



***OSCE High Commissioner on National Minorities'
Education Experiences in Central Asia***

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OSCE

High Commissioner on National Minorities

- Established in 1992 as an instrument of **conflict-prevention** in the OSCE area by providing early warning.
- To identify and seek **early** resolution of ethnic tensions that might endanger peace, stability or friendly relations, between OSCE participating States.
- Principle “**Integration with respect for diversity**”



HCNM tool box

- Country recommendations
- Thematic recommendations
- Twice per year report to the Permanent Council
- Statements and speeches
- Workshops, programmes and projects
- Co-operation with 3rd States, parties & International Organizations

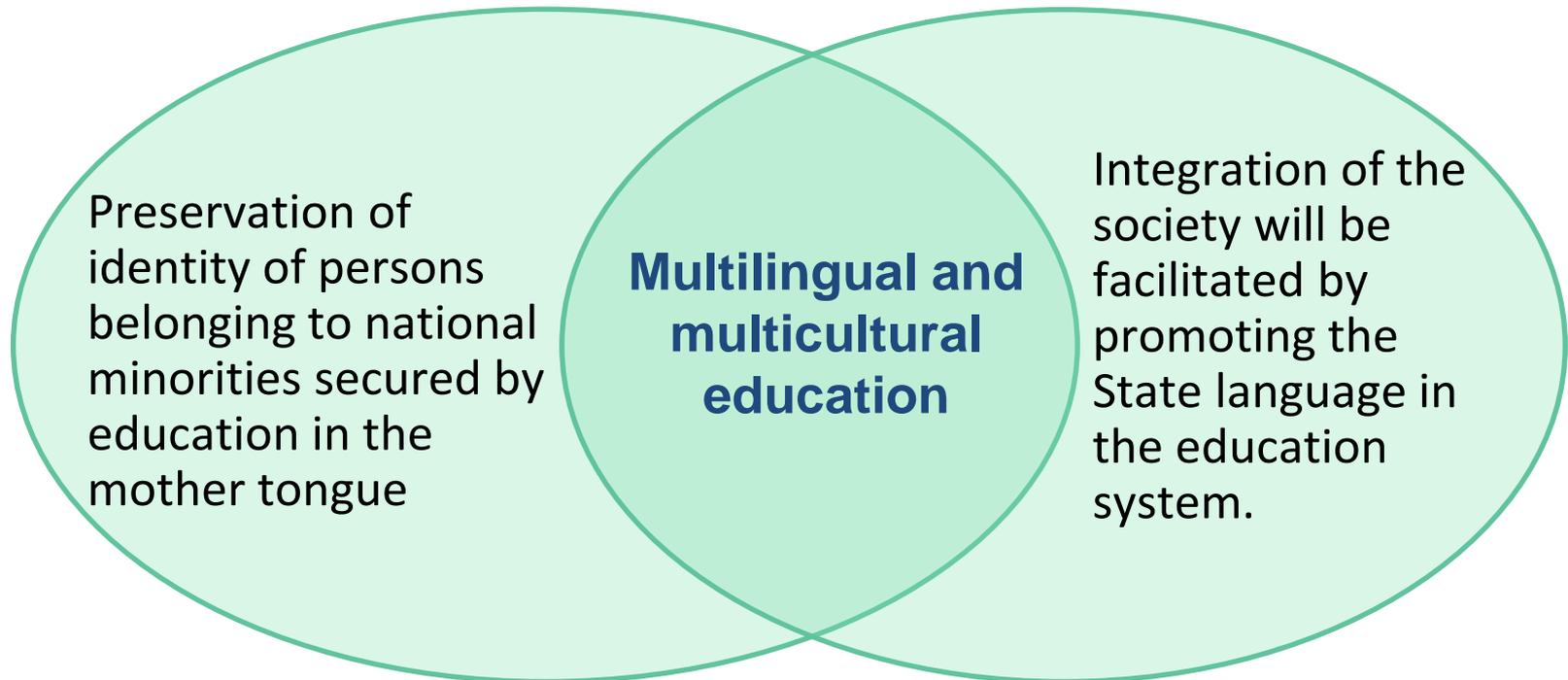


The Hague Recommendations

- 1) The right of persons belonging to national minorities to maintain their identity can only be fully realised if they acquire a proper knowledge of their mother tongue during the educational process. At the same time, persons belonging to national minorities have a responsibility to integrate into the wider national society through the acquisition of a proper knowledge of the State language.
- 11) The first years of education are of pivotal importance in a child's development. Educational research suggests that the medium of teaching at **pre-school and kindergarten levels** should ideally be the child's language. [...]
- 12) Research also indicates that in **primary school**, the curriculum should ideally be taught in the minority language. The minority language should be taught as a subject on a regular basis. The official State language should also be taught as a subject on a regular basis preferably by bilingual teachers who have a good understanding of the children's cultural and linguistic background. [...]
- 13) In **secondary school**, a substantial part of the curriculum should be taught through the medium of the minority language. The minority language should be taught as a subject on a regular basis. The State language should also be taught as a subject on a regular basis, preferably by bilingual teachers who have a good understanding of the children's cultural and linguistic background. [...]

Balanced MLE approach of HCNM

Promotion of linguistic and cultural diversity may have a significant contribution to long-term conflict prevention and integration of diverse societies.



Criteria for balanced MLE Programmes



• Teaching **of & in** mother tongue



• State language being a target language



• Multicultural approach

Balanced MLE approach of HCNM

Contributes to consolidation of diverse society and development of common civic identity, thus reducing risk of inter-ethnic tensions

Creates conditions for preserving linguistic and cultural diversity, improving the culture of interethnic dialogue

Creates conditions to exercise the right for teaching in/of mother tongue;
preserving of ethno-cultural identity

Ensures quality acquisition of the State language and other languages; improves the opportunities of school leavers for further education, professional carrier and participation

Multilingual Education in Central Asia



