Creation of a community-based Multilingual Education (MLE) program in 2003
Cambodia MoEYS created policy to scale-up the program in 2015
CARE Cambodia transitioned from an implementer to technical advisor role
Returning students who are now teachers in the program

Perspectives of Multilingual Education Teachers on the Sustainability of MLE Programs in Cambodia

How Do Current Challenges and Experiences of MLE Teachers Shed Light on the State of Sustainability of the MLE Program in Cambodia?

Program Level
- Challenges related to MLE Curriculum and Pedagogy
  - Example of creating bamboo containers
  - Limited access to appropriate language supports for teachers
    - Time wasted on translation

Organizational Level
- Challenges related to organizational capacity of the local government
  - Issues with access to materials & budget
  - Mismatch of Indigenous teachers to schools
  - Mismatch of textbooks
  - Limited communication and check-ins with MLE schools and teachers

Environmental Level
- Institutionalization achieved at the policy level
  - MENAP 2015-2018
  - MEAP 2019-2023
- Role of MLE teachers: Active or Passive?
  - Next Gen MLE teachers reported active agency and ownership
  - Community recruited MLE teachers reported a passive reliance

Context

Program Sustainability (Adapted from Schierer, 2005)
- 13 semi-structured interviews
- 9 Male; 4 Female teachers
- Field notes & recordings → transcriptions
  → NVivo software for analysis
- Two types of Teachers:
  - MLE teachers recruited by the community (n=8)
  - MLE teachers who used to be MLE students in the program (n=5)

Context
- Structure and Design
- Role of local stakeholders: Teachers, Students, Staff
- Program and local needs alignment
- Timeline of program
- Sources of funding for the program

Organizational Level
- Leadership of the organization: POE officials
- Alignment of activities with purpose and goal
- Technical capacity: POE staff vs CARE staff
- Routinization and structures

Environmental Level
- Influence of social, political, and economic factors
- Legislation and policy: MENAP
- Support from external community members: CIYA
- Availability of resources and funding

Conceptual Framework & Methodology

Findings: Major Themes

Limiting Factors at Program Level
- Current program design and structure does not take into account local needs and changes
- Roles of different stakeholders not communicated clearly: government vs. NGO

Limiting Factors at Organizational Level
- Challenges with technical capacity and routinization of local government
  - Regular check-ins, delivery of materials, management of MLE schools and teachers

Enabling Factors at Environmental Level
- Successful institutionalization at national policy level through MENAP and MEAP (2015-2023)
- Agency of Next Generation MLE teachers
- Opportunity for inclusion of Indigenous actors in future decision-making processes

Discussion

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