

Kingdom of Cambodia
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Ministry of Education, Youth and Sport



Multilingual Education
Action Plan
2019-2023

2019

PREFACE

Ministry of Education, Youth and Sport in collaboration with development partners has developed a Multilingual Education Action Plan 2019-2023 to respond to the United Nations Convention on the Rights of the Child, Sustainable Development Goal 4, Constitution of the Kingdom of Cambodia, National Policy on the Development of Indigenous Peoples, Education Law, and Education Strategic Plan 2019-2023 to ensure all children from the indigenous communities have access to inclusive and equitable quality education and promote lifelong learning opportunities for all.

The goal of the Multilingual Education Action Plan is to help all indigenous children to acquire their knowledge, skills and attitudes so they can increase their participation in and commitment to social development and common vision from all relevant stakeholders and development partners.

The development of the Multilingual Education Action Plan was initiated by the Ministry of Education, Youth and Sport with a scope to cover multilingual education for indigenous children in preschools, primary schools and non-formal education in Ratanakiri, Mondulakiri, Kratie, Stung Treng and Preah Vihear and implement in five languages namely Prov, Phnong, Kavet, Krung, Tompuon and Charai.

The overall objectives of the Multilingual Education Action Plan is to:

- Expand demand for and supply of inclusive and equitable quality MLE programs and sustainability for indigenous people, especially children
- Improve access to quality MLE, linking with mother tongue, cultures, traditions and customs of indigenous people
- Promote participation and collaboration between indigenous communities and relevant stakeholders

The development of the Multilingual Education Action Plan includes vision, goal, scope, strategies, activities, indicators, targets, timeframe, primary responsible agencies, collaborating institutions, funding sources, budget, monitoring and evaluation, and sources of verification for implementation from 2019 to 2023.

The Ministry of Education, Youth and Sport calls on relevant institutions and development partners to actively take part in the implementation of the Multilingual Education Action Plan. Relevant Departments, Provincial Offices of Education, Youth and Sport, and District Offices of Education, Youth and Sport shall formulate an appropriate annual operational plan based on the Multilingual Education Action Plan 2019-2023, in collaboration with development partners and local communities in the northeast provinces to successfully and effectively implement the Multilingual Education Action Plan.

Phnom Penh, 2019
Minister of Ministry of Education, Youth and Sport

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BACKGROUND

Cambodia has indigenous peoples such as Phnong, Kuoy, Tumpuon, Charay, Kroeung, Prov, Kavet, Stieng, Kraol, Mil, Kachak, Por, Khaonh, Chorng, Suoy, Thmaun, Lun, Saauch, Roder, Khe, Raang, Spung, Laeun, Samre, and other Indigenous Peoples. All indigenous peoples (about 1 percent of the total population) live in provinces such as Ratanakiri, Mondulkiri, Kratie, Preah Vihear, Kampong Thom, Stung Treng, Oddar Meanchey, Kampong Cham, Pursat, Kampong Speu, Koh Kong, Battambang, Sihanoukville, Banteay Meanchey, Siem Reap, and others. In the five provinces (Ratanakiri, Mondulkiri, Kratie, Stung Treng and Preah Vihear) of the northeast plateau, there are more than 10 indigenous ethnic groups with 183,282 people, including 14,925 children (age 3-5), and 67,527 children (age 6-17) ([Annex 10.5](#)).

Indigenous peoples in the highland provinces live in isolated villages with low density, where roads and transportation are difficult and completely dependent on the natural environment, including limited health services and educational services, thereby enabling knowledge and their education is limited.

These indigenous peoples hold different cultures, traditions, beliefs, and languages in their own groups with limited opportunities to communicate with the general Khmer society. By using each language of their indigenous groups, which differs from Khmer, only a small number are able to speak or understand the Khmer language, the official language of Cambodia. When indigenous children start school, teachers use the national language, which they do not understand and often many of them failed the exam, repeated class and drop out their study. These factors have prompted us to participate and pay attention for the solution.

Constitution of the Kingdom of Cambodia Article 31 states that Khmer citizens are equal before law, enjoying the same rights, liberties and duties regardless of race, color, sex, languages, religions, political, tendencies, birth origin, social status, wealth or other situations. The exercise of personal rights and liberties by any individual shall not adversely affect the rights and freedom of others. Article 67 highlights the implementation of the curriculum and the principles of modern pedagogy, including technology and foreign languages. Article 68 provides free primary and secondary education in public schools for all citizens free of charge to enable all citizens to receive at least nine years of education.

The Royal Government has approved the Education Law adopted in 2007 aimed to develop human resources and provide lifelong education for all. Article 24 on languages of teaching and learning that ‘ Khmer language is official language and a subject of the fundamental curriculum at the public schools providing general education. The providing general education shall have a Khmer educational program as a fundamental subject in their educational programs. The language for Khmer learners of minority Khmer origin shall be determined by Prakas of the Ministry in charge of education.

In 1990, Ministry of Education, Youth and Sport in cooperation with International Cooperation for Cambodia (ICC) Organization began the task of the development of orthographies for five indigenous languages of 23 languages, widely spoken in the remote north east provinces. The orthographies were developed based on Khmer orthographies and were approved in 2003 to facilitate the learning of indigenous students such as Phnong, Tumpuon, Kavet, Prov and Krug. At the same time, ICC developed bilingual literacy programs designed for the non-formal education, with a focus on adult literacy.

Using the legal framework and experience gained from development partners, the Ministry of Education, Youth and Sport (MoEYS) has set up a Bilingual Education Commission to develop a formal guideline No. 2972, adopted on 26 August 2010, on the “Implementation of the Bilingual Education Program for Indigenous Children in the Highland Provinces” and Prakas No. 48 dated 10 January 2013 on the “Identification of Language for Learners of Khmer Nationality and Ethnic Minority Origin.” The Ministry of Education, Youth and Sport in cooperation with development partners has developed textbooks and learning models from grade 1 to 3 for bilingual education in primary schools to provide indigenous children a bridge to use the national language.

In 2002, the Ministry of Education, Youth and Sports (MoEYS) collaborated with CARE International in Cambodia to pilot the Highland Children Education Project (HCEP) in Rattanakiri province and achieved success with the support of UNICEF. In 2007, the Ministry of Education, Youth and Sports (MoEYS) cooperated with UNICEF to implement Multilingual Education in primary schools with technical support from CARE in Rattanakiri province and extend to Mondulkiri, Stung Treng and finally to Kratie. The Ministry of Education, Youth and Sport has expanded the multilingual education programs from 54 schools to 80 schools

from 2015 to 2018. In 2009 CARE Cambodia began piloting MLE project in community preschools. In 2011 the Early Childhood Education Department (ECED) in cooperation with the communities and local authorities started its own pilot introducing MLE into 20 community preschools across five provinces, including Ratanakiri, Mondulhiri, Stung Treng, Kratie and Preah Vihear) with support from UNICEF and technical support from CARE. The Ministry of Education, Youth and Sport has expanded the pre-primary multilingual education programs from 34 classes/centers to 94 classes/centers from 2015 to 2018.

In 2014, MoEYS developed a Multilingual Education National Action Plan 2015-2018 (MENAP), which outlined six key strategies to ensure the provision of educational services for indigenous children. Dr. Jessica Ball and Merriam Smith were commissioned to conduct a final evaluation of MENAP implementation at the end of 2018. The evaluation results and recommendations were incorporated into the development of the Multilingual Education Action Plan 2019-2023 to make this document more valid.

