

# Workshop on Bilingual Education

## *Bilingual education: Creating Learner Friendly Environment for All*



Organized by:

Ministry of Education, Youth and Sports (MoEYS), International Cooperation Cambodia (ICC) and United Nations Educational, Scientific and Cultural Organization (UNESCO)

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Workshop on Bilingual Education  
November 17-18, 2011

## **Acronyms**

BCIBE	Building Community Involvement in Bilingual Education
BE	Bilingual Education
CFS	Child Friendly Schools
CLC	Community Learning Center
DNFE	Department of Non-Formal Education
ECCD	Early Childhood Care and Development
EFA	Education for All
HCEP	Highland Children’s Education Project
ICC	International Cooperation Cambodia
MDGs	Millennium Development Goals
MLE	Multilingual Education
MoEYS	Ministry of Education, Youth and Sports
MTB	Mother Tongue Based
NDL	Non-Dominant Language
NFE	Non-Formal Education
POE	Provincial Office of Education
SIL	Summer Institute of Linguistics
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children’s Fund

## Background:

Cambodia's Constitution guarantees the right of all its citizens to have access to education and the government has committed to achieve Education for All (EFA) goals by 2015. Prominent government officials have endorsed equitable access to basic education and thus the importance of bilingual education as basic human right as well as a strategy for poverty reduction.



Khmer is the official national language and spoken by more than 95% of the population<sup>1</sup>. Whilst Khmer is spoken widely within the country, it is not spoken as generally in the remote highland regions and there are more than 20 languages spoken in the country. For many people from non-dominant or minority language communities to attend schools and literacy classes that use a language they neither speak nor understand hinders them from learning in a learner friendly environment.

Cambodia is a leading country in the Southeast Asia region in using ethnic minority languages. The Ministry of Education, Youth and Sports (MoEYS) has supported several efforts to provide Mother Tongue Based (MTB) Bilingual Education (BE) in the country during the last decade. These include the Non-Formal Education (NFE) programs in Ratanakiri and Mondulkiiri through the work of Non-Government Organizations (NGO), UNESCO and Provincial Education Offices, and primary bilingual education since CARE initiated Highland Children's Education Project (HCEP) in 2002. To date, the Ministry has approved orthographies for five languages - Kreung, Tampuan, Brao, Kavet and Phnong languages. In addition, as a recent major achievement, in 2010 the Ministry approved Guidelines on Implementation of Education for Indigenous Children in Highland Provinces (Bilingual Education Guidelines). The Bilingual Education Guidelines outline a set of activities designed to expand bilingual education based on a model developed and piloted by CARE. This bilingual education approach was designed for non-native Khmer speakers in the five provinces with the highest number of indigenous communities.

Building on these significant achievements, in 2011 several activities were carried out with the support of UNESCO under the Japanese Funds-in-Trust to nurture the continued development of bilingual education in Cambodia. In September, Ministry Officials went to the Philippines to exchange views on MTB multilingual education policy and practice. Following up on this trip, in November a two-day National Workshop on Bilingual Education with the theme of *"Bilingual education: Creating Learner Friendly Environment for All"* was organized. This workshop aimed to raise awareness among stakeholders about the roles of bilingual education in



<sup>1</sup> General Population Census Cambodia 2008

NFE and to enhance the capacity of policy makers and practitioners in bilingual education. Besides these activities two learning materials were printed – a Bilingual Education Picture Dictionary in Brao language and the UNESCO Advocacy Kit for Promoting Multilingual Education. With these remarkable achievements made so far, MTB Bilingual Education is a key strategy for minority groups with much-needed education services.



To be able to attain the workshop aims, the bilingual education workshop focused on three main strands: Firstly, sharing of experiences and lesson learned on effective MTB Bilingual Education strategies among neighboring countries (this set the tone of the workshop and group discussions). Secondly, imparting of major achievements and challenges of bilingual education in Cambodia, and, thirdly, exploring Cambodia's future actions in policy, planning and implementations of BE. Around 100 participants from all over Cambodia including MoEYS officials at national and sub-national levels, development partners, NGOs and researchers attended the two-day workshop.

**November 17, 2011**  
**Day 1**

### ***Welcome and Opening Remarks***

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**Mr. Kuoch Kou Lom-A**, Director of the Department of Non-formal Education (DNFE), Ministry of Education, Youth and Sports (MoEYS), Cambodia

In his statement he highlighted the complex undertakings of the bilingual education initiatives that need ministry's inter-department efforts and coordination. To date, DNFE carries out valuable projects such as functional literacy program, post literacy program, re-entry program, Community Learning Centers (CLCs) and mobile libraries. These programs aim in achieving poverty reduction and Education for All (EFA).

To achieve these aims particularly for bilingual education program implementation, we need to identify the actual needs of the community, review outcomes and explore other feasible efforts in order to respond to the needs of the people. Presenting and sharing experiences among neighboring countries help in identifying and developing concrete action plans that will strengthen the facilitation of bilingual education programs at the grass root level.



