

CONTEXT

- 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



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

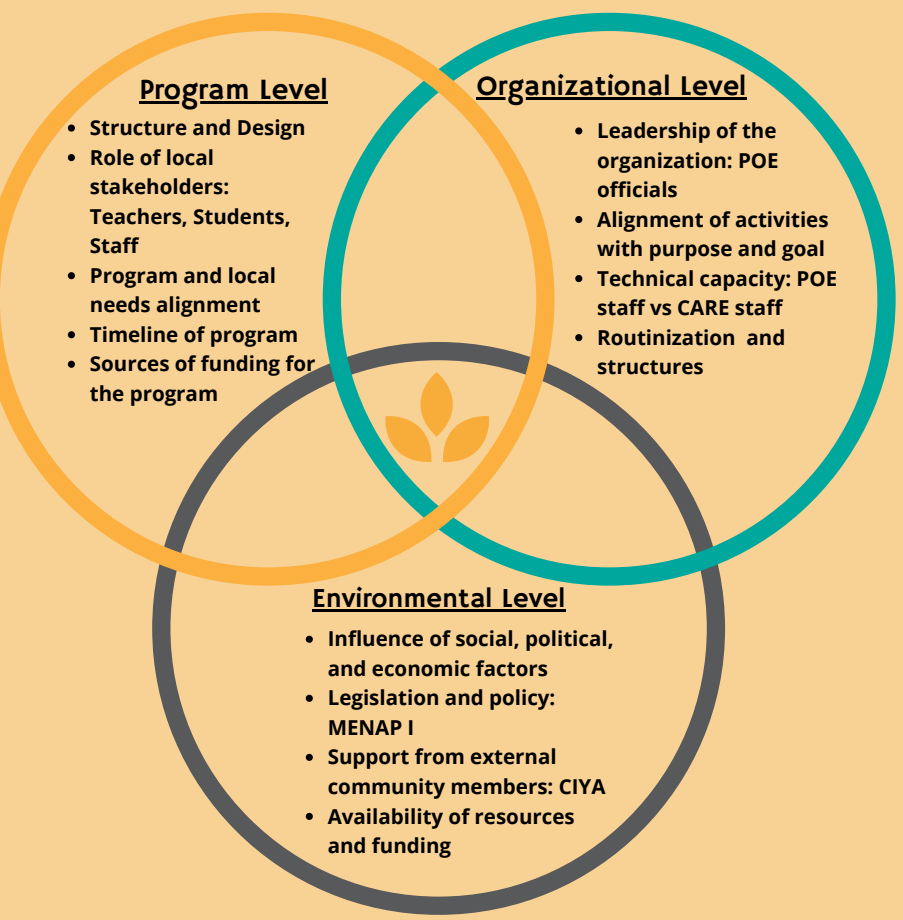
- Environmental Level**
- Institutionalization achieved at the policy level
 - MENAP 2015-2018
 - MEAP 2019-2023
 - Role of MLE teachers: Active or Passive?
 - Next Gen MLE teachers reported active agency and ownership
 - Community recruited MLE teachers reported a passive reliance

PERSPECTIVES OF MULTILINGUAL EDUCATION TEACHERS ON THE SUSTAINABILITY OF MLE PROGRAMS IN CAMBODIA

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IP Poster Presentation
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"At the end of teacher training, we know how to teach in Khmer and in our own indigenous language. When we came back to our village to work as a teacher, we work[ed] with MLE and became MLE teachers. And as a result, as a teacher we can create our own resources for teaching with the people, even if there are limited resources."
- Next Generation MLE Teacher

- 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)



- 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

CONCEPTUAL FRAMEWORK & METHODOLOGY

DISCUSSION

Schieier, M. A. (2005). Is sustainability possible? A review and commentary on empirical studies of program sustainability. American Journal of Evaluation, 26(3), 320-347

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