Responding to the Sustainable Development Goal 4, Constitution of the Kingdom of Cambodia, Education Law, National Policy for Ethnic Minorities Development, and Education Strategic Plan 2019-2023, the Ministry of Education, Youth and Sport has updated the Multilingual Education Action Plan 2019-2023 with a projection of language expansion from five to six languages, including Charai. The expansion will increase number of community preschool teachers and state preschool teachers from 94 and 127, respectively. The number of primary MLE teachers and contract teachers will increase from 197 to 253 and also 21 MLE literacy teachers. The indigenous MLE children will increase from 1,798 to 2,531 for preschool children, from 4,866 to 5,899 for primary school, and 420 for literacy MLE students ([Annex 10.7](#)). MoEYS has planned to include MLE teacher training program into the Regional Teacher Training Centre in Stung Treng to respond to the needs of the local communities and to ensure its effectiveness and sustainability.

1. Vision

The vision of the MEAP (2019-2023) is to ensure that all indigenous people have access to inclusive and equitable quality mother tongue-based multilingual education and lifelong learning opportunities to become valuable and productive citizens to contribute to sustainable cultural and socio-economic development of the country.

2. Goal

The goal of the MEAP (2019-2023) is to develop indigenous people's knowledge, skills and attitudes through effective MLE programs leading to increased access and improved educational outcomes, and contributing to the preservation of indigenous languages and cultures.

3. Scope

The scope of MLE program covers preschools, primary schools and non-formal education in Ratanakiri, Mondulakiri, Kratie, Stung Treng, and Preah Vihear. Currently, MLE program has been implemented in Phnong, Tumpoun, Kavet, Kroeung, Prov and Kouy. Charai language is in preparation stage.

4. Objectives

1. Expand demand for and supply of inclusive and equitable quality MLE programs and sustainability for indigenous people, especially children
2. Improve access to quality MLE, linking with mother tongue, cultures, traditions and customs of indigenous people
3. Promote participation and collaboration between indigenous communities and relevant stakeholders

5. Strategies

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|------------|--|
| Strategy 1 | Provide additional support to the implementation and expansion of MLE program to boys and girls and out-of-school adults from indigenous communities |
| Strategy 2 | Enhance capacity of relevant institutions and development of human resources in delivering quality MLE |
| Strategy 3 | Develop curriculum and physical materials linking with cultures, traditions, and customs of indigenous people |
| Strategy 4 | Develop and improve infrastructure, equipment and school environment |
| Strategy 5 | Improve education management information system for MLE |
| Strategy 6 | Increase participation of parents and indigenous communities and cooperation among relevant stakeholders for Implementing MLE program |
| Strategy 7 | Strengthen monitoring and evaluation mechanisms on students' learning outcomes, and quality of teaching and learning |

6. Action Plan

Strategies/sub strategies	Activities	Indicators	Targets	Timeframe (year)					Primary Responsible Agency	Cooperation Institutions	Funding Source	budget (\$)	Monitoring & Evaluation	Sources of Verification
				1	2	3	4	5						
Objective 1. Expand demand for and supply of inclusive and equitable quality MLE programs and sustainability for indigenous people, especially children														
5.1 Strategy 1. Provide additional support to the implementation and expansion of MLE program to boys and girls and out-of-school adults from indigenous communities														
5.1.1 Conduct school enrolment campaign and disseminate information on the important values of education to parents and communities	5.1.1.1 Update School Management Committees in MLE schools to include indigenous peoples as members	% of School Management Committees for MLE schools updated	100% annually	x	x	x	x	x	-Schools -DOEs -POEs	-PED -ECED -NFED -SED -Commune Councils		0	-POEs -DOEs -Commune Councils -SED	Reports from POEs and DOEs
	5.1.1.2 Update school mapping with indigenous school-age children and illiterate adults	% MLE schools updated their school mapping	100% for 5 years	x	x	x	x	x	-Schools -DOEs -POEs -Commune Councils -Communities	-PED -ECED -NFED -SED -DPs	-PB -DPs	20,000	-DOEs -POEs -Commune Councils -Schools	Reports from POEs, DOEs and Schools
	5.1.1.3 Mobilize parents and communities to take part in school enrolment campaign to enroll indigenous children and adults in schools	Number of indigenous parents, guardians, community representatives and children take part in school enrollment campaign	At least 10 families in one MLE school (annually)	x	x	x	x	x	-Schools -DOEs -POEs -Commune Councils -Communities	-PED -ECED -NFED -SED -DPs		0	-POEs -DOEs -Schools	Reports from POEs and DOEs
	5.1.1.4 Conduct school enrolment campaign, especially for indigenous children	% of MLE schools conduct school enrolment campaign with participation of indigenous peoples	100% annually	x	x	x	x	x	-Schools -DOEs -POEs -Local Authorities -Commune Councils	-PED -ECED -NFED -SED -DPs -Communities	-PB -DPs -Philanthropists	40,000	-POEs -DOEs -Schools	Reports from POEs, DOEs and Schools

Strategies/sub strategies	Activities	Indicators	Targets	Timeframe (year)					Primary Responsible Agency	Cooperation Institutions	Funding Source	budget (\$)	Monitoring & Evaluation	Sources of Verification
				1	2	3	4	5						
	5.1.1.5 Develop campaign materials to disseminate information on school enrolment and values of education such as videos, voice messages, posters, leaflets (in Khmer and mother tongue)	Number of different types of materials developed for MLE preschools, primary schools and non-formal education	3 different types of materials in a period of 4 years		x	x	x	x	-SED -DNFE -PED -ECED -DIT	-POEs -DOEs -Schools -Communities -DPs	-PB -DPs	100,000	-SED -DNFE	Reports and other documentation produced
	5.1.1.6 Disseminate information on values of education to parents and communities regularly (especially before farming or harvesting seasons)	Number of POEs in the 5 provinces disseminate information to parents and communities	5 provinces		x	x	x	x	-POEs -DOEs -Schools -Commune Councils -Communities	-PED -ECED -NFED -SED -DIT -DPs	-PB -DPs	60,000	-POEs -DOEs -SED -DNFE	Reports from POEs, SED and DNFE
5.1.2 Expand MLE program to other areas where indigenous children and adults reside	5.1.2.1 Conduct situation analysis for opening of new MLE classes, including classes in Charai in MLE primary state schools, community preschools, and literacy classes in the indigenous communities, including Charai	Number of new MLE classes / centers created in the 5 provinces, including Indigenous Centre for Charai	ECE (33) PE (56) NFE (21)	x	x	x	x	x	-POEs -DOEs -Schools -ERC -Commune Councils	-SED -PED -ECED -NFED -DPs -Communities	-PB -DPs	100,000	-POEs -DOEs	Reports from POEs, SED, DNFE and ERC
	5.1.2.2 Conduct analysis on the situation and locations to implement MLE program in Charai	Number of districts analyzed for implementing MLE program in Charai	2 districts		x	x	x	x	-POE -DOEs -Commune Councils -DPs	-SED -PED -ECED -NFED -Communities	-PB -DPs	10,000	-POEs -DOEs	Reports from POEs
	5.1.2.3 Study and develop Charai orthography	Charai orthography is approved	1 language	x	x	x			-MoEYS -SED -DNFE -DoPo -RAC -POEs -DOEs -DPs	-DCD -PED -ECED -Communities -Universities -ERC -DPs	-PB -DPs	150,000	-SED -POEs -DOEs	Reports and documentation using Charai language from SED and DNFE

