

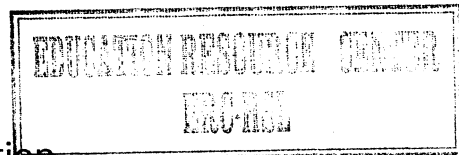
RATIONALE, GOAL AND OBJECTIVES, AND CONTENTS OF POPULATION EDUCATION FOR SECONDARY SCHOOLS

Module II



A Module for the Training of
Secondary School Teachers
in Population Education

ERC 00000007



Trial Edition



UNFPA
United Nations
Population Fund



Population Education Project
CMB/95/PO6

Phnom Penh
November 1996

Population education is a curriculum reform that has been introduced in 1996 in the secondary level of the formal education system of the Royal Government of Cambodia through the "Project: To Integrate Population Education in Formal Education System (Phase I) (CMB/95/PO6)." The project is funded by the United Nations Population Fund (UNFPA) and executed by United Nations Educational, Scientific and Cultural Organization (UNESCO). The implementing agency of Government is the Ministry of Education, Youth and Sports (MOEYS).

The modality for introducing population education in the school system is **integration** of population concepts/contents in related contents of the curricula and syllabi of Social Studies (Geography and Moral and Civics Education), Biology and Home Economics. It augurs well that this curriculum reform is timed with the textbook development master plan of the Ministry. The timing facilitates the permeation of population education contents during the development of textbooks and teachers guides for Grades 7 to 12.

In any curriculum reform, an innovation or a change for the better is only as good as the teachers who play a key role in influencing learners' attitudes and behaviour. It is what happens at school and in the classroom that makes a difference in changing knowledge, attitudes and behaviour of students.

Consequently, there is a need for training and retraining of teachers. The training of teachers in population education is undertaken by a team of trainers who are subject area team leaders, textbook/teachers guides writers and evaluators - all staff of the Research Institute, MOEYS.

The general objectives of the 6-day training for secondary school teachers are:

1. To gain knowledge and understanding of the new textbooks and teachers guides in Social Studies and Home Economics.

2. To develop understanding and appreciation of the population education contents/topics integrated in the Social Studies and Home Economics textbooks and teachers guides.
3. To develop understanding and skills in the use of learner-centred teaching methodologies.

A Training Manual for the Training of Secondary School Teachers in Cambodia has been developed for use of the team of trainers who are in charge of training the teachers. A companion material of the **Training Manual** is a set of modules on population education for teachers. These modules aim to provide teachers with background information on population education to enable them to teach effectively the population education contents/topics that are integrated in the textbooks of Social Studies, Biology and Home Economics.

The lists of the modules are as follows:

- I. Population Situation of Cambodia
- II. Rationale, Goal and Objectives, and Contents of Population Education for Secondary Schools
- III. Causes of Population Change
- IV. World Population Growth
- V. Population, Resources and Environment
- VI. Physical Aspect of Adolescent Development
- VII. Ovulation and Menstruation
- VIII. Social Aspects of Adolescent Development
- IX. Reproductive Health and Family Planning

- X. Sexually Transmitted Diseases, AIDS/HIV
- XI. Sex Roles and Gender Issues
- XII. Selected Teaching Methodologies

These modules are intended primarily as resource materials for the training of teachers in either face-to-face training situation or in independent self-study (modular approach) programme without a trainers' facilitation.

The contents in population education covered by the set of twelve modules are not exhaustive. There are many more population issues that need to be addressed by instructional materials for trainers and teachers. These should be developed as the need arises. Thus, training is dynamic and responsive to emergent needs of teachers and trainers.

Hopefully, all training efforts should result in a commitment on the part of teachers to teach population education in Social Studies, Biology and Home Economics and to teach it effectively. Ultimately, population education should enable the youth to make rational and informed decisions regarding population-related issues and take actions on them **now**.

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RATIONALE, GOAL AND OBJECTIVES AND CONTENTS OF POPULATION EDUCATION FOR SECONDARY SCHOOLS

Introduction

In this module, you will learn about the importance of population education as part of the education of students in Cambodia. Population education "involves students in a learning process through which they can extend their understanding of population-related issues, broaden their perspectives, and develop appropriate skills in analyzing and defining those issues in a way which is personally meaningful and socially relevant."

Population education is integrated in Social Studies, Biology and Home Economics. You will study the scope and sequence of population education in these subject areas. As teachers, you have a very crucial role in preparing students to enable them to control the many events in their lives, including those related to reproductive behaviour (e.g. when to marry, when to have the first child, how many children to have, etc.).

Specific Objectives

After studying this module, you should be able to:

1. Explain the rationale for introducing population as part of the general education of students.
2. Define population education.
3. State the goal of population education for secondary schools in Cambodia.
4. Analyze the objectives of population education in terms of its implications to contents, life skills and teaching-learning strategies.
5. Explain the strategy of integration as an approach in introducing population education in the curriculum.
6. Analyze the Scope and Sequence in Population Education for Secondary Schools in Cambodia.

