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**The Introduction of
Multilingual Preschool Education
in North-East of Cambodia**

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Language and education context in Cambodia for ethnic minorities.

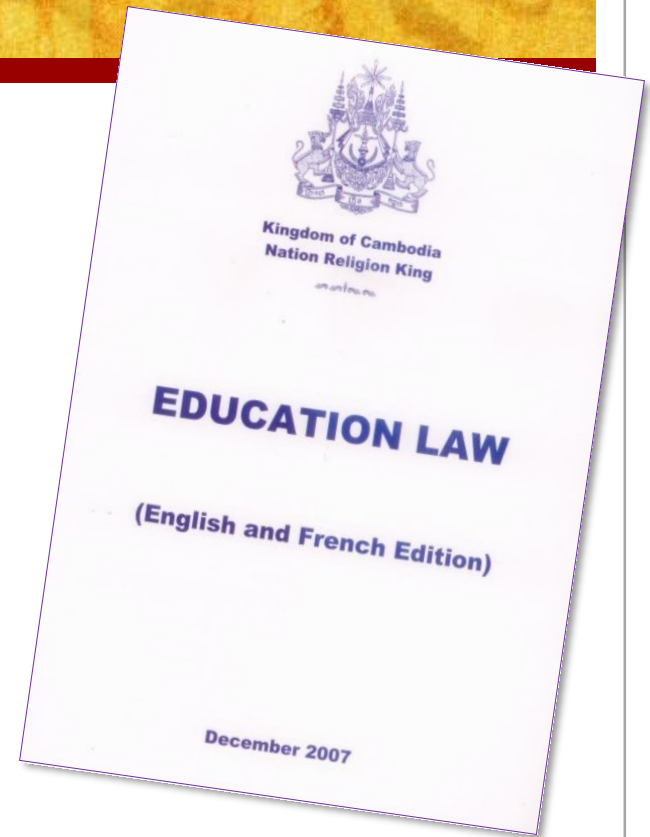
- Consistently lower enrolment and completion rates in remote areas with predominant ethnic minority populations.
- 24 ethnic minority groups represent 10% of the population but are the majority in 5 remote provinces (Census 2008)
- Trained Khmer state school teachers do not stay at their posts. High rate of both teacher and student absenteeism.
- Language barrier: Ethnic minority children and Khmer teachers do not share a language so cannot communicate with each other.
- Multilingual education introduced to address these issues.

Extent of Multilingual education in primary schools in Cambodia.

Activity	2003	2011	2012	2017
Number of multilingual schools	6	30	39	78
Number of ethnic minority languages used in formal programs.	2	4	4	4
Number of ethnic minority children receiving multilingual education.	278	2307	2800	5600
Number of trained ethnic minority community teachers.	13	134	174	226
Number of remote provinces conducting formal multilingual programs	1	3	4	4

Education Law (Chapter 4, Article 16):

- ✓ The government shall support early childhood care and education from age of zero to before preschool, generally provided at childcare centre in communities or at home.
- ✓ Preschool shall commence education prior to primary education for preparation to attend primary school.



Vision of National Policy on ECCD:

“All Cambodian children, from conception to age under six, especially disadvantaged, vulnerable and poor children, shall be provide with care and development services”.



Kingdom of Cambodia
Nation – Religion – King

ROYAL GOVERNMENT OF CAMBODIA

NATIONAL POLICY

ON

EARLY CHILDHOOD CARE AND DEVELOPMENT

Endorsed by Council of Ministers
During a Plenary Session on 19 February 2010
Prepared by Ministry of Education, Youth and Sport

2011, An Evaluation commissioned by UNICEF recommended to start MLE in Early childhood:

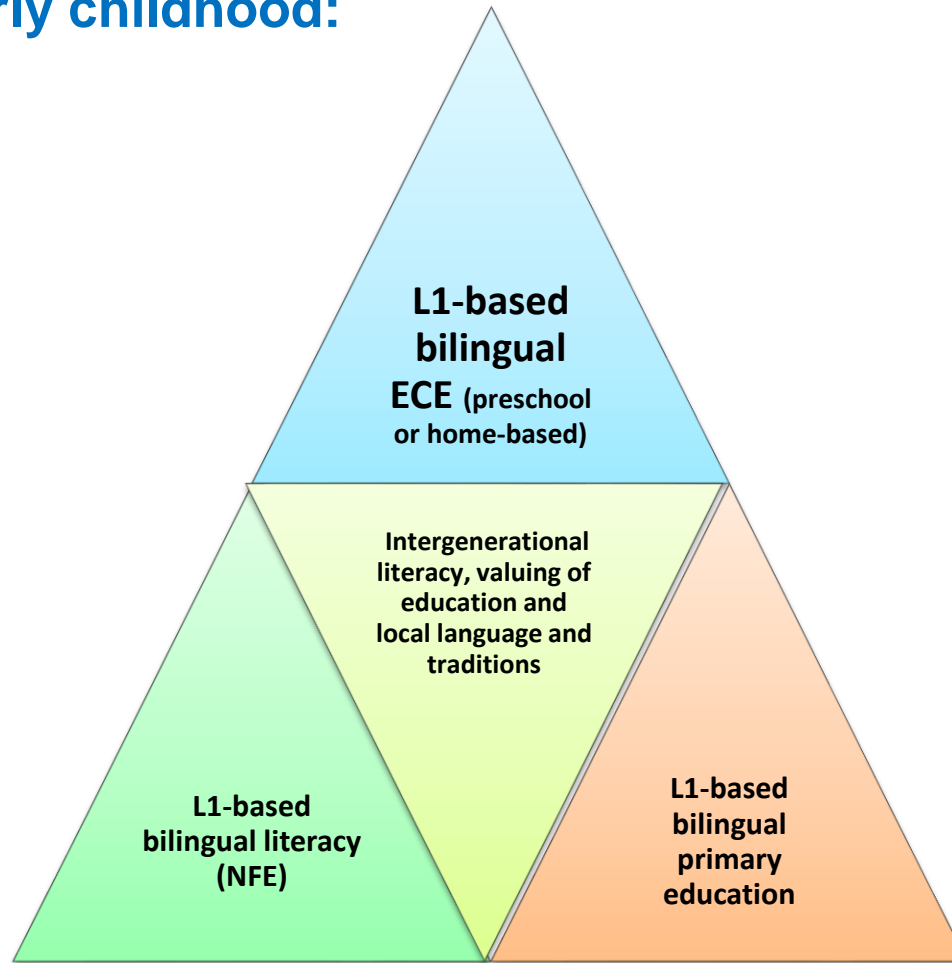


Figure : Holistic community-based bilingual education (Carole Benson, 2011)

Also, the Evaluation recommend the capacity building needs.



Capacity Building Needs, (C. Benson 2011)

Brief history of multilingual education in preschools in Cambodia.

- 2009 pilot multilingual community pre schools in Ratanakiri province, 7 villages, by NGO (CARE).
- MoEYS Education Strategic Plan 2009 – 2013. Policy Action: Pilot programs on inclusive multilingual education to be implemented in 2012.
- December 2010: Consultation workshop on development of multilingual education approaches at pre school level.
- 2011: Planning for multilingual community pre schools in 5 provinces.
 - identify communities
 - select teachers
 - commence training program
- **2012 the Early Childhood Education Department** of MoEYS began pilot multilingual community pre schools in 20 villages in 5 provinces.

Training of Trainers for MoEYS

Capacity building of MoEYS personnel to start multilingual education in pre schools.

- 2012: Training of Trainers (ToT) workshops for MoEYS staff at national and sub-national level.
- 2013 follow up ToT workshop for ECE staff.
- 2014 follow up ToT workshop for ECE staff.

Training teachers for multilingual community pre schools.

- Trained 21 ethnic minority community pre school teachers.
- 5 x 5 days academic upgrading workshops.
- 10 day training module on pre school methodology.
- 1 x 3 day training module on multilingual education in pre schools.
- 1 x 3 day training module on introducing Khmer (national language) in multilingual pre school.

Curriculum for ethnic minority community pre schools.

- Developed culturally relevant curriculum with input from community women and teachers.
 - based on themes around community activities.
 - using the environment as a teaching resource
- Toy making workshops involving community men and women.
- Result in community and women's empowerment and ownership.
 - improve the status of women.
- Curriculum documents for MLE pre schools available from ECED of MoEYS.

Principles for the model of multilingual education for pre schools.

- Children's home language and culture is reinforced and made strong.
- Program for 3 and 4 year old children is only in home language.
- Khmer is introduced to 5 year old children in a planned and systematic way in the second half of the year.
- There is a specific time for Khmer language each day, 20 minute lesson. The lesson is oral only.
- The Khmer activity should always use concrete materials from the environment for the children to see, hear, touch, taste and smell.

Model of multilingual education for pre schools.

	3 – 4 year olds	5 year olds
First Semester	Home language only.	Home language only.
Second Semester	Home language only.	Home language plus introduce Khmer lesson time, 20 minutes every day.

Monitoring implementation of pilot MLE for community pre schools (CPS).

- 20 teachers from 5 ethnic groups.
- Total of 34 monitoring visits made over 3 month period.
- Teachers present for 82% of monitoring visits.
- Total enrolment in the 20 pre schools was 439 (51% girls).
- Health and safety issues were reported for 65% of the CPS.
- 70% of the teachers were using the curriculum document.
- 70% of teachers observed following timetable.
- 65% of teachers observed using home language at the appropriate time.

National Coverage today

- 2.8% of Cambodian speak minority languages as Mother Tongues. (*Census 2008, page 29*)
- These minority Mother Tongues include *Charay, Cham, Kouy, Kreung, Phnong, Tampuan*, and others (*Census 2008, page 30*),
- Current coverage (*ECED report 2016-17*)
 - 80 community schools, and 3 state schools, in five provinces,
 - Trained 84 teachers (one dropped after that),
 - 1568 (836 girls) children from 9 different ethnic groups participated in the programme,

Future: Multilingual education national action plan

Current Multilingual Education National Action Plan (MENAP) developed for both pre school and primary school level programs (2015 to 2018).

Aim: 10,000 ethnic minority students receiving multilingual education by 2018.

MENAP to be reviewed in 2018,

And will look into possibility to improve the language component in pre-service

Thank You

