Study Tour 2 (India)
REPORT

Coordinated by the Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat
Implemented by the SEAMEO Regional Centre for Archaeology and Fine Arts (SPAFA)
Supported by The World Bank
Introduction

The Study Visit is a component of the SEAMEO-World Bank project titled *Enhancing Awareness and Building Capacity of SEAMEO in Establishing Mother Tongue-based Programmes in Southeast Asia.*

Title of Activity  
SEAMEO Study Visit to Effective and Sustainable Multilingual Education (MLE) Programmes

Dates  
12 – 18 December, Orissa Province, India

Partners  
SEAMEO Secretariat (Project Coordinator)  
World Bank (Funder)  
Orissa Primary Education Programme Authority (Field Coordinator)

Objectives

The *SEAMEO Study Visit to Effective and Sustainable Multilingual Education (MLE) Programmes* aims to provide the participants from SEAMEO Member Countries and SEAMEO Regional Centres with deeper insights on MLE programme implementation.

The Study Visit will give them the opportunity to learn further from visits to sites of successful projects in the districts of Keonjhar and Mayurbhanj, Orissa Province, India.

Specifically, the project aimed to:

1. Facilitate interactions with implementers in the field, as well as the learners and members of the communities; thereby, providing the participants with better understanding and appreciation of the innovations in MLE teaching and learning.

2. Provide opportunity to SEAMEO participants and the host communities and organizations to learn from each other on best practices in mother tongue-based MLE components such as curriculum, pedagogy, learning materials, advocacy and other support activities.

3. Allow the participants to observe how the selected MLE programmes give due importance to the preservation of languages and traditions of indigenous communities, thus, promoting community participation and strengthening the cultural identity of the communities.

Methodology

1. Interactions and meetings with local education officials and implementers in the field

2. Dialogue with teachers and school administrators

3. Class observations

4. Community visits
**Expected Outcomes**

Participants of the Study Visit are expected to bring their learning from the trip back to their respective countries to strengthen advocacy and implementation of MLE activities.

At the end of the study tour, the participants are expected to:

1. Identify the components and success indicators of the mother tongue-based MLE programmes visited and observed;
2. Assess practices in adapting curricula and developing teaching-learning materials for mother tongues and non-dominant languages;
3. Assess experiences and practices in using mother tongue as bridge language of instruction, with focus on the aspects of the programmes that uphold the culture and local knowledge of the communities; and
4. Review advocacy strategies in promoting the importance of mother tongue as bridge language of instruction (at the regional, national and community levels).

**Participants**

Participating in the Study Visit are representatives from the SEAMEO Secretariat, SEAMEO Centres (SEAMEO INNOTECH, SEAMEO QiTEP in Language, SEAMEAO SPAFA), Ministry of Education Thailand, Department of Education Philippines, and Mahidol University.

A total of eleven (11) people took part in the Study Visit, summarized as follows:

- SEAMEO Secretariat 2
- SEAMEO QITEP in Language 1
- SEAMEO INNOTECH 1
- SEAMEO SPAFA 2
- MOE, Thailand 3
- DepED, Philippines 1
- Mahidol University 1

The complete list of participants is attached as Annex 1.

**Activities**

1. **Orientation**

   The participants were given an orientation of the Study Visit to discuss the objectives of the programme, during which they were given questions that served as guides in their observation in the sites. Logistics and administrative matters were also discussed in the said orientation.

2. **School Visits: Mayurbhanj District and Keonjhar District**

   The SEAMEO delegation visited a total of four MLE schools, two in Mayurbhanj and two in Keonjhar. Twenty-three percent of Orissa’s population of 40 million are
scheduled tribes, which speak a diverse 17 languages. Education officials in the province recognize that there is a huge gap in the home language and the language used in schools, thus, the need for MLE programmes. These MLE programmes had been a showcase of the province in successful implementation of inclusive education as implemented by OPEPA, which currently implements MLE education in 547 schools all over the province.

Through OPEPA, the SEAMEO delegation saw firsthand the implementation of the MLE programmes in the schools. There were class observations on how MLE classes are conducted, as well as local teachers guiding the delegates on the learning materials and curriculum used in the schools. The classroom activities focus on using indigenous materials, tools, games, folktales, and songs to impart academic lessons. Clearly, the students are keen on learning through these familiar aspects of their culture and in a language they understand best.

Also, teachers from the tribal communities, with whom the SEAMEO delegation interacted, were fully engaged in curriculum design, materials development, and provision of local knowledge that were subsumed in the MLE programmes.