Lesson 1

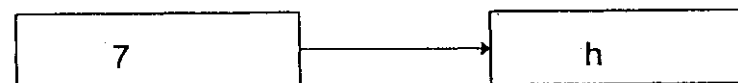
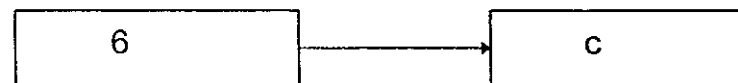
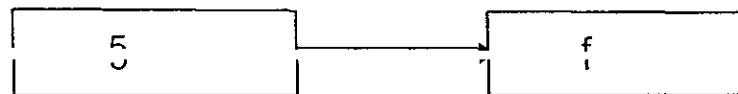
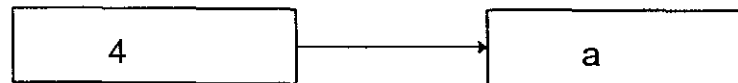
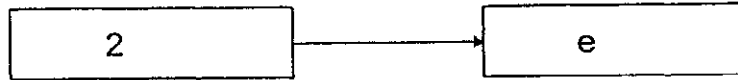
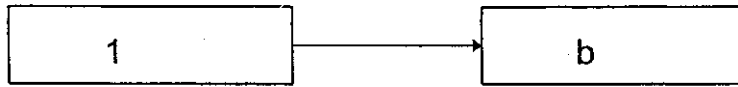
Rationale of Population Education in Schools

Recall what you have studied in Module 1 on the "Population Situation in Cambodia."

Match the statements in the boxes on the left-hand side with those on the right-hand side.

- | | |
|-----------------------------------|----------------------------------------------------------------------------------------------------------|
| 1. Population estimates over time | a. There is a high proportion of females to males in Cambodia (1993 data). |
| 2. Low population density | b. The population of Cambodia grew steadily from 2.4 million in 1921 to 9.65 million in 1993. |
| 3. Doubling time | c. There is a variety of ethnic communities in Cambodia. |
| 4. Sex ratio | d. The estimated 2.6% population growth rate of Cambodia in 1990 will double in 28 years. |
| 5. High population density | e. Modolkiri, Ratanakiri, Preah Vihear, Stung Treng, Koh Kong |
| 6. Ethnic communities | f. The Plain Region has 200 people per square kilometer. |
| 7. Migratory movement | g. Low income, low educational level of workers, poverty, child trafficking, child labour, prostitution. |
| 8. Consequences of urbanization | h. Rural to urban |

Here are the matching statements.



What other population-related problems do you see in Cambodia? In a national seminar on population education held in Cambodia in May 1996, the participants, representing key officials of government and non-government organizations, perceived that these are the population related problems in Cambodia:

- low level skills of the population which result in unemployment or employment in unskilled labour, low income/wages
- a large population of school dropouts or pushouts
- poverty
- health problems
- problems related to rural migration, e.g., unemployment, poor housing, health and nutrition, crimes, child labour, etc.
- gender inequality
- domestic violence
- premarital sex and adolescent pregnancy
- marrying early
- girl trafficking and prostitution
- destruction of the environment, e.g., destruction of forests, destruction of watersheds, water, air and soil pollution, etc.

Do you agree with the list of problems? Can you add to the list? What is the role of education in solving these problems?

It is a universal practice to use the school curriculum to respond to emerging social problems. This is usually done by introducing new and specific educational programmes in the formal education system. You must have heard of drug education having been integrated in the school curricula in many countries to educate boys and girls on the dangers of drug abuse. Sex

education is now part of the school programme of many countries, too. The great concern for the protection of the environment has led to the integration of environmental education not only in the formal school system but also in the non-formal and informal learning systems as well.

Population education is an educational reform that has recently been introduced in the secondary level of the formal education system of Cambodia. It is viewed as an educational innovation that is aimed to make the contents of teaching relevant to the needs and problems of students and those of their families and communities.

It is in its role as a dynamic force for social change that the idea of utilizing schools to educate young people on social issues and problems came about. A basic goal of population education is to convince students that they can control the many events in their lives, to equip them with skills to make decisions on issues confronting them now, follow up with actions and obtain results. In other words, they do not have to wait to make decisions on those issues at some future time. Schools should help them modify this attitudes, and teach them that what they become in life will depend in large part on their own decisions and actions.

Population-related problems and issues become the focus of study around which life skills, such as planning and decision making, problem solving, value clarification, etc., are applied through the facilitation and guidance of the teacher.

Exercise No. 1

Values Voting

Direction: Below are some population-related statements. Tick (/) the appropriate column according to your choice.

