

# Multi-cultural Education Training Workshop

## Minority Outreach in Education Program (MORE)

---

KAMPUCHEAN ACTION FOR PRIMARY EDUCATION (KAPE)

**August 2009**

### ABSTRACT

The workshop program described in this document seeks to provide a Multi-cultural Education Curriculum that is locally mediated. The objective of the workshop program is to (i) Help build bridges between State and Private Cham Schools and (ii) Promote language and culture-friendly learning environments for children of all ethnic and religious groups.

**SUPPORTED BY SAVE THE CHILDREN/SWEDEN**

## SESSION PLAN

No.	Topic	Time Required
<b>Day 1</b>		
1	Introduction	50 minutes
2	What is Culture?	1 hour, 10 minutes
3	Ethnic Groups in Cambodia	1 hour, 40 minutes
4	Multicultural Education	1 hour
5	Child Rights	1 hour
6	Educational Barriers	40 minutes
7	Topic Selection	1 hour
8	Closing	40 minutes

<b>Day 2</b>		
1	Introduction	30 minutes
2	Implementing Multicultural Education	1 hour
3	Multicultural Teaching	1 hour, 30 minutes
4	Youth Clubs	40 minutes
5	Community Field Trips	30 minutes
6	Action Research	1 hour, 40 minutes
7	Teacher Groups	40 minutes
8	Multicultural Educational Activities	1 hour
9	Closing	30 minutes

### Objective:

- Locally-mediated Multicultural Education Curriculum Programming
- Building Bridges between State and Private Cham Schools
- Promote language and culture friendly environments

### Workshop Objective:

- Facilitate understanding and cooperation between the various cultural groups in the target communities. Give teachers the tools to implement Multicultural Education in the classroom.

**Note to the Facilitator:**

Thank you for facilitating this workshop on multicultural education. The two-day training included here is intended to be an exploration of culture and multicultural education. Participants do not need previous experience with multicultural education.

The activities are designed to allow the participants to contribute their own ideas and experiences. We recommend that you review the activities in advance and consider your own thoughts and responses before presenting the workshop.

The length of the sessions can vary greatly. The times given here are an estimate. The actual times may be shorter or longer. The original training, for which this document was written, included community members for the first day and just teachers and school directors the second day. However, the facilitators believed that it would have been better to just involve teachers and school directors both days, which would allow more flexibility in planning sessions.

The first day looks at culture and multicultural education more broadly and generally. The second day focuses on applying multicultural education at school and in the classroom. While giving participants a number of ways to implement multicultural education, the training intends to give them the freedom to create a multicultural education action plan that suits their school.

If you have suggestions on how to strengthen this training or questions about this training, please contact us.

Thank you.

KAPE

## DAY ONE

- Aim:** Participants will understand multicultural education and its benefits.
- Duration:** 5 hours, 30 minutes
- Materials:** flipchart paper (30+ sheets), multicolored markers (1 for every 2 participants), pens (2 for every participant), copy paper (half ream), tape (2 rolls), handouts, nametags
- Participants:** Community stakeholders, including teachers

### SESSION 1: Introduction

#### *Aim*

- Participants will feel comfortable in the workshop through introductions and icebreakers. They will understand the guidelines of the workshop and discuss their expectations.

**Materials:** flipchart paper with guidelines and space to add; copy paper; markers

**Note:** allow additional time for welcome speeches

#### *Procedure*

#### *Activity 1: Welcome remarks by trainers (30 minutes)*

- Introduce yourself and welcome everyone to the MORE workshop. Read or paraphrase the following: This workshop and training is centered on multicultural education. But before we get to multicultural education we will first talk about culture, ethnic groups in Cambodia. All of these are important aspects of multicultural education. Many of the activities we will be doing today are not only suited to this workshop, but can also be used in the classroom.
- Ask everyone to introduce themselves by giving their name and position and which community they are from (if there are multiple communities participating in the same workshop). Give each person a piece of paper and markers to share. Ask them to create a name card for themselves or provide blank nametags and markers. Alternatively, give each person a blank nametag. These can be created with index cards and string.
- Read over the agenda for the day clarifying breaks and lunch times. Ask everyone to please be prompt in returning from breaks.
- **Guidelines for Participation:**  
Ask the group to name rules for the workshop, as a whole group. Or, if time is short, list each item below on a large piece of paper and ask if the group agrees to the item. Post the guidelines on the wall for the duration of the workshop. Throughout the workshop, remind the participants to keep these guidelines in mind.

- Listen actively -- respect others when they are talking.
- Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you")
- Practice timely attendance.
- Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas.
- Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice.

- Instead of invalidating somebody else's story with your own spin on their experience, share your own story and experience.
- The goal is not to agree -- it is about hearing and exploring divergent perspectives.
- Be conscious of body language and nonverbal responses -- they can be as disrespectful as words
- Do not worry about getting an answer wrong. Your participation is the key to this workshop, not finding the "right" answers.
- Please do not smoke or talk on the phone inside. If you must do either, please step outside.

### Expectations:

- As a whole group, ask participants to tell you what their expectations are. Write them down on a large piece of paper taped to the wall. If time permits, ask the group to form small groups (3-5 people) and come up with 2-4 expectations that they report back to the group.

### Activity 2: Icebreaker (20 minutes)

#### Hello in Different Languages Activity

- Ask participants to see if they can guess how many people there are in the world and how many different languages are spoken. (There are ~2800 languages and ~6 billion people.)
- Ask the group to come up with as many different languages for "hello" as possible. When somebody volunteers (e.g., Bonjour!), make sure they say it or repeat it clearly for the rest of the group who then repeat.
- Keep count of the number of languages.

When finished, announce the end of the introduction session.

