



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

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OSCE HCNM

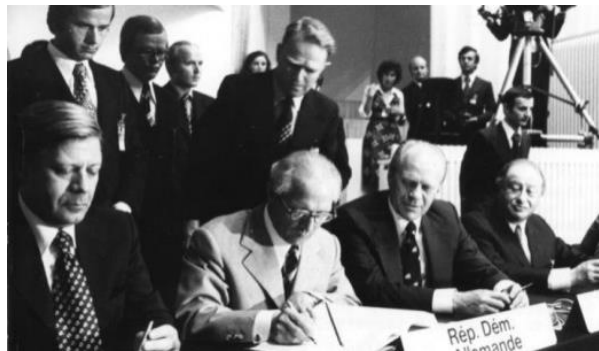
Asia-Pacific Regional Forum on Education,
Language and the Human Rights of Minorities

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Bangkok, Thailand

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**”

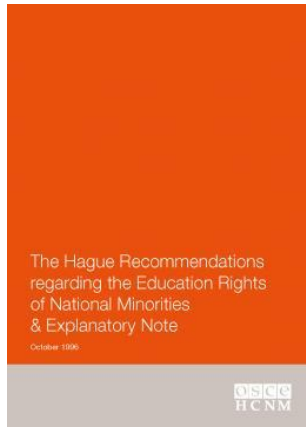


HCNM tool box

- 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



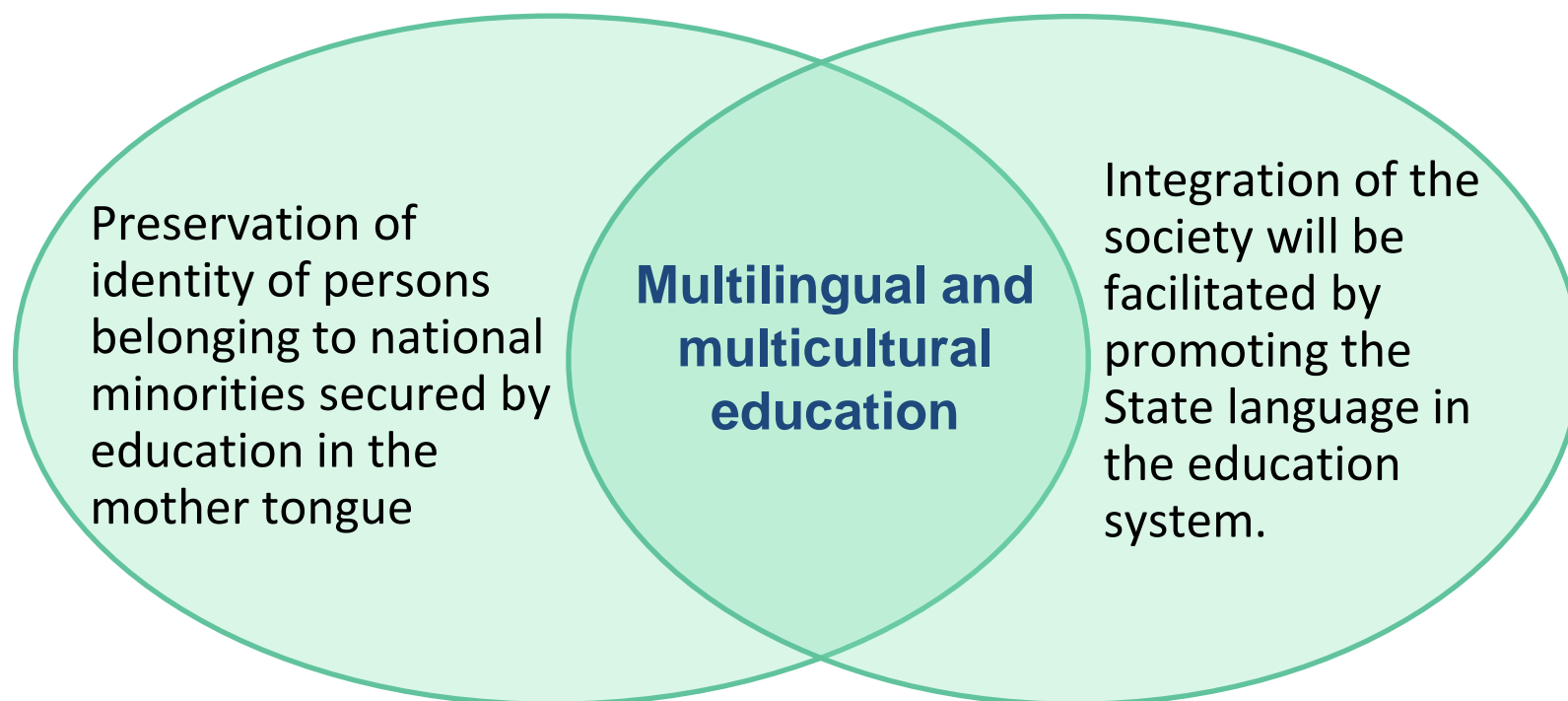