Agree	Disagree	Not Sure	Statements
_____	_____	_____	1. The population growth rate of Cambodia at 2.6% in 1990 is not a problem.
_____	_____	_____	2. There is nothing that can be done about the state of forest destruction in Cambodia.
_____	_____	_____	3. Teachers play an important role in developing positive attitudes and values among students.
_____	_____	_____	4. Population education should be taught in schools.
_____	_____	_____	5. Population-related issues and problems, such as AIDS/HIV, adolescent pregnancy, gender role and women's rights should be taught in secondary schools.

There are no right or wrong answers to the items you have just answered. After completing the study of the module, go back to this exercise. Is there a change in your response in any of the items? You may also want to think over some new things you have just learned and do a self-check on them using the exercise above. You can create statements on those new learnings similar to the ones above. You can try!

LESSON 2
LESSON 2

Definition, Goal and Objectives of Population Education

Read the definition of population education formulated for Cambodia schools.

Definition of Population Education

Population education is the process of developing knowledge and understanding of population changes/situations as well as rational attitude and behaviour toward those changes/situations in order to improve and sustain the quality of life of the individual, the family, the community, the country and the world.

Can you name the key words in the definition? Let us list them.

- process
- knowledge and understanding
- rational attitude and behaviour
- population changes/situations
- quality of life
- individual, family, community, country, the world

The Goal of Population Education

Like any educational programme, population education has a goal to pursue. Examine the goal of population education that was formulated for Cambodian schools.

Goal of Population Education

To involve students in a learning process that will enhance their understanding of emerging population and development issues, develop skills in planning and decision making on those issues, and the attitude that they can control those emerging issues in their lives and take actions on them *now*.

Read the goal statement again. What are the life skills incorporated in the statement? List them.

- understanding emerging issues on population and development
- planning and decision making
- taking control of issues and events in life
- taking actions on those issues and events now

Objectives of Population Education

The broad statement of goal of population education is broken into four statements of objectives. Read these statements carefully.

Objectives of Population Education

1. To develop knowledge and understanding and appreciation of
 - a. Basic population concepts.
 - b. Causes of population change.
 - c. Consequences of population change on the quality of life and well-being of the individual, family, community, the nation and the world.
 - d. Human sexuality and total development of the person.
 - e. Gender roles and social implications.
 - f. Environment and population linkages.
 - g. Other population-related issues and problems.
2. To develop rational and responsible attitudes, values and behaviour toward population-related issues and problems.
3. Develop skills in planning and decision-making to enable the students to take control of the various issues and events in their lives.
4. To improve the ability of students to learn by involving them in learner-centred activities and in evaluating their own learning progress.

Let us examine the four (4) objectives of population education. What are the learning outcomes that are explicit in the objectives?

The learning outcomes are:

- Knowledge, understanding and appreciation of population and population-related contents, issues and problems.
- Rational and responsible attitudes/values and behaviour.
- Planning and decision making skills.
- Learning how to learn.

Exercise No. 2

Direction: Answer the following questions. Check your answers against the Key to Correction found in Appendix A.

1. What are the key words in the definition of population education?
2. What are the life skills incorporated in the goal statement on population education?
3. What are the learning outcomes of population education.

Lesson 3

The Integration Approach in Population Education

Integration as an Approach for Introducing Population Education in the Curricula of the Formal School System

In response to the population situation of Cambodia, the Royal Government has decided to implement a population programme. The various components of the population programme are implemented by sectoral agencies. For example, there is the Reproductive Health and Family Planning Programme of the Ministry of Health which provides maternal and child health and family planning services. The Ministry of Planning, particularly the National Institute of Statistics, has undertaken a demographic survey of the country. It is now in the process of preparing for a national census in 1998 after many, many years. Academic institutions as well as non-governmental organizations also undertake population-related programmes.

Recently, the Ministry of Education, Youth and Sports started to implement a project to introduce population education in the formal school system. The targets are secondary school students in Cambodia.

How is this done? The strategy for introducing population education is through *integration*. Integration means enriching and expanding existing units in the syllabus of a subject to include population-related concepts or contents.

The subjects which are used as vehicles for integration of population education are Social Studies (Geography, Moral and Civics Education, and to some extent, History), Science (Biology) and Home Economics. These subjects carry contents that are naturally related to population education concepts or ideas, such as population dynamics, human sexuality and reproduction, reproductive health and family planning, population environment, resources and sustainable development; gender and development.

To illustrate, the unit on human reproduction in Biology is enriched with population education contents on: (1) family planning - benefits of family planning to the health of mother and child and the family as a whole; (2) methods of birth spacing; (3) family planning services; and (4) sexually transmitted diseases, AIDS/HIV. These topics are introduced in Biology from Grades 7 to 12 in varying degrees of depth and complexity.

Population education topics on adolescent development, such as physical, emotional and social aspects, including related issues, such as adolescent pregnancy and early marriage and gender issues and women's role, enrich the traditional contents of Home Economics.