**Ms. Anne Lemaistre**, UNESCO Representative in Cambodia

In her speech, she emphasized on UNESCO's strong commitments to support MTB bilingual and multilingual approach as a means of improving quality of education and promoting inclusion and social and gender equality, especially for the ethnic minority groups living in remote areas. She also highlighted the importance of bilingual education to promote cultural and linguistic diversity and sustainability.

Also, UNESCO recognized that experiences and research in the past show mother tongue bilingual/multilingual education has a positive impact on learning and learning outcomes for children and adults. Having strong literacy and basic education in mother tongue will help learners to build solid foundation and help them build "good bridges" into the bilingual/multilingual context in the national society.

UNESCO expects this workshop will contribute in identifying some practical strategies and policies as well as strengthening the capacities of practitioners and the Ministry personnel working in the area of both formal and non-formal education and literacy or minority communities.

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**His Excellency Chey Chap**, Secretary of State, MoEYS, Cambodia

In his address, he stressed the Cambodian government's commitment to achieve quality EFA for all citizens and take necessary measures to ensure this in accordance with the Constitution Article 65. DNFE has made considerable achievement; however, there still remain a gap between policy and implementation in bilingual education programs. Through the efforts in NFE by means of bilingual classes among ethnic minority areas it contributes in providing quality education and in developing the country.

He encouraged participants to actively engage in discussion to share experiences so that MoEYS can improve existing documents, strengthen networks with stakeholders for capacity building, and develop a strategic plan and guidelines for implementation in order to ensure bilingual education for all ethnic minorities.

### **Keynote Address**

*Promoting Mother Tongue-First Multilingual Education: UNESCO's Regional Support in Asia and the Pacific*

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**Mr. Abdul Hakeem**, Education Adviser and Coordinator for APPEAL, UNESCO - Asia-Pacific Regional Bureau for Education, Bangkok, Thailand

In his presentation, he highlighted the promotion of mother tongue as language of instruction and literacy in education that will allow minority groups to adapt to mainstream society without forcing them to leave behind their ethnic, cultural and linguistic identity. Hence, providing the minority groups the fluency and confidence in speaking, reading and writing the national language gives them the opportunity to participate fully in and contribute to national economic and social development.

In order for programs to be effective and sustainable, there is a great need that information should be delivered in a language that learners can identify with. Seeing that language is an essential means of achieving the MDGs, UNESCO strongly supports the multilingual education (MLE) program.

In his conclusion, he emphasized a need for strong MLE program components is essential; it should include in-depth studies, awareness raising, acceptable orthographies, specific curriculum, graded materials, recruitment and training, monitoring and evaluation, cooperation among agencies and supportive language policies.

**Discussions:**

Is there a need to develop new Khmer script writing systems for ethnic minorities who have their own ethnic writing system in order to bridge the gap in learning the national language? Also, if ethnic minorities live in two countries and are learning two languages already, how do we incorporate the national language?

- Writing system is to be resolved within the country's policies but cultural preservation should be reflected upon. Further discussion among linguistic experts is necessary for proper recommendations.
- The UNICEF sponsored "Evaluation of the State of Bilingual Education in Cambodia" by Dr. Carol Benson (25 April 2010) spoke to this issue saying, "many non-indigenous minority languages already have orthographies, and could be used relatively easily in bilingual education...Use of the Khmer script for writing other languages is a government decision that has been respected in the linguistic development process. It is useful but not necessary for cross-linguistic transfer to occur, as international research shows that learners can adapt to two or more different writing systems regardless of script."



## **Presentation 1: Good Practices in the Design and Delivery of Multilingual Education**

**Dr. Catherine Young**, Multilingual Education consultant, SIL International; Associate Director, LEAD Asia.

The speaker talked about the aims of MLE and the connection between mother tongue education and the development of responsive systems to address local needs, quality education for all, retention of learners in school, and the need to maintain heritage language and culture. In order to achieve these outcomes, she identified strategies that are adopted in South and Southeast Asia Multilingual Education. There are three important components of effective MLE programs: time, training and tools. Time is the first component needed for preparing plans, developing curriculum, preparing teaching materials, and providing appropriate training for teachers and others involved in program development. A second component is training of teachers and stakeholders; and third is the development of tools for use in programs including teaching/learning materials and appropriate systems for program monitoring and evaluation. Finally, she emphasized that there is a need for documentation, monitoring and evaluation processes for non-formal multilingual education to develop approaches that can be shared within communities in Cambodia and other nations.



### **Discussions:**

#### How do we design the curriculum for MLE?

- In the Philippines, there is an equivalency examination or an accreditation so that learners who are educated in NFE system can transfer to and be enrolled in the formal education system. There are available modules, medium of instruction and instructional materials that can help learners in this process.

#### How do we develop effective systems for MLE?

- Learning indicators that relate to national systems should be used when developing effective programs.
- Adequate budget should be sought in order to accomplish the outcomes of the program and the budget allocated should be used directly for the program.
- When doing a pilot project, implementers should consider issues related to budget in order that decisions can be made on scaling-up the pilot into a larger program.

