) and **Out-of-School Youth** (over 13 years old):

- 4-6 Secondary teachers (from relevant subject areas)
- 2-3 NFE Teachers and Youth officers
- 2-3 Monks

**Criteria for District Team Membership**

It is expected that the District Team will be a diverse group of individuals united by their concern for youth in Cambodia in the face of the HIV & AIDS epidemic. The Team will be comprised of those with a diverse array of backgrounds and experiences: women and men, teachers and non-teachers, persons working in non-formal education, monks and community members interested in issues related to HIV & AIDS prevention in Cambodia.

**Desired Qualifications for District Team Members:**

- a. Successful members must have strong communication and facilitation skills, particularly with youth, and previous experience working with in-school or out-of-school youth.
- b. Previous experiences with formal and/or non-formal education are preferred, but not essential of all members of the team.
- c. A demonstrated understanding of HIV & AIDS issues, including basic knowledge of means of transmission and prevention, but also including awareness of issues of stigma and discrimination is preferred.
- d. Experience with peer education, life skills education and HIV & AIDS or other health-related issues is very helpful.
- e. Since the project will not be able to provide means of transportation to District Team members, it will be more convenient if District Team members have their own transportation. However, a lack of personal transportation should not discourage anyone from applying for membership, since in any case LSHE will reimburse Team members for transportation costs.

World Education, Inc. 2005

**What is the ToT Curriculum?**

As earlier mentioned, the ToT curriculum is generally designed by the NGOs following an initial training needs assessment of the members of the DTT. During the 5 day ToTs the members of the District Team of Trainers are trained (or refreshed) on Life Skills for HIV & AIDS, on interactive teaching approaches (for Primary schools) and on appropriate methodologies to train Peer Educators (for secondary schools and Out-of-School youth). The participants are trained on the utilisation of the MoEYS HIV & AIDS textbooks and IEC tools.

As a general practice, the first part of the ToT aims at providing information about the MoEYS *Life Skills for HIV & AIDS Education* programme and specific knowledge and understanding on HIV and AIDS. In the second part of the training, the trainees are generally divided in 2 sub-groups:

**Sub-Group 1:** Composed of Primary teachers (grade 5 and 6), who will be taught on Life Skills for HIV & AIDS and on interactive learning methods and practices for grade 5 and 6 students.

**Sub-Group 2:** Composed of Secondary teachers, Literacy Teachers, Youth Officers and Monks who will be trained on Life Skills for HIV & AIDS and on Peer Education



approaches and methods/practices to train Peer Educators (In-School as well as Out-of-School).

Finally the last part of ToT often addresses facilitation, supervision, planning and monitoring skills. The ToTs are normally conducted in batches of maximum 30 participants. Additional training sessions are proposed when required.

By the end of the ToT, the trainees are requested to prepare their individual annual work plan and start their training activities in the district. NGOs trainers then closely monitor and assist the district training teams and provide support (on daily basis).

<b>Box 4: Training of Trainers Design (for District Teams for LSHE) World Education, Inc. 2005</b>		
Objective	Activity	Materials
Pre-training Session		
	Pre test:	
Participants will be able to discuss all related issues of HIV/AIDS in during the training	Participants read HIV/AIDS materials provided and answer guided questions	HIV/AIDS contents (Teacher's Manual)
Day 1-Whole Group		
Participants will get familiar with each other and expectation of the training	<p>Introduce Oneself: Name, place of work and likes/dislikes</p> <p>Situation of HIV/AIDS: in the community, country and in the world</p> <p>Expectation of the Training:</p> <p>Participants' expectation (The trainer should be flexible and adapt the training session to fit their expectation as much as possible, but remain focused on the objectives of the workshop. If some of expectation from participants are not related, explain the scope of the training and make suggestions where participants can find the other information they are looking for). Facilitators' expectation. The facilitator should explain their expectations that need to be taken into account of the during the five-day period.</p> <p>Better understanding on HIV/AIDS and taking into consideration of preventive measures and life skills associated.</p> <p>Understanding of objectives and activities of LSHE Better understanding on HIV/AIDS and Gender issues Familiar with HIV/AIDS learning activities/games and practice using them</p> <p>Preparation of HIV/AIDS lessons/activities for teaching gr. 5 and 6.</p> <p>Organization of peer education activities and related skills for selected gr. 5, 6, 8 and 11.</p> <p>Discussion on planning, facilitation, and monitoring of the program.</p>	<p>HIV/AIDS epidemic in Cambodia/ Word Fact sheet Expectation of the workshop</p>
Participants will master HIV/AIDS messages	True/False Statement: Check participants' understanding of the materials provided. Give feedback straight away after the exercise and emphasize on the common mistakes.	True/False statement (Teacher's Manual)
Participants will reinforce their learning through games and activities	Games/Activities: Facilitator selects a sample of activities/games to conduct with the students. Immune system game Card game Sorting exercise: Transmissions and Non Tran Peer pressure Negotiating Non healthy behaviours Negotiating sex Suspected HIV game Etc, Facilitator leads a discussion about which of these activities may or may not be appropriate for which age groups targeted	Teacher's Manual MoEYS

