



Multilingual Education in Cambodia

His Excellency Dr. Hang Chuon Naron
Minister of Education, Cambodia

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How did multilingual education begin in Cambodia?

- Orthographies of six Indigenous languages were developed since 1990
- MLE initiated and piloted within the formal education system in 2002 with initial support from international INGOs.
- MLE scaled up across the five northeastern provinces by 2012
- Six Indigenous languages were officially approved and five of which used in multilingual education schools, with accompanying curriculum and learning materials also developed.
- The first Multilingual Education National Action Plan introduced in 2015, with a successor plan launched in 2019



How has Cambodia enhanced the quality of multilingual education?

- **A stable teacher workforce** with on-going investment from the Ministry to reinforce the sustainability of the programme
- **A well trained teaching workforce** delivering quality multilingual education with on-going development of a skilled cadre of multilingual education teachers through regular in-service training
- **Development of a pre-service teacher training programme** with special accreditation in multilingual education in addition to a full teacher training curriculum



How has Cambodia enhanced the quality of multilingual education? (Con't)

- **Maintaining a clear view of key priorities and results** through the national Education Strategic Plan and the Multilingual Education National Action Plan.
- **Commitment to evidence and knowledge generation** to inform policy and service delivery (eg: through research and evaluation)



Delivering multilingual education in the context of COVID-19

- COVID-19 in Cambodia has affected a modest number of people (cumulatively, less than 500). However the socio-economic impact of the pandemic is significant.
- A joint rapid assessment of the impact of COVID19 in the education sector indicates that many children have experienced learning loss due to school closures and face increased food insecurity.
- The Ministry, with support from its partners, developed and broadcasted multilingual education radio programmes as well as provided paper-based worksheets and other learning materials directly to students to support their study from home.



What is Cambodia's future vision for enhancing the quality multilingual education?

- The overall vision to enhance the quality of multilingual education in Cambodia is to establish a 'Centre of Expertise and Learning' of Indigenous communities at a Regional Teacher Training College; and to build connections with relevant academic institutions to support this work.
- **In the short term** this vision includes curriculum development; delivering pre-service multilingual teacher training with a special accreditation; textbook review and production.
- **In the long term** this vision includes research and development for advancement of Indigenous languages and cultures in Cambodia to promote cultural diversity; sharing best practices with the region; and greater involvement of indigenous representatives in multilingual education programmes.

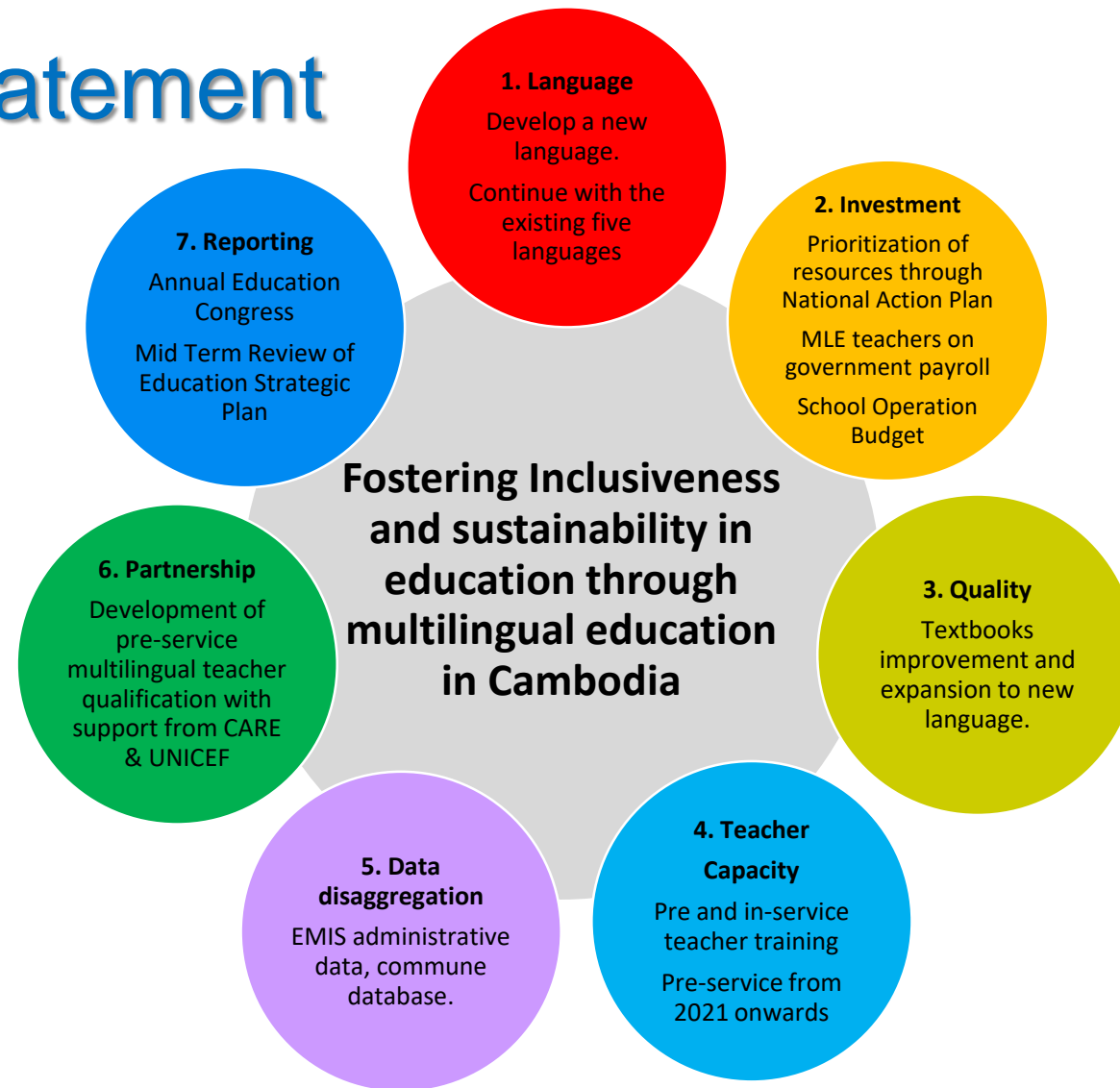


Bangkok Statement

- The Royal Government of Cambodia contributed to the drafting of the Bangkok Statement; and was one of the first countries to ratify this statement.
- It is an important document for Cambodia and the region to promote inclusive, effective and relevant education for Indigenous populations in a region that is unique in its cultural diversity.
- Cambodia is already implementing its second multilingual education action plan, which incorporates many of the objectives of the Bangkok Statement.
- Cambodia regards the Bangkok Statement as a benchmark for quality, to which we can hold up our commitments and actions in delivering, to the best possible standard, education services for children from Indigenous communities.



Bangkok Statement





Indigenous boys and girls learn with their friends around the radio which provides educational support during the closure of their school during Covid period, in Ratanakiri province (November 2020)

Thank you.