After the classroom observations, the SEAMEO delegation talked with the community members. Through the facilitation of OPEPA and the community leaders, the participants were able to get the feedback from community (mainly parents of the school children) on the MLE programmes. All of the community members said they were positive about the effect of the programmes in enhancing the learning of their children. The community also asked the SEAMEO delegates what their impressions are of the local projects. The SEAMEO delegates expressed that they were impressed of the implementation of the MLE programme, as well as recommended some points of improvement.

On top of the community meetings, the SEAMEO delegation had a glimpse into dances, songs, music, and costume of the local people. This provided them a feel of the culture and traditions of the communities.

3. Meeting with OPEPA Officials and District Collectors

A key component of the Study Visit was the meeting with the OPEPA officials. OPEPA is in charge of universal elementary education in the province through participatory planning, community-managed infrastructure development, in-teacher training, and NGO partnerships.

At OPEPA, the SEAMEO delegation was given an overview of the MLE programmes. This was followed by a meeting with Mrs Aparajita Sarangi, the Commissioner-cum-Secretary to Government, School and Mass Education Department. She informed the delegates that the MLE programmes had been very fruitful in improving learning among children in tribal communities.

In both Mayurbhanj and Keonjhar, the SEAMEO delegation had an audience with the district collectors, who oversee the implementation of the MLE programmes at the local level. In those meetings, it was evident to the participants that the local leaders have a high level of awareness of the education needs of the communities, and many initiatives, including MLE programmes, are being implemented to address these
needs. The district officers of OPEPA were also instrumental in giving the
participants a background of the educational situation in the tribal communities and
how MLE programmes have alleviated the learning achievements of the children in
the district, while also recognizing that much has yet to be done to fully address
education needs in the communities.

The SEAMEO delegation also had a brief interaction with the participants of a
teacher training session for MLE classrooms. This provided them with a glimpse of
how MLE teachers were selected and how they are prepared for MLE education
implementation.

4. Debriefing

A debriefing was conducted at the end of the school visits for the participants to share
their learning from ad impressions of the study visit. This also gave the opportunity
for the SEAMEO delegates to recommend areas of improvement that OPEPA can
implement in the MLE schools.

The itinerary of the Study Visit is attached as Annex 2.

Photographs are attached as Annex 3.

Reflections

To assess the learning of the impact of the Study Visit on the participants, they were asked to
answer three reflection questions. Some striking answers are summarized below.

Question 1: How do you intend to share your impressions and insights from the study tour
with people in your office when you return to your home country?

1. I am usually just required to submit a mission report for every activity I participate in
that is held outside the country. But this time, besides the mission report, whose
audience is limited to SEAMEO INNOTECH staff, I intend to write an article about
the study visit in India, together with the study visit in Thailand and China. I hope I
can get it published internationally so that people from other countries can also read
about it and learn from it.

2. I will pursue the first concept paper I presented that concerns pre-service teacher
training. I will also write another concept paper that concerns in-service training.
The teacher is the key to a successful implementation of MTB MLE. We must cover
all the possible angles/areas, i.e., pre-service, in-service, para teachers, and day care
teachers (MTB MLE should also be implemented in early childhood education/day
care centers).

3. Telling and showing pictures from the study tour

4. I will disseminate the results of the study visit to colleagues by having informal
meeting and giving copy of documents. But that’s not the only ways, most probably
the impressions and insights will pop up in any conversation or talks in everyday life
and this may boost ideas on what should be done in our own project of Mother Tongue.

5. Through a travel report to be submitted to my superior. Then a presentation will be prepared for the Bureau of Elementary Education during the Learning Action Cell (LAC). I might be asked also to present during the Training of Trainers (TOT) for the Mother Tongue-Based Multilingual Education in the Philippines. Such presentations will give people in the office important information on the study visit.

**Question 2:** Who will it be most important for you to share with when you return to your country?

1. I will share my experience to my colleagues and national policymakers our office is in touch with.

2. I can present my article in a lecture series or conference at the UP College of Education. Together, we can conceptualize a conference on MTB MLE. However, this might need funding assistance from outside sources, if in case there will be no conference fee.

3. The National Commission on Culture and Arts can also be tapped since it is willing to finance teacher training.

4. My friends and my boss, because they are in the same office of mine.

5. Colleagues: Deputy Administration and Head of Divisions

6. In the long run, it will include teachers, school supervisors, local education officials and others from our workshop participant.

7. To the Undersecretary for Programs and Projects, Dr. Yolanda S. Quijano, to my Director, Dr. Angelita M. Esdicul and to my Chief, Ms. Simeona T. Ebol. for a possible adaption of principles, theories and good practices.

**Question 3:** What memory of mother tongue-based multilingual education will remain with you as you return to your home country?