Strategies/sub strategies	Activities	Indicators	Targets	Timeframe (year)					Primary Responsible Agency	Cooperation Institutions	Funding Source	budget (\$)	Monitoring & Evaluation	Sources of Verification
				1	2	3	4	5						
	5.1.2.4 Include Charai in MLE pre-schools, primary and non-formal education programs	Number of new language included in MLE program	1	x	x	x	x	x	-POE -DOEs -SED -DNFE	-PED -ECED -DPs -Communities		0	-SED -DNFE	Reports from POEs, SED and DNFE
	5.1.2.5 Recruit new MLE indigenous teachers, including Charai	Number of new MLE teachers, including Charai recruited in the 5 provinces	ECE (33) PE (56) NFE (21)	x	x	x	x	x	-POEs -DOEs -Schools -Commune Councils	-SED -PED -DNFE -ECED -Local Authorities	-PB -DPs	25,000	-POEs -DOEs -SEDs	Reports from POEs, DOEs SED, and DNFE
	5.1.2.6 Register new MLE students, including Charai in MLE schools in all 5 northeast provinces	Number of new MLE students, including Charai registered in MLE schools in all 5 northeast provinces	ECE (733) PE (1,033) NFE (420) (for 5 years)	x	x	x	x	x	-SMCs -DOEs -POEs -Commune Councils	-SED -DNFE -PED -ECED -Communities -Local Authorities		0	-POEs -DOEs -SED -DNFE	Reports from schools, POEs and DOEs
	5.1.2.7 Decentralize school calendar based on local communities	Number of districts use decentralized calendar	1 district in Stung Treng	x	x	x	x		-Schools -DOE -POE -Authorities -Commune Councils -Communities	-SED -PED -ECED -DNFE -DPs		0	-POE -DOE	Reports from DOEs and POEs
5.1.3 Provide nutrition and health services (food, water and other health programs) in MLE schools	5.1.3.1 Provide wells, toilets, hand-washing facility, clean water and cleaning equipment and materials to MLE schools, which do not have them	Number of primary state schools received them	20 schools in 5 years	x	x	x	x	x	-POEs -DOEs -Schools -SHD	-PED -ECED -DNFE -SED -DPs -Communities	-PB -DPs -Philanthropists	95,000	-POEs -SHD -SED	Reports from POEs, DOEs and SHD

Strategies/sub strategies	Activities	Indicators	Targets	Timeframe (year)					Primary Responsible Agency	Cooperation Institutions	Funding Source	budget (\$)	Monitoring & Evaluation	Sources of Verification
				1	2	3	4	5						
	5.1.3.2 Disseminate information on health, sanitation and food security to students and teachers in all MLE schools and to indigenous communities	% of MLE schools disseminate information	ECE 50% PE 100% NFE 100	x	x	x	x	x	-SHD -POEs -DOEs -Schools	-SED -ECED -PED -DNFE -Schools -Communities -DPs	-PB -DPs -Philanthropists	80,000	-SHD -DEQA -POEs	Reports from DOEs, POEs and SHD
5.1.4 Provide scholarship and boarding houses to vulnerable indigenous students, especially girls (learning materials, transportation, clothes...)	5.1.4.1 Select poor indigenous students, especially girls in primary school for scholarship	Number of indigenous students from grade 1 to grade 6 receive scholarship	2019 (2,446) 2020 – 2023 (2,680) per year	x	x	x	x	x	-PED -POEs -DOEs -Schools	-SED -Local Authorities -Commune Councils -DPs -Communities	-PB -DPs -Philanthropists	790,000	-POEs -DOEs -PED	Reports from POEs, DOEs and PED
	5.1.4.2 Select poor indigenous students, especially girls in upper secondary school for scholarship	Number of indigenous students receive upper secondary school scholarship	2019 (1,056) 2020 – 2023 (2,255) for 4 years	x	x	x	x	x	-DGSE -POEs -DOEs -Schools	-SED -DPs -Local Authorities -Communities	-PB -DPs -Philanthropists	496,650	-POEs -DGSE -DPs	Reports on scholarship from POEs, -DGSE and DPs
	5.1.4.3 Select indigenous students in lower secondary school, especially the poor and those living far away from school to stay in boarding houses	Number of indigenous students staying in boarding houses	60 for 3 years	x	x	x			-DGSE -POEs -DOEs -Schools -DPs	-DPs -Communities -Local Authorities -SED	-PB -DPs -Philanthropists	18,480	-POEs -DGSE -DPs	Reports from POEs, DGSE and DPs
	5.1.4.4 Provide scholarship to vulnerable and indigenous teacher trainees, especially women	Number of indigenous teacher trainees receive scholarship	100 for 5 years	x	x	x	x	x	-STRTTC -TTD -POEs	-SED -DPs -Local Authorities -Communities	-PB -DPs -Philanthropists	16,500	-TTD -SED	Reports from TTD STRTTC

Strategies/sub strategies	Activities	Indicators	Targets	Timeframe (year)					Primary Responsible Agency	Cooperation Institutions	Funding Source	budget (\$)	Monitoring & Evaluation	Sources of Verification		
				1	2	3	4	5								
5.2 Strategy 2. Enhance capacity of relevant institutions and development of human resources in delivering quality MLE																
5.2.1 Develop legal documents and mechanisms	5.2.1.1 Review and improve legal documents for MLE implementation	Number of guidelines	1		x	x				-SED -DNFE -DCD -DoPo	-PED -ECED -DPer -DPs -POEs	-PB -DPs	12,000	-SED -DNFE	Reports from SED and DNFE	
	5.2.1.2 Link MLE preschools to MLE primary schools	% of MLE preschools linked to MLE primary schools	100%	x	x	x	x	x		-Schools -DOEs -POEs	-SED -ECED -PED -DPs		0	-POEs -DOEs -SED	Reports from POEs, DOEs and schools	
	5.2.1.3 Study and increase MLE community preschools to meet minimum standards (community preschool teachers with minimum standards)	Number of community classes / centres achieve minimum standards	25 classes / centres (25 teachers)		x	x	x	x	x		-ECED -ERC -POEs -DOEs -Schools -Commune Councils	-SED -DEQA -Communities -DPs		30,000	-SED -ECED -POEs -DOEs	Reports from POEs, DOEs and ECED
	5.2.1.4 Deploy teacher trainees who have received additional training on MLE at Stung Treng RTTC to MLE schools based on their mother tongue, equity and gender	Number of indigenous teacher trainees deployed to MLE schools based on their mother tongue, equity and gender	40					x	x		-POEs -DOEs -DPer -TTD -STRTTC	-SED -DPer -DPs		0	-DPer -TTD -POEs -DOEs	Reports from POEs, DOEs, and TTD STRTTC
5.2.2 Build capacity to relevant institutions in delivering MLE services	5.2.2.1 Create or include MLE program into Stung Treng RTTC	Number of MLE Section or MLE program created or MLE program included in Stung Treng RTTC	1		x	x				-TTD -STRTTC -POEs	-SED -DNFE -DCD -DPs	-PB -DPs	40,000	-TTD -SED	Reports from STRTTC, SED and TTD	
	5.2.2.2 Feasibility study in the establishment of Resource Centre for research and store indigenous related documentation, resources,	Number of Resource Centre established to store indigenous related documentation	1				x	x		-DoPo -POEs -DSC -SED -DPs	-DNFE -TTD -Philanthropists -Communities -ERC	-PB -DPs -Philanthropists	15,000	-SED -DSC -DoPI	Reports on Resources Centres	

