Reaching Ethnic Minority Students during COVID-19 in Cambodia

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• Background

• CARE’s Educational Responses amid COVID-19
  • Multilingual Education Radio Program
  • Communication for Education – Back to School
  • Know & Grow Project

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Equitable Remote Learning for All: Using multiple delivery channels for remote learning to support ethnolinguistic minority children’s learning

Background
CARE’s Educational Responses amid COVID-19

• Multilingual Education Radio Programs
• Communication for Education – Back to School
• Know & Grow project
Multilingual Education Radio Programs

- To support MoEYS reduce the risks of COVID-19 impact on education

- To ensure safe school operations and continuity of learning and well-being for children

- To ensure continuous learning programs are made available for ethnic minority children
Equitable Remote Learning for All: Using multiple delivery channels for remote learning to support ethnolinguistic minority children’s learning

Brief Highlights

• **Beneficiaries:** Approx. 7,068 (3,412 girls) ethnic minority children in MLE pre- and primary levels

• **Locations:** 5 northeast provinces (Ratanak Kiri, Mondul Kiri, Kratie, Stung Treng and Preah Vihear)

• **Languages:** Tampuen, Kreung, and Phnong

• **Means of Delivery:** Local radios (FM89.5 and FM105.1 in RTK; FM87.7 in MDK)

• **Duration:** Initially 3 months (April – June 2020) and still continue
Key Interventions

- Development of audio lessons and additional messages on COVID-19 in ethnic minorities languages
- Broadcasting via local radios
- Provision of study materials and paper-based lessons
- Providing continuous support to parents
- Monitoring students’ learning and progress during home visits
Communication for Education – Back to School

• Joint cooperation and partnership between CARE and Save the Children

• Contribution to UNICEF’s Strategic Component 2 “To ensure that girls and boys, including the most vulnerable, their parents and school communities are ready for a safe return to school” under GPE Emergency Fund

• C4E II is to prepare children for a safe return to school and promote community demand for education and accountability of local authorities for delivery of COVID-19 safe education services

• C4E II aims to enhance communication for education to ensure girls and boys, parents and local communities, especially the most marginalised groups have access to relevant, inclusive and timely information for a safe return to school
Equitable Remote Learning for All: Using multiple delivery channels for remote learning to support ethnolinguistic minority children’s learning.

Communication for Education (C4E) – CARE

- Repurpose existing IEC materials for a safe return to school in complementary with UNICEF’s Back to School (BTS) campaign – when feasible, develop new messages and materials, discreetly clustered into themes
- Training of Trainers (POEs, DOEs, DTMT1) and cascade trainings to SSCs/SMCs, EWSCs and CAFs
- Education campaign and community outreach activities (digital and non-digital), taking into account COVID-19 related health measures based on MoH’s Guidelines

Knowledge Management and Learning – Save the Children

- Systematic data collection and research
- Identification of hotspot schools
- Documentation of best practices and lessons learnt
- Evidence and learning submit
- Program management and monitoring

Synergy with CARE’s ISAF II

- Improve local governance, increase effectiveness and efficiency of public administration and provide equitable opportunities for all citizens based on local needs
- ISAF Mechanisms: I4C App and Package, Kiosks, Digitalised Scorecard, JAAPs, CAFs
Know & Grow Project

• Set up ICT labs and equipped with digital devices and solar panels to generate electricity

• Installed RACHEL server to promote ICT integration both online and offline

• Trained school directors and ICT teachers on computer management and maintenance to improve use

• Trained ICT Core Trainers, POEs, DOEs, and ICT and non-ICT teachers on principles of ICT and constructivist teaching methodology to improve teaching quality and effectiveness

• ICT skills developed and practiced in ICT and non-ICT classes as well as through other platforms such as the Student Clubs (i.e. Girls’ Clubs, Youth Clubs and Career Counselling Clubs) and Digital School Magazine
Equitable Remote Learning for All: Using multiple delivery channels for remote learning to support ethnonlinguistic minority children’s learning.
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- Set up digital platforms by grades and subjects
- Set timetable for virtual and classroom-based sessions
- Developed digital content
- Provided additional support to the most marginalised groups

- Policy and system level oversights
- Set up digital platforms and guidelines for implementation
- Developed digital content and mass production of paper-based materials

- Supported the development of digital learning Apps (i.e. E-School Cambodia)
- Provided free internet access for all schools to access all MoEYS’ platforms

- Provided technical and financial supports for MoEYS’ initiatives
- Supported the development of digital content
- Provided trainings and supported virtual education delivery
Thank you