## SESSION 2: What is Culture?

This next section will explore culture and cultural understanding.

### Aim

- The participants will have a better understanding of culture through critical thinking activities. They will begin to consider how cultural understanding can facilitate cross-cultural interaction.

**Materials:** flipchart sheet with buffalo/iceberg, handouts 1, 2A, and 2B.

### Procedure

#### Activity 1: Iceberg Activity (10 minutes)

##### Part 1:

- Tell the group that this next session will focus on culture and cultural understanding. Ask the

#### Handout:

##### Some aspects of culture:

- Individual vs. collective (concept of self within family or group, individual role)
- Social hierarchy, group dynamics
- Language
- Religion (beliefs and rituals), explaining natural phenomenon
- Family systems
- Recreation (sports, games, etc.)
- Education
- Life rite customs (birth, coming of age, courtship, marriage, funerals)
- Holidays (history, beliefs, customs)
- Dress (casual/formal, modern/traditional, etc)
- Food (common and traditional, habits, beliefs)
- Attitudes toward wealth
- Attitudes toward work
- Ambition and leadership
- Body language: facial expressions, posture, gestures
- Art (paintings, music, literature, dance, pottery, baskets, fabrics)
- Family (Child-raising beliefs, role of each member)
- Health beliefs (causes, cures and prevention)
- Ideas regarding fairness/justice
- Ideas about friendship
- Modesty vs. self promotion
- Housing (layout, traditional/modern)
- Farming (products, techniques)
- Gift giving (when, what, etc.)
- Time flexibility and importance;
- Social norms/rules, etiquette, personal space

group, what is culture? Write down any ideas that the group has. Offer the following definition to the group after they have brainstormed on their own definitions of culture. It is meant to help them articulate some of their ideas, but not meant as a “correct” answer.

**Culture:** *the customary beliefs, social forms, and material traits of a racial, religious or social group, specific to time and place*

- Draw a picture of an iceberg (or buffalo in water with just its head showing if the group is unfamiliar with icebergs).
- Pass out *Handout 1: Some aspects of culture*.
- Ask the group, how is culture like this iceberg/buffalo? What parts of culture are “above water”? What parts are below? (Expected answer: Only a small part of culture can be seen, while most of culture is unseen. Those aspects of culture that can be seen, such as dress, housing, etc, are above water, while ideas, beliefs, and attitudes are below water.)
- Ask them to consider the aspects on the handout. Which aspects are above? Which are below?
- If they are unsure, explain that the parts of culture that are “above water” can be seen. Then ask what aspects from the handout can be seen? (Note: Some aspects may be below water, but have effects that are above water. For example, ideas about wealth may be below water, but the showing of wealth may be above water. Encourage discussion on these points.)
- Once the group has gone through the aspects, summarize the definition of culture and the iceberg/buffalo metaphor.

### **Activity 2: Additional Cultural Activity (Optional)**

#### **Bafa Bafa: (30 minutes)**

This activity is a role playing game where each group represents a different culture and will explore an example of cross-cultural interaction.

- Ask the participants to split into 2 groups. Give one group *Handout 2A: Attributes of Culture A*. Give the other group *Handout 2B: Attributes of Culture B*. Do not let participants from Culture A see Culture B’s handout and vice versa. Tell them that they must follow these rules for 5 minutes while they interact within their groups.
- After the 5 minutes, select 2-3 members of each group to visit the other group and interact with them for an additional 5 minutes. Tell the visitors that they can stick to their original cultural rules or adapt to the new rules. Tell the non-visitors to continue following their rules.
- After the 5 minutes is up, ask the visitors to try to guess what the rules are for the group they visited. Ask the participants what they thought and how they felt during the activity.
- Ask them which of the rules were “above water” characteristics and which were “below water.”

**Attributes of Culture A**

In your culture, people stand very close together.

To signal the end of a conversation, you connect (lightly touch) elbows and say "whoop, whoop".

Your culture believes that tall people are superior to short people. You can only initiate a conversation with someone who is shorter than yourself. At all times, you must show deference and respect to those who are taller. The tallest woman is in charge of your culture.

When you walk by someone who is taller than you, you must stop and touch your nose as a sign of respect.

The language you speak only has two words – la (meaning good) and smek (meaning bad).

**Attributes of Culture B**

In your culture, people keep at least one foot of distance between them at all times.

To signal the end of a conversation, you stamp on the floor next to the other person's foot.

Your culture believes that short people are superior to tall people. You can only initiate a conversation with someone who is taller than you. At all times, you must show deference and respect to those who are shorter.

When you walk by someone who is shorter than you, you must stop and say "whoop, whoop" as a sign of respect.

To greet another person, you touch your nose.

**Activity 3: Who I am (30 minutes)**

**Aim:**

- Participants will start thinking about their own identity and the multiple groups to which they belong.

**Procedure**

**Part 1:**

- Tell the group that this activity deals with identity and how we identify ourselves. Instruct the group that you will be calling out different words and that participants should raise their hands when they feel a particular word applies to them.

**Part 2:**

- Explain that the purpose of this next activity is to have people share their experiences with stereotypes. A stereotype is generalization about an entire group. (For example, “all foreigners are loud” or “all women are overly emotional”) These stereotypes are disrespectful and undermine the individuality of the members of that group. Stereotypes can be very negative and make understanding between groups very

Sample words:	Check (✓) if applies to you
Human being	
Father	
Mother	
Sister	
Brother	
Cambodian	
Foreigner	
Thai	
Resident of Kampong Cham	
Resident of (community)	
Khmer	
Student	
Government official	
Tuan	
School director	
Khmer Islam	
Cham	
Jahed Cham	
Chvea Cham	
Khmer Loeu	
Hilltribe?	
Chinese	
Vietnamese	
Lao	
Muslim	
Buddhist	
Christian	
Teacher	
Religious official	

difficult.