Strategies/sub strategies	Activities	Indicators	Targets	Timeframe (year)					Primary Responsible Agency	Cooperation Institutions	Funding Source	budget (\$)	Monitoring & Evaluating	Sources of Verification
				1	2	3	4	5						
	cultures, traditions, and other indigenous artifacts													
	5.2.2.3 Select indigenous education officials to work at national and sub-national administration (MoEYS, POEs, DOEs)	Number of indigenous education officials selected	12 for 5 years	x	x	x	x	x	-POE -DOE -DPer -SED	-ECED -PED -DNFE -DPs		0	-SED -POE	Reports from POE, DOE, SED and DNFE
	5.2.2.4 Provide capacity building to MoEYS/POE/DOE officials, relevant institutions and community representatives to implement MLE	Number of education personnel and relevant stakeholders receive MLE training	100		x	x	x	x	-SED -DNFE -ERC -POE	-POE -ECED -TTD -DPs	-PB -DPs	40,000	-SED -POE	Reports on capacity building of SED and POE
5.2.3 Strengthen human resource development with quality	5.2.3.1 Provide training and capacity building to national core trainers (ministry, provinces, and districts) and indigenous core trainers, including Charai core trainers on MLE preschools and primary schools	Number of national core trainers (ministry, provinces, and districts) and indigenous core trainers, including Charai core trainers received training	100 for 5 years	x	x	x	x	x	-SED -POE -DPs -ᄡᄢᄣᄤ	-TTD -DCD -DOE -ECED -PED -DPs	-PB -DPs	115,000	-SED -POE	Reports from SED, TTD and POE
	5.2.3.2 Train new MLE teachers, including Charai on MLE teaching	Number of new MLE teachers, including Charai received training	ECE (33) PE (56) NFE (21)	x	x	x	x	x	-POE -DNFE -SED	-PED -ECED -TTD -DPs -ERC	-PB -DPs	320,000	-SED -DNFE -POE -ERC	Reports on training from POE, SED and ERC
	5.2.3.3 Provide regular training to MLE teachers, including Jarai on MLE teaching and cross-cultures	% of MLE teachers, including Charai received training regularly	100 annually	x	x	x	x	x	-POE -SED -DNFE	-ECED -PED -DCD -TTD -DPs	-PB -DPs	330,000	-SED -DNFE -POE	Reports on capacity building from SED and POE

Strategies/sub strategies	Activities	Indicators	Targets	Timeframe (year)					Primary Responsible Agency	Cooperation Institutions	Funding Source	budget (\$)	Monitoring & Evaluating	Sources of Verification
				1	2	3	4	5						
	5.2.3.4 Train MLE teachers, including Charai on how to develop and use teaching and learning materials for preschools and primary schools	% of MLE teachers, including Charai trained	100% for 5 years	x	x	x	x	x	-SED -POE	-TTD -PED -DCD -ERC -DPs	-PB -DPs	120,000	-SED -POE	Reports from SED and POE
	5.2.3.5 Provide training and capacity building to MLE core trainers in Stung Treng RTTC	Number of MLE core trainers in Stung Treng RTTC received training	10		x	x	x	x	-TTD -SED -DNFE -DPs -ERC	-DCD -DPs	-PB -DPs	35,000	-SED -TTD -ERC	Reports from TTD, SED, and DPs
	5.2.3.6 Provide training to MLE teacher trainees from the 5 provinces at Stung Treng RTTC	Number of MLE teacher trainees from the 5 provinces trained at Stung Treng RTTC	40				x	x	-ERC -TTD -POE -DOE	-PED -ECED -DPs -SED	-PB -DPs	60,000	-TTD -ECED	reports from ERC, TTD and SED
	5.2.3.7 Provide capacity building to education staff at the ministry, provinces, districts, schools and representatives from indigenous communities to participate in study visits, training, workshop and conference in-country and in the region	Number of relevant stakeholders	55 for 5 years	x	x	x	x	x	-SED -DNFE -POE -DOE -Schools -DPs	-PED -ECED -TTD -ERC -Communities -DPs	-PB -DPs	100,000	-SED -POE -DOE	Reports from SED, DNFE, POE and DPs
Objective 2. Improve access to quality MLE, linking with mother tongue, cultures, traditions and customs of indigenous people														
5.3 Strategy 3. Develop curriculum and physical materials linking with cultures, traditions, and customs of indigenous people														
5.3.1 Develop MLE curriculum and teaching and learning materials for preschools and primary schools, including Charai	5.3.1.1 Update MLE curriculum in early childhood education and primary education sub sectors	Number of MLE curriculum updated	ECE (1) PE (1)	x	x	x	x	x	-SED -DCD -ECED -PED -DPs	-TTD -DPs -Communities	-PB -DPs	100,000	-DCD -SED	Reports on school curriculum from SED

Strategies/sub strategies	Activities	Indicators	Targets	Timeframe (year)					Primary Responsible Agency	Cooperation Institutions	Funding Source	budget (\$)	Monitoring & Evaluation	Sources of Verification
				1	2	3	4	5						
	5.3.1.2 Develop textbooks, teacher guides, teacher training documents and teaching and learning materials, including Charai (study games, alphabetical charts in mother-tongue and national language)	Number of textbooks, teacher guides, teacher training documents and teaching and learning materials developed	4 -textbooks -teacher guide -teacher training documents -teaching and learning materials	x	x	x	x	x	-SED -DCD -POE -DOE -DPs	-PED -ECED -Schools -DPs -Communities	-PB -DPs	200,000	-SED -POE -DOE	Reports from SED, DPs and DCD
	5.3.1.3 Print and distribute textbooks, teacher guides and teaching and learning materials to MLE preschools and primary schools, including Charai	% of teachers received teacher guides, teaching documents % of students received textbooks	Teachers (100%) Students (100 annually)	x	x	x	x	x	-SED -ECED -POE -DOE -Schools -DPs	-DPs -Communities	-PB -DPs	200,000	-SED -POE	reports printing document SED POEs DPs
5.3.2 Develop MLE curriculum and teaching and learning materials for non-formal education	5.3.2.1 Update MLE curriculum for non-formal education	Number of curriculum updated	1	x	x	x	x	-DNFED -DCD -POE -DOE -DPs	-TTD -SED -DPs -Communities	-PB -DPs	100,000	-DCD -DNFE	Reports from DNFE DPs	
	5.3.2.2 Develop MLE textbooks, teacher guides, and teaching and learning materials for non-formal education	Number of types of textbooks, teacher guides and teaching and learning materials developed	2	x	x	x	x	-DNFE -DCD -DPs	-PED -ECED -SED -DPs -Communities	-PB -DPs	100,000	-SED -DCD -DNFE	Reports from DCD DNFE	
	5.3.2.3 Print and disseminate student textbooks and teaching and learning materials to MLE literacy teachers and students	Number of teachers received teacher guides Number of students received textbooks	Teacher (21) Students (525)		x	x	x	x	-DNFE -POE -DOE	-DPs -DCD -PED	-PB -DPs	30,000	-DNFE -SED	Report of DNFE DPs