Multilingual Education in Central Asia

Background

- Soviet legacy of **segregated minority language schools**
- Overall trend of **decreasing number of minority language schools** or shifting them to state language of instruction
- Poor state language skills of minority language school graduates negatively affect their **access to higher education** & participation in public life
- National university entry examination conducted only in the State and Russian languages

Multilingual Education in Central Asia

Challenges

- Inefficient teaching of the state language in minority language schools
- Insufficient supply with textbooks, methodological and reading materials in minority mother tongues
- Lack of qualified teachers proficient in minority languages, especially for sciences
- No conditions for teacher training and in-service training in minority mother tongues and MLE

Multilingual Education in Central Asia

HCNM Project Initiatives

- Country projects aimed at promoting multilingual and multicultural education in Kazakhstan and Kyrgyzstan (2003-2017)
- Regional High Level Dialogue on Integration and Minority Education (2006-2009)
- Central Asia Education Programme (2012-present)

Multilingual Education in Central Asia

Multi-level approach

Educational Authorities of Central Asia - Technical and expert support in elaboration of the relevant legal framework for MLE and institutionalising its promotion

Teacher Training – in-service teacher training; improving pre-service teacher training programmes; development of methodological materials for MLE

Minority schools, kindergartens and cultural centers – capacity building, awareness-raising, regional co-operation and networking



Promotion of Multilingual Education



Multilingual Education in Central Asia

Common approaches

- Application of partial immersion models / additive MLE programmes
- Individual MLE programmes based on demands, human resources, linguistic environment and mother tongue of the students
- Subject choice for teaching in a target language is based on needs and teachers' capacities
- Bilingual teaching: one person-one language in kindergarten; structured use of two languages within a lesson in primary and secondary school; teaching in the second language in upper secondary school/university (L1 + L2 or L1 + L3 or L1 + L4)
- Proportion of time-sharing between languages within a subject depends on the extent to which students are proficient in the target language and increases gradually (80/20, 60/40, 50/50, etc.)
- Voluntary adherence to MLE

In Focus: MLE Framework in Kazakhstan

Institutional framework



TRILINGUAL EDUCATION CENTER
Nazarbayev Intellectual Schools

ORLEU - Teacher In-service Training Institute

REGIONAL Education Departments

LOCAL SELF-GOVERNANCE ENTITIES

ASSEMBLY OF PEOPLE OF KAZAKHSTAN and CULTURAL CENTERS

MoES of Kazakhstan

In Focus: MLE Pilot Schools in Kazakhstan

Implementation strategies

Pre-school (5-6 years)

- L2 taught as a subject
- Piloting of BLE/MLE

Primary school (grades 1-4)

- From 1 to 4 subjects are studied bilingually: MT & Target language
- Subjects: nature study, arts, sports, technology

Secondary school (grades 5-11)