<b>Box 4: Training of Trainers Design (for District Teams for LSHE) World Education, Inc. 2005</b>		
Objective	Activity	Materials
	by LSHE (primary students in grades 5 and 6, secondary students in grades 8 and 11, and OSY 13-19), and why.	
Participants will identify common behaviours related to HIV/AIDS infection and develop preventive measures	Brainstorming what are the common behaviours related to HIV/AIDS infection?  Role Play Activity:  Assign each group to develop a risky behaviour scene, and ask each group to play a role on what they have just developed	Teacher's Manual  MoEYS
To discuss the role that culture plays in the spread of HIV/AIDS in Cambodia	Conduct Activity on Discussing Women and HIV/AIDS including role-play and discussions.	Women and HIV/AIDS (Teacher's Manual)
Participants will develop related skills to HIV/AIDS issues	Brainstorm: What is a life skill? Why do we include life skills in the training program?  Group discussion: Identify the common skills that each individual thinks, what needs to be developed?  Assign each group to play a role in the classroom and make sure that the role-play is reflected to general skills categories as mentioned below. Facilitation skill Communication skill Self awareness Self esteem Assertiveness Interpersonal relationship Empathy Etc,  Reinforce the knowledge by asking the participants to answer and reflect the skills that they used.	Peer's Manual
<b>Day Two-Whole Group</b>		
a). Participants will study on Textbooks, Distance Learning Manual and Teacher's Manual b). Participants will design two lesson plans on HIV/AIDS and demonstrate to the class	Preparation of HIV/AIDS lesson and activities Participants grouped by grade levels study all the books provided. (Note: non-teachers will be grouped with teachers for this activity.)  Prepare two lessons with the following recommendation by looking at distance learning manual for specific lessons in grade 5 and 6 and find other learning activities/games that related to make a good lesson plan.  There will be one integrated and one specific lessons The lesson must be "learner centred" and the children must be involved in the activity based learning.  The format of the lesson plan must include: the objective of the lesson the description of students' activities the materials used the assessment method  Participants demonstrate what they have done	Textbooks  Distance learning package  Teacher's Manual
Participants will be able to use teaching and learning materials for	Practice to use teaching/learning materials: divide participants in small group and give each group a set of different materials	All sets of HIV/AIDS

<b>Box 4: Training of Trainers Design (for District Teams for LSHE) World Education, Inc. 2005</b>		
Objective	Activity	Materials
HIV/AIDS education	to practice. When they finish one type of materials they pass it to another group to make sure that all groups have chance to practice all materials.  Note to facilitator: Ensure all participants play the role of 'teacher' and 'student' in practicing the games and encourage 'students' to ask questions and to challenge the 'teacher'.	materials
<b>Day Three-Sub-groups</b>		
1. Participants will design two lesson plans on HIV/AIDS and demonstrate to the class 2. Participants will be able to organize peer education activities when they are in school	Whole Group: Discussion on how peer education can be organized and peer education related skills Ask participants: What is peer educator? Why do you think peer education is important for your community? What are their roles? What does a peer educator do? Record all answers on board/flipchart Ask participants go through Peer's Manual  Divide into smaller sub-groups: Ask each group to work on more specific for their target. Sub-group 1: Teaching Gr. 5 and 6 (primary teachers) Continue Day Two Activities Peer educators for gr. 5 & 6 Sub-group 2: Peer Education Group 2.1: gr. 8 & 11 peer educator (secondary teachers) Group 2.2: Out of School peer educator (NFE, Youth Officers, monks)	Peer education's Manual
Participants will produce different forms of teaching/learning for HIV/AIDS education and bring along when they are in school as teachers	Materials Development for their specific targets: It is very important to insist participants develop local materials for HIV/AIDS education program, for teaching/learning, peer education, out of school activities, club activities. For example: sign post, banners, short stories, etc.  Divide participants into their respective groups: gr. 5 & 6, gr. 8 & 11, and Out of school; and let them develop materials. Each group introduce and demonstrate how to use their materials	Paint Flipchart Local resource
<b>Day Four-Sub-group</b>		
Participants will be able to plan, organize and monitor their respect tasks	Whole group: This session will focus on theories of: Planning skills Facilitation skills Monitoring and evaluation	Action research framework Sets of materials developed
Participants will be able to make plan for their sub-group implementation	Sub-groups: Plan for implementation Sub-group: grade 5 & 6 Sub-group: grade 8 & 11 Sub-group: out-of-school youth	
<b>Day Five-After 1 Step Implementation</b>		
Participants will share what they have done, lessons learned for next steps	Whole Group: Sharing experiences  Each sub group presents what they have done: SWOT analysis How can we improve it for next steps	Reports
Participants will improve their own plan for next steps	Sub-groups: Each group improves their plan Let a member of the group to present the result that team has done to the big group and raise other ideas or comments that other participant want to share with	Plan