Strategies/sub strategies	Activities	Indicators	Targets	Timeframe (year)					Primary Responsible Agency	Cooperation Institutions	Funding Source	budget (\$)	Monitoring & Evaluation	Sources of Verification
				1	2	3	4	5						
5.3.3 Develop MLE curriculum and teaching and learning materials for Stung Treng RTTC	5.3.3.1 Prepare program and training documents for MLE teacher training at Stung Treng RTTC	Number of program and training documents for MLE teacher training at Stung Treng RTTC developed	2 -Program -Training documents		x	x	x	x	-TTD -ERC -SED -DCD -DPs	-DNFE -POE -DPs	-PB -DPs	80,000	-SED -TTD	Reports from TTD ERC
	5.3.3.2 Print MLE training documents for Stung Treng RTTC	% of teacher trainees received MLE training documents	100%				x	x	-TTD -ERC -DPs	-SED -DNFE -DCD -POE	-PB -DPs	10,000	-SED -TTD	Report printing TTD, ERC
5.4 Strategy 4. Develop and improve infrastructure, equipment and school environment														
5.4.1 Organize and improve physical infrastructure and school environment in MLE schools	5.4.1.1 Conduct situation analysis in each MLE school (infrastructure, physical materials and school environment)	Number of studies conducted on situation analysis in MLE schools	1		x	x	x	x	-ERC -DSC -POE -DOE -Communities	-SED -DNFE -ECED -PED -DoPI -DPs	-PB -DPs	30,000	-DSC -SED	Reports from POE and DSC
	5.4.1.2 Provide buildings equip with physical infrastructures and materials to community preschools to achieve minimum standards	Number of community preschool classes / centers received minimum standards	25 classes / centers	x	x	x	x	x	-ECED -SHD -POEs -DOEs -Commune Councils -DPs -Communities	-Communities -Local Authorities -SED	-PB -DPs	13,500	-POE -SED	Reports from POEs, DOEs, SED and DSC
	5.4.1.3 Construct or renovate school buildings or classrooms for MLE primary schools	Number of MLE school buildings or classrooms constructed or renovated	5 places for 5 years	x	x	x	x	x	-POEs -DOEs -DSC -DPs -Communities	-SED -DPs -Communities	-PB -DPs -Philanthropists	50,000	-DSC -ECED -SED	Reports from POEs and DSC

Strategies/sub strategies	Activities	Indicators	Targets	Timeframe (year)					Primary Responsible Agency	Cooperation Institutions	Funding Source	budget (\$)	Monitoring & Evaluation	Sources of Verification
				1	2	3	4	5						
	5.4.1.4 Create library or mobile library in MLE schools, where not exist (including constructing or renovating a room for library)	Number of library or mobile library created in MLE schools	10 for 5 years	x	x	x	x	x	-PED -ECED -DNFE -DSC -POE -DOE -Schools	-SED -Communities -Schools -DPs	-PB -DPs -Philanthropists	40,000	-POE -DOE -SED	Reports from POE, DPs and DSC
	5.4.1.5 Construct a Resource Centre for research and store documentation, resources, cultures, traditions and other indigenous artifacts	Number of Resource Centre constructed to store indigenous related documentation	1				x	x	-DoPo -DSC -POE -DPs -SED -DNFE	-Indigenous Communities	-DPs -Philanthropists	150,000	-SED -DNFE -DSC -DoPI	Reports from POE, DPs, SED, DSC, and DNFE
5.5 Strategy 5. Improve education management information system for MLE														
5.5.1 Include MLE data into the Education Management Information System (EMIS), disaggregate data by ethnicities	5.5.1.1 Collect and manage education statistics and indicators of indigenous school-aged children in preschools, primary schools (in and out of school) and illiterate adults	Number of provinces had the data available	5 provinces annually		x	x	x	x	-Schools -DOE -POE -SED -DNFE -Authorities -Commune Councils	-PED -ECED -Communities -DPs	-PB -DPs	20,000	-SED -DOE -POE -SED -DNFE	Reports on statistics from schools, DOE, POE, SED and EMIS
	5.5.1.2 Collect and manage MLE students' learning outcomes by semesters and by years for preschools, primary schools and non-formal education	Number of provinces collected	5 provinces annually	x	x	x	x	x	-Schools -DOE -POE -SED -DNFE	-PED -ECED -DPs	-PB -DPs	20,000	-SED -DNFE	Reports on learning outcomes from SED and DNFE

Strategies/sub strategies	Activities	Indicators	Targets	Timeframe (year)					Primary Responsible Agency	Cooperation Institutions	Funding Source	budget (\$)	Monitoring & Evaluation	Sources of Verification
				1	2	3	4	5						
	5.5.1.3 Include data on indigenous children into the Education Management Information System (EMIS)	% indigenous student statistics included in EMIS	100%				x	x	-EMIS -SED -POE -DOE -Schools	-DNFE -PED -DPs	-PB -DPs	15,000	-EMIS -SED	Statistics from EMIS and SED
Objective 3. Promote participation and collaboration between indigenous communities and relevant stakeholders														
5.6 Strategy 6. Increase participation of parents and indigenous communities and Cooperation among relevant stakeholders for Implementing MLE program														
5.6.1 Promote participation of indigenous parents and communities	5.6.1.1 Provide capacity building to School Management Committees on their roles and responsibilities	% of MLE School Management Committees received capacity building	80%		x	x	x	x	-POE -SED -DOE	-DPs -PED -ECED -Communities	-PB -DPs	30,000	-SED -NFE -POE	Reports on capacity building from SED, DNFE and POE
	5.6.1.2 Provide capacity building to communes non-formal focal persons to support, monitor teaching and learning, attendance and dropout in non-formal MLE	Number of communes non-formal focal persons receive training	36 for 5 years	x	x	x	x	x	-DNFE -POE	-DOE -Schools -SED -DPs -Communities	-PB -DPs	20,000	-DNFE	Reports on capacity building from POE and DNFE
	5.6.1.3 Promote participation of representatives from indigenous communities in the development of curriculum, textbooks, and teaching and learning materials in mother tongue	Number of representatives from indigenous communities participate in the development	5 different ethnicities		x	x	x	x	x	-POE -DOE -DPs	-DCD -TTD -PED -ECED -SED -DNFE -DPs	-PB -DPs	10,000	-POE -SED -DNFE

Strategies/sub strategies	Activities	Indicators	Targets	Timeframe (year)					Primary Responsible Agency	Cooperation Institutions	Funding Source	budget (\$)	Monitoring & Evaluation	Sources of Verification
				1	2	3	4	5						
	5.6.1.4 Promote community participation in construction and preservation of schools buildings, equipment and student's boarding houses (budget, resources, and labors)	Number of MLE schools with participation of communities	10 schools	x	x	x	x	x	-DOE -POE -Schools -Indigenous Communities	-SED -PED -ECED -DNFE -Indigenous Communities -DPs	-PB -DPs	10,000	-DOE -POE -Schools -Indigenous Communities -SED	Reports from schools, DOE and POE
	5.6.1.5 Strengthen cooperation and partnership with relevant institutions and development partners to promote quality and sustainability of MLE program	Number of relevant institutions and development partners engage in various forms of evaluation on the implementation	5 relevant institutions, departments, development partners, DOE, POE	x	x	x	x	x	-POE -DOE -Schools -SED -DPs	-PED -DCD -ECED -TTD -SED	-PB -DPs	10,000	-SED -POE -DOE	Report from POE, DOE and SED
5.6.2 Increase and strengthen cooperation with relevant stakeholders in MLE implementation	5.6.2.1 Cooperate with the Royal Academy of Cambodia to review and improve indigenous languages	Number of languages for discussion	1 (Charai)	x	x	x	x	x	-SED -DNFE -DPs -DCD	-DoPI -TTD -PED -ECED -DPs	-PB -DPs	30,000	-SED -DNFE	Reports from SED and DNFE
	5.6.2.2 Cooperate with various universities and institutions to document and research on each indigenous language and/or research relevant to MLE	Number of studies conducted and documented	3 for 5 years	x	x	x	x	x	-SED -DNFE -DoPI -DPs -Universities -ERC	-TTD -POE -DOE -DPs	-PB -DPs	50,000	-SED -DNFE	Reports from SED, DNFE and universities
	5.6.2.3 Promote indigenous community participation in the development and preservation of their mother tongue through participation in various forums and other national, regional and international mechanisms	Number of representatives from indigenous communities participate in various events	7 ethnicities		x	x	x	x	-Schools -POE -DOE -Indigenous Communities	-Communities -DPs -SED -DNFE	-DPs	15,000	-SED -POE -DOE	Reports from DOE and POE