- Gradual introduction of subjects to be taught bilingually
- By grade 9 all the subjects in the national graduation/entrance tests are taught bilingually
- State language – Target language
- 2-4 subjects (MT + Russian)
- The ratio of languages is 80/20; 50/ 50; 30/70

In Focus: MLE Pilot Schools in Kazakhstan

Variety of MLE Programmes

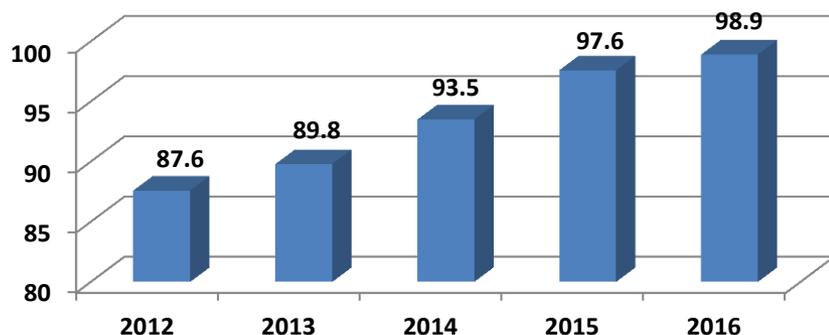
19-100%	Kazakh is a target language
11 - 58%	(BLE) - MT + Kazakh
6 - 32 %	(MLE) - MT + Kazakh + Russian
2 - 10%	(MLE) - MT + Kazakh + Russian + ENG



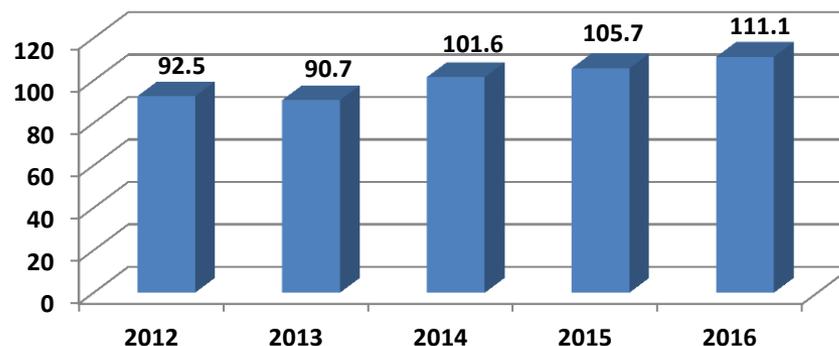
In Focus: MLE Pilot Schools in Kazakhstan

Results

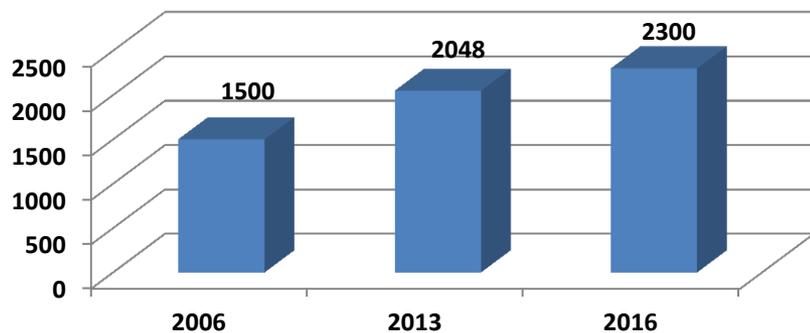
School Kashgari, Kentau (Uzbek Language)
Grade point average in UNT



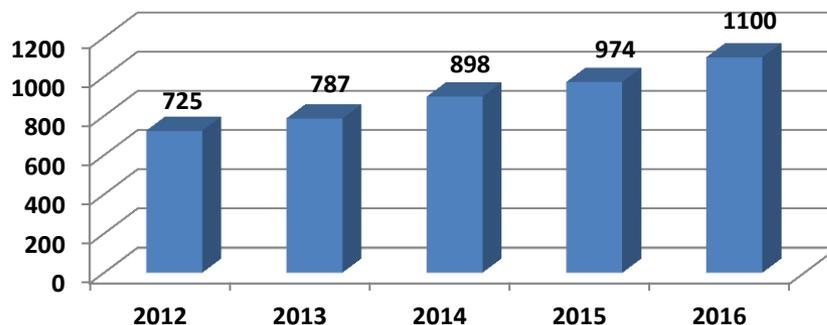
School 153, Almaty (Uighur Language)
Grade point average in UNT