## What do DTT do once they are trained?

③ In **Primary Schools** (in grade 5 and 6), District team members (primary teachers with the support of NGOs) have the duty to deliver classroom teaching on *Life Skills for HIV & AIDS* (e.g. Communication and self-esteem, Decision-making, Values certification, Assertion and Goal settings). The programme aims at providing to grade 5 and 6 students knowledge and skills to help them adopt better attitudes and healthy behaviours. The training sessions (at least 2 sessions of 2 days/year) are mainly carried out during regular school days with the administrative support of the School Director and the relevant Grade 5 and 6 teachers. Interactive learning and participatory approaches are utilized to facilitate understanding and communication with the students<sup>6</sup>. While delivered by 2 members of the District team of trainers, the regular grade 5 and 6 teachers are requested to remain in the classroom (facilitation and on-the-job training opportunity) and are given HIV & AIDS manual and IEC tools such as posters and games.

Standards of Life Skills for HIV & AIDS (for Primary Schools) developed by MoEYS and UNICEF in 2000:

GRADE 5 GRADE 6		
KNOWLEDGE	ATTITUDES	SKILLS
<ul style="list-style-type: none"> <li>Care for individual general and sexual health</li> <li>HIV &amp; STD transmission</li> <li>HIV &amp; STD prevention</li> </ul>	<ul style="list-style-type: none"> <li>Good relationships</li> <li>Keep National traditions</li> <li>Reduction of discrimination in all areas</li> <li>Being a good friend</li> <li>Need to give emotional support to sick people</li> </ul>	<ul style="list-style-type: none"> <li>Establish good relationship with family and friends</li> <li>Decision Making &amp; Problem Solving</li> <li>Build confidence and self esteem</li> <li>Set individual goals and objectives</li> <li>Delay sexual activity</li> <li>Critical thinking</li> </ul>

<sup>6</sup> : Videos, TV spots can be used as Interactive Educational tools.

### Peer Education in Primary Schools (Pilot programme):

During the first year of this programme, it was suggested to pilot a Peer Education Programme in a few primary schools (all students from Grade 5 and 6). The methodology used for this Peer Education programme was similar to the one developed for secondary students (see below). In selected Districts, NGOs with the support and assistance of the DOE, have identify 2 or 3 schools where Peer Education activities were tested. The content and curricula (agreed between the NGO and MoEYS) was tailored to be sensitive to the age, knowledge and skills of the primary students. An assessment of the programme later recommended to terminate this activity considering that the peer education approach in primary schools was not the most appropriate (e.g. age and cultural norms) for primary school children. It was also suggested that school directors and NGOs help design ad hoc peer education activities for primary students (over 13 years old).



An HIV/AIDS training for Secondary Peer educators.

④ In **Secondary schools, members of District team of trainers** (secondary teachers with the support of NGOs) have the responsibility to train Peer Educators (Grade 8 and 11 Students, at least 1 female and 1 male per class)<sup>7</sup>. During this 4+1 day training, Peer Educators are

<sup>7</sup> : Training is expected to take place once a year for 4+1 day (or 3+2 days) in 2 consecutive weeks. In each of the selected schools at least 2 Peer Educators are selected among the students from grades 8 and 2 among grade 11 students. Peer educators are male and female students.

trained on life skills related to HIV & AIDS as well as on practices to organise, implement and facilitate discussions and activities with their peers. The trainings are delivered in batches of a maximum of 20-30 participants (training locations are carefully selected to limit travel time for students). Each group comprises of at least one female and one male trainer who organises separate and/or specific activities based on gender issues. IEC tools and peer education material are distributed to the peer educators.

*Box 7: Peer Educator Participation Criteria*

- The ability to communicate clearly and persuasively with their peers;
- Good interpersonal skills, including listening skills;
- A socio-cultural background similar to that of the target audience (may include age, sex and social class);
- Be accepted and respected by the target group (their peers);
- Possess a non-judgmental attitude;
- Be strongly motivated to work towards HIV risk reduction;
- Demonstrate care, compassion and respect for people affected by HIV/AIDS;
- Be self-confident and show potential for leadership;
- Be able to pass a practical, knowledge based post test after training;
- If a student, have good marks and a solid academic record;
- Have the time and energy to devote to this work; and
- Have the potential to be a role model for their peers.

