Training Ethnic Minority Teachers for Remote MLE Contexts in the North East of Cambodia
CARE International

CARE is an international development organisation fighting global poverty with a special focus on working with women and girls to bring sustainable changes to their communities.

CARE aims to tackle the underlying causes of poverty and social injustice and to bring lasting change to the lives of poor and vulnerable people.

CARE is achieving this by working to empower women and their communities to understand and use their rights, and breaking down deeply-rooted, social and structural barriers to equality.
What does CARE focus on?

In Cambodia, CARE has a number of areas of expertise:

- Economic Opportunity
- Health Rights
- Education
- Gender-based Violence
- Women’s Voice

CARE also responds to emergencies when they occur and supports communities to recover, including helping communities to prepare so they are more resilient to future disasters.
EDUCATION

- CARE’s successful multilingual education model is being scaled up across Cambodia.
- CARE continues to support secondary education approaches which are sensitive to the needs of girls from ethnic minorities and to **address barriers which prevent girls from accessing education**.
- CARE works to ensure the priorities of ethnic minority communities are represented in education planning and to **improve school governance** so they are accountable to their communities.
- CARE sees education as a stepping stone for Women Economic Empowerment
Why multilingual education in Cambodia?

- Consistently lower enrolment and completion in areas with indigenous populations
  - 24 ethno-linguistic minority groups (10% of population)
  - Multilingual education pilot in six primary community schools in 2002

- Three components: community led; textbook production; teacher training

- 14 year journey from NGO pilot to government managed MLE schools
Three main elements:

• Foundation Course (Preservice)

• Inservice

• Upgrading of academic skills.
Teacher Training Curriculum: Key learning areas

- Teaching and Learning.
- The Teaching and Learning of Language.
- The Teaching and Learning of Mathematics.
- The School and Community.
- Multilingual Education.
In-service Component

- Seven week teaching blocks
- Support in the classroom from project staff
- One week training workshop
## Structure of In-service Workshops

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>
Training Programs are Interlinked

THE TRAINING PROGRAM FOR TEACHER TRainers
Planning, implementing, and evaluating the training program for community teachers.

THE TRAINING PROGRAM FOR COMMUNITY TEACHERS

TEACHING AND LEARNING IN COMMUNITY SCHOOLS
Child Centred Approach to Teaching and Learning

- Using questions
- Classroom management
- Using the environment as a teaching resource
- Using children’s language
Do, Talk, and Record
Continuous Improvement

The main organizing idea informing the training program was to produce teachers with a commitment to continuous improvement.

• Teachers as learners
• Action research process
• Reflective practitioners
Training Packages

• Foundation Teacher Training Program (Pre-service) for community teachers. Eight one week workshops, 24 modules, conducted over 6 month period.

• In-service Teacher Training Program for community teachers. Fifteen modules, each module one day.

• In-service Training Package for trained ethnic minority state school teachers. Five one week workshops, 21 modules.
Challenges

• Low academic level of many of the teachers.
• Multiple languages in a workshop.
• Long development process (phasing in grade by grade).
• Long process for the completion of teacher guides and teaching materials (textbooks).
The Multilingual Education model


- Multilingual education
- Community governed schools
- Trained teachers from indigenous communities
- Culturally relevant curriculum materials in mother tongue and national language
The model

Teacher
- In-service training
- Class lesson guide
- Activities
- Educational materials
- Ongoing monitoring and support

Provides quality education to and is role model for...

Student
- Learns in own language
- Accesses textbooks which reflect familiar environments
- Receives support from teachers from their own culture
- Access to same opportunities as Khmer peers
- Learns the national curriculum

Becomes proficient in national language Khmer
### Preschool education

<table>
<thead>
<tr>
<th>Year</th>
<th>Language</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mother tongue</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>Mother tongue</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>Khmer</td>
<td>10%</td>
</tr>
</tbody>
</table>

### Formal primary education

<table>
<thead>
<tr>
<th>Grade</th>
<th>Language</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mother tongue</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>Khmer</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>Mother tongue</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>Khmer</td>
<td>40%</td>
</tr>
<tr>
<td>3</td>
<td>Mother tongue</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Khmer</td>
<td>70%</td>
</tr>
<tr>
<td>4</td>
<td>Khmer</td>
<td>100%</td>
</tr>
</tbody>
</table>
The model

**Early Childhood Development**

Pre-school program is taught in indigenous languages. In the final year, children are introduced to Khmer.

**Primary**

**Grades 1-3**

Grades 1 to 3 at school sees a transitional phase, when students are slowly introduced to the national language of Khmer, while classes are mostly taught in their own language. In grade 3 the language of instruction is 70% Khmer.

**Grades 4-6**

Grades 4 to 6 are taught in Khmer, but teachers are equipped to support students who are having difficulties keeping up in their second language.

**Lower Secondary**

**Grades 7-9**

Students should be confident in Khmer, with lower secondary education taught in the national language and student fully integrated with Khmer students. Teachers are trained to provide extra support to students when needed and in how to work cross-culturally.

**Upper Secondary**

**Grade 10-12**

Students are using Khmer at a high standard, and finishing school with a range of opportunities, literate in their own language and the national language.
Results

• Inclusion of MLE in the Education Strategic Plan
• Proclamation on MLE by Ministry
• Expansion by MoEYS to 4 provinces, with CARE as technical adviser (2006 – present)
• Longitudinal research on effectiveness
• Multilingual Education National Action Plan
Successes

Why Has It Been Successful?

• Alignment with government’s Constitution, laws, goals and policies
• Government ownership of the scale up
• Long term commitment by partners UNICEF, ICC and CARE
• Community support
Constraints

● Not all stakeholders fully understand ethnic minority culture and linguistic barriers
● Quality of replication of the model
● Fitting in innovative strategies in mainstream education, such as portfolio assessments
2. MLE teachers on government payroll – (2016 →) 80% salary of state school teachers.
3. Selected MLE teachers recognized as state school teachers when meeting two criteria (Grade 9 exams and 2 years teacher training by CARE) – in progress and needs approval of PM.
4. Fast track training: indigenous teacher graduates receive specialized training (25 days) to become MLE teachers.
Exit strategy for sustainability

1. Technical MLE capacity of Ministry
   
   33 Ministry officials have been appointed MLE Core Trainers to take over the technical expertise provided by CARE.
   
   Develop specialization courses for indigenous students at teacher colleges to become MLE teachers.

2. Financial responsibilities; example salaries