School 107, Shymkent (Uzbek Language)
Number of Students



School 101, Almaty (Uighur Language)
Number of Students



In Focus: MLE Pilot Schools in Kazakhstan

Results

- Higher proficiency level in target languages, subjects of study, as well as higher accession rates to higher education
- Improvement of motivation for State language acquisition
- Improvements of communication skills of students in the various languages, including skills of intercultural communication and tolerance
- Best performing pilot schools became resource centers for new schools
- Improved language and methodological proficiency of teachers
- Favourable public opinion towards MLE in the pilot regions, as well as support of MLE expansion on behalf of cultural centers

In Focus: MLE Framework in Kyrgyzstan

Coordination framework

Department on Ethnic and Religious Policy of the Presidential Administration

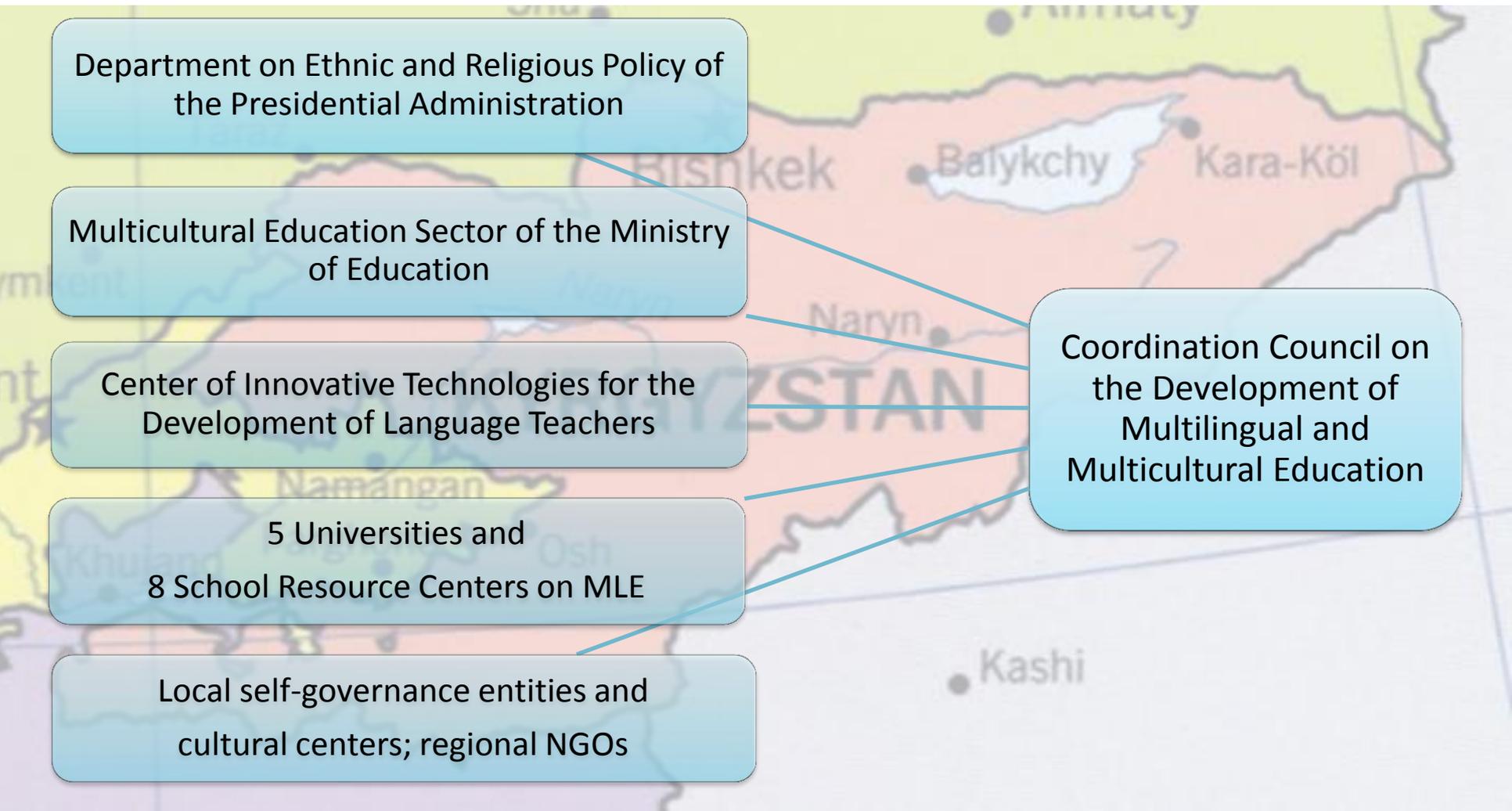
Multicultural Education Sector of the Ministry of Education