The Hague Recommendations



- 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



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

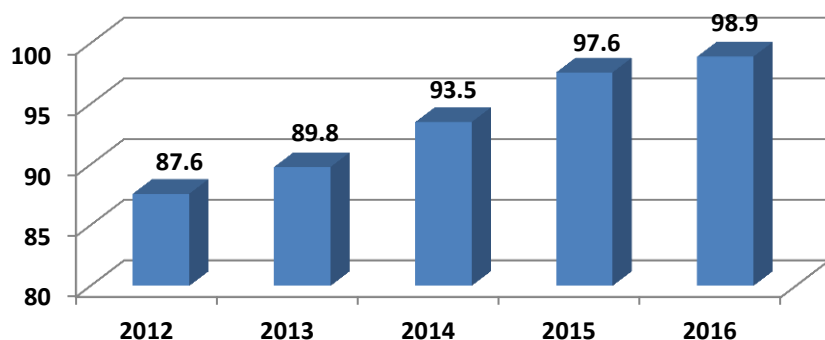
19-100%	Kazakh is a target language
11 - 58%	(BLE) - MT + Kazakh
6 - 32 %	(MLE) - MT + Kazakh + Russian
2 - 10%	(MLE) - MT + Kazakh + Russian + ENG



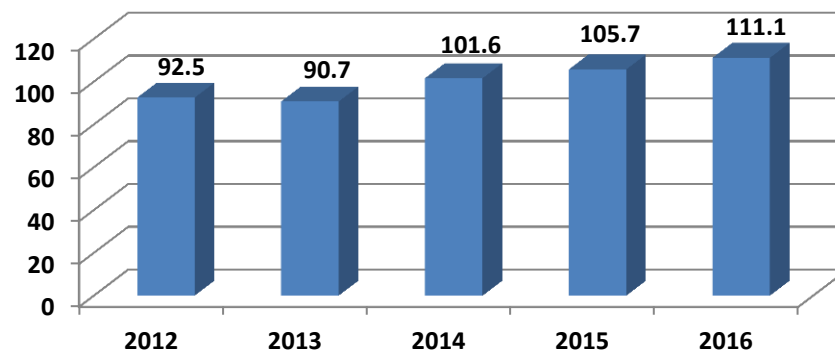
In Focus: MLE Pilot Schools in Kazakhstan

Results

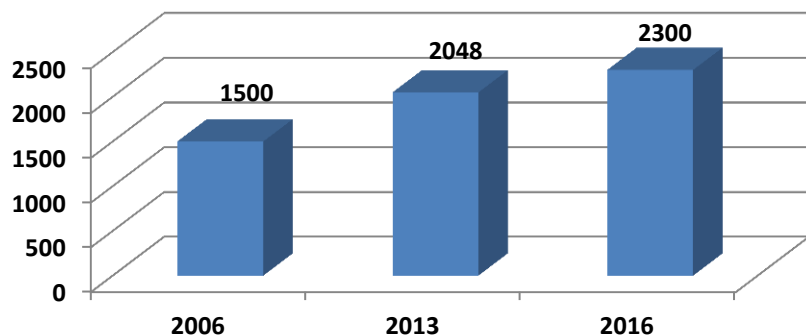
School Kashgari, Kentau (Uzbek Language)
Grade point average in UNT



