Training ethnic minority teachers for remote multilingual contexts in the northeast of Cambodia

By Pa Satha, Ron Watt, Jan Noorlander, and Port Sokong

Since 2002, CARE Cambodia has worked in close partnership with the Ministry of Education Youth and Sport (MoEYS) implementing multilingual education (MLE) programs in remote ethnic minority communities, initially in the province of Ratanakiri but later spreading to neighboring provinces of Mondulkiri, Stung Treng, and Kratie. A key component of this work was training teachers from the ethnic minority communities to teach in their community schools using a multilingual approach.

This presentation will compose three parts:

1) How the teacher training program was established and a broad outline of the content, including theoretical ideas underpinning the approach.

2) The approach to advocating for the formal recognition of the ethnic minority teachers within MoEYS, and the challenges and key milestones of this task.

3) How the trained ethnic minority teachers (in particular) and MLE (in general) have been institutionalized within the MoEYS’ administrative and strategic planning processes.