Strategies/sub strategies	Activities	Indicators	Targets	Timeframe (year)					Primary Responsible Agency	Cooperation Institutions	Funding Source	budget (\$)	Monitoring & Evaluation	Sources of Verification
				1	2	3	4	5						
5.7 Strategy 7. Strengthen monitoring and evaluation mechanisms on student's learning outcomes, and quality of teaching and learning														
5.7.1 Student's learning assessment	5.7.1.1 Develop assessment tools for assessing students' learning outcomes at the beginning of the year, mid-year and end year	Number of assessment tools for assessing students' learning outcomes developed	3 tools -ECE -PE (grades 1-3) -NFE	x	x	x	x	x	-Schools -POE -DOE -Communities	-DCD -PED -ECED -SED -DEQA -DPs -DNFE	-PB -DPs	50,000	-POE -DOE -SED -DEQA -DCD -PED -DNFE	Reports from schools, DOE and POE
	5.7.1.2 Develop standard assessment tools for MLE (grade 3)	Number of standard assessment tools	1					x	-DEQA -SED -PED -POE -DOE -Schools	-DCD -TTD -Schools -DPs	-PB -DPs	30,000	-SED -DEQA	Reports from DEQA SED
	5.7.1.3 Conduct longitudinal study to monitor progress and learning outcomes of MLE students	Number of longitudinal studies conducted	2 studies for 4 years		x	x	x	x	-ERC -DoPI -Universities -SED -DPs	-POE -DOE -DPs -Communities	-PB -DPs	80,000	-SED -DoPI	Reports -ERC -Universities
5.7.2 Monitoring and evaluation of teaching and learning for preschools and literacy classes	5.7.2.1 Develop tools for monitoring teaching and learning in MLE schools	Number of tools developed (ECE and NFE)	2			x	x	x	-SED -DNFE -DEQA -TTD -ECED -POE	-DCD -PED -DOE -Schools -DPs	-PB -DPs	30,000	-SED	Monitor teaching and learning tools
	5.7.2.2 Monitor teaching and learning in MLE schools on a regular basis	Number of monitoring visits conducted	2 times per years	x	x	x	x	x	-SED -DNFE -POE -DOE -Schools	-PED -ECED -DPs -Communities	-PB -DPs	120,000	-SED -POE -DOE	Reports from POE, SED and DNFE
	5.7.2.3 Review meeting on MLE	Number of meetings conducted	-1 per year per province -1 annual meeting per year	x	x	x	x	x	-POE -DOE -SED -DNFE	-DoP -PED -ECED -SHD	-PB -DPs	100,000	-SED -DNFE -POE -DOE	Reports from POE, SED and DNFE

6. Monitoring of the Implementation of the Multilingual Education Action Plan 2019-2023

The success and effectiveness of the Multilingual Education Action Plan 2019-2023 depends on the following:

- Establish a MLE Working Group to monitor the implementation of the Multilingual Education Action Plan 2019-2023 for MoEYS, POEs and DOEs
- Link the Multilingual Education Action Plan 2019-2023 to the Education Strategic Plan 2019-2023
- Include Multilingual Education Action Plan 2019-2023 activities into the Annual Operational Plan of POEs, DOEs and into the School Development Plan and Commune/Sangkat Investment Plan
- Monitor the implementation of the Multilingual Education Action Plan 2019-2023 on a regular basis
- Conduct a mid-term review meeting on the implementation of the Multilingual Education Action Plan 2019-2023 in 2021
- Conduct an annual meeting and evaluation of the Multilingual Education Action Plan 2019-2023 to review its relevancy, effectiveness, efficiency, impact and sustainability in 2023
- Continue to develop a Multilingual Education Action Plan 2024-2028

7. Budget Estimation by Strategies

The projection of the budget estimation for the implementation of the Multilingual Education Action Plan 2019-2023 is US\$ 9,603,230.00 for a 5-year period, focusing on the 7 strategies; monitoring of the implementation of the Multilingual Education Action Plan 2019-2023, Monthly salary and other benefits for MLE teachers; and Provision of means and materials to support MLE.

- Strategy 1: US\$ 2,335,130.00
- Strategy 2: US\$ 1,217,000.00
- Strategy 3: US\$ 820,000.00
- Strategy 4: US\$ 395,000.00
- Strategy 5: US\$ 55,000.00
- Strategy 6: US\$ 176,000.00
- Strategy 7: US\$ 410,000.00
- Monitoring and evaluation of Multilingual Education Action Plan 2019-2023: US\$ 100,000.00
- Monthly salary and other benefits for MLE teachers (ECE, PE, and NFE): US\$ 3,960,100.00
- Provision of means and materials to support MLE, including 3 cars and 10 motorbikes: US\$ 136,000.00
- ❖ The government budget will be used for the salary of MLE teachers with an estimated amount of USD 3,9060,100.00

8. Conclusion

The Multilingual Education Action Plan 2019-2023 supports indigenous children in the northeast highland provinces of Ratanakiri, Mondulakiri, Stung Treng, Kratie and Preah Vihear to access equitable and inclusive education.

The plan is an important compass to achieve the goals of the Ministry of Education, Youth and Sports (MoEYS) and the Sustainable Development Goals 4, especially in support of human resources development, linked to the culture and the specific needs of indigenous communities.

The implementation of the plan relies on the financial resources, human resources and supporting materials that the Ministry of Education, Youth and Sport has incorporated into the Multilingual Education Action Plan 2019-2023 and the Education Strategic Plan 2019-2023 with cooperation from relevant stakeholders, development partners and communities.

The Ministry of Education, Youth and Sport hopes and believes that all the departments, development partners and relevant stakeholders will support and promote the implementation of the Multilingual Education Action Plan 2019-2023 by incorporating the plan into the priority activities of the Annual Operational Plan in order to achieve the goal and activities in the action plan successfully and effectively.

10. Annexes

10.1 ACRONYMS AND ABBEVIATIONS

DOE	:	District Office of Education
ERC	:	Education Research Council
DoP	:	Department of Policy
DEQA	:	Department of Education Quality Assurance
DPer	:	Department of Personnel
TTD	:	Teacher Training Department
PED	:	Primary Education Department
DoPo	:	Department of Policy
DoP	:	Department of Planning
DGSE	:	Department of General Secondary Education
DSC	:	Department of School Construction
SHD	:	School Health Department
ECED	:	Early Childhood Education Department
DNFE	:	Department of Non-Formal Education
DCD	:	Department of Curriculum Development
SED	:	Special Education Department
DEMIS	:	Department of Education Management Information System
DIT	:	Department of Information Technology
PE	:	Primary Education
Pre-S	:	Pre-school
STRTTC	:	Stung Treng Regional Teacher Training Center
NFE	:	Non Formal Education
POE	:	Provincial Office of Education

10.2 Glossary

Multilingual education is the first literacy instruction (reading, writing, and numeracy) in the mother tongue (L1), with additional second language teaching using appropriate methods to transfer literacy knowledge from mother tongue to the second language and gradually changing from the mother tongue as the language of instruction, to the use of mother tongue (L1) and the second language (L2) through a multilingual educational methodologies. This method provides a solid foundation for literacy and comprehension skills in a mother tongue that can be transferred to a second language.

Multilingual education program focuses on helping students build a solid foundation in their mother tongue (L1) and, as a bridge to learning a second language. **Native language** is defined as the language the individuals know first, best identify with, use most, speak and understand enough to learn age-appropriate content.