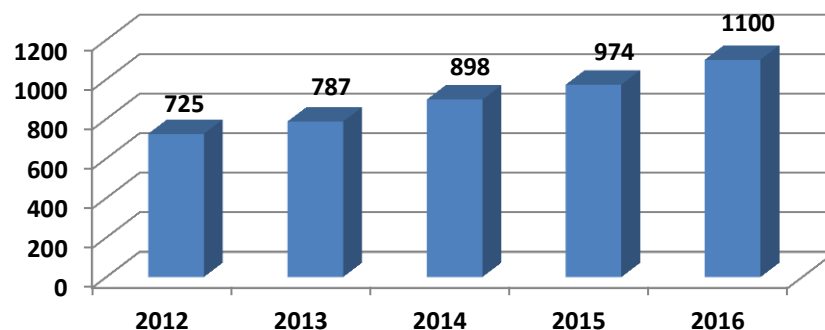
School 153, Almaty (Uighur Language)
Grade point average in UNT



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

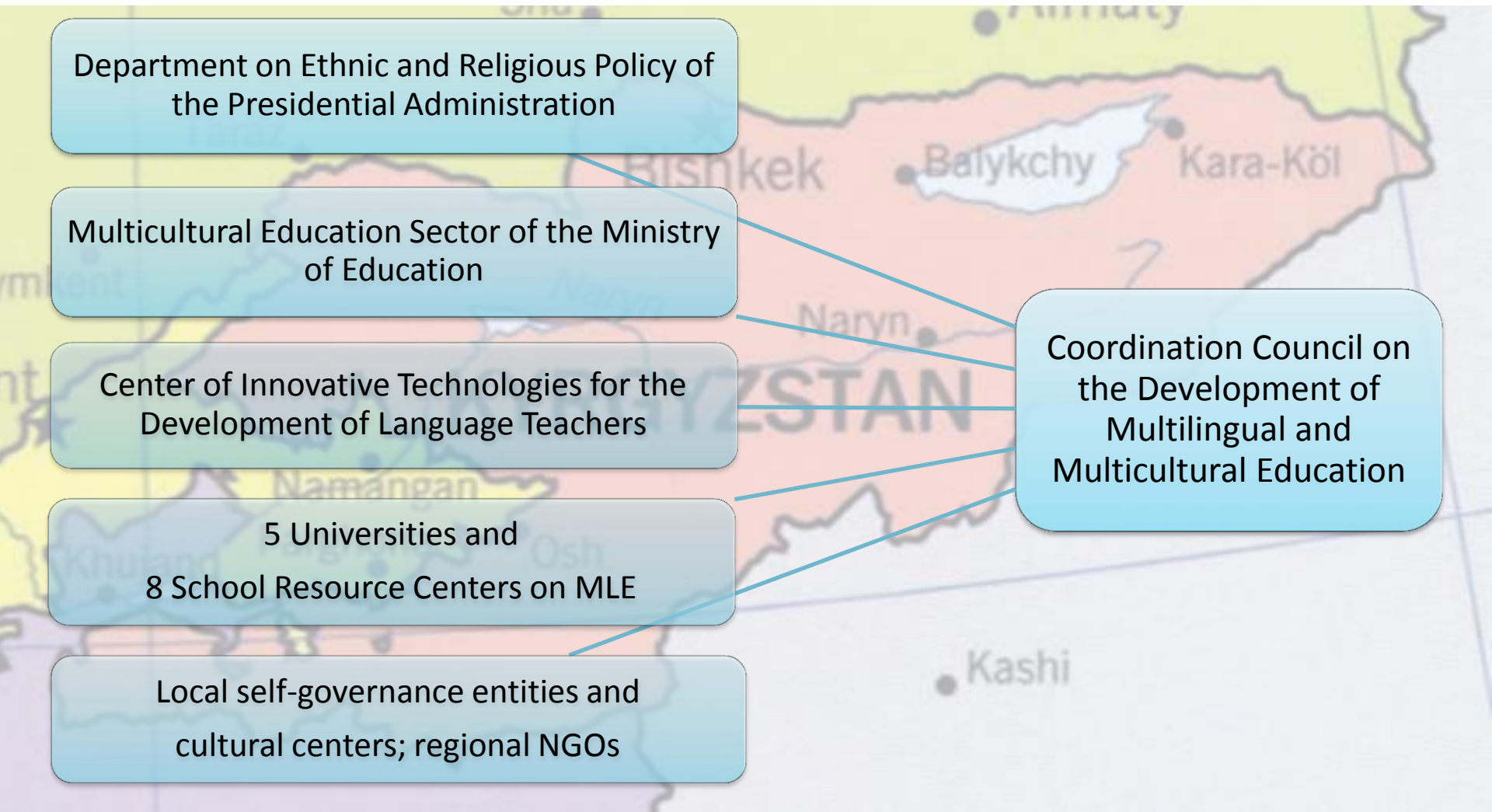
Multicultural Education Sector of the Ministry of Education