#### Do we need permission in using the local language in NFE?

- In terms of printing materials, there needs to be permission from the MoEYS before these materials are used in standardized education.

#### How do we encourage media and stakeholders to promote Bilingual Education or MLE and how do we get them to be involved in the program?

- Consider ways like media, internet, social networking, and different educational learning styles to promote the program. Use methods and languages the local communities are able to use and understand. It should not be too difficult to promote language that is use for learning since it is part of what we do and part of life.

**Presentation 2: Non-dominant Languages in Non-Formal Education: Trends, Policies and Practices in the Asia-Pacific Region**

**Dr. Kimmo Kosonen**, Consultant in Multilingual Education, SIL International; Lecturer, Payap University, Chiang Mai, Thailand

The presenter started by defining key terminologies he is suggesting to enable comparisons between countries on language and education issues. The terms included: non-dominant language (NDL), ethno-linguistic community, ethno-linguistic minority and first language. After defining the key concepts, he presented data on the number of languages in Asian countries as a part of a discussion on the regional trends in terms of NDLs in Education. The use of NDLs in education has generally been increasing over the past decade, and many governments and other agencies are becoming supporters of NDLs in education. The reasons for this change include attempts to reach EFA and MDGs, and research showing improved learning achievement of learners whose first language is used as a language of instruction in programs of bi- and multi- lingual education. In addition, to date, NGOs have been providing more education in NDLs than governments, but the balance is likely to change soon since many Asian governments are reviewing their language-in-education policies, and, as a result, supporting multilingual education more than before. Moreover, the presentation included case studies of Papua New Guinea, Thailand, Vietnam, Philippines and Cambodia in terms of policy developments regarding NDLs and the role of non-formal education in the use of non-dominant languages.

**Presentation 3: The Philippine Model of Mother Tongue Based Multilingual Education (MTB MLE)**

**Dr. Rosalina J. Villaneza**, MTB MLE Focal Person and National Coordinator and Head of the Philippines National English Proficiency Program, Office of the Undersecretary for Programs and Projects, Department of Education, the Philippines

The speaker started by presenting the major languages of the Philippines. She stated the Philippines constitutional mandate on using the Filipino language as official language and English as the second language for the purpose of communication. With the MLE program initiative, learners were significantly competent especially in the subjects of reading, Math and Social Studies and have decreased the drop-out and repetition rates for students. The vision of the program is to have a relevant and quality education for all. Furthermore, she explained the implementation framework of the program and was able to show the seven focus areas of the Country Wide Strategic Plan of the Philippines.



**Discussions:**

In adapting the MLE in the education system, how do we advocate this to people, stakeholders, and policy-makers? How to change the concept of learning another language first to be able to integrate easily with other people? And how do we make a quality Mother tongue training to teachers in terms of expansion?

- Quality should not be sacrificed in training the teachers since they are the ones teaching in their areas. In the Philippines, there are NGOs like SIL, Save the Children, USAID, AusAID to help conduct the trainings and it is emphasized that quality is important and same messages are being delivered. When conducting training, it is done by batches to have a more focus and in-depth training.
- In the Philippines, we have guidelines for materials development which enable it to be decentralized. This promotes local ownership and a sense of commitment.

- We have staffs that are responsible for advocacy and to conduct trainings.
- It involves a strong will to convince policy-makers to support the program. If there is legislation that can back up the program it makes it easier to advocate to people and other stakeholders.



If we try to promote MLE education, what are the challenges or problems that face our mother tongue?

- Ideally, the child will speak the language the family uses at home and it will already be engraved in their mind. If it is used and practiced at home, it won't be forgotten.
- Education should be responsive to the child's language or the learner's need.
- There is a need to select language and also to expand beyond this to the culture. It needs to look into the good practices of the culture that has to be preserved.
- MTB Bilingual Policy should not only be viewed as a means of developing and preserving the language, above all it should be viewed as an approach to developing the four aspects of development that our students need, specifically: (1) Language development, the need to develop the student's ability to use the language appropriately and expressively, (2) Cognitive Development, the need to develop the students ability to think and be critical thinkers to be able to decide the kind of life that they have to live and be vigilant of what is happening in their society, (3) Academic Development, the need to develop in the students the academic language of Math and Science which will help them to understand the concepts of highly demanding lessons in the higher years and (4) Socio-cultural Development, the need to develop the students' values of their culture, their language, and the role they have to play in the wider community.

**Presentation 4: Policies and Implementation in Non-Formal Education**

**Mr. Sam Chan Tith**, Office Chief of Literacy Program, DNFE, MoEYS, Cambodia

The speaker briefly talked about the importance of achieving the EFA program of the government. He emphasized that education provides general knowledge, life skills and job skills for good citizens. He then



presented the policies and implementation management of DNFE. According to the policies, the Ministries and private sectors should work together in providing literacy classes, advocacy, and vocational skills training to poor people, children, youths (including out-of-school youth) and adults. Moreover, he mentioned that there is a need to develop stronger linkage and coordination between Formal and NFE at all levels in terms of planning, accreditation, re-entry, making use of school buildings, staff and resources that can be shared. Furthermore, the government

should increase partnerships with international organizations, NGOs and the different stakeholders including other relevant ministries to promote the achievements of functional literacy work as a contribution to improving the living standards of the population.