- Ask the participants to form small groups of 2-3 people. Ask them to share what they believe other people think about one of their identities and how this makes them feel. Remind participants to follow the guidelines and speak from their own experience and not evaluate the experiences of others. Provide an example for yourself. (Ex: I am a Christian. Many people think that because I am a Christian, I don't respect their religion. This is not true and it upsets me when I hear people say that.)
- Give the small groups 10 minutes to discuss. Visit each group to see how the conversations are going. Facilitate difficult conversations and remind the groups of the guidelines as needed. Give more or less time as needed.
- When finished, announce the end of the session.

### **SESSION 3: Ethnic Groups in Cambodia**

This next section will explore ethnic groups of Cambodia.

#### ***Aim***

- Participants will become familiar with the various ethnic groups present in Cambodia.
- They will see how cultural misunderstanding can negatively affect personal interaction.

**Materials:** flipchart paper, markers, Handout 3 and 4, copy paper, pens, photos that represent each of the Cambodian ethnic groups.

#### ***Procedure***

##### ***Activity 1: Ethnic Groups (40 minutes)***

###### **Part 1:**

- Explain that this next section will focus on culture in Cambodia, specifically ethnic groups. Read the definition of ethnic group below.
- *Ethnic group: a group of people that share a distinctive culture.*
- Ask the whole group to name the different ethnic groups in Cambodia. Write down all the answers, even if they are not listed below. Emphasize that a person can belong to multiple ethnic groups. Add any groups not mentioned from the handout. Pass out *Handout 3: Cambodian Ethnic Groups*.

###### **Part 2:**

- Post the photos of different ethnic groups on the wall. Ask the participants to write

***Cambodian Ethnic Groups***

- **Cham**
- **Chinese**
- **Khmer**
  - Khmer Kandal
  - Khmer Krom
  - Khmer Surin
- **Khmer Loeu - Hill tribes (100,000)**
  - Mon-Khmer Speakers
    - Kachok
    - Krung
    - Kuy
    - Phnong
    - Tampuan
    - Stieng
  - Austronesian Speakers
    - Jarai
    - Rhade
- **Lao**
- **Vietnamese**



next to the photo, what ethnic group they think it is. Check the answers on the back of the photo and see how many the participants got right.

**Activity 2: Cultural Understanding (1 hour)**

The following activities are designed to illustrate how cultural understanding can prevent misunderstanding and conflict.

**Part 1:**

- Explain that this next activity focuses on cultural understanding and how not cultural differences can inadvertently cause conflict. Pass out *Handout 4* to the participants. Read the first scenario to the whole group:

**Scenario 1:**  
*The Fox and The Stork (Khmer story)*

*A long time ago, there was a fox and a stork who were best friends. One day, the fox invited his friend the stork to eat at his house to strengthen their friendship. After preparing a delicious meal, the fox ate everything from his plate easily but the stork could not use his beak to get the food off the plate. The stork was angry and decided to teach the fox a*

- Ask the participants to think about the story and consider the following questions.
- Write the questions on the board or a large piece of paper posted on the wall.
- Ask the participants to form pairs and discuss the questions.

**Questions:**

- Where does the fox invite the stork to come?
- Why does the fox invite the stork to his home?
- How does the fox eat?
- How does the stork eat?
- Do they enjoy eating at each other's houses? Why not?
- Can you compare this story to the people who come from different culture?
- If you were them, what could you do to avoid this misunderstanding?

- Ask for 2 volunteers to do a role play of the fox and the stork story. One will be the fox and the other the stork. Ask them to change the story to reflect a happy ending. Encourage the audience to help them or shout out suggestions.
- Thank the participants for their help.

**Part 2:**

- Ask for 4 volunteers to read the second scenario on *Handout 4*. Ask each volunteer to say the lines of one of the characters. Have you or one of the participants read the text in italics as the narrator.

**Scenario 2A:**

*Pisey, Osman and Savuth are classmates and close friends. They attend a school in Tbong Khmum district Kampong province. They usually play and help each other by discussing, sharing ideas, chatting and solving problems together while they are studying.*

*One day at school...(sound of school bell)*

*This is the second break of the school day. All students leave the classroom and play together. Some of them talk happily, some play games such as jump rope, tag (chasing), and others buy snacks. Except Osman. He reads alone in the classroom.*

*Playing happily together outside, Pisey and Savuth see that Osman has not come to play with them, so they go and find him.*

*Savuth: Pisey, go find Osman. I am going to buy some food.*

*Pisey : Okay, good idea. Please buy extra snacks for us and we'll eat together.*

*Pisey : (In the classroom) Hey Osman, why are you in the classroom? Why aren't you playing with us? Come outside and play. It is really fun.*

*Osman : I am sorry. I am just going to read. (Then Savuth comes in classroom)*

*Savuth : Pisey, here you are (hands Pisey some cakes). Let us eat together. Osman, this is for you. (He puts the plastic bag of cake in front of Osman.)*

*Osman : No thanks. It is Ramadan, I can neither eat nor drink during the day.*

*Pisey : What!? Osman, you are fasting, really? Believe me, you should not fast. If you fast, you will be tired and hungry.*

*Savuth : Well, I wonder about your religion. Why do people have to fast and hurt themselves without eating and drinking anything? It is impossible.*

*Pisey and Savuth laugh at Osman and pressure him to eat, but he refuses.*

- Ask the participants to think about this story and discuss in small groups the following questions:

**Questions:**

- Why doesn't Osman want to play with his friends today?
- How might Osman feel when his friends pressure him to eat cake?
- Do you think Osman likes going to school during Ramadan?
- Do you think his friends should pressure Osman to eat cake? Why or why not?
- What would you do if this happened in your classroom?

