



Project on Mother Tongue as Bridge Language of Instruction
in Southeast Asian Countries
Phase 2



Regional Training Workshop on
Enhancing Awareness and Building the Capacity of SEAMEO
in Establishing Mother Tongue-Based MLE Programs

6-8 July 2010

Bumi Wiyata Hotel, Jalan Margonda Raya, Depok, West Java, Indonesia

R E P O R T

Coordinated by the Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat
Implemented by the SEAMEO QITEP in Language
Supported by The World Bank

Under the SEAMEO-World Bank Project on Enhancing Awareness
and Building the Capacity of SEAMEO in Establishing Mother Tongue-Based
Multilingual Education Programs

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Prepared by the

SEAMEO Regional Centre for Quality Improvement of Teachers and Education
Personnel (QITEP) in Language



Southeast Asian Ministers of Education Organization – SEAMEO QITEP in Language – The World Bank
Project on Mother Tongue as Bridge Language of Instruction in Southeast Asian Countries, Phase 2

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Meeting Report

I. INTRODUCTION

A. Background

The Southeast Asian Ministers of Education Organization (SEAMEO) is an intergovernmental organization that aims to promote cooperation in education, science and culture in the Southeast Asian region. SEAMEO implemented the project, “Mother Tongue as Bridge Language of Instruction in Southeast Asian Countries: Policy, Strategies and Advocacy” from June 2007 to July 2009 with funding support from the World Bank. The project provided opportunity to explore how Southeast Asian countries, through appropriate language policies, can achieve Education for All (EFA) by widening access, reduce repetitions and drop-outs, and improve learning outcomes.

The SEAMEO Member Countries discussed and shared among them existing language-in-education policies, case studies and good functioning models in the use of mother tongue as bridge language of instruction. Through the project, increased awareness on the importance of mother tongue in teaching and learning was achieved. In order to sustain the momentum and maximize the gains from the completed project, it is deemed essential to ensure that the SEAMEO Member Countries are equipped and capable to embark on the next task, the establishment of mother tongue-based multilingual education (MLE) programs.

The success of a strong and sustainable MLE program lies on the readiness and capacity of the SEAMEO Member Countries to establish and implement it, i.e., the need to enhance awareness and build capacity of SEAMEO in establishing mother tongue-based MLE programs in the region. Thus, this Regional Training Workshop on Enhancing Awareness and Building the Capacity of SEAMEO in Establishing Mother Tongue-Based MLE Programs was held.

B. Objectives of the Meeting

1. Demonstrate the important role of mother tongues and non-dominant languages in teaching and learning;
2. Review recent developments in language-in-education policies in Southeast Asia;
3. Identify components of a strong MLE program;
4. Assess experiences and practices in using mother tongue as bridge language of instruction

5. Review advocacy strategies in promoting the importance of mother tongue as bridge language of instruction (at the regional, national and community levels).

C. Expected Outcomes

The following outcomes are expected by the end of the training workshop:

1. Increased awareness on the importance of mother tongues or non-dominant languages in teaching and learning;
2. Strengthened capability on the different processes involved in setting-up mother tongue-based MLE program;
3. Greater appreciation of the need for regional cooperation to attain the Education for All Goals by providing greater access to quality education for the disadvantaged learners due to language barriers
4. The regional training workshop will benefit the SEAMEO Member Countries and development partners in multilingual education in Southeast Asia and beyond. The regional discussion is envisioned to strengthen collaboration between and among SEAMEO Member Countries and MLE partners, particularly in enhancing awareness and building the capacity of SEAMEO in establishing mother tongue-based MLE programs in the region.

D. Training-Workshop Strategies

The training-workshop began with the description of the training's objectives and was then followed by the discussion of MTB MLE programmes through plenary sessions and workshops. The plenary sessions discussed the rationale, principles, and purposes of multilingual education; the recent development of language-in-education policies in Southeast Asia; the key concepts of MTB MLE; the components of MTB MLE; sharing on sustainable MTB MLE; the advocacy strategy of MTB MLE, and the action plan. In addition, the training-workshop discussed and shared how to assess experiences and practices of MTB MLE components and design advocacy and communication plan.



E. Participants

1. Four (4) participants from each 11 SEAMEO Member Countries were invited. The team were composed of:
 - a. 2 representatives from Ministry/Department of Education (Directors or specialists in curriculum or training related to multilingual education from both formal and non-formal education/alternative learning system)
 - b. 2 lecturers from teacher education/training institutions/universities who are specialists or have been involved in MLE initiatives)
2. Two specialists each from SEAMEO QITEP in Language, SEAMEO INNOTECH, and SEAMEO SPAFA took part in the training workshop. Representatives from some partner multilingual education and other related organizations were also invited.
3. The SEAMEO QITEP Centre in Language co-organized the regional training workshop with the SEAMEO Secretariat. The activity was supported by the World Bank. Project Consultants from SIL International, ASPBAE and SEAMEO Regional Centres served as resource persons and facilitators.