The interaction of humans as they affect and are affected by the various economic, social and political forces in their physical environment (human geography) can be appreciated more meaningfully when the population-related forces and factors are integrated into human geography. This is the rationale for using Geography as a vehicle for the integration of population education ideas. For example, population distribution is not simply the distribution of people over space. There are causes and consequences of population distribution and density.

Population education is value-laden. There are desirable attitudes and values and life skills that students ought to develop in order to enable them to take control of the events in their lives and to take actions to population-related issues and problems. Moral and Civics Education is the rightful vehicle for integrating population-related values and life skills. Notwithstanding, other subjects also develop values and life skills among students.

The Population Education Project for Secondary Schools in Cambodia has developed integrated curricula for Social Studies, Biology and Home Economics.

An integrated curriculum means that the curriculum of a specific subject used as a carrier or vehicle has been enriched with population education concepts/contents. Examine the curricula and syllabi of the respective subjects you are teaching. Can you identify the population contents integrated in the curriculum of your subject area?

Lesson 4

The Scope and Sequence of Population Education for Secondary Schools in Cambodia

A systematic and practical approach to integration is to develop a scope and sequence in population education. The scope and sequence lists the various population education topics. Relevant and appropriate topics are identified for each subject and grade levels. This is presented in a chart.

The population education topics in the scope and sequence chart are categorized into five (5) major content areas, as follows: 1) Population Dynamics; 2) Human Sexuality and Reproduction; 3) Reproductive Health and Family Planning; 4) Gender and Development; and 5) Population, Resources, Environment and Sustainable Development.

Examine carefully the scope and sequence chart in the pages that follow. Take note of the topics listed under each major content area. Notice that the topics are broken down into smaller, more specific topic titles. The rationale is to enable you to see how a bigger population education topic under a major content area is broken down into smaller, more specific sub-topics. The sub-topics will help you in writing lessons.

As you study the scope and sequence of population education, pay particular attention to the subject you are teaching. Analyze the articulation of the population education topics from grade to grade. Likewise, be able to relate these topics to the population situation of Cambodia and the population-related problems and issues listed in the early part of this module.

Before studying the **Scope and Sequence of Population Education for Secondary Schools**, proceed to do Exercise No.3. It is found on the next page.

Exercise No.3

Direction : Fill the blank with the correct answers. Check your answers against the Key To Correction found in Appendix A.

1. The strategy for introducing population education in the formal school system in Cambodia is through _____.
2. This strategy means _____ existing units in the syllabus of a subject with population-related concepts or contents.
3. The subject used to introduce population education topics or ideas is called a _____ subject.
4. In the secondary schools of Cambodia, the subjects that are used to integrate population education in the curricula are _____, _____, _____, and _____.
5. The chart which shows the various population education topics that should be taught in specified subjects from grade to grade is called _____.
6. The population education topics in the scope and sequence chart are categorized or grouped into 5 major contents areas, namely : _____, _____, _____, _____, and _____.

Have you completed exercise No.3 ? If so, you may proceed to the study of the **Scope and Sequence of Population Education for Secondary Schools** in the pages that follow. Concentrate first on the topics that are integrated in the subject that you are teaching. Afterwards, study those that are integrated in the same subject that are in the other grade levels. Study also the population education topics that are integrated in the other subjects. This way, you will have a better understanding and appreciation of population education in the curricula of secondary schools.

SCOPE & SEQUENCE OF POPULATION EDUCATION FOR SECONDARY SCHOOLS

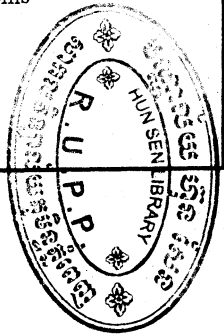
POPED TOPICS/CONTENTS	GEOGRAPHY						HISTORY						MORAL & CIVICS ED.						HOME ECO. / ECO.						BIOLOGY								
	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12			
I. Population Dynamics																																	
1. What is Population ?	X			X			X									X	X	X	X	X	X	X	X	X	X								
a. Population of the village																X	X	X	X	X	X												
b. Rural and urban population	X		X			X																											
c. Population of the country	X	X	X		X	X									X	X	X	X	X	X													
d. Population of the world and world regions-Africa,Asia, Latin America, Europe, Northern America, Oceania	X	X	X	X	X	X	X				X				X	X	X	X	X	X													
2. Population Composition																																	
a. Age structure- working age population (15-45 years old), dependent population (0-14 years old + 65 years old and above)	X	X	X		X	X											X					X	X										