#### **Presentation 5: Evaluation of the State of Bilingual Education in Cambodia**

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**Ms. Natalia Mufel**, Early Childhood Education Specialist, UNICEF

The presenter talked about the results of the evaluation of Bilingual Education in 5 provinces in Cambodia. She mentioned that in conducting the activity, there were a series of meetings with MoEYS, POEs, NGOs and local communities. She shared the experiences of the communities in Mondulakiri, Ratanakiri, Stung Treng, Kratie and Preah Vihear provinces on how happy they were with the recent development of bilingual education. It was highlighted in the presentation that there is a need to apply the decentralized school calendar based on the needs of the community, mainstream bilingual education into state schools, and strengthens the links between different departments of the MoEYS to achieve the goal of EFA. Among the main recommendations of the Bilingual Education Evaluation are: development of the Bilingual Education Action Plan to prioritize actions and to agree on the key activities for the next five years; to develop a bilingual education implementation manual and to establish a Cambodian Languages Center to mainstream the process of language development.

#### **Discussions:**

How can we promote Bilingual Education to community, so we can encourage the minority people to encourage their children to go to school?

- Partnership with commune councils and also involving monks and other respected people in the community.

How can we encourage the people to get involved in Bilingual Education?

- It is very important but it is difficult to do especially for those people who are living in far flung areas. They have difficulty in getting to school because they live far from schools and they need help working in the fields. Innovation is needed, like in the case in Mondulakiri; the teacher used wooden sticks for demonstration when she taught about mathematics.

What are the updates regarding Bilingual Education action plan development after the conduct of the evaluation?

- UNICEF has the 1<sup>st</sup> draft of the action plan that was based on the recommendation from the evaluation report. There would be a series of organize workshops in the future.

#### **Group Discussion**

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Moderated by: **Mr. Chhouk Sakouen** (Consultant from ICC) and **Mr. Yen Sokha**, Deputy Director of DNFE

Group 1: Of the things you have heard, what could be applicable in your context in Cambodia? What Cambodia can learn from other countries?

- Develop strategic action plans for bilingual education for identifying needs and for scaling-up bilingual education in the future.
- Support decentralization process to enable community to implement and manage bilingual education at each level so that they will have the sense of commitment.
- Integrate community bilingual education schools into public schools.
- Expansion of bilingual education to other minority groups.
- Publish documents in ethnic minority languages in accordance with formal school curriculum so that they can have clear understanding of lessons; taking into account the country's policies and regulations in education.

Group 2: What are the needs and challenges to further strengthen bilingual education in Cambodia in Terms of policy and strategy?

- Increase cooperation and coordination among stakeholders, partners and community member especially local government officials (e.g. commune chief, village chief) and monks.
- Advocacy and information dissemination of bilingual education at all level.
- Expansion of bilingual education programs and increase flexibility in curriculum of the bilingual education project.
- Need capacity building for relevant stakeholders of bilingual education program
- Development of curriculum suited to the needs of the learners.

**Challenges:**

- ✓ No national or local level focal person for bilingual education project.
- ✓ Community of the minority group does not have a clear understanding of the bilingual education project.
- ✓ Lack of qualified teachers and lack of knowledge and passions of teachers.

**Recommendations:**

- ✓ Encourage dialogue with the national government to allocate budget for bilingual education which will also serve as a venue to convey support for bilingual education.
- ✓ Organize events that can showcase best practices and lessons learned from various BE implementing areas.
- ✓ Identify local champions to reinforce advocacy efforts of bilingual education initiatives.
- ✓ Create alternative bilingual education structures that are adaptable to the community context.
- ✓ Continuous training of bilingual education teachers to provide a venue for new learning.
- ✓ Encourage involvement of school boards in bilingual education.
- ✓ Strengthen the existing bilingual education coordination mechanism.
- ✓ Renewal of participant's commitment on BE by conducting signature campaign to be sent to the Ministry.

Group 3: What are the needs and challenges to further strengthen Bilingual Education in Cambodia in terms of implementation (curriculum, teachers and materials)?

- Deliver much needed training of teachers in bilingual education.
- Expand teacher recruitment and deployment.
- Review and revision of curriculum to suit bilingual education needs of communities; increase availability of instructional materials.
- Harmoniously work with community in executing bilingual education.