World Education, Inc. 2006

Standards of Life Skills for HIV & AIDS (for Secondary Schools) developed by MoEYS and UNICEF in 2000:

GRADE 9		
KNOWLEDGE	ATTITUDES	SKILLS
<p><b>General Information</b></p> <ul style="list-style-type: none"> <li>• What is disease</li> <li>• The body's defense system</li> <li>• What is STD</li> <li>• What is HIV</li> <li>• What is AIDS</li> <li>• Myths about HIV</li> <li>• Myths about AIDS</li> </ul> <p><b>Transmission</b></p> <ul style="list-style-type: none"> <li>• Ways of transmission of general diseases</li> <li>• How HIV is transmitted</li> <li>• How HIV is not transmitted</li> </ul> <p><b>Prevention</b></p> <ul style="list-style-type: none"> <li>• Safe behaviors</li> <li>• Identify risks associated with everyday living</li> <li>• Identify alternatives to high risk behaviors</li> <li>• Correct use of condoms</li> </ul>	<ul style="list-style-type: none"> <li>• Develop own personality</li> <li>• Responsibility for individual actions</li> <li>• Clear knowledge about discrimination</li> <li>• Acknowledge and follow Khmer traditions</li> <li>• Develop dignity</li> <li>• Relate to people with diseases and disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Effective communication</li> <li>• Identify risk behaviors</li> <li>• Decision Making &amp; Problem Solving relating to risk behaviors</li> <li>• Be able to set own directions</li> <li>• Set life's plan</li> <li>• Develop self confidence and self esteem</li> <li>• Delay sex</li> <li>• Assertion</li> </ul>

⑤ With the **Out-of-School Youth Group** (over 13 years old), the District team (Literacy teachers, Youth Officers and Monks, with the support of NGOs) are identifying (at the commune and village level) youth who are willing and have the capacity for becoming Peer Educators. The training of these Out-of-School Peer Educators follows the same curriculum and methods than the one developed for the In-School youth. The curriculum is nevertheless adjusted to meet the concerns and skills of children who, in many cases never attended school (or have dropped out)



and who often need to migrate to earn money for themselves and/or their families. Depending on the training needs, the Out-of-School Peer Educators are often separated in different age groups. In order to develop synergies, the NGOs and the members of the DTT are encouraged to train the Out-of-School Peer Educators together with the In-School Peer Educators.

### **Example of a MoEYS training Programme**

Creating a learning climate and introduction of participants

Participants' and trainers' Expectation

What is a Peer?

What is HIV & AIDS?

What is STI?

Situation of HIV & AIDS in the community, Cambodia and the world

Discussion on non-discrimination

Facilitation skills and Communication Skills

Self awareness

Self esteem and Assertiveness

Interpersonal relationships

Peer pressure

Empathy and Good friends

What would I say

Practice using materials

What can a peer educator do?

Role plays and Energizers

Establishing a School club

## What do Peer Educators do once trained?

### Activities with Peers, Classmates and Friends:

**Activities with Peers.** Peer Educators (Secondary students and Out-of-School Youth) are (once trained) responsible for developing and animating Peer education activities with their Peers (classmates, friends, etc). Teachers and NGOs are then requested to assist, monitor and facilitate the activities of the Peer Educators and support them when needed<sup>8</sup> (e.g. participate in specific Q&A sessions, facilitate activities, provide space, allocate time and backstop the peer educators when needed). Small Grants are also allocated by NGOs for activities planned and budgeted by the different Peer groups. Inter-school (and inter-group) activities are encouraged to increase visibility and participation of the community and share lessons learned. For out-of-school peer educators, NGOs and Monks need to play an active role in monitoring the activity of the peers educators and encouraging them to reach out to their peers. Programme evaluation have demonstrated that while out-of-school peer educators are well trained on HIV and AIDS and have the skills to facilitate discussions, they face difficulties to mobilize their peers due to the mobility factor.



A Peer Educator

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<sup>8</sup> : Teachers shall not directly participate in Peer activities.

## MONITORING AND EVALUATION

The Ministry's monitoring system for its "Life Skills for HIV & AIDS Education Programme" is heavily drawn from the consolidation and analysis of information coming in to the central level. This data is collected at the local level (districts, villages, schools, youth groups, etc) by NGOs and MoEYS (Central, Provincial, and District officers) through monitoring visits to the field, as well as through the activities of the process evaluation team. Reporting formats and schedules are approved between the NGOs and the Ministry and specific procedures, forms and verification mechanisms were developed to evaluate the activities implemented by the different partners, at every level of the programme.