SCOPE & SEQUENCE OF POPULATION EDUCATION FOR SECONDARY SCHOOLS

POPED TOPICS/CONTENTS	GEOGRAPHY						HISTORY						MORAL & CIVICS ED.						HOME ECO. / ECO.						BIOLOGY					
	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12
b. Sex structure - male and female sex ratio; dependency burden and consequences			X																X	X	X									
c. Other population characteristics : education / literacy level, occupation, income, ethnicity, etc.													X	X	X	X	X	X	X	X	X	X	X	X						
3. Population Distribution																														
a. Urban-rural population; population in costal- inland areas; population by geographic distribution (by province, city, etc.)	X	X	X	X	X	X	X	X	X	X				X																
b. Population density	X	X	X		X	X																								
c. Rural development and consequences on population distribution			X		X	X	X	X	X		X	X	X	X	X	X	X	X												

SCOPE & SEQUENCE OF POPULATION EDUCATION FOR SECONDARY SCHOOLS

POPED TOPICS/CONTENTS	GEOGRAPHY						HISTORY						MORAL & CIVICS ED.						HOME ECO. / ECO.						BIOLOGY					
	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12
4. Causes of Population Change																														
a. Births, deaths, migration	X		X		X	X	X	X	X	X	X				X	X	X	X	X	X										
b. How these cause change in population size, distribution and composition	X	X	X	X	X	X													X	X	X	X	X							
c. Population growth	X		X			X															X				X	X				
5. Population Situation in Cambodia																														
a. History of Population Growth in Cambodia	X		X			X	X	X	X	X	X								X											
b. Present population profile of Cambodia- size, growth rate, age-sex structure, socio-economic characteristics	X		X			X			X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
c. Population-related problems	X		X			X			X			X	X	X	X	X	X	X	X	X	X	X	X	X						



SCOPE & SEQUENCE OF POPULATION EDUCATION FOR SECONDARY SCHOOLS

POPED TOPICS/CONTENTS	GEOGRAPHY						HISTORY						MORAL & CIVICS ED.						HOME ECO. / ECO.						BIOLOGY					
	GEOGRAPHY						HISTORY						MORAL & CIVICS ED.						HOME ECO. / ECO.						BIOLOGY					
	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12
d. Consequences of population change- micro (village, province,city) and macro (country) levels	X		X			X	X	X	X	X	X	X																		
6. Internal Migration																														
a. Causes of migration	X		X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						
b. Migration patterns	X		X			X	X	X	X	X	X														X					
c. Characteristics of migrants	X		X			X																			X					
d. Consequences of internal migration	X		X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						
7. International Migration																														
a. The refugee situation- causes and consequences			X			X	X	X	X	X	X	X							X	X	X	X								
b. Programmes for refugees			X			X													X		X	X	X							
c. Repatriation - policies and actions			X			X													X		X	X	X							

SCOPE & SEQUENCE OF POPULATION EDUCATION FOR SECONDARY SCHOOLS

POPED TOPICS/CONTENTS	GEOGRAPHY						HISTORY						MORAL & CIVICS ED.						HOME ECO. / ECO.						BIOLOGY					
	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12
8. Population of the World and World Regions																														
a. History of population growth from pre-modern to modern times							X	X	X	X	X	X	X	X	X															
b. Demographic transition in developed countries; in developing countries							X	X	X	X	X	X																		
c. Population trends in the world and world regions																														
9. Urbanization																														
a. Growth of cities in the world and world regions, Cambodia	X	X	X		X	X	X					X																		
b. Causes; consequences	X	X	X		X	X	X	X	X	X	X	X																		

SCOPE & SEQUENCE OF POPULATION EDUCATION FOR SECONDARY SCHOOLS

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	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12
10. Population-Related Values																														
a. Development orientation																														
- Attitude that poverty is a temporary situation and that its causes can be addressed.																														
- Development starts in the family; meeting the basic needs of the family.																														
- Education is the key to development, therefore, the need to create a value for basic education/literacy.																														
- Value for health																														
b. Value for human life																														
c. Peace and order- development cannot proceed without peace and order.																														

SCOPE & SEQUENCE OF POPULATION EDUCATION FOR SECONDARY SCHOOLS

POPED TOPICS/CONTENTS	GEOGRAPHY						HISTORY						MORAL & CIVICS ED.						HOME ECO. / ECO.						BIOLOGY																	
	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12												
d. Positive attitude / value towards; change; everything changes.													X	X	X	X	X	X	X	X	X	X	X	X																		
e. Preservation of cultural heritage; preservation of positive traditional values													X	X	X	X	X	X	X	X	X	X	X	X																		
II. Human Sexuality and Reproduction 1. Meaning of Sexuality; Aspects of Human Sexuality a. Physical b. Emotional c. Socio-cultural													X	X	X	X	X	X	X												X						X					

