Australasian Aid Conference
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 International

90 COUNTRIES

880+ POVERTY-FIGHTING PROJECTS

72+ MILLION PEOPLE REACHED

Advocacy  Agriculture  Climate Change  Education  Emergency  Health  Microfinance  Water
CARE has been working with Cambodians since 1973.

Today, CARE’s programs in Cambodia have a special focus on *working with women and girls to bring sustainable changes to their communities* and on promoting the rights and interests of marginalised ethnic minority communities.
Ethnic Minorities and Indigenous peoples

90% Khmer
1.4% Indigenous Ethnic Minorities

Remainder:
Cham – ‘Khmer Islam’
Chinese
Lao
Vietnamese
CARE’s work with ethnic minorities

CARE works in many ways to ensure girls from indigenous communities have equal opportunities to access quality education

• Multilingual education
• Effective school support committees
• Teachers sensitive to the needs of girls and ethnic minority students
• Improved WASH facilities
• Community action plans to reduce workload of girls
• Scholarships
• Leadership training
2002 – 2005: development of a 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

Curriculum guide

Foundation training

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

Student

- Learns in own language
- Access to same opportunities as Khmer peers
- Accesses textbooks which reflect familiar environments
- Becomes proficient in national language Khmer
- Learns the national curriculum
- Receives support from teachers from their own culture
## Cambodian model of MLE - FE

<table>
<thead>
<tr>
<th></th>
<th>Early childhood education</th>
<th></th>
<th>Formal primary education</th>
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</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td>Mother tongue 100%</td>
<td></td>
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<td></td>
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<tr>
<td><strong>Year 2</strong></td>
<td>Mother tongue 90%</td>
<td>Khmer 10%</td>
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<td></td>
</tr>
<tr>
<td><strong>Grade 1</strong></td>
<td>Mother tongue 80%</td>
<td>Khmer 20%</td>
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<tr>
<td><strong>Grade 2</strong></td>
<td>Mother tongue 60%</td>
<td>Khmer 40%</td>
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<tr>
<td><strong>Grade 3</strong></td>
<td>Mother tongue 30%</td>
<td>Khmer 70%</td>
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<tr>
<td><strong>Grade 4</strong></td>
<td>Khmer 100%</td>
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</tbody>
</table>
The model

Early Childhood Development

Early Childhood Development is taught in indigenous languages. In the final year, children are introduced to Khmer words.

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. By the end of Grade 3, the indigenous language is almost phased out.

Primary: 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.
The Model

Timeline:
CARE’s contributions to formal multilingual education in Cambodia

- 2003: Pilot community schools developed
- 2007: Expansion of community school pilot by Ministry
- 2008: Pilot pre-schools developed
- 2009: Policy framework developed
- 2010: Multilingual education introduced to state schools in Ratanak Kiri
- 2011: Multilingual education expanded to other provinces
- 2013: Expansion of pre-school pilot by Ministry
- 2015: Training of government trainers
- Present: Approval of Multilingual Education National Action Plan
- Present: Ongoing support to Ministry
- Present: Prakas on multilingual education
- Present: Management of CARE’s schools transferred to government
Case study

“I wanted to become a teacher to support children and give them easy access to education – which I did not have. I want the students to learn their own language as well as Khmer, for all of reading, writing and speaking.”

Nangmark is from the Kreung ethnic minority in Ratanak Kiri. She has been trained as a community teacher so she can teach Kreung students in their mother tongue as well as in the national language of Khmer.
Results

- Inclusion of MLE in the **Education Strategic Plan**
- **Proclamation** on MLE by Ministry
- Expansion to 4 provinces, with CARE as technical adviser (2006 – present)
- Longitudinal **research** on effectiveness
- Multilingual Education **National Action Plan**
- **MENAP 2** and further expansion
Why Has It Been Successful?

- Alignment with government’s Constitution, laws, goals and policies
- Sensitive advocacy strategies
- Allowing the government to own the scale up
- Long term commitment by partners
- Working closely with Indigenous Communities and Indigenous staff
Constraints

- ‘Unconscious biases’/ attitudinal challenges of officials, partners and staff
- Lack of understanding of ethnic minority culture and linguistic barriers
- Political context and nation building
- Quality of replication of the model
- Fitting in innovative strategies in mainstream education
Donors

• Australian Aid (since 2002)
• UNICEF (since 2002)
• European Aid (since 2013)
• Donations from the Australian public (since 2006)
• Educate a Child (2014 - 2017)
• Patsy Collins Trust Fund (since 2005)
• Private donors from the USA (since 2008)
• Private donors from Australia (since 2005)