- Ask two groups to give their answer to the first question out loud for the whole group. Ask another two groups to give their answer to the second question, and so on, until all the questions have been answered.
- Ask the volunteers to read this scenario.

Scenario 2B:

Let's look at Osman, Pisey, and Savuth again. How could have this scenario been different?

Osman: No Thanks. It is Ramadan, I can neither eat nor drink during the day.

Pisey: Really!?! I'm sorry I didn't realize you were fasting.

Savuth: Osman, why do Muslims fast during Ramadan?

Osman: Ramadan is a holy time when Muslims refrain from drinking and eating from dawn to dusk to demonstrate patience and modesty rather than excess.

Pisey: I remember we learned about Ramadan last year in school. But I forgot what time of year it is. Osman, when is it?

Osman: It's the ninth month of Islamic calendar and falls at a different time each year. The ninth month was the month that Allah revealed the Qur'an to the Prophet Muhammad. But I have a question for you. Why do Buddhist monks ask for food in the morning? Why can't they buy it in the market like everyone else?

Savuth: Monks who ask for food are giving Buddhists a chance to pay respect and show humbleness, to earn merit. This also helps the monastery exist.

Osman: I didn't know that. I thought they were just hungry.

Pisey: They are hungry. They only get two meals a day. Often whatever people give them that is all they eat.

Osman: That's interesting. Thanks for telling me.

Savuth: Thanks for telling us about Ramadan. I'm sorry I bought you cake. I didn't know you were fasting.

Osman: Don't worry. Thanks anyway.

- Read each question out loud and ask for a volunteer to answer the question. Review the answers for the whole group. When finished, announce the end of this session.

- .....
- **Questions:**
- How was that different than the first scenario?
  - How did Pisey and Savuth's behavior change?
  - How did Osman's behavior change?
  - How had the school contributed to this behavior?
- .....

## **SESSION 4: Multicultural Education**

### ***Aim***

- Participants will understand what Multicultural Education means. Participants will understand the benefits to Multicultural Education. Participants will identify challenges and solutions to Multicultural Education in their community.

## Procedure

### Activity 1: What is Multicultural Education? (1 hour)

#### Part 1:

- Read or paraphrase the following: Today we have looked at culture and child rights. Now we will look at how we can apply these ideas to the classroom. This next session will focus on the definition of multicultural education and its benefits. Write the word “Multicultural Education” on the board. Ask the group what they know about this term. Ask the participants to define each word first or part of word (“cultural” “multi”).
- Write down all the ideas that the participants offer. After they have offered all their ideas, read and post the definition below.

#### What is Multicultural Education?

Multicultural Education is an educational approach and environment that creates equal opportunity for all children, regardless of race, ethnicity, religion, culture or economic class.  
**Multicultural Education...**

- Is based on the idea that people are different and that is good.
- Explores different ways of life, experiences and ideas.
- Gives students the skills to learn about culture for their whole life.
- Helps students and teachers combat injustice in their community.
- Is important for all students and teachers.
- Is taught in many different ways because people learn in many different ways.
- Affects what is taught and how it is taught.

#### Part 2:

- Ask the group to divide into small groups and come up with three benefits of multi-cultural education. Some benefits are listed below. Optional: Ask some groups to focus on benefits to the student or teacher, and some groups to focus on benefits to society. Allow 5 minutes of discussion.

#### Benefits for society:

- Promotes having both ethnic and national identities
- Prevents conflict and violence through mutual understanding
- Makes society stronger through cooperation
- Encourages cultures to contribute important environmental and historical information
- Improves students' understanding of their national culture
- Schools are better able to foster national cohesion and development.
- The government is able to support the education of all students.

- Ask each group to report their benefits to the larger group. Write down all the benefits given on a large piece of paper. Add and read aloud any benefits below that are not already listed. Provide them with *Handout 5: Multicultural Education*. Ask a volunteer to read the benefits out loud for the group. When finished, announce the end of the session.

**Benefits for students and teachers:**

- Increases self esteem, empathy, ethnic and cultural pride.
- Students and teachers learn to value and celebrate diversity and engage in social action to institutionalize these values.
- Student will find more academic success, if the school environment values their cultural identity.
- Increases the creative potential of students and teachers.
- Leads to positive attitudes, diverse friendships, and academic gains for all students.
- Focuses on each person's humanity.
- Improves equality in the classroom by decreasing cultural disadvantages.
- Students do not have to choose between their cultural identity and academic success.
- Teachers that understand the culture of their students are better teachers.
- Teaches students to become analytical and critical thinkers and social reformers who are committed to redistribution of power and resources among diverse groups.

## **SESSION 5: Child Rights**

***Aim***

- Participants will agree on a definition of child. Participants will know the rights of the child. Participants will then think about ways the family, the teacher/school, and the community can uphold these rights.

**Materials:** flipchart paper, markers, Child Rights drawings

***Procedure***

***Activity 1: What Is A Child? (15 minutes)***

- Read or paraphrase: This next section will focus on Child Rights. Child Rights are like human rights, but with special attention to the specific needs of children. Child Rights are also an essential part of multicultural education. Multicultural education protects the rights of children, specifically their right to their nationality, expression, and religion.
- Ask the whole group to define what a child is. Write down all the ideas and definitions on the board. Ask the group to agree on a definition.
- The United Nations Convention on the Right of the Child states that a child is anyone under the age of 18. The Government of Cambodia has signed this Convention.

***Activity 2: Child Rights (45 minutes)***

**Part 1:**

- Read the Rights of a Child from a poster (listed below). Post photos or drawings representing a particular child right on the wall. Give each group slips of paper with child rights on it. Ask them to post the slip of paper next to the correct child right photo.