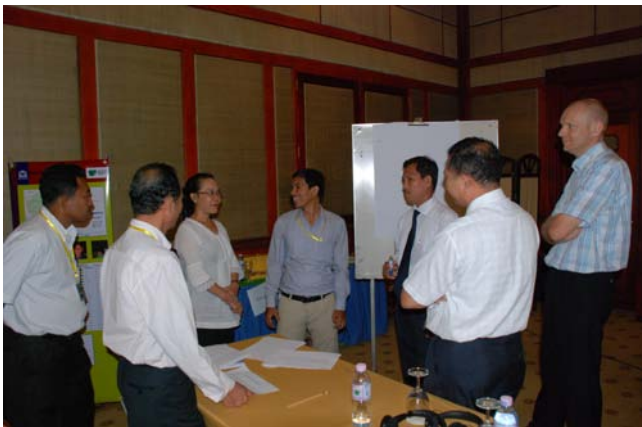
**Challenges:**

- ✓ Strengthen teacher trainings. Teachers are not competent enough for subject teaching.
- ✓ Minority groups are not willing to attend and join bilingual education initiatives.
- ✓ Valuing teachers regarding bilingual education efforts.
- ✓ National curriculum does not reflect culture of communities. Complement national curriculum with bilingual education curricula.
- ✓ Mainstreaming of children finishing from bilingual education to formal education.
- ✓ Limited information on the existence of minority groups in the country.

Group 4: What are the roles of NFE in the delivery of Bilingual Education to be addressed in policies and practices?

- Provide orientation on bilingual education initiatives in the community to raise awareness and interest to obtain support.

- Introduce innovative bilingual education activities while encouraging permanence of successful existing bilingual education activities.
- Make sure that materials and resources are enough.
- All organizations and stakeholders unify monitoring and evaluation determinants.
- Up-scaling information campaigns about existence of ethnic minority and bilingual education.
- Localization or improvisation of resources and topics that are relevant in strengthening bilingual education initiatives.
- Reinforce inter-ministry strategies to work closely and providing specific roles in improving minority groups.
- Monitor and evaluate bilingual education programs and provide guidelines for bilingual education implementation.



**November 18, 2011**

**Day 2**

*Introduction to the Department of Non-Formal Education*

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**Mr. Sam Chan Tith**, Office Chief of the Literacy Program, DNFE, MoEYS, Cambodia

In his discussion he reflected on the following issues: 1) the need of developing a master plan with an appropriate action plan, 2) integrate the different initiatives of the various NGOs that work with bilingual education, 3) continued networking among stakeholders using proper guidelines both from the MoEYS and Council of Ministers on cultural and educational development for ethnic groups, 4) expansion and development of relevant curriculum with support from linguistic experts and organization, 5) utilization of materials which are relevant to each ethnic group; continuous seeking of support for resource mobilization (e.g. books, videos), 6) clearer campaign on the benefits of bilingual education to appropriate targets.

Moreover, he addressed the importance of overcoming the challenges encountered in bilingual education by strengthening the bilingual education committee, qualifications and flexibility of teachers, program implementation objectives, advocacy campaign, as well as active participation and attendance of ethnic minorities.

**Comments:**

- Expansion to other existing ethnic minority groups around the country.

**Panel Discussions**

**Topic 1:** *Participatory Research on Targeting Parenting*

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**Ms. Natalia Mufel**, Early Childhood Education Specialist, UNICEF

The presentation is about the results of the UNICEF study to identify knowledge gaps in parenting education among the Phnong ethnic minorities in Mondulkiri Province. The speaker discussed the rationale, sample size, location, methodologies, difficulties encountered and main findings of the study. From the study, it was noted that the majority of the participants thought that the role of helping the children to learn is the work of teachers and that learning starts when they join the formal school. In addition, the speaker also mentioned that the results of the study will inform revision of the materials and development of the program and it will also serve as a model of integration of current parenting support initiatives, literacy activities and home-based programs in the country.

**Discussions:**

- Regarding evidence of parents resorting to violence means when reacting to children, it has to be presented carefully because it is a sensitive matter and we do not want to put wrong conclusions about ethnic minorities.

**Topic 2:** *Initiative on Bilingual Education program*

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**Mr. Un Siren**, Vice-Chief, Special Education Office, MoEYS, Cambodia

The speaker discussed the program outlined in the Bilingual Education Guidelines. He mentioned that the program is implemented in Ratanakiri, Mondulkiri and Stung Treng and will be expanded into Kratie and Preah Vihear in 2012. The ethnic minorities targeted for language development are Tampuan, Kreung,

Kavet, Phnong and Kuy. The bilingual education program's goal in Cambodia is EFA by 2015 and also to provide children from ethnic minorities a bridge program for acquiring the national language and for preserving their culture. Even though educating ethnic minority children is very complex and involves a lot of challenges, the speaker noted that the implementation is successful because the Ministry has ownership and has strong support from UNICEF, CARE, other NGOs and local communities.

**Discussions:**

How developed is the academic language proficiency of minority children, since the mother tongue is not used as a language of instruction after grade 3 in the program outlined in the Cambodian Bilingual Education Guidelines?

- Studies show that it takes about 7 years of formal instruction to develop academic language proficiency.
- It was a decision from MoEYS to use Khmer as the sole language of instruction from the 4<sup>th</sup> grade.
- CARE would be willing to use the L1 longer, according to international research, if the MoEYS subjected that.
- Bilingual education is not meant to be a one-way bridge to the national language. It should be a two-way bridge between the local culture and the national culture.
- Use teaching aids to reinforce the learning.