SCOPE & SEQUENCE OF POPULATION EDUCATION FOR SECONDARY SCHOOLS

POPED TOPICS/CONTENTS	GEOGRAPHY						HISTORY						MORAL & CIVICS ED.						HOME ECO. / ECO.						BIOLOGY					
	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12
2. Adolescent Development																														
a. Body changes in boys and girls during puberty													X						X							X				X
b. Psycho-social development													X						X											X
c. Development of responsibility													X	X	X	X	X	X	X											X
3. Anatomy and Physiology of the Human Reproductive System													X						X							X			X	X
a. The male reproductive system																														
b. The female reproductive system																														
4. Menstruation																			X											
a. Age at menarche (first menstruation)																			X							X	X			X
b. What it means for girls														X					X						X	X	X	X	X	X
c. Beliefs about menstruation													X						X							X				
d. Hygiene of menstruation																			X							X	X			

SCOPE & SEQUENCE OF POPULATION EDUCATION FOR SECONDARY SCHOOLS

POPED TOPICS/CONTENTS	GEOGRAPHY						HISTORY						MORAL & CIVICS ED						HOME ECO./ECO.						BIOLOGY					
	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12
5. Responsible Sexual Behaviour													X	X	X	X	X	X	X	X							X			
a. Forms of sexual expressions																														
b. Meaning of responsible sexual behaviour															X						X					X	X			
c. Possible consequences of irresponsible sexual behaviours - early marriage, teenage pregnancy, termination of schooling, etc.													X		X	X	X	X			X						X			
d. Benefits of responsible sexual behaviour to self, the family, and society as a whole													X	X	X	X	X	X	X	X										

SCOPE & SEQUENCE OF POPULATION EDUCATION FOR SECONDARY SCHOOLS

POPED TOPICS/CONTENTS	GEOGRAPHY						HISTORY						MORAL & CIVICS ED.						HOME ECO. / ECO.						BIOLOGY					
	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12
6. Sexually Transmitted Diseases (STDs)																														
AIDS/HIV																														
a. Incidence of STD's, AIDS/HIV world, comparative data in selected countries, Cambodia															X				X	X	X	X	X	X	X		X		X	X
b. Cause, symptoms, transmission															X				X	X					X		X		X	X
c. Prevention															X						X				X		X		X	X
d. Country programmes on AIDS/HIV															X							X			X		X		X	X
e. Behaviours that predispose persons to AIDS / HIV															X				X	X	X	X	X	X	X		X		X	X
7. Values Related to Sexual Behaviour																														
a. Value for health													X	X	X	X	X	X	X	X	X	X	X	X	X					
b. Value for one's future													X	X	X	X	X	X	X	X	X	X	X	X						
c. Respect for the sexes													X	X	X	X	X	X	X	X	X	X	X	X						
d. Preservation of desirable traditional values, e.g. chastity, virginity before marriage, honour of the family, etc.													X	X	X	X	X	X	X	X	X									

SCOPE & SEQUENCE OF POPULATION EDUCATION FOR SECONDARY SCHOOLS

POPED TOPICS/CONTENTS	GEOGRAPHY						HISTORY						MORAL & CIVICS ED.						HOME ECO. / ECO.						BIOLOGY											
	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12						
e. Developing early responsibility													X	X	X	X	X	X		X	X	X	X	X												X
f. Acceptance of responsibility for the consequences of one's sexual behaviour															X	X	X	X		X	X	X	X	X												
g. Right to make decisions without pressure from others															X	X	X	X	X	X	X	X	X	X												
III. Reproductive Health and Family Planning																																				
1. Definition of : health, reproductive health, reproductive rights															X	X	X	X	X	X							X									X
2. Problems related to reproductive health															X	X	X	X									X									X
a. Health hazards: smoking, drinking, drugs, promiscuous sexual behaviour													X	X	X	X	X	X	X	X	X	X	X	X			X									X

SCOPE & SEQUENCE OF POPULATION EDUCATION FOR SECONDARY SCHOOLS

POPED TOPICS/CONTENTS	GEOGRAPHY						HISTORY						MORAL & CIVICS ED.						HOME ECO. / ECO.						BIOLOGY					
	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12
b. Problems related to work: fatigue (overtiredness), heavy work, pollution, unhealthful working/living condition, etc.													X	X	X	X			X	X	X	X	X	X			X			
c. Relation of age, pregnancy and health risks to both mother and child															X					X	X	X	X			X			X	
d. Multiparity (many births) and health of mother and children															X					X	X	X	X			X			X	
3. Health of Mother and Child a. Pre-natal care: nutrition, exercise and sleep, body hygiene, recreation, periodic medical consultation, avoidance of smoking, alcohol and drugs, etc.																				X	X	X	X			X			X	