The monitoring system used to assess the LSPE programme follows a dual system (quantitative and qualitative/participatory approaches) which allows focusing on implementation and quality of processes/operations as well as on end results. Cooperation with local actors (community leaders, pagodas, youth groups, etc) and NGOs is therefore essential.

### A Joint M&E system between the Ministry and NGOs:

#### Information being collected by the NGOs:

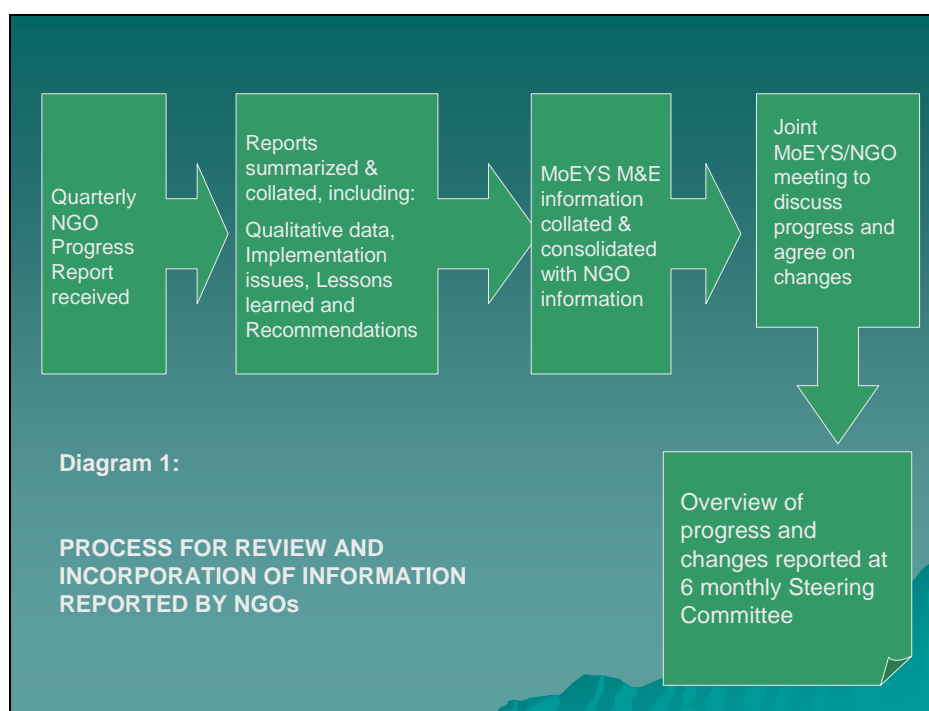
The NGOs contracted by the MoEYS to implement the nation wide "Life Skills for HIV & AIDS Education Programme" have each developed a comprehensive monitoring and evaluation framework. The information they regularly collect and analyze includes:

- Baseline and end KAP surveys
- Pre-test and post-tests carried out prior to training of peer educators and at beginning of engagement with schools and out of school youth, and at end of project
- Snapshot survey
- Life skills teaching observation
- IEC report forms
- Training evaluations
- Success story and case study reports
- Peer contact records
- Event reports, including event impact surveys (Individual; case study)
- Peer education observation
- Peer educator daily logs

- District Team Members' weekly work plans
- Rapid survey of youth regarding services received from peer educators
- Students and out of school youth self-reporting
- Quarterly progress reports

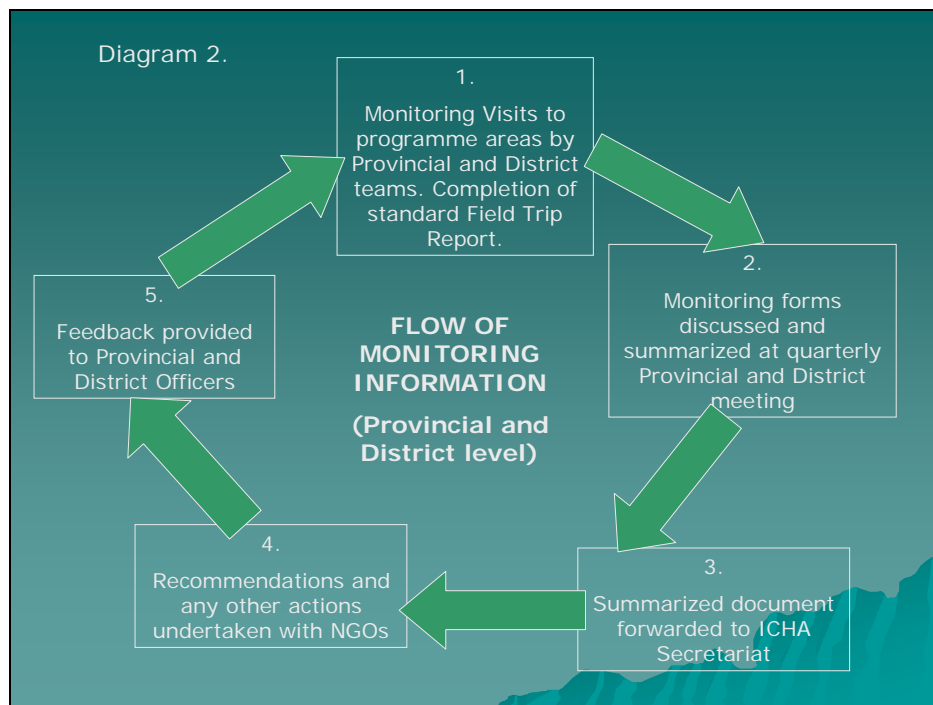
### Sharing of information between NGOs and the Ministry:

Diagram 1 (see below) shows the process for MoEYS review and incorporation of information reported by NGOs. The information from the NGO Quarterly Reports is summarized, including key quantitative data; implementation issues; lessons learned and recommendations made by the NGOs. This information is then consolidated with MoEYS monitoring and evaluation information, which is then used as the basis for quarterly meetings with the NGOs. The lessons learned from this summary analysis are discussed and any changes needed to the programme are agreed at these meetings.



## The MoEYS Monitoring Processes: Central level and local actors

MoEYS Provincial and District Education Officers visit the programme at the local level on a monthly basis and complete a standard monitoring report form produced by the ICHA Secretariat. The flow of monitoring information from the provincial and district level offices is outlined in Diagram 2 (see below). In addition, monthly monitoring visits to selected programme sites are also conducted by the central level (ICHA Secretariat).



A separate monitoring form has been prepared to capture information from these visits. The information from these monitoring visits are summarized and used to inform quarterly joint MoEYS/NGO meetings.

**Box 6: Life Skills Teaching Observation Form (World Education, Inc. 2005)**

District Team Member: .....  
 School name:.....Cluster:.....District:.....  
 Local Teacher's name:.....Class:.....Session:.....  
 Date:..... No of Students (Present/total).....

(Rating scale: 1-Very poor 2-Weak 3-Average 4-Good 5-Excellent )

Things to be observed	Scale	Comments/evidence
<b>Life Skills Teacher</b>	1 2 3 4 5	
• Lesson preparation	1 2 3 4 5	
• Understanding of lesson	1 2 3 4 5	
• Enthusiastic	1 2 3 4 5	
• Treat students with respect	1 2 3 4 5	
• Interaction with local teacher	1 2 3 4 5	
<b>Teaching Skills</b>		
• Organization of the lesson	1 2 3 4 5	
• Question techniques	1 2 3 4 5	
• Using materials	1 2 3 4 5	
• Involvement of students	1 2 3 4 5	
• Motivation/encouragement	1 2 3 4 5	
• Respond/feedback to students	1 2 3 4 5	
• Summarizing lesson	1 2 3 4 5	
<b>Content</b>		
• HIV-related information clear and technically accurate	1 2 3 4 5	
• Other Life Skills Info. clear	1 2 3 4 5	
• Set up activities	1 2 3 4 5	
• Facilitating/monitoring	1 2 3 4 5	
• Teacher-student interaction	1 2 3 4 5	
• Student-student interaction	1 2 3 4 5	
• Lesson learner-centred	1 2 3 4 5	
• Lesson participatory	1 2 3 4 5	
<b>Students</b>	1 2 3 4 5	
• Students' motivation and interest	1 2 3 4 5	
• Students' level of learning	1 2 3 4 5	
• Students use their materials	1 2 3 4 5	
<b>Average score</b>		

Plan for improvement: Monitor chooses with teacher two points for improvement:

1.....