Center of Innovative Technologies for the Development of Language Teachers

5 Universities and
8 School Resource Centers on MLE

Local self-governance entities and cultural centers; regional NGOs

Coordination Council on the Development of Multilingual and Multicultural Education



In Focus: MLE Framework in Kyrgyzstan

- 2008 - ***Concept and Complex Programme*** of Multicultural and Multilingual Education Development in KGZ
- 2012 - ***Concept and Strategy for Development*** of Education for 2012-2020 and the subsequent ***Action Plans***
- 2013 - ***National Strategy and Action Plan*** for Sustainable Development of Kyrgyz Republic for the period of 2013-2017
- 2013 - ***Concept*** of National Unity and Inter-Ethnic Relations and the subsequent ***Action Plan***
- 2014 - ***National Programme*** for State Language Development and Language Policy Improvement 2014-2020
- 2014 - National Standard of Secondary Education

In Focus: MLE Pilot Schools in Kyrgyzstan

Implementation strategies

Pre-school

(5-6 years)

- “One person - one language”
- Developing of BICS in the process of daily practice, at sports, drawing, music, etc.

Primary school

(grades 1-4)

- From 1 to 5 subjects are studied bilingually: MT & L2
- 30-50% of the study time
- Subjects: music, arts, sports, technologies, homeland/native studies