SCOPE & SEQUENCE OF POPULATION EDUCATION FOR SECONDARY SCHOOLS

POPED TOPICS/CONTENTS	GEOGRAPHY						HISTORY						MORAL & CIVICS ED.						HOME ECO. / ECO.						BIOLOGY											
	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12						
b. Medical care during delivery																X	X	X			X	X	X	X												X
c. Post-natal care of the mother and infant												X							X	X	X	X	X	X												X
d. Importance of immunization												X	X	X	X	X	X						X						X				X	X		
e. Family nutrition												X	X			X	X	X	X	X	X	X	X												X	
4. Registration of Births - importance, where to register												X				X	X	X			X	X														
5. Maternal and Infant Mortality - incidence, trends, causes													X	X					X	X	X	X	X	X												
6. Maternal and Child Health Programmes in Cambodia													X	X					X	X	X	X	X	X												

SCOPE & SEQUENCE OF POPULATION EDUCATION FOR SECONDARY SCHOOLS

POPED TOPICS/CONTENTS	GEOGRAPHY						HISTORY						MORAL & CIVICS ED.						HOME ECO. / ECO.						BIOLOGY					
	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12
7. Family Size																														
a. Meaning of : family size, completed family size																			X	X	X	X	X	X						
b. Age at marriage and family size early and delayed marriage; legal age of marriage in Cambodia													X	X							X	X	X	X						
c. Consequences of family size on basic needs of the family - food, clothing, shelter, health care, education, etc.															X	X	X	X	X	X	X	X	X	X						X
d. Planning the birth of the first child														X							X	X	X	X						X
e. Prevention of birth defects														X									X							X
8. Family Planning																														
a. Meaning of family planning													X	X	X	X	X	X			X	X	X	X						
b. Benefits of family planning													X	X	X	X	X	X			X	X	X	X						

SCOPE & SEQUENCE OF POPULATION EDUCATION FOR SECONDARY SCHOOLS

POPED TOPICS/CONTENTS	GEOGRAPHY						HISTORY						MORAL & CIVICS ED.						HOME ECO. / ECO.						BIOLOGY					
	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12
c. Family planning methods													X	X	X	X	X	X			X	X	X	X						
9. Population-related Values																														
a. Value for human life													X	X	X	X	X	X	X	X	X	X	X	X						
b. Value for health													X	X	X	X	X	X	X	X	X	X	X	X						
c. Value for the welfare of the family													X	X	X	X	X	X	X	X	X	X	X	X						
d. Value for planning													X	X	X	X	X	X	X	X	X	X	X	X						
e. Acceptance responsibility for the consequences of behaviour													X	X	X	X	X	X	X	X	X	X	X	X						
f. Right to make decisions without pressure from others.													X	X	X	X	X	X	X	X	X	X	X	X						
IV. Gender and Development																														
1. Gender																														
a. Meaning of gender; sex													X	X					X											
b. Attributes of gender - masculinity and femininity													X	X					X											

SCOPE & SEQUENCE OF POPULATION EDUCATION FOR SECONDARY SCHOOLS

POPED TOPICS/CONTENTS	GEOGRAPHY						HISTORY						MORAL & CIVICS ED.						HOME ECO. / ECO.						BIOLOGY					
	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12
c. Aspects of gender- physical, psychological and social-cultural														X					X											
2. Situation of women in the world																														
a. Social status														X	X							X								
b. Health														X	X							X								
c. Education														X	X							X								
d. Employment														X	X							X								
e. Decision-making in the family and in the community														X	X							X								
f. Women in agriculture other productive work																						X								
3. Gender and Khmer Culture																														
a. Traditional roles of men and women in Cambodia society																			X	X	X									

SCOPE & SEQUENCE OF POPULATION EDUCATION FOR SECONDARY SCHOOLS

POPED TOPICS/CONTENTS	GEOGRAPHY						HISTORY						MORAL & CIVICS ED.						HOME ECO. / ECO.						BIOLOGY					
	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12
b. Changing roles of men and women- causes and consequences														X							X									
4. Women Situation in Cambodia																														
a. Domestic violence								X	X									X												
b. Social status																		X												
c. Health																		X												
d. Education																		X												
e. Decision - making in the family and community																		X												
f. Participation in economic and public affairs								X	X					X	X	X	X	X		X										
g. Women in agriculture and other productive work														X						X										
h. Employment																														
5. Women's Rights in Cambodia														X	X	X								X						
6. Gender Issues														X	X	X								X						

SCOPE & SEQUENCE OF POPULATION EDUCATION FOR SECONDARY SCHOOLS

POPED TOPICS/CONTENTS	GEOGRAPHY						HISTORY						MORAL & CIVICS ED.						HOME ECO. / ECO.						BIOLOGY						
	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	
a. Inequality													X	X	X						X	X	X	X	X						
b. Harmful stereotypes													X	X	X						X	X	X								
c. Analysis of gender roles and consequences on male and female roles													X	X	X				X	X	X	X									
d. Consequences of early pregnancy on the girl's future; boys need to know the consequences on the girls as well as themselves													X								X	X	X					X			
7. Women's Programmes in Cambodia							X	X	X						X	X								X							
8. International Conference on population and Development (ICPD) goals and gender and Development																X	X				X	X	X								
9. Gender - Related Values																															
a. Gender equality													X	X	X	X	X	X	X	X	X	X	X	X							
b. Respect for women's right													X	X	X	X	X	X	X	X	X	X	X	X							