1. MTB MLE is a big challenge to implement because we live in a multilingual society, thus, there are many political, economic, and social issues that need to be addressed first. But when all decision makers realize that it is only through MTB MLE that children can build strong learning foundation then the decision makers will have no choice but to take the “risk” and invest on MTB MLE. They will soon realize that this is an investment with great returns, not only for the children, specifically, but also for the society, as a whole.

2. Good support of person authority and officers in MLE Program

3. People and community involved in the program

4. Have more friends from the study tour

5. Impressed in SEAMEO supported in the MLE program
6. The happy faces of people (parents, children, officials) when greeting the study visit team; the interaction with the community (resource persons for culture and education matters).

7. The community involvement for the betterment of their children regardless of their own level of education

8. The use of bottom up and top down approaches to make the MLE programmes and activities go and succeed

9. The motivation and enthusiasm of trainers, coordinators and state officials to achieve the goals of the MLE programme

10. The great support of the Indian Government for MTBMLE project. The strong support and involvement of the community in the preparation and development of curriculum and instructional materials.

**Evaluation**

SEAMEO SPAFA distributed evaluation forms to get feedback from the participants. Nine (9) participants filled out the evaluation form (the other two participants are from SPAFA).

On a scale of 1 to 5 (1 = very satisfactory; 2 = satisfactory; 3 = good; 4 = unsatisfactory, and 5 = poor), the average ratings are as follow:

(1) Logistics (pre-travel arrangements, accommodations, meals, travel kit, transportation): 1.30

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Incidence (9 respondents)</th>
<th>Percent share</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfactory (1)</td>
<td>6</td>
<td>67%</td>
</tr>
<tr>
<td>Satisfactory (2)</td>
<td>3</td>
<td>33%</td>
</tr>
<tr>
<td>Good (3)</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Unsatisfactory (4)</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Very poor (5)</td>
<td>0</td>
<td>-</td>
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</tbody>
</table>

Additional comments on logistics:

a) Meal arrangements are a bit faulty in terms of timely and coordinated serving
b) Distance between sites and destinations were underestimated, causing delays in the programme

(2) Programme (orientation, activities, meetings, facilitators): 1.44

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Incidence (9 respondents)</th>
<th>Percent share</th>
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<tbody>
<tr>
<td>Very satisfactory (1)</td>
<td>6</td>
<td>67%</td>
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<tr>
<td>Satisfactory (2)</td>
<td>2</td>
<td>22%</td>
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<tr>
<td>Good (3)</td>
<td>1</td>
<td>11%</td>
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<tr>
<td>Unsatisfactory (4)</td>
<td>0</td>
<td>-</td>
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<td>-------------------</td>
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<tr>
<td>Very poor (5)</td>
<td>0</td>
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Additional comments on programme:

a) Every place is OK, except for the 2nd hotel which had poor bed and toilet
b) The activities should focus on the teaching-learning process
c) Very good coordination; objectives of the visit were well communicated, responded to, and achieved

(3) What aspects of the Study Visit did you like?

a) School visits  
b) Meeting and orientation with the teachers and coordinators; and local officials (state, district, and school levels)  
c) To see the traditions of the remote areas and the real situation of the students in the community  
d) Interaction with the inhabitants and community meetings  
e) The services rendered; the food served  
f) Learning about the administrative system  
g) The company was very friendly  
h) Assigning local coordinators in each vehicle  
i) Visit to the Sun Temple  
j) Handicraft store  
k) Visiting the schools

(4) Additional comments

a) It will be good to had time to study the teaching-learning process  
b) Prepare to show a documentary of the areas of the study visit  
c) The staff are very excellent to organize the study visit; I admire all of them  
d) Overall, the study visit was a success. Congratulations for a job well done  
e) Good experience; I’ve learned a lot from it  
f) Congratulations and thank you for the excellent arrangements  
g) Despite the delays I found this study visit to be very enriching. Even if we had to meet all the officials, I learned from them. All the long drive, traffic, bumpy roads, etc., were part of the experience and these make me appreciate MTE MTB more.  
h) Should have more time for interaction and discussion with all the people involved in the project, such as project director, regular teachers, mother-tongue teachers, and others.
|   | Name                                                      | Position & Office                                                                 |
|---|-----------------------------------------------------------|
| 1. | Dato’ Dr AHAMAD BIN SIPON                                | Director, SEAMEO Secretariat                                                      |
| 2. | Dr SUWILAI PREMSRIRAT                                    | Director, Centre for Documentation and Revitalization of Endangered Languages and Cultures, Mahidol University |
| 3. | Ms KOMUTEE YAMOLANAN                                     | Foreign Relations Officer, Bureau of International Cooperation, Ministry of Education |
| 4. | Dr RUNGAROON SAIYASOPHON                                 | Educator, Office of the Nonformal and Informal Education, Ministry of Education    |
| 6. | Ms JUDY ANN MARQUEZ                                      | Education Specialist II, Curriculum Development Division, Bureau of Elementary Education, Department of Education, Philippines |
| 7. | Ms ABIGAIL C LANCETA                                     | Programme Officer, SEAMEO Secretariat                                             |
| 8. | Dr MARY SYLVETTE T. GUNIGUNDO                            | Research Associate Specialist, SEAMEO INNOTECH                                   |
| 9. | Ms ENDANG NILLA PRAMOWARDHANNY                           | Acting Deputy Director for Program, SEAMEO QITEP in Language                      |
| 10. | Ms VASSANA KERDSUPAP                                     | Programme Secretary, SEAMEO SPAFA                                                 |
| 11. | Mr GIRARD PHILIP E BONOTAN                               | Documentation Officer, SEAMEO SPAFA                                               |
## Annex 2