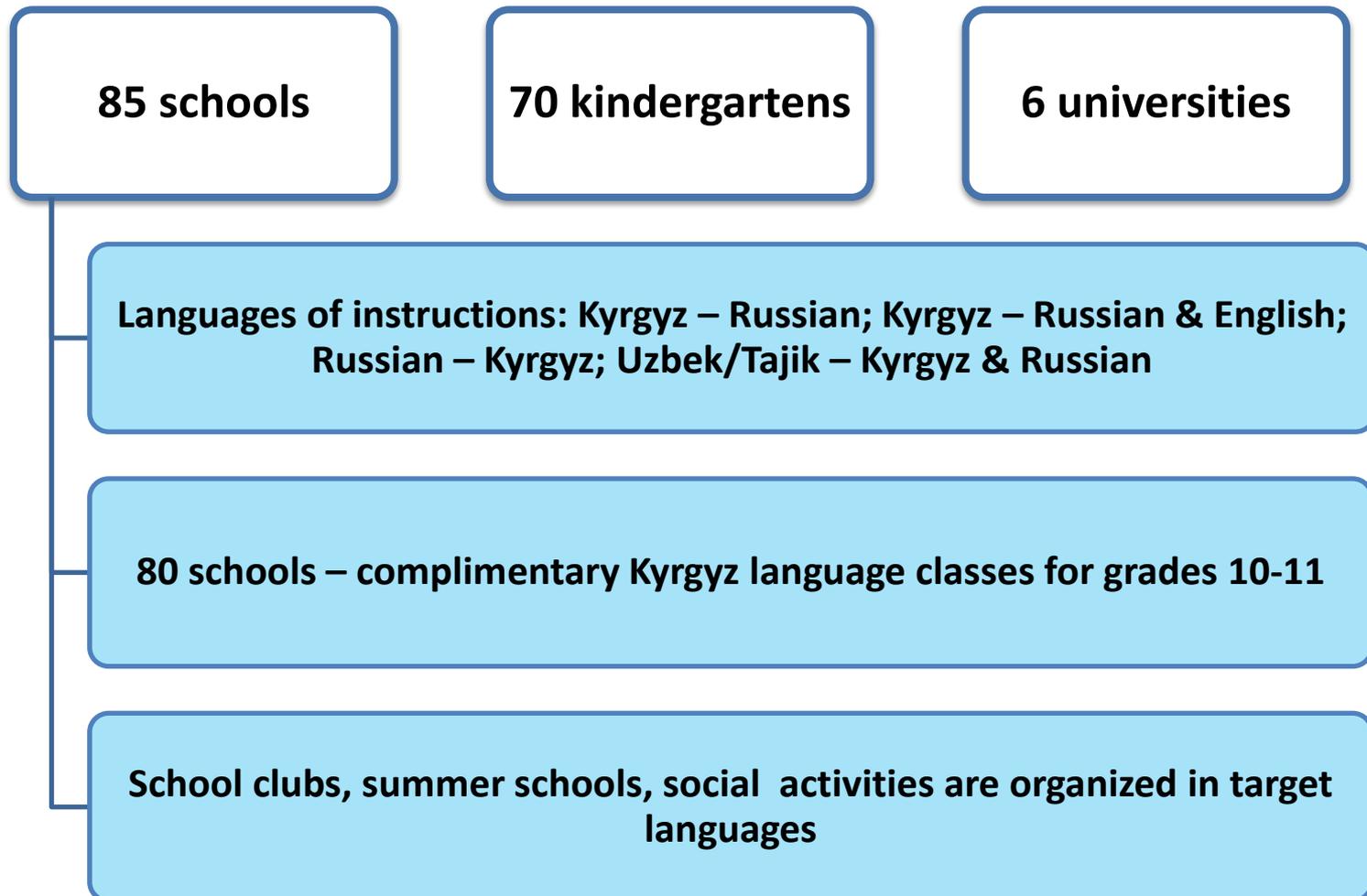
Secondary school

(grades 5-11)

- Subjects from the primary school continue to be taught bilingually or in the target language;
- Gradual increase of the number of subjects to be taught bilingually or in the second language
- Ratio of languages:
 1. Nature studies / homeland studies / ethics / Life Safety Basics (LSB) – 70%-30%
 2. Natural mathematical cycle or humanities – 70%-30% to 50%-50%

In Focus: MLE Pilot Schools in Kyrgyzstan

Holistic approach & Diversity of programmes



In Focus: MLE in Kyrgyzstan - lessons learnt

- Holistic approach and Coordination among the stakeholders
- Monitoring of the MLE implementation for quality management
- Regulatory framework in place supports the implementation of MLE
- Capacity building of school teams (trainings in MLE planning and management; second language teaching methodology, CLIL, multicultural education);
- On-going methodological guidance, including mentoring and on-spot consultancy of qualified staff; networking of MLE schools
- Certification of MLE school programmes and teachers
- Provision of methodological resources: printed and electronic materials
- Involvement of development partners: UNICEF, UNHCHR, UNESCO, Open Society Foundations

Multilingual Education in Central Asia

Challenges & Priorities

- Teacher capacity development in languages and methodology: pre-service & in-service
- Guidance & monitoring of pilot institutions
- Further application of the second language teaching methodology into practice
- Developing the capacities of national and regional experts
- Developing team work, coaching, mentoring and networking;
- Developing educational materials and training in minority languages in the context of multilingual education



Multilingual Education Resources

- Website for MLE promotion www.edu-resource.net
- Tools for practical implementation of MLE such as MLE handbook, methodological materials, webinars, Q&A for target groups
- MLE Newsletter DIALOG in 8 languages published 3 times per year
- Network of MLE pilot schools
- Pool of national experts and trained teachers on MLE

The image shows a screenshot of the 'Диалог' website and a magazine cover. The website header includes the logo 'диалог' and the tagline 'Информационно-методический ресурс по многоязычному и поликультурному образованию'. Navigation links for 'О НАС', 'РЕСУРСЫ', 'ВОПРОСЫ', and 'КОНТАКТЫ' are visible. The main content area features a 'Добро пожаловать!' message, a search bar, and a 'Новости' section with images of educational events. A 'Видео' section contains three video thumbnails with titles like 'Куп тиллилик таялим', 'Многоязычное образование...', and 'Кыргызстандагы көп тил...'. Below the website is a magazine cover for 'диалог' #18, dated December 2018 - April 2019. The cover features a photo of children and the title 'Руководство по проектированию и реализации многоязычных программ'. A table of contents is visible at the bottom of the magazine cover.

СОДЕРЖАНИЕ	
Новости	3
Стратегия, подходы, модели	7
Новые и забытые	8
Объем статьи	11
В фокусе - детский сад	13
Гость журнала	14
Литературные ссылки	15

Regional Schools on Multilingual Education



Multilingual Olympiad for University Students



Thank you for your attention!



*Our school
our diversity*
your story in 60 seconds

Рақмет - Спасибо - Раҳмат - Баярлалаа - Rahmat - Ташаккур - Sag boluñ - Rakhmat