SCOPE & SEQUENCE OF POPULATION EDUCATION FOR SECONDARY SCHOOLS

POPED TOPICS/CONTENTS	GEOGRAPHY						HISTORY						MORAL & CIVICS ED.						HOME ECO. / ECO.						BIOLOGY					
	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12
c. Values of educating girls													X	X	X	X	X	X	X	X	X	X	X	X						
d. Respect for the sexes													X	X	X	X	X	X	X	X	X	X	X	X						
e. Gender partnership and cooperation													X	X	X	X	X	X	X	X	X	X	X	X						
V. Population Environment Resources and Sustainable Development																														
1. Definition of Terms : population, environment, resources, sustainable development	X		X			X								X					X	X										
2. Nature of the Environment and Resources																														
a. Composition	X	X	X		X	X													X						X				X	
b. The ecosystem and balance of nature	X		X		X	X	X	X	X	X	X	X							X				X		X				X	
c. Diversity and stability	X		X		X														X				X						X	
d. Interdependence	X		X		X														X	X	X	X	X	X	X				X	
e. Change : everything changes; causes of change	X	X	X		X	X							X						X	X	X	X	X	X	X	X			X	X

SCOPE & SEQUENCE OF POPULATION EDUCATION FOR SECONDARY SCHOOLS

POPED TOPICS/CONTENTS	GEOGRAPHY						HISTORY						MORAL & CIVICS ED.						HOME ECO. / ECO.						BIOLOGY					
	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12
f. Pollution	X		X		X	X										X	X								X	X				X
g. Finiteness of resources	X		X		X	X										X	X			X		X	X		X	X				X
3. Interrelationship Between and Amongst population, resources and sustainable development																														
a. Population and development inter-relationships													X						X	X	X	X								
b. Environment and economic problems brought about by population growth	X	X	X		X	X							X						X	X	X	X				X				X
c. Management of resources; conservation of resources	X	X	X	X	X	X							X			X	X								X	X				X
d. Appropriateness of technology	X	X	X	X	X	X					X		X	X				X							X	X		X	X	X
e. National policies and impact on population growth, development and resources	X	X	X	X	X	X									X			X												
f. Culture and environment	X	X	X		X	X									X			X												
4. Environment and Resources Situation in Cambodia							X	X	X	X	X	X						X					X							

SCOPE & SEQUENCE OF POPULATION EDUCATION FOR SECONDARY SCHOOLS

POPED TOPICS/CONTENTS	GEOGRAPHY						HISTORY						MORAL & CIVICS ED.						HOME ECO. / ECO.						BIOLOGY											
	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12						
a. Forest	X		X			X																									X					
b. Animals and wildlife, birds	X		X			X																									X					
c. Rivers and lakes	X		X			X																														
d. Aquatic life	X		X			X																									X					
e. Mineral resources	X		X			X																														
5. Human as Stewards/Caretaker of the Environment																																				
a. Human activities that preserve or destroy the environment	X	X	X	X	X	X							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				X
b. Policies and programmes on environmental conservation	X	X	X	X	X	X									X																					
6. Environment-Related Values																																				
a. Conservation	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				X
b. Thrift	X	X	X	X	X	X							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
c. Value for recycling	X	X	X	X	X	X							X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X				
d. Preservation of cultural property	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				

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POPED TOPICS/CONTENTS	GEOGRAPHY						HISTORY						MORAL & CIVICS ED.						HOME ECO. / ECO.						BIOLOGY					
	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12
e. Recognition of the finiteness of resources	X	X	X	X	X	X							X	X	X	X	X	X	X	X	X	X	X	X	X	X				
f. Love of nature	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X
g. Humans as caretakers/stewards (not masters) of the earth	X	X	X	X	X	X							X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X

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APPENDIX A

KEY TO CORRECTION

Exercise No. 2

1.

- process
- knowledge and understanding
- rational attitudes and behaviour
- population changes/situations
- quality of life
- individual, family, community, country and the world

2.

- understanding emerging population and development issues
- planning and decision making
- taking control of issues and events in their life
- taking actions on those issues and events now

3.

- Knowledge, understanding and appreciation of population and population-related contents, issues and problems.
- Rational and responsible attitudes/values and behaviour.
- Planning and decision making skills.
- Learning how to learn.

Exercise No.3

1. integration
2. enriching or expanding
3. carrier or vehicle subject
4. Geography

Moral and Civics Education

Biology

Home Economics

History

5. Scope and Sequence Chart in Population Education
6. Population Dynamics

Human Sexuality and Reproduction

Reproductive Health and Family Planning

Gender and Development

Population, Environment, Resources and Sustainable Development