*The Convention on the Rights of the Child (CRC):*

- *The right to survival, to life, health, nutrition, name and nationality*
- *The right to development to education, care, leisure, recreation*
- *The right to protection from exploitation, abuse, neglect*
- *The right to participation to expression, information, thought and religion.*

- Possible drawings: child eating a nutritious meal, a child going to school, a child practicing religion, a child playing a sport, a teacher breaking up a fight/a mother protecting a child from being abused, etc.)

Part 2:

- Divide into three groups.
- Ask the first group will come up with ways that the **family** upholds the rights of the child.
- Ask the second group will come up with ways that the **teacher and the school** uphold the rights of the child.
- Ask the third group will come up with ways that the **community** upholds the rights of the child (this can include neighbors, police, government officials, etc.)
- Each group presents their list to the whole group.
- Thank the groups for their participation and tell them this is the end of the session.

## SESSION 6: Educational Barriers

*Aim*

- Participants will generate a list of educational barriers. Participants will create solutions to these barriers.

*Materials:* flipchart papers, markers

*Procedure*

*Activity 1: School Access Problems and Solutions (40 minutes)*

Part 1:

- Read or paraphrase: This next session will focus on education barriers, or school access. There are many reasons that children do not attend school or drop out of school. We will be looking at the reasons that are culturally-based and how they relate to multicultural education.
- As individuals, ask each person to think of one reason that is related to culture and kept them from going to school or made it hard to go to school.
- Ask them to form small groups (3-5 people). Ask each group to create a list of all of their reasons and any more they wish to add.
- Ask each group to pick two of their reasons and come up with at least two things the teacher, school, or community could do to reduce this barrier. Allow 10 minutes for discussion.
- Ask each group to report their list of reasons/barriers to the whole group. Write all the reasons/barriers on a large piece of paper and keep posted on the wall. Ask each group to give their solutions and record a separate solutions list to leave posted on the wall next to the barriers list. Keep this list for Day Two.
- When finished, announce the end of this session.

## SESSION 7: Topic Selection

*Aim*

- Participants, as community groups, will identify 3-6 topics for multicultural study. These topics will be given to the students for final selection.

**Materials:** flipchart papers, markers

**Procedure**

**Activity 1: Topic Selection (1 hour)**

Read or paraphrase: The next section will focus on topic selection. As community groups, you will be able to identify 4-8 topics for students in your school to research. This session will take you through the process of identifying and evaluating topics. Clarify that the topics should be an aspect of culture or a community problem that can be explored from a multicultural perspective, as in more than one culture. (For example, “Cham food” only explores food from one cultural perspective. If the topic is food, then the students can look at multiple cultures.)

- First, ask participants to form small groups of 2-3, preferably people who are comfortable together.
- Ask each group to come up with 2-5 topics that they think students should study.
- Go to each group to get their ideas and record them on a large sheet of paper. Post on the wall.
- Then, ask participants to break into community groups. If there are any new ideas, add them to the total list of topics.
- Pass out *Handout 6: Topic Selection* to each group. Ask each community group to identify no more than 6 topics. Ask them to score each of these topics 1-5 (5 being the highest) on the following criteria: availability of human resources, few funds required, skill acquired quickly, community participation and support, student interest level, benefits students of all ethnicities. Add up the scores.
- Ask the community group to discuss the specifics of the curriculum, what they see being taught.
- Tell teachers that they can take this chart back to their students to help them choose a topic of multicultural study. This chart and the total scores will help the school and students choose a topic.

Topics	Human Resources	Few Funds Required	Skill Acquired Quickly	Community Participation and Support	Student Interest Level	Benefits All Students	Final Score
Ex: Dance							

## **SESSION 8: Closing (40 minutes)**

### ***Aim***

- Participants will reflect on the workshop. Participants will evaluate the workshop.

### ***Reflection:***

- Tell participants that this is the last session of the day. Ask participants, as individuals, to think about the workshop. Ask them to form small groups of 3 people and each person share something they learned from the workshop.

### ***Evaluation:***

- Pass out an evaluation form to each participant. They may do the evaluation alone or in pairs.

### **How well did you understand each session: (1= very well; 2= understood; 3= did not understand)**

Introduction/Icebreaker	1	2	3
What is culture?	1	2	3
Ethnic Groups	1	2	3
Multicultural Education	1	2	3
Child Rights	1	2	3
Topic Selection	1	2	3
Reflection	1	2	3

(1=good; 2=okay; 3=bad)

Atmosphere	1	2	3
Facilitator	1	2	3

Optional:

What was your favorite part of the workshop? Why?

What was your least favorite part of the workshop? Why?

What could be improved? How?

What was the most valuable part of the workshop to you?

What is missing from this workshop?

### ***Closing:***

- Thank all the participants for coming and contributing to the workshop.
- Give them their packets of information. The packets should include materials on how to do the day's training and activities. Encourage participants to take these ideas back to their home, offices, and communities.



## DAY TWO

- Aim:** Teachers will understand how to take multicultural education back to the classroom, school, and community.
- Duration:** 5 hours, 30 minutes
- Materials:** Flipchart pad, markers, paper, pens, handouts
- Participants:** Teachers from state schools and Islamic schools.

### SESSION 1: Introduction

#### *Aim*

- Participants will feel comfortable in the workshop through introductions and icebreakers. They will understand the guidelines of the workshop and discuss their expectations.