**Topic 3: Community-Based Approach and Sustainability**

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**Mr. Srom Bunthy**, BCIBE Community Facilitator, ICC

Building Community Involvement in Bilingual Education (BCIBE) is an ICC project that works with Phnong communities in Monduliri province. The presentation talked about the importance of addressing the needs of the ethnic minorities. Community trust is built through ongoing reflection, planning and action plans made together with the community. Hence, one of the roles of organizations is to support the development of strong, active and committed community groups. He added that listening to the needs of the community and facilitating the communities' own analysis will make the program sustainable.

**Discussions:**

How do you preserve your culture and traditions? What are the strategies used?

- Our role as outsider in the community is to let them think about the importance of their culture and history.
- To make documents and compile it so the future children will be able to learn its own language.
- To have informed choices and decisions; which are good practices to be preserved and what needs to be changed.
- Establish a classroom (sala krung) as a center for learning the culture and tradition; the elders are a very important vehicle in preserving and adapting the culture.

**Topic 4: Taveng Bilingual Education program**

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**Mr. Hout Vy**, Office Vice-Chief of DoE Ratanakiri

The speaker presented about the results of the implementation of the Bilingual Education project in the Brao indigenous community in Ta Veng District, Ratanakiri. He mentioned that the program involved a lot of training of teachers before they were sent to the community. There were challenges encountered during the implementation of the program such as teachers resigning, erratic class schedules and weather conditions. Although challenges are present, this did not hamper the program from being successful because the implementers have the commitment in helping the community and from this experience they have gained learning on culture, tradition and livelihood of the community.

## Discussions:

### Who are the members of the community school committee?

- Members are from the village levels like village chief and community elders
- We train the community school committee members on using the textbooks, they are also the reliable people to talk about their culture and history and then they can pass it on to the new generation.

### **Topic 5: Department of Non-Formal Education Proposal for Equivalency or Parental Bilingual Education**

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**Mr. Sam Chan Tith**, Office Chief for Literacy Program, DNFE, MoEYS, Cambodia

The presenter explained the need of strengthening the Equivalency Program in the present education system. Bilingual education provides a bridge for learners to learn their native language and to study the official language. He stated that, MoEYS has to review the BE program and the teaching and learning materials to determine if it responds to the needs of the community. In addition, creating a national committee that focuses on this undertaking would speed up the process. Moreover, he emphasized that monitoring and evaluation of the implementation of the program is crucial to measure its progress.

## Discussions:

### What is the process of revising the curriculum?

- There is a committee to review and monitor the curriculum and also to conduct evaluation (internally and externally).

### What is the possibility of including the cultural context in the curriculum?

- There is flexibility in adapting the curriculum; it has to consider the needs of the ethnic minorities. In the guidelines it is stated that, there should be consultations with different school committees when developing an appropriate curriculum and that includes the start of the school year.

### What are the challenges of the department in terms of fulfilling the reporting requirements needed by stakeholders?

- There is difficulty in submitting reports especially in the community schools because the teachers have many reasons every time why they were not able to submit.



What is the status of the Equivalency Program at the national level in terms of equivalency for BE when transferring to Formal Education?

- The Women's Affair Department develops the Equivalency test.
- There is a need to review the different NFE and formal programs (equivalency/acceleration learning/re-entry/complementary programs) because confusion was observed in the community. UNESCO is willing to support DNFE in conducting a study and review to develop the Equivalency Program.

**Group Discussions**

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Moderated by: **Dr. Nith Bunlay**, Director, Master of Education program, Royal University of Phnom Penh, Cambodia

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Topic 1: What are some ways/innovations to improve the sustainability of our work in Bilingual Education?

- Capacity building particularly for teachers and trainers by study tours and experience sharing.
- Encouragement of local authorities within the community for active participation.
- Increase awareness campaign in the community through stakeholder meetings and presentations.
- Advocacy to obtain support from local authorities.
- Development of curriculum and materials for life skills.
- Improving project management skills. Increasing budget from both government and development partners.
- Further strengthen collaboration with partners and stakeholders.
- Identifying local teachers to increase retention.



Topic 2: What are some ways/innovations that NFE initiatives can strengthen Bilingual Education policy and practice?

- Intensify information dissemination through an advertising campaign at the community level with the aid of multi-media (e.g. radio, television).
- Actual sharing of experiences in the community through stakeholder meetings.
- Involvement of parent of students attending bilingual education classes, also training them with essential life-skills to improve their socio-economic status.
- Request support from the government to provide human resources.
- Expansion of policies to other indigenous areas.
- Providing incentives and valuing efforts among volunteer teachers.
- Utilizing commune councils and incorporate bilingual initiatives in their investment plans.
- Identifying local champions for effective dissemination campaign.

Topic 3: How can we help communities and parents to get involved in bilingual education to support learners?