Appendix 1 – List of Participants

III. PROCEEDINGS

DAY 1 – 6 July 2010

A. Opening Programme

1. Remarks and Opening

Mr Achmad Dasuki

Director of Teacher Profession, Directorate General for QITEP

Ministry of National Education

Republic of Indonesia

Mr Achmad Dasuki stated that quality improvement in education is of primary concern for every country. One of the elements that play pivotal roles in education is teaching and learning in the classroom. Mother tongue as a bridge of instruction is a key determinant for effective learning since the dominant language in the classroom is their language used in their life. The language used here is their identity and as a part of culture. The language is used at the beginning of schooling to build strong foundation.

Developing dominant language in the schools is concerned with preserving the language. Therefore, using mother tongue as bridge of instruction is of primary concern in terms of improving education quality by considering the language of instruction. By doing so, people are encouraged to preserve local language. Linguistic diversity can then pose serious challenge. It might say the amount of schools that occupy local language or mother tongue as bridge of instruction is of country's concern in terms of pilot project. Pilot project in Indonesia is undertaken in South Sulawesi for Makassar language, West Nusa Tenggara for Sasak language, Yogyakarta for Javanese language, and West Java for Sundanese language.

2. The SEAMEO Mother Tongue Project Phase II: An Overview

Mr Noorhaizamdin Abdullah

Deputy Director, Programme & Development

SEAMEO Secretariat

Mr Noorhaizamdin Abdullah presented the overview on the Mother Tongue Project Phase II and stated the objectives of the regional meeting as follows: (1) demonstrate the important role of mother tongues and non-dominant languages in teaching and learning; (2) review recent

developments in language-in-education policies in Southeast Asia; (3) identify components of a strong MLE program; (4) assess experiences and practices in using mother tongue as bridge language of instruction; and (5) review advocacy strategies in promoting the importance of mother tongue as bridge language of instruction (at the regional, national and community levels).

3. Introduction of Participants

The meeting participants introduced themselves. The regional meeting was attended by participants from SEAMEO Member Countries, some SEAMEO Centres, project consultants, resource persons, representatives from SEAMEO Secretariat and the training workshop organizers. The total number of participants was 63.

B. Plenary Session 1

Chair: Mr Noorhaizamdin Abdullah
Deputy Director for Programme and Development
SEAMEO Secretariat

Multilingual Education: Rationale, Principles and Purposes
by Ms Diane Morren, SIL International

Summary/main points of presentation:

MTB-MLE is education in which the student's mother tongue plus other languages are used in the classroom. Students begin their education in their mother tongue, a language they understand, thereby developing a *strong educational foundation* in their mother language. The purpose of MTB-MLE is to develop age appropriate cognitive and reasoning skills enabling students to operate equally in different languages – starting in the mother tongue with transition to other local and national languages.

Advantages of MTB-MLE are as follows: (1) content area instruction (such as math, social studies, and science) is taught in a language the students understand; (2) L1 is used to teach beginning reading and writing; (3) L2 instruction should always be meaning-based; (4) classrooms maintain the student's local language and culture while providing regional/national language acquisition and instruction; (5) schooling promotes learners' integration into the national society without forcing them to sacrifice their linguistic and cultural heritage.

Education begins in a language the learner does not understand. Because they do not understand the language of education, many learners become discouraged and drop out. Content of material is often culturally distant or unfamiliar to the learner. The limited education the learners receive (if any) does not prepare them for life-long learning. If the mother tongue is not the medium of instruction in school, often the result is people are not literate in any language; their academic vocabulary in L1 is limited, restricting their ability to learn L2. If the mother tongue is not used, children's understanding of concepts is limited or confused if learning only in L2; it is a fallacy to think that children who are taught only in L2 from the beginning learn L2 better. When the mother tongue is the medium of instruction, oracy and literacy in L1 are developed; a strong educational foundation in L1 is established which enhances learning L2, L3.

Appendix 2 – Multilingual Education: Rationale, Principles & Purposes

Open Forum

Ms. Ratnawati (Indonesia) stated that in using the language that has Makassar structure, problems occurred when there are some students who are not from Makassar but they are in the same class with native students who speak Makassar.

Ms. Arni binti Zainir (Malaysia) said that teachers have to have effort to make students understand the concepts and send students to schools which are ready on teaching and learning, including the language as medium of instruction.

Ms. Raquel Castillo (ASPBAE) pointed out that local languages are not used but in some schools, English is more used in business and needed in working so children learn more English.

Dr. Ron