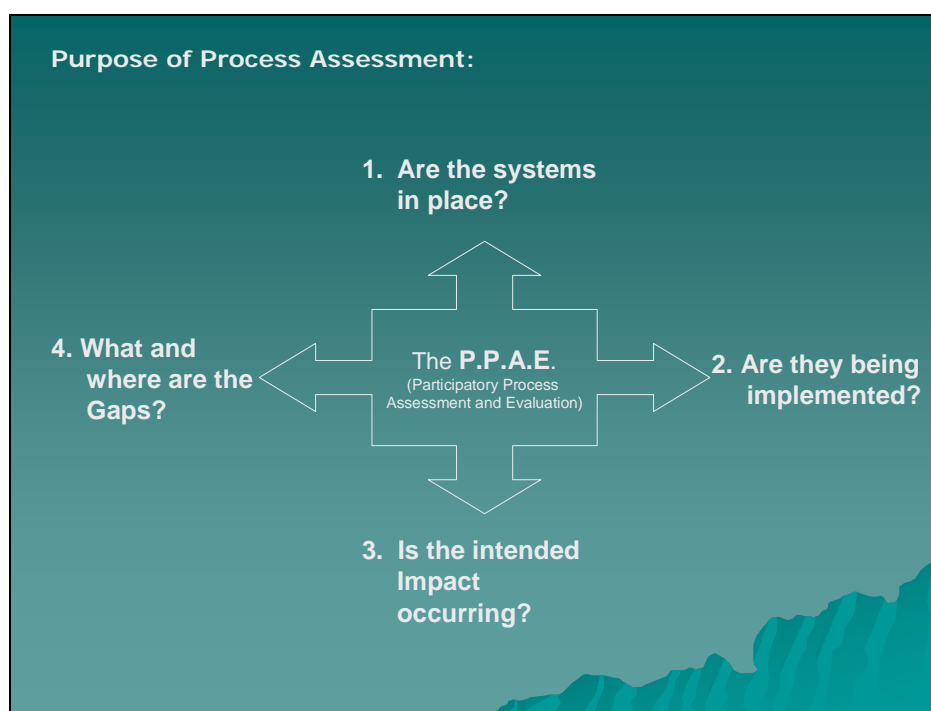
2.....

Name monitor & signature

Name teacher & signature:

## The Qualitative and Participatory Approach: An additional tool to control quality

A process evaluation team, comprising 12 staff from the Pedagogical Research Department was nominated to develop the “on the ground” monitoring and evaluation skills of the MoEYS and, at the same time, provide information on the performance, relevance and success of particular approaches and components of the *Life Skills for HIV & AIDS Education* programme. The evaluation team is trained on Qualitative and Participatory Assessments.



One of the participatory methods that the team is using the Ten Seed Technique (TST)<sup>9</sup>, useful for gathering qualitative information on various issues, especially with regard to the perceptions of the community and the way people see themselves in relation to

<sup>9</sup> : Designed by Dr. R. Jayakaran.

others. While the TST is a very versatile Participatory tool with very wide scale use, it has in this case, been specifically prepared to meet the needs of the “process assessment and evaluation” team and especially designed to provide at regular intervals the information that is required for the programme to assess the progress of the process and achievement of intended milestones.

**Code Number:** **PPAE-NGO-01** *Time required: 20-30 minutes*

**Name of the exercise:** *Effectiveness of the NGO's strategy with the District Teacher Trainers (DTT)*

**Materials required:** Flip charts, marker pens, seeds, masking tape.

**Preparation:** Read the Briefing notes on the TST, and after the focus group of District Trainers has been briefed about what is expected of them, proceed with the exercise.

**Example:**

**Example:**

'Angkor Thom' District in Siem Reap Province

**Effectiveness of the NGO strategy with the DTT:**

NGO STRATEGY	RATIO	Effectiveness	
		EFFECTIVE	NOT EFFECTIVE
Providing them with and training them in the use of Books	●●●	000000	0000
Demonstrating how 'student centered' training is done	●●●	00000 000	00
Demonstrating the use of Role play for communication	●	00000	00000
Demonstration of the use of Posters	●	00000 00	000
Training in facilitating Group discussions	●●●●	00000000	00

pilot assessment
2
Ravi Jayakaran / strengthening Cambodia's response to HIV/AIDS / MoEYS -DFID-UNDP partnership

**Steps Involved:** Ask the Focus group to group the seeds together to portray the different strategies used by the NGO to train them as seen in the example above. After they have made the groupings and described briefly each of the strategies, find out the effectiveness of each of the strategies as shown in the example above.

**Analysis of the information:** In the above example, the NGO used 5 types of strategies for training the DTT. The strategies that they emphasized the most were use of books and facilitating group discussions, followed by use of the student centered method. Among these the most effective were Demonstration of student centered teaching and facilitating group discussions. The least effective method was the use of role plays.

The code number to identify the exercise, and compare one site with another

Materials

Name of the exercise

Preparations required



## OPERATIONAL ISSUES

### Establishing an enabling environment

Prior to the national launch of the MoEYS *Life Skills for HIV & AIDS Education* Programme, a series of sensitisation activities has taken place at the national, provincial and district level. In cooperation with governmental institutions such as the NAA, the Ministry of Cults and Religions (MoCR), the Ministry of Health (MoH) and other partners such as UNICEF, UNESCO, UNFPA, UNDP and NGOs. Activities were organised to inform stakeholders about the MoEYS Life Skills for HIV & AIDS Education Programme and seek the support and involvement of political leaders, religious representatives, community leaders and parents.