#### *Procedure*

#### *Activity 1: Welcome remarks by trainers (10 minutes)*

- Introduce yourself and welcome everyone to the 2<sup>nd</sup> day of the Multi-cultural Education Training Workshop. Read or paraphrase: Yesterday we looked at cultural and multicultural education generally. The 2<sup>nd</sup> day of this workshop is dedicated to the specific issues facing the teacher and school administrators as they implement multicultural education. We will discuss various activities that are good vehicles for multicultural education. By the end of the day, you will have created a multicultural education action plan for your school.
- Ask each person to say their name as a reminder to all participants or make sure each person is wearing a nametag.

#### *Activity 2: Icebreaker (20 minutes)*

#### **Name activity**

- Ask the participants to form small groups of 3-4 people.
- Ask the participants to take turns talking about their names.
- Read the following questions out loud and post them on the wall to help guide the discussion.

#### *Name Activity Questions:*

- Does your name have any meaning?
- Do other people in your family have the same name?
- Do you have a nickname? Where did it come from?
- Did you have a nickname as a child?
- Do you have a name that is only used in your family or only in the home?
- Do you know the origin of your family name or surname?

#### **Alternative Icebreaker:**

- Preparation: Write a list of questions that reflect the material from the first day of the workshop. Write one question for each participant on the second day. Write each question on a small piece of paper. Crumple up one piece of paper into a ball. Crumple another

question paper around that one, and so on, until all pieces of paper are crumpled together into a ball.

- Ask all the participants to stand in a circle. Toss the ball of paper to anyone. Have them remove the outside piece of paper. Ask them to read the question out loud and answer the question. If they do not know the answer, they may ask for help or you may ask someone else to volunteer to answer the question. Once the question has been answered, ask the participant to toss the ball to someone who has not yet answered a question. Continue until all the questions are answered and everyone has participated.

## **SESSION 2: Implementing Multicultural Education**

### ***Aim***

- Participants will feel confident in implementing Multicultural Education in their classroom and at their schools. Participants will explore the various aspects of multicultural education.

### ***Procedure***

#### ***Activity 1: Multicultural Education in the Classroom (1 hour)***

##### **Part 1:**

- Explain that this session will focus on multicultural education at school and in the classroom.
- Tell the group that a volunteer will read a story. Pass out *Handout 8: Implementing Multicultural Education*. Ask them to think about how this school is not multicultural. If necessary, they can refer to *Handout 5: Multicultural Education* from Day One. Have a volunteer read the story out loud to the group.

**School Story:**

There is a school where students only learn the history and culture of one group of people. The students who are not from that group are teased for being different. Teachers do not defend these children but hope that this teasing will make them become more like the rest of the students.

The cultural differences between the children are not explored and celebrated, but ignored and avoided. Students are taught that there is one way to do things and one way of understanding life, experiences and ideas. There are only right and wrong answers at this school.

Students are taught to read and write, and do math. But they are not taught how to question or critically evaluate information and arguments. They are not taught to form their own opinions.

There are many injustices in the community. There is little cultural understanding in the community, so there is tension between the cultural groups and some violence. But the students do not learn that these are wrong. They are not given the skills to change their community. And so, they believe that these injustices cannot be changed.

This school has no toilet facilities and does not provide meals for students. Boys and girls sit together and the teacher refuses to let students wear hats or scarves. The school is located far from the town and main road. The school has many stairs, and no ramps.

Content is only taught one way. Students who learn differently are at a disadvantage. The students are only taught by repetition and memorization. They become bored and learn very slowly. If they need help with their studies, they must pay extra fees to the teachers.

Many of the exams do not test them on what they have learned. To do well on an exam, they must pay extra fees from the teacher. Some students cannot afford these fees or their families refuse to pay any more to educate a girl.

- Ask the participants to list the unwelcoming characteristics of the school.

**Part 2:**

- Ask the participants to get into their school groups. Tell them that the next part of this activity will focus on applying what they have learned to their own school. Ask them to identify at least 2 ways that they could make their classroom or school more welcoming to all children. If they struggle with this, ask them to identify at least 2 ways that their school or classroom is not welcoming to all children.
- Ask each group to report their ideas and write them on a large piece of paper. Record “problems” (unwelcoming characteristics) on one piece of paper and “solutions” on another.
- Ask the group if they can offer any solutions to the problems. Add these suggestions to the solutions list. Keep these two posters on the wall.
- Tell the participants will that the next 4 sessions will focus on different ways they can implement multicultural education.

### **SESSION 3: Multicultural Teaching**

The classroom should reflect the needs and identities of the students. Multi-cultural education should start with celebration of classroom diversity. All students should not only feel welcome, but see their own histories and cultures being represented in the curriculum. A critical part of multi-cultural education is a teacher with whom students feel comfortable. A teacher should be supportive and help all students find academic success.

**Aim:**

- Participants will obtain tangible skills for implementing multi-cultural education.

## Procedure

### Activity 1: Two Lesson Plans (30 minutes)

- Read or paraphrase the following: A big part of multi-cultural education is what is taught in the classroom and how it is taught. The content of the lessons should consider various cultural groups and their perspectives. Lessons should incorporate student interaction and input wherever possible. All students and their input should be valued equally.
- Have a volunteer read the description of the 2 lesson plans. Ask the group which lesson plan they prefer and why.
- Ask the group which lesson plan is multi-cultural and why.

#### Lesson Plan 1:

The teacher lectures for 30 minutes. The content is on the life of a key figure during this country's independence. This historical figure is from the main cultural group. After the lecture, students are given a multiple choice exam on the lecture.

#### Lesson Plan 2:

The teacher introduces the subject of the country's independence. She asks the students what they already know about the independence. She writes some of the key points on the board. She asks the students to divide into small groups. She presents each group a different handout. Each handout represents a different group that played a role in the independence. She asks each group to study their handout and prepare a short oral presentation on their group. After the presentations, she asks each student to write an essay on how the different groups contributed to independence.