- Active dissemination campaigns at community level using all possible strategies.
- Invite experienced people to conduct symposium and talks for sharing practices.
- Establish working committees at community level headed by local leaders and parents – encouraging them to do their own needs assessment such as identifying venue of classes, conducting public forum, and others.

- Work closely with existing literacy programs in the communities for effective mainstreaming.
- Encourage study visits to successful bilingual education classes and learn from them.

Topic 4: What are the roles of NGO's DoE, PoE and communities to strengthen Bilingual Education to create friendly environment?

- Ensure pleasurable experience for learners (e.g. safe environment, ample materials and facilities).
- Mobilize the community to identify local resources and motivation.
- Provide support for facilitators, trainers, teachers, community association members, etc.
- Share batteries to provide light to CLCs.
- Organize study tours to compliment with other existing bilingual education initiatives.
- Encourage active participation from community members such as success stories of ethnic minorities that were mainstreamed effectively.

**Questions:**

To what extent has the government supported the bilingual education initiatives to become sustainable?

- There is still a vital need to strengthen inter-department efforts on bilingual education initiatives (e.g. Curriculum Development Department, Primary Department, DNFE), through continued networking and information sharing among implementers and stakeholders of bilingual education and spreading out of bilingual education initiatives to primary school, CFS and adult literacy classes.

**Wrap Up Session**

Moderator: **Dr. Catherine Young**, Multilingual Education consultant, SIL International; Associate Director, LEAD Asia.

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**Reflections:**

*Dr. Catherine Young*

Things are constantly changing. In this workshop, it has become evident that discussions on bilingual education have moved from "How we do it?" to "How do we make it sustainable and effective?", Now more than ever there is a great need to be persuasive in preserving culture through bilingual education. The need to do bilingual education effectively and build capacity among teachers from local language communities is critical. Important considerations include the development of materials, effective program management and appropriate ways for community involvement. There is a need to establish and maintain a collaborative environment which promotes a strong context for bilingual education: one that enables people to work closely together to maintain and develop strategies and policies that promote sustainability; one that encourages localizing ownership for sustainable approaches by building the capacity of implementers; and one that maintains networking and communication among formal, non-formal, adult literacy and primary levels.

*Mr. Abdul Hakeem*

The pace of change is becoming more rapid. To cope with these changes we need to learn new things. Because these changes happen so frequently and so fast we also need to learn throughout life. So, learning is at the core of our survival and development. We will learn more quickly and more successfully if we use, as the learning medium, a language that we know well. Ethno-linguistic communities are often the most disadvantaged and poorest people in the country. Due to poverty reason, they often face problems of food security and malnutrition. Hunger and malnutrition are linked to the ability to learn. A hungry child cannot learn even if he is taught relevant content and in his mother tongue. Issues of hunger and malnutrition must be addressed to create an enabling environment for learning. For bilingual education to continue and last it is important to gradually mainstream pilot bilingual activities. Bilingual schools will need to be part of

the government system for bilingual education to thrive and be sustainable. Similarly youth and adult bilingual education programs that start as pilots will need to be expanded with government support.

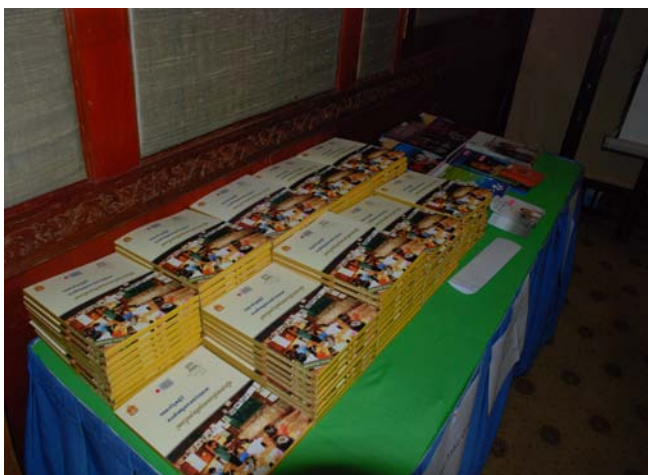
While bilingual education is now expanding in the formal system it must be recognized that early piloting was done in the non-formal system. Bilingual education in both the formal and non-formal modes of learning is important and deserves support. There must also be good coordination among all parties involved in bilingual education, in the formal and non-formal systems, and at all levels – central and provincial.

*Dr. Kimmo Kosonen*

Among the Southeast Asian region, Cambodia has one of the strongest bilingual education policies. To document best practices, there is a need to do more research to highlight the country’s initiatives, their impact as well as weaknesses. Also to continue to strengthen all the efforts that has been started.

*Mr. Sam Chan Thith*

This event has provided us the implementers’ concrete solution on culture preservation, with the activities given and carefully planned agenda the workshop objectives were achieved. Finding solution to some bilingual education hurdles such as the need to continue learning the ethnic language to preserve the heritage of the humanity. Moreover, the need to incorporate bilingual education initiatives to the master plan to guarantee continuation for the development of culture and education is essential.