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)

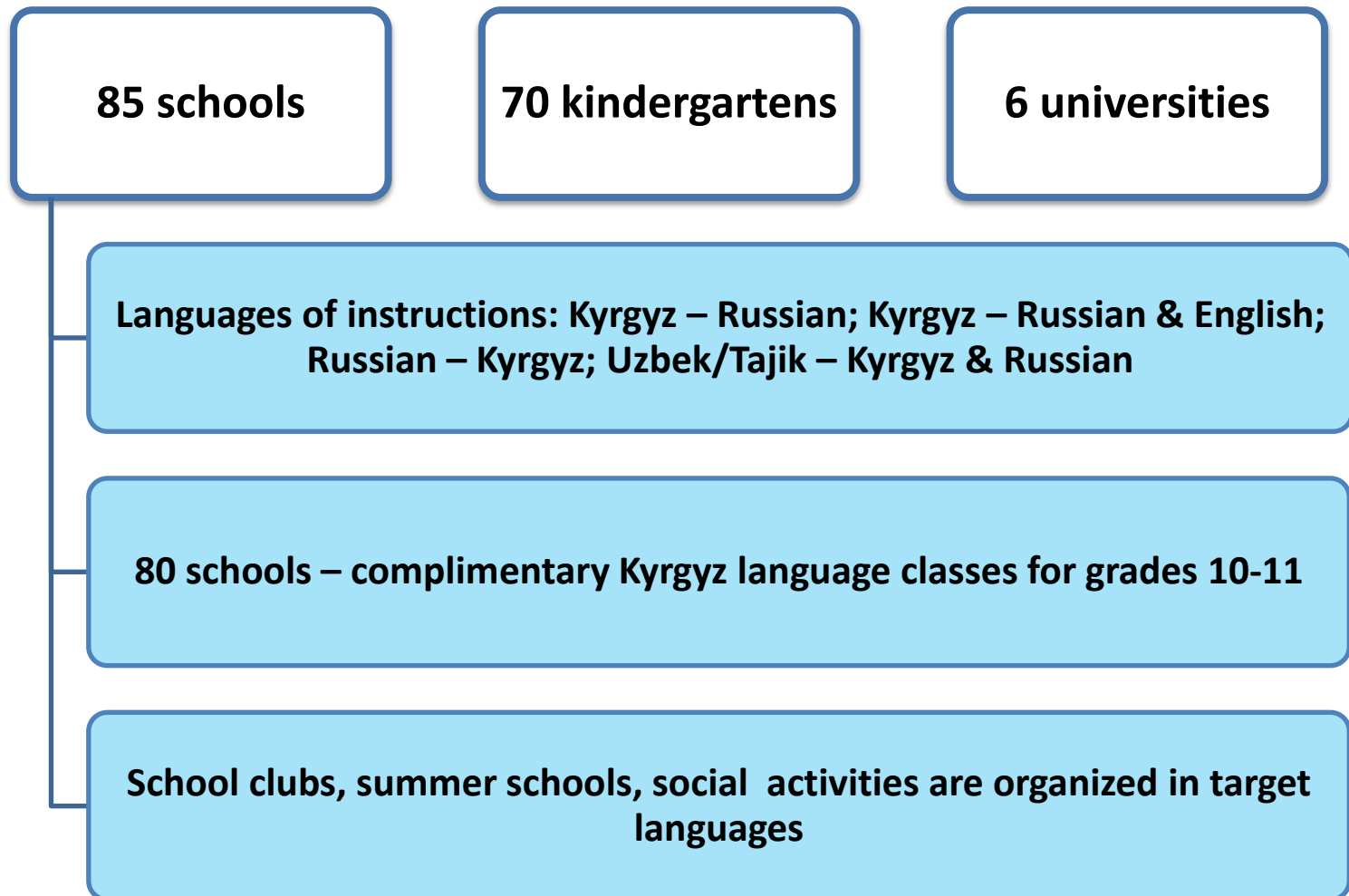
- From 1 to 5 subjects are studied bilingually: MT & L2
- 30-50% of the study time
- Subjects: music, arts, sports, technologies, homeland/native studies