Indigenous Peoples are the peoples living in the Kingdom of Cambodia, and they express their ethnic, social, cultural and economic unity, practice their traditional way of life, and cultivate the land they occupy according to their traditions of collective land use (*National Policy on the Development of Indigenous Peoples, page 1, Plenary Session, 24 April 2009*).

The first language is the native language of the people, who understand clearly and is used for regular communication in the family.

The second language is a non-native language and is used for communication from one ethnic group to another through multilingual education programs, which the second language is Khmer.

Community preschools refer to a preschool centre or class in a commune/district established by the commune/district administration using the commune/district funds or supported by development partners or other donors.

10.3 Benefits of MLE

In an effective MLE program, students become communicatively competent in the L2 as well as L1, and able to read, write and learn in both languages. Starting in L1, the language they know best allows children to build a strong foundation, which then enables them to make an effective transition into L2.

Evidence shows that children learn best when they use what they already know (their knowledge and experience, their own language) to learn what is new (new facts, new concepts, new languages). Children with a solid foundation in L1 will develop stronger literacy abilities in L2.

MLE programs have been implemented successfully around the world in various countries. Peer reviewed research evidence endorses the following conclusions:

- A child's own language (L1) is essential for developing pre-literacy skills, forming identity, linking to prior knowledge and experience.
- MLE students develop literacy skills most easily in a familiar language leading to higher literacy rates.
- MLE students develop cognitive skills and master content material when they are taught in a familiar language providing equal opportunities to learn all subjects taught at school.
- MLE students' confidence, self-esteem and identity are strengthened by use of their first language, leading to increased motivation, engagement and initiative.
- L1-based education leads to improved access to schooling, decreased repetition and dropout, and enhanced gender equity.
- Indigenous languages and culture are strengthened. Trained Indigenous teachers gain employment as primary and early childhood development teachers.
- Indigenous parents and communities are able to participate more in their children's education. Student learning can be accurately assessed when students can express themselves allowing teachers to diagnose what has been learned, what remains to be taught and which students need further assistance.

- Students become bilingual and bi-literate and are able to understand, speak, read and write in more than one language.
- MLE curriculum is based on the culture of the ethnolinguistic community, who are experts in their culture, using local knowledge and practices through which learners develop foundational concepts in all areas of learning.
- Set up MLE technological library

Supporting good quality MLE requires a focus on:

- Community ownership, involvement and participation.
- Trained teachers with skills, knowledge and ability in L1 development, MLE methodology and gender awareness.
- Culturally appropriate and comprehensive curriculum development and learning materials.
- Inter-agency partnerships.
- Appropriate assessment that reflects the MLE experience.

The growing body of evidence around MLE has revealed some of its key benefits:

- For ethnolinguistic children: they engage more in class, respond to teachers' questions, and participate as equals.
- For ethnolinguistic parents: they are able to be involved in their children's learning, support teachers and take part in other school activities.
- For ethnolinguistic communities: they can retain their own linguistic and cultural identities while proactively engaging with dominant wider cultures.
- For learning: better academic results overall, lower dropout rates, and higher fluency levels in both the learner's first language and other official language(s).
- For the system: better learning means more efficient use of resources, resulting in savings in time (teachers and administrators) and money over the mid/long-term.
- For livelihoods: real learning and better language skills means more access to job opportunities and more peaceful communities.

Evidence also suggests that knowing more than one language is a resource which leads to higher achievement across all curriculum and is a better use of human resources in a country's economy. Also, knowing more than one language fosters self-esteem, self-identity, and a more positive attitude to schooling and leads to increased social harmony and contentment.

10.4 Recommendations from the Evaluation of MENAP 2015-2018

Multilingual Education National Action Plan 2015-2018

The Multilingual Education National Action Plan 2015-2018 laid out four main objectives: (1) to ensure ethnic minority boys and girls have inclusive access to quality and relevant education, (2) to build the capacity of national and sub-national education officials to manage and monitor MLE implementation, (3) to scale up MLE provision in relevant provinces, and (4) to improve demand for quality MLE among School Support Committees, parents and local authorities. The plan has six implementing strategies such as (1) capacity building, especially for teachers and teacher training, (2) provision of teaching and learning materials, (3) data and information coordination, monitoring and evaluation, (4) expansion of MLE services, (5) infrastructure and resources, and (6) community schools.

Recommendations from the MENAP 2015-2018 Evaluation

The Ministry of Education, Youth and Sport, with support from development partners, cooperates with ministerial, provincial, research institutions, local authorities, non-governmental organizations and key rights holders such as indigenous peoples organisations, children and parents to:

- Continue to prepare a Multilingual Education Action Plan 2019-2023 by setting strategies and activities with clear cost estimates and defining accountability, report preparation, and evaluation. Gradually expand the action plan to include more indigenous languages.
- Strengthen system and capacity of the Ministry of Education, Youth and Sport to implement this plan, including recruiting more Indigenous staff to work at the national and sub-national levels, to develop capacity of the Special Education Department and to establish an active

structure under the chairmanship of the senior leaders of the Ministry of Education, Youth and Sport to ensure inter departmental collaboration.

- Improving the quality of multilingual education preschools and harmonizing multilingual education at preschool level by providing support for MLE community preschools to meet minimum requirements and become standard community preschools as defined in Sub Decree 245 on “the Management of Community Preschools.”
- Enhancing the quality, quantity and retention of teachers working in MLE primary schools and indigenous core trainers by increasing financial and technical support for those tasked to provide training at sub-national levels and collaboration with development partners and indigenous stakeholders. In the process of organizing a provincial teacher training centre so that they can provide support to indigenous teachers in delivering multilingual education services.
- Review and continue to improve the quality of the multilingual education curriculum and resources to be more culturally relevant, incorporate other resources developed by the NGOs, and promote participation of children, community members, and development partners working with indigenous peoples.
- Increase awareness of children's rights and the social values of Multilingual Education Action Plan through public awareness campaigns and deepen the concept through training of teachers, core trainers and community workers, prioritising indigenous peoples.
- Improve education management information system, disagreed data by gender, ethnicities, and languages and related data divisions to identify standardized digital data collection and reporting systems.
- Build partnerships between domestic and international universities to develop learning assessment tools, using indigenous languages, explore the potential impact of MLE implementation, including the expansion of multilingual education to grade 6 and evaluation of the MLE impact.

10.5 Data and Statistics on Indigenous Population in Cambodia

Provinces	Estimation of Indigenous Population	Estimation of Indigenous Children (age 3-5 years)	Estimation of Indigenous Children (age 6-17 years)
Data from Institute of Statistics 2014			
Ratanak Kiri	117,129	7,396	35,743
Mondul Kiri	41,964	3,021	13,263
Stung Treng	4,912	718	3,127
Kratie	13,141	3,790	15,394
Preah Vihear	6,136		
Total	183,282	14,925	67,527

***Data from MENAP 2015-2018 (pp. 21, 24 and 25)

10.6 MLE Models for Formal and Non-Formal Education in Cambodia

MLE Model for Non-Formal Education

Year 3	Mother tongue (L1) 10% -Continued reading and writing in L1	Khmer 90% -Fluency in reading and writing Khmer
Year 2	Mother tongue (L1) 50% -Fluency in reading and writing L1	Khmer 50% -Reading and writing Khmer
Year 1	Mother tongue (L1) 90% -Reading and writing L1	Khmer 10% -Speaking Khmer