**Overall Workshop Recommendations for action:**

**The following recommendations were presented during the last session of the workshop. DNFE will further consider these in order to move forward.**

- 1) Develop a strategic master plan/action plan for bilingual education implementation covering all sub-sectors (formal/non-formal/ECCD) under the existing Bilingual Education Guidelines.
- 2) Improve collaboration and coordination among stakeholders.
- 3) Expand existing good practices to other provinces and other languages.
- 4) Strengthen awareness-raising and the information dissemination at community level.
- 5) Train qualified teachers and develop good materials to support teachers. Introduce bilingual education courses into the curriculum at Teacher Training Colleges.
- 6) Support decentralization to enable the community to implement and manage bilingual education programs so that they will have the sense of ownership under the MoEYS Decentralization & Deconcentration (D&D) process.
- 7) Need training for capacity building for policy makers, practitioners and other administrative staff including sub-national level.
- 8) Have national focal points for bilingual education.
- 9) Develop flexible curriculum and materials which meet the needs of communities.
- 10) Ensure active participation in the inclusive education committee with participation of stakeholders from formal/non-formal to address sector wide issues on bilingual education. Discuss among stakeholders how the committee can activate including current structure of the existing committee.
- 11) Existing bilingual education policy and guidelines should include, and be applied, for both formal and non-formal education for all non-dominant languages.
- 12) Promote reflection on culture change and the role of cultural diversity in national development.
- 13) Review existing Equivalency Program (including clarification with other similar programs) to support bilingual education.
- 14) Develop a bilingual education implementation technical manual for practitioners.
- 15) Establish a center for Cambodian languages under the National Institute of Language.
- 16) Ensure that all community schools will become state schools.



## Appendix 1 Workshop Program

### November 17

7:30-8:30	Registration	- Mr. Krouch Leakhena
8:30-9:15	- <b>Welcome remarks by MoEYS</b> - <b>Remarks by UNESCO</b> - <b>Opening remarks by MoEYS</b>	- MoEYS/DNFE - Ms. Anne Lemaistre, UNESCO Representative in Cambodia - MoEYS senior leader
9:15-9:30	Coffee Break	
9:30-10:00	<b>Keynote Speech:</b> “Regional Support to promote MLE in Asia and the Pacific”	Mr. Abdul Hakeem, Education Adviser and Coordinator, APPEAL, UNESCO Bangkok
10:00-12:00	<b>Strand 1: Experiences in other countries and lesson learned</b>  Speech 1: “Good practices in the design and delivery of multilingual education”  Speech 2: “Non-dominant languages in non-formal education: trends, policies and practices in the Asia-Pacific region”  Speech 3: “The Philippine Model of Mother Tongue-Based Multilingual Education”  <b>Q&amp;A</b>	Dr. Catherine Young, SIL  Dr. Kimmo Kosonen, SIL  Dr. Rosalina J. Villaneza, Head, NEPP, MTB-MLE Focal Person and National Coordinator
12:00-13:30	Lunch	
13:30-14:30	<b>Strand 2 : Major achievement and remaining challenges in BE in Cambodia</b>  Presentation 1: “Policies and implementation in NFE”  Presentation 2: “Evaluation of the State of Bilingual Education in Cambodia”  <b>Q&amp;A</b>	Mr. Yen Sokha, Mr. Sam Chantith  UNICEF, Ms. Natalia Mufel
14:30-15:45	<b>Group Discussion</b>	
15:45-16:00	Coffee Break	
16:00-17:00	<b>Plenary &amp; Wrap-up</b> Each group present main points to share (5 min each)	Moderator: DNFE with Mr. CHHOUK Sakoeun

**November 18**

8:15-8:45	<b>Strand 3: Exploring the way forward in BE in Cambodia</b> Introduction: DNFE	DNFE
8:45-10:30	<b>Panel Discussion:</b> 15 min. presentations  “Participatory Research on targeting parenting” “Initiative on Bilingual ECE” “Community based approach and sustainability” “Taveng BE project” “DNFE proposal for equivalency or parental bilingual education”  <b>Q&amp;A</b>	<ul style="list-style-type: none"> <li>• UNICEF, Ms. Natalia Mufel</li> <li>• Primary Education Dep with CARE</li> <li>• ICC</li> <li>• DOE-Ratanakiri</li> <li>• Mr. Sam Chantith</li> </ul> Moderator: Dr. Nith Bunlay, RUPP
10:30-10:45	Coffee Break	
10:45-12:00	<b>Discussion</b> (for concrete actions and recommendations)	Moderator: Dr. Nith Bunlay, RUPP
12:00-13:30	Lunch	
13:30-15:00	<b>Group Discussion</b>	
15:00-15:45	<b>Plenary</b> Each group report back the main points (5 min each)  <b>Q&amp;A</b>	
15:45-16:00	Coffee Break	
16:00-17:00	- <b>Wrap up session</b> (References to joint action, responsibilities, confirmation of next steps) - <b>Closing remarks</b> by MoEYS	Moderator: Dr. Catherine Young  MoEYS

**Appendix 2 PowerPoint Presentations**