CARE is dedicated to improving access to quality education for ethnic minority children, especially girls. For two decades, CARE has worked extensively with communities in Cambodia’s north-eastern provinces to improve education to improve educational outcomes, school management capacity and to provide students with the opportunities to develop skills for the future workforce, ultimately contributing to CARE’s strategy for women’s economic empowerment.

CARE’s work in education for ethnic minority children first began in the province of Ratanak Kiri improving literacy rates and building upon earlier initiatives for girls. After nearly 15 years CARE’s work now spans 5 provinces including Ratanak Kiri, Mondul Kiri, Stung Treng, Kratie and Preah Vihear. CARE has worked in close partnership with the Cambodian Ministry of Education, Youth and Sport (MoEYS) and UNICEF to introduce a highly successful model for multilingual education to many schools across north-east Cambodia, now being scaled up across Cambodia under the Multilingual Education National Action Plan (MENAP).

**IMPACT IN NUMBERS**

- **350** The number of schools CARE has worked with across Cambodia
- **380** The number of teachers who have received CARE training
- **6,500** The number of children who have attended multilingual education schools since 2002
- **1,170** The total number of School Support Committee members who have received capacity training
- **48,000+** The number of students who have benefitted from increased capacity of School Support Committees

**MULTIPLYING IMPACT**

*Advocacy and government ownership:* CARE’s advocacy work on Multilingual Education in Cambodia is on-going, currently shifting from the role of the implementer to focus on an advisory role. CARE’s model for Multilingual Education is now largely under the ownership of the Ministry for Education Youth and Sport under a dedicated Multilingual Education National Action Plan (MENAP). This plan aims to expand multilingual education across the country so that by 2018 over 10,000 children will have access.
IMPACTING PEOPLE

MULTILINGUAL EDUCATION:
CARE’s Multilingual Education model has had a significant impact on children of ethnic minority communities in the north-east of Cambodia. Since piloting the program in 2002, over 6,500 ethnic minority children now have the opportunity to excel in school by beginning their education in the language they speak at home. Enrollments have doubled since 2009 and dropout, repetition and achievement rates are improving. Ethnic minority children now have more confidence and motivation to learn and many have become teachers themselves after graduating. CARE’s long-term advocacy has led the government to take ownership of Multilingual Education and is expanding the model to more state schools under the Multilingual National Action Plan.

“Now I’m studying in Tumpoon, it’s easier to learn, speak and understand the teacher. I still want to learn Khmer, so it’s easier to get a job when I finish school.”

PREPARING SECONDARY SCHOOL STUDENTS FOR THE FUTURE:
CARE Cambodia supports secondary education approaches which expand life choices for ethnic minority girls in multiple spheres including economic, social and health. CARE seeks to improve secondary education in 21st century skills, information communication technology and sexual and reproductive health, equipping them with the knowledge and skills to be engaged ASEAN citizens. CARE has supported teacher training in these areas and supplied secondary schools with modern scientific equipment. Scholarships and girl’s leadership programs seek to ensure ethnic minority girls are provided with the support to lead and excel and have contributed to higher retention rates and academic results. With many girls still facing barriers to accessing quality education and completing their secondary school, such as high workloads at home, CARE continues to work with communities to develop action plans to prioritise girl’s education.

“My hope for the future of education in Cambodia is to improve quality of education in science subjects. Nowadays many students including those from ethnic minorities are becoming more interested in physics and chemistry and I want to do all I can to help them succeed.”

SCHOOL GOVERNANCE:
CARE’s efforts to increase the capacity of School Support Committees have led to improvements in education outcomes and better quality education. CARE has worked to increase the capacity of School Support Committees and encouraged communities to become more involved in the education of their children. Through workshops and capacity training, committee members are taught how to raise funds for school infrastructure, monitor student attendance and act as a bridge between schools and their communities. After CARE-supported training, 85% of School Support Committees are now active and aware of their responsibilities compared to 26% and 39% respectively. This successful initiative has also seen an improvement in enrollments, school management, primary completion rates and quality of education. Increased communication between schools and communities helps to ensure classrooms are sensitive to the needs and learning outcomes of ethnic minority children. In turn, this has helped to retain and value indigenous culture and identity.

“I only learnt about the school support committee roles after I received the training. In the past, the support committee wasn’t active as we didn’t know what were our obligations and duties.”