### Activity 2: School Access Role Play (1 hour)

#### Part 1:

- Read or paraphrase the following: In addition to content and method, the teacher and how he or she interacts with the students is critical to the success of multi-cultural education. The teacher should aim to make the classroom a friendly and open place. Student should feel comfortable going to teachers with their problems. The next activity illustrates this.
- Post on the wall the problems and solutions sheets created on Day One during the School Access activity. This role play activity will use this information to help teachers address these problems.
- Act as the "teacher" and ask a participant to volunteer to act as the "student".
- Ask the "student" why they are not coming to school. The "student" can give any of the reasons identified on Day One. As the "teacher," give the "student" support and offer one of the solutions paired with that barrier.

#### Sample script:

Teacher: Cheata, I see you have not been coming to school every day. Why is that?

Cheata: Sir, I am not smart and I struggle in class.

Teacher: Cheata, you are very smart. You are just shy and need to study more. If you study more and practice, you will learn the material.

Part 2:

- Ask the participants to form pairs and role play where one of them is the “teacher” and the other is the “student.” Ask them to use at least 2 barrier/solutions in their role play. Give the pairs 3 minutes to role play. Then have them switch roles and role play again for 3 minutes. They should not be reading from the script but rather choosing a barrier and identifying a solution.

Part 3:

- (Note: Participants can be given the materials for this activity and finish it later in the day.)
- As a school group, ask the participants to create a “chutes and ladders” board game for classrooms, with “chutes” being barriers and “ladders” being solutions. (\*\*Create a sample game before the training.)

## **SESSION 4: Youth Clubs**

- This next session will focus on Youth Clubs as one way to implement multicultural education. Youth Clubs can be formal school groups, such as the student association or “expert young”, or they can be informal groups of children that are interested in learning more about other cultures and their own.

***Aim:***

- Participants will understand what Youth Clubs are and how they are related to multicultural education. The participants will have the skills to start and maintain a Youth Club.

***Procedure***

***Activity 1: Youth Clubs (30 minutes)***

Part 1:

- Read or paraphrase the following: Cultural Youth Clubs are one way to implement Multicultural Education. These are voluntary, extracurricular clubs for students, usually in grade 5 or older. The purpose of the group is to explore and celebrate cultural diversity, involving the school and greater community when they can. They can be a part of existing student association or “expert young”, or they can be informal groups of children that are interested in culture.
- Ask the group if there are any other student groups at their school. Ask them what kinds of groups. Ask them how these groups were started. Write down the different ways groups were started. Ask the group which of these might apply to starting a multi-cultural youth club. Put a star next to those. Tell the participants that a multi-cultural youth club needs a teacher to advise and encourage them.

Part 2:

- Ask the participants to form small groups of 3-5 people. Ask the groups to brainstorm some activities that a Youth Club might do. Explain to the group that these activities should promote understanding across multiple cultures. Ideally, these activities should involve the rest of the school or community.
- Ask the groups to report their ideas and record the ideas on a large piece of paper and post on the wall. Add any additional ideas you have or the ones below. (Ex: dance presentations, cooking demonstrations, craft workshops, etc.) Youth Clubs may use active research to

explore culture, but they can also use other, less formal methods.

## **SESSION 5: Community Field Trips**

This next session will look at Community Field Trips, specifically those that pertain to culture and cultural understanding.

### ***Aim:***

- Participants will understand how community field trips can be a part of multi-cultural education. Participants will have the tools to organize a productive community field trip.

### ***Procedure***

#### ***Activity 1: Community Field Trips (30 minutes)***

##### **Part 1:**

- Read or paraphrase the following: Community Field Trips are trips that a class or group of students take together to a place in the community that promotes cultural understanding. This can include visits to two villages, one Cham, one Khmer; or places of worship; historical sites; restaurants that offer different cuisine or any other cultural destination.
- Ask the participants if their schools already do any community field trips and where they go. Listen to the answers. If one of the answers would be a good destination for a cultural field trip, let the group know.
- Ask the participants to form groups of 5 people. Ask the groups to brainstorm on good locations for a Community Field Trip. Ask the groups to report their ideas and write them on a large piece of paper on the wall.
- Ask the group to explain the process of organizing a field trip. Write each step on a piece of flipchart paper. These might include: contacting the location to see if they agree, getting permission from the school director and parents, organizing transportation, etc.

##### **Part 2:**

- Ask the participants to pick one of the locations (or set of locations). Ask them to create a list of questions that their students should answer during and after the trip. Explain that this can draw on information you would give them, information they can gather from informal interviews at the site, observation, or posted information. Explain that giving the field trip structure through a question worksheet will help students get the most out of the trip.
- Have each group tell the group their location and read off their questions to the group.

## **SESSION 6: Action Research**

**Action Research** is a participatory form of inquiry that seeks to research a problem or issue and then implement an action to address the problem or issue. Teachers can use this approach when their students research one of the cultural topics selected on the first day.

### ***Aim:***

- Participants will understand action research as an aspect of multi-cultural education.

They will have the skills to implement action research at their schools.

**Procedure**

**Activity 1: Action Research Activity (1 hour, 20 minutes)**

Part 1:

- Give the group the above explanation of Action Research. Go through the 6 steps of action research and ask the whole group to contribute activities that might fall under each step.
- Write these on a large piece of paper on the wall under each step. If they offer an activity that goes under a different step, put it under the correct step and explain why it fits better there.

Part 2:

- Give each group *Handout 9: Action Reserach*. Next to each activity, they should write the step that the activity would fall under.