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 DIALOG website and a cover of the DIALOG newsletter. The website header features the DIALOG logo and navigation links: НАС, РЕСУРСЫ, ВОПРОСЫ, КОНТАКТЫ. The main content area includes a welcome message, a description of the website's purpose, and a section for news. The newsletter cover, dated December 2018 - April 2019, Issue #18, features a photo of children and the title 'КАК РАЗРАБОТАТЬ И ВНЕДРИТЬ УСТОЙЧИВУЮ ПРОГРАММУ МНОГОЯЗЫЧНОГО ОБРАЗОВАНИЯ'.

диалог
Информационно-методический ресурс
по многоязычному и поликультурному образованию

О НАС РЕСУРСЫ ВОПРОСЫ КОНТАКТЫ

Добро пожаловать!

Сайт и информационно-методический вестник "Диалог" создан в целях оказания содействия образовательным организациям стран Центральной Азии в реализации программ многоязычного образования. Работу сайта поддерживают Центральная азиатская образовательная программа ЮНЕСКО, Детский фонд ООН ЮНИСЕФ и Центр социальной интеграции.

Что такое многоязычное образование?

Новости

Международная олимпиада по русской словесности 2019

Многоязычное образование: начинать надо с детских садов

Диалог10 на монгольском

Видео

Куп тилилик таълим

Многоязычное образование в Кыргызстане

Кыргызстандагы көп тилдүү билим берүү

декабрь 2018 - апрель 2019 #18

Информационно-методический вестник по многоязычному и поликультурному образованию в странах Центральной Азии

Увеличилось количество образовательных учреждений, адаптирующих модели многоязычного образования в рамках Центральноазиатской образовательной программы ЮНЕСКО

В период с декабря 2018 года по апрель 2019 года в рамках программы ЮНЕСКО по многоязычному образованию в странах Центральной Азии в Кыргызстане реализованы 11 проектов.

В Кыргызстане 13 школ Амурской области присоединились к пилотной программе многоязычного образования на основе родного языка преподавания в Токмокомском районе и Ала-Тоо.

Также программа многоязычного образования на основе родного языка преподавания и на английском языке, в дальнейшем предполагается 11 детских садов Казахстана и Кыргызстана.

Внедрение с целью повышения качества образования в рамках программы ЮНЕСКО, реализуемой Министерством образования, культуры, науки и спорта Кыргызстана 19 апреля 2019 года был создан Совет по поддержке реализации программы ЮНЕСКО.

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КАК РАЗРАБОТАТЬ И ВНЕДРИТЬ УСТОЙЧИВУЮ ПРОГРАММУ МНОГОЯЗЫЧНОГО ОБРАЗОВАНИЯ

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 - Рахмат - Баярлалаа - Rahmat - Ташаккур - Sag boluň - Rakhmat