Table 1: MLE Model for Non-Formal Education adopted from ICC

MLE Models for Early Childhood Education and Primary Education

MLE Model for Primary Education		
Grades 4-6	Khmer 100%	
Grade 3	Mother tongue (L1) 30% -Social Studies 15% -L1 Literacy 15%	Khmer (L2) 70% -L2 Literacy 45% -Math 15% -Social Studies 10%
Grade 2	Mother tongue (L1) 60% -L1 Literacy 25% -Social Studies 35%	Khmer (L2) 40% -L2 Literacy 25% -Math 15%
Grade 1	Mother tongue (L1) 80% -L1 Literacy 30% -Math 15% -Social Studies 35%	Khmer (L2) 20% -Oral only
ECE	Children age 3-4 years	Children age 5 years
Semester 1	L1 Oral only	L1
Semester 2	L1	20 minutes of oral Khmer everyday

Table 2: MLE Models for Early Childhood Education and Primary Education

10.7 Projection of Number of MLE Schools, Teachers and Students

- MLE ECE Implementation

- ✚ Projection of MLE Preschools

Provinces	Classes	MLE Preschools					Total
	17-18	18-19	19-20	20-21	21-22	22-23	
Ratanak Kiri	61	73	75	77	79	81	81
Mondul Kiri	9	10	11	12	13	14	14
Stung Treng	10	10	10	11	12	13	13
Kratie	8	8	10	12	12	12	12
Preah Vihear	6	6	6	7	7	7	7
Total	94	107	112	119	123	127	127

- ✚ Projection of MLE Preschool Teachers

Provinces	Teachers	MLE Preschool Teachers					Total
	17-18	18-19	19-20	20-21	21-22	22-23	
Ratanak Kiri	61	73	75	77	79	81	81
Mondul Kiri	9	10	11	12	13	14	14
Stung Treng	10	10	10	11	12	13	13
Kratie	8	8	10	12	12	12	12
Preah Vihear	6	6	6	7	7	7	7
Total	94	107	112	119	123	127	127

- ✚ Projection of Number of MLE Standard Community Teachers (Community Preschools with Minimum Standards)

Provinces	Teachers	MLE Standard Community Teachers					Total
	17-18	18-19	19-20	20-21	21-22	22-23	
Ratanak Kiri	6	8	10	12	14	16	16
Mondul Kiri	3	3	5	6	7	7	7
Stung Treng	2	3	4	5	6	7	7
Kratie	4	4	5	5	5	5	5
Preah Vihear	1	2	4	5	6	6	6
Total	16	20	28	33	38	41	41

- ✚ Projection of Number of MLE State Preschool Teachers (3 Teachers)

✚ Projection of Number of Indigenous Children Enrolled in MLE Preschools

Provinces	Students	MLE Preschool Children					Total
	17-18	18-19	19-20	20-21	21-22	22-23	
Ratanak Kiri	1101	1410	1450	1490	1530	1570	1570
Mondul Kiri	197	237	257	277	297	317	317
Stung Treng	207	192	192	217	242	242	242
Kratie	170	156	199	249	249	249	249
Preah Vihear	123	132	132	153	153	153	153
Total	1798	2127	2230	2386	2471	2531	2531

• MLE Implementation at Primary Education

✚ Projection of MLE Primary Schools

Provinces	Schools	MLE Primary Schools					Total
	17-18	18-19	19-20	20-21	21-22	22-23	
Ratanak Kiri	34	34	34	36	38	40	40
Mondul Kiri	23	23	25	27	29	31	31
Stung Treng	9	9	9	9	9	9	9
Kratie	14	14	15	16	17	18	18
Total	80	80	83	88	93	98	98

****There will be an increase in MLE implementation in Ratanak Kiri province, including 4 Jarai MLE schools from 2020-2021.**

✚ Projection of Number of MLE Primary Teachers

Provinces	Teachers	MLE Primary Teachers					Total
	17-18	18-19	19-20	20-21	21-22	22-23	
Ratanak Kiri	79	77	84	86	90	94	94
Mondul Kiri	50	57	61	66	72	78	78
Stung Treng	30	30	30	30	30	30	30
Kratie	38	41	43	45	48	51	51
Total	197	205	218	227	240	253	253

• Projectoon of Number of Indigenous Students Enrolled in MLE Primary Schools

Provinces	Students	MLE Primary Students					Total
	17-18	18-19	19-20	20-21	21-22	22-23	
Ratanak Kiri	2503	2356	2506	2551	2631	2711	2711
Mondul Kiri	1025	1252	1292	1372	1522	1672	1672
Stung Treng	620	607	607	607	607	607	607
Kratie	718	739	774	809	859	909	909
Total	4866	4954	5179	5339	5619	5899	5899

- **MLE Implementation in Literacy Classes**
- ✚ **Projection of Number of MLE Literacy Classes**

Provinces	Classes	MLE Literacy Classes					Total
	17-18	18-19	19-20	20-21	21-22	22-23	
Ratanak Kiri			2	4	6	8	8
Mondul Kiri			1	2	3	4	4
Stung Treng				2	4	6	6
Kratie				1	2	3	3
Total			3	9	15	21	21

✚ **Projection of Number of MLE Literacy Teachers**

Provinces	Teachers	MLE Literacy Teachers					Total
	17-18	18-19	19-20	20-21	21-22	22-23	
Ratanak Kiri			2	4	6	8	8
Mondul Kiri			1	2	3	4	4
Stung Treng				2	4	6	6
Kratie				1	2	3	3
Total			3	9	15	21	21

✚ **Projection of Number of Indigenous Students Enrolled in MLE Literacy Classes**

Provinces	Students	MLE Students in Literacy Classes					Total
	17-18	18-19	19-20	20-21	21-22	22-23	
Ratanak Kiri			40	80	120	160	160
Mondul Kiri			20	40	60	80	80
Stung Treng				40	80	120	120
Kratie				20	40	60	60
Total			60	180	300	420	420

***The MLE literacy classes are implemented by development partners; hence, difficult in collecting local statistics.

9.8 Projection of Indigenous Students Receiving Scholarship

- ✚ Projection of Number of Indigenous Students Receiving Scholarship in Primary Education (Grades 1-6)

Provinces	Students	Number of Indigenous Students Receiving Scholarship					Total
	17-18	18-19	19-20	20-21	21-22	22-23	
Ratanak Kiri		1391	1550	1550	1550	1550	
Mondul Kiri		413	420	420	420	420	
Stung Treng		50	100	100	100	100	
Kratie		487	500	500	500	500	
Preah Vihear		105	110	110	110	110	
Total		2446	2680	2680	2680	2680	

***Number of indigenous students receiving scholarship includes all students in MLE and non-MLE schools in each of the provinces. Scholarship was implemented in academic year 2017-2018, but data is not available.*

✚ Projection of Number of Indigenous Students Receiving Scholarship in Upper Secondary Education (Ratanak Kiri, Mondul Kiri, Stung Treng, Kratie, and Preah Vihear)

Provinces	Students	Number of Indigenous Students					Total
	17-18	18-19	19-20	20-21	21-22	22-23	
Grade 10		255	250	250			
Grade 11	582	250	255	250	250		
Grade 12	510	551	250	250	250	250	
Total	1092	1056	755	750	500	250	

✚ Projection of Number of Indigenous Students Receiving Scholarship in Lower Secondary Schools in Boarding House (Ratanak Kiri, Mondul Kiri, Stung Treng, Kratie, and Preah Vihear)

Provinces	Students	Number of Indigenous Students					Total
	17-18	18-19	19-20	20-21	21-22	22-23	
Grade 7		20					
Grade 8			20				
Grade 9				20			
Total		20	20	20			