Part 3:

- Tell the participants that they will be doing a mini-research project, using the active research process and any of the resources available in the room. Divide the participants into small groups. Give each person *Handout 9B: Action Research* that lists the 6 steps and the related activities.
- Ask the groups to pick from the list of topics from Day One.
- Ask them to fill out the worksheet that takes them through the 6 steps. They should draw on the resources in the room. For Step 1, they should see what their group already knows about the topic. For Step 2, they should survey/interview people from other groups.
- Ask them to fill in the actions they took or would take to complete steps 1-6.
- Have each group present their findings to the group.

**Steps and Activities:**

Step 1: Understanding the Topic

- Brainstorming
- Speaking to a local expert/specialist
- Interviews with people in the community
- Research of documents, online, library or government

Step 2: Finding out what the community knows about the topic

- Designing a questionnaire or semi-structured interview.
- Testing a questionnaire or semi-structured interview.
- Carrying out a questionnaire or semi-structured interview.
- Writing a report
- Prepare presentation of findings.

Step 3: Analysing the findings

- Presentation of findings.
- Problem tree analysis.
- Identification of possible solutions.

Step 4: Developing an implementation plan

- Selection of feasible solution.
- Action planning for outreach activities (campaigns, games, stories, roleplays, etc.)
- Presentation of plans
- Preparing for implementation

Step 5: Implementing the plan

- Orientation (introductions)
- Implementation of outreach activity
- Feedback and thanks.

Step 6: Reflection

- Reflection on the outreach activity.

**SESSION 7: Teacher Groups**

Teacher Groups are a good way to sustain multi-cultural education activities in the school. Teacher Groups can be formal or informal. They provide a support network for teachers as

they implement these activities. Participants can train other teachers in their school on multicultural education. Together this group of teachers can brainstorm on multi-cultural education and help each other implement the activities.

***Aim***

- The participants will understand what teacher groups are and how they contribute to multi-cultural education. The participants will feel confident in being able to start a teacher group at their school.

***Procedure***

***Activity 1: Teacher Group Role Play (40 minutes)***

- Read or paraphrase: Teacher Groups are two or more teachers that act as multicultural education task group or committee. Some schools may call these technical advisory committees or something similar. Generally, it starts with one or two teachers that have attended this workshop. They then train other teachers about multicultural education and provide support to these teachers. They may act as an advisor or counselor for students that are interested in multicultural activities or are having a conflict with another student or teacher that is relevant to multicultural education.
- Ask 2 (outgoing, not shy) participants to help you with this activity. Act out a role play as though the 3 of you are teachers at the same school. You have just attended this workshop, while the other 2 teachers have not. Tell them about your experience as a teacher at this workshop. Tell them what you learned and would like to implement at your school. Ask for their input and help. Ask them if they would like to start a teacher group.
- Possible topics: community field trip, youth club, action research, classroom curriculum, teaching about Cambodia's ethnic groups, incorporating various perspectives into the curriculum, cultural conflict or inequality in your classroom. Offer support for each other and offer suggestions.
- This activity will show participants how to spread the content of this workshop to other teachers and start a teacher group. It will also illustrate the potential activities of a teacher group and reinforce the other activities previously discussed.

**SESSION 8: Multicultural Educational Activities**

***Aim***

- This section will reinforce the Multicultural Activities that have been discussed in the training. It will give the participants an opportunity to ask questions and get more information on the logistics of implementing Multicultural Education.

***Procedure***

***Activity 1: Multi-cultural Educational Activities Fair (1 hour)***

- This activity allows each participant to learn about Multicultural Education activities in an interactive setting. If there are not enough facilitators, this activity can be done in two sessions.



**Part 1:**

- Five facilitators sit around the room representing a different school activity (**teaching, youth club, community project, action research, teacher group**).
- Ask participants to choose an activity station that interests them.
- For 15 minutes each facilitator discusses their activity and how to implement it.
- After 15 minutes, tell participants to pick another activity. Depending on time they can do one, two or all three stations. Alternatively or additionally, you can have a free roaming period, where participants may visit the stations and ask questions.
- Pay attention to the questions being asked. If there are questions that many people are asking or questions that suggest a misunderstanding, address the whole group at the end of the activity.

**Part 2:**

- Ask participants to meet back with their school group and discuss how they would like to implement multicultural education at their school.
- Ask each school group to design a Multi-cultural Education action plan for their school.
- Ask each school group to share their ideas with the whole group.
- If appropriate and both groups agree, ask the Islamic schools and State schools to plan an activity or event together for their students.

**SESSION 9: Closing**

**Aim**

- Participants will reflect on the workshop. Participants will evaluate the workshop.

**Procedure**

**Activity 1: Reflection (15 minutes)**

- Ask participants, as individuals, to think about the workshop. Ask them to form small groups of 3 people and share their favorite thing about the workshop.
- What activity did they enjoy? What did they learn?

**Activity 2: Evaluation (10 minutes)**

- Pass out evaluation forms to each participant. They may do the evaluation alone or in groups.

**Activity 3: Closing (5 minutes)**

- Thank all the participants for coming and contributing to the workshop.
- Give them their packets of information. The packets should include materials on how to do the training and activities.

<b>Evaluation:</b>			
(1= understood very well; 2= understood; 3= did not understand)			
Introduction/Icebreaker	1	2	3
Implementing Multicultural Ed	1	2	3
Multicultural Teaching	1	2	3
Youth Clubs	1	2	3
Field Trips	1	2	3
Action Research	1	2	3
Teacher Groups	1	2	3
Activities Fair	1	2	3
Reflection	1	2	3
(1=good; 2=okay; 3=bad)			
Atmosphere	1	2	3
Facilitator	1	2	3
<b>Optional:</b>			
What was the best part of the workshop?			
What was the worst part of the workshop?			
What could be improved? How?			
What was the most important thing you learned today?			
What is missing from this workshop?			