### Itinerary

<table>
<thead>
<tr>
<th>Dates</th>
<th>Activities</th>
<th>Schedule</th>
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<tbody>
<tr>
<td>12 Dec</td>
<td>Arrival in Bangkok of delegates from Jakarta and Manila</td>
<td>Around 1300</td>
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<tr>
<td>Sun</td>
<td>Orientation and welcome dinner</td>
<td>1730-1930</td>
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<td></td>
<td>SEAMEO SPAFA 81/1 Sri Ayutthaya Road Samsen, Dusit, Bangkok</td>
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<td><a href="http://www.seameo-spafa.org">www.seameo-spafa.org</a></td>
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<td></td>
<td>Bangkok to Kolkata (flight TG 313)</td>
<td>2325-0030 (+1 day)</td>
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<tr>
<td>13 Dec</td>
<td>Kolkata to Bhubaneshwar (flight IT 2850)</td>
<td>0530-0710</td>
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<tr>
<td>Mon</td>
<td>Check-in at hotel and rest</td>
<td>0800-1130</td>
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<tr>
<td></td>
<td>Meeting with Orissa education officials</td>
<td>1130-1400</td>
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<td></td>
<td>Sight-seeing in Konark and Buddhist Monasteries</td>
<td>1400-1900</td>
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<td></td>
<td>Hotel in Bhubaneshwar</td>
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<td></td>
<td>Hotel Hindusthan International A-112, Kharvel Nagar (Janpath) Unit-III</td>
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<td>Bhubaneswar 751001, Orissa</td>
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<td><a href="http://www.hhihotels.com/bhubaneswar/index.php">www.hhihotels.com/bhubaneswar/index.php</a></td>
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<tr>
<td>14 Dec</td>
<td>Bhubaneshwar to Baripada (overland)</td>
<td>0700-1230</td>
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<tr>
<td>Tue</td>
<td>School visit: Mayurbhanj</td>
<td>1300-1700</td>
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<td>Hotel in Baripada: Hotel Shreekshetra</td>
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<tr>
<td>15 Dec</td>
<td>School visit: Keonjhar</td>
<td>1000-1700</td>
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<td>Wed</td>
<td>Hotel in Keonjhar: Hotel Durga</td>
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<tr>
<td>16 Dec</td>
<td>Keonjhar to Kolkata (overland)</td>
<td>0700-1300</td>
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<tr>
<td>Thu</td>
<td>Sight-seeing in Kolkata</td>
<td>Afternoon</td>
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<td>Hotel in Kolkata (2 nights)</td>
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<td>The Pearl Hotel 35 Z Radha Madhav Dutta Garden Lane</td>
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<tr>
<td>17 Dec</td>
<td>Free-day in Kolkata</td>
<td>Morning &amp; afternoon</td>
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<td>Fri</td>
<td>Kolkata to Bangkok (flight TG 314)</td>
<td>2230-0225 (+1 day)</td>
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<td></td>
<td>Overnight in Bangkok for delegates from Manila and Jakarta</td>
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<td></td>
<td>Mariya Boutique Residence 1627/2 Onnuch-Ladkrabang Road, Ladkrabang, Bangkok</td>
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<tr>
<td>Dates</td>
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<tr>
<td>18 Dec Sat</td>
<td>Departure from Bangkok of delegates bound for Jakarta and Manila</td>
<td>Around 1400</td>
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[www.mariyahotel.com]
1 Meeting with Mrs Aparajita Sarangi, Commissioner-cum-Secretary General, School and Mass Education Department, Orissa State.

2 Visit to the Sun Temple in Konark
3 School visit in Mayurbhanj District

4 School visit in Mayurbhanj District
7 Community meeting in Mayurbhanj

8 Meeting with District Collector of Mayurbhanj
9 Meeting with District Project Officer in Keonjhar

10 Visit to an MLE teacher training session
11 School visits in Keonjhar

12 School visits and community meetings in Keonjhar