### Radio and TV Spots

As part of the programme (and under the MoEYS/ICHA Mainstreaming Component), Radio and TV spots on HIV/AIDS awareness are developed and regularly broadcasted on national TV and Radio stations. This media campaign primarily targets the Cambodian youth (students and out-of-school youth) and aims at delivering key messages on HIV and AIDS. The spots also encourage students, parents, teachers and other key members of the community to participate and support the LSHE programme. These media tools are developed by the Ministry's Department of Information with the assistance of the BBC WST and private media firms.

### IEC Tools and Materials

Learning, Teaching and IEC Peer Education Materials: As an essential element of this Programme a set of key reference material and training tools is developed and made available. This set comprises of materials developed by the MoEYS (with development partners) as well as a selection on those tested and produced by UNICEF, UNESCO, UNFPA, other UN Agencies and NGOs. The set is composed of different Modules that

can be used depending on the age and gender of the students and in respect of the country's socio-cultural norms. The MoEYS kit comprises of the following teaching and learning materials:

- Teachers manual on HIV and AIDS (2 different versions for primary and secondary)
- Student manual on HIV and AIDS (2 different versions for primary and secondary)
- Manual for Literacy trainers on HIV and AIDS

In addition, support and facilitation tools such as posters, flipcharts, brochures, games, stickers, flags, T-shirts, caps and bags are provided to schools and Peer Educators. NGOs are also encouraged to use and/or develop additional tools that they consider useful for supporting LSHE activities. The creation of mobile libraries has for instance proven to be very successful for communities in remote areas.

### **Integration of HIV & AIDS in the National Curriculum**

As a key element of the MoEYS strategy for mainstreaming HIV & AIDS in the Education Sector, the Ministry has integrated HIV & AIDS in the new National curriculum for primary<sup>10</sup>, secondary and literacy students. HIV and AIDS topics are integrated in regular subjects such as social studies, hygiene and health education, domestic economy and biology. The Ministry's Pedagogical Research Department has designed specific learning objectives and students minimum performance standards. New textbooks and manuals will need to be revised to integrate HIV and AIDS as well as other related topics such as Gender, Reproductive Health, Substance abuse and Domestic violence.

Following the adoption of the new National Curriculum and the Local Life Skills Policy, MoEYS has decided (that from 2008), to gradually integrate the Life Skills for HIV Education Programme as part of the Local Life Skills Policy (with support of the national budget for school level implementation).

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<sup>10</sup> : HIV & AIDS is also progressively integrated in the Child Friendly Schools (CFS) programme and is part of the Ministry's Local Life Skill Policy.

## Pre and In-Service Teacher Trainings

With the integration of HIV and AIDS in the new National curriculum, Pre Service teacher trainings are now systematically organised by the MoEYS to ensure that all new primary, secondary and literacy educators have received and HIV and AIDS training before they are assigned to a school. In addition to this pre-service training programme, the Ministry is rolling out an in-service training for grade 5 and 6 primary teachers and secondary biology teacher (over 60,000 teachers). The training programmes are conducted with the support of developing partners and NGOs.

## Annual Training/Refreshing Courses

**Annual Training/Refreshing Courses** (Orientation and Enabling Workshops, ToTs and Training of Peer Educators). Annual new trainings are conducted each year in new Districts/Provinces and refreshing courses are regularly organised by the contracted NGOs in collaboration with POEs and the ICHA.

## NGO selection process

**Responsibilities of the NGOs** (detailed information can be found in ICHA Fact Sheet 7). MoEYS has set up a competitive bidding and selection process for all qualified and legally registered NGOs. During this process, NGOs are requested to submit a technical and price proposal that includes a situation analysis, a description of the strategy and methodology to be used, a detailed annual work plan and budget as well as a capacity building and exit strategy. NGOs are also requested to provide CVs of the NGO trainers and coordinators together with the curriculum and training materials that they plan to use.

## **Ministry's Partnership with Donors and Implementing Partners**

This *Life Skills for HIV/AIDS Education Programme* was developed, in 2004, by the MoEYS taking into account the requirements and concerns of the Ministry. This programme now serves as a framework for Donor support. Development partners have acknowledge that this document reflects the priorities of the MoEYS and describes the strategy and methodology of a *Life Skills for HIV & AIDS Education Programme* that the Ministry wants to implement across Cambodia. Specific agreements are, when needed, developed between the MoEYS and its development partners to provide flexible operational procedures and approaches, ensure efficient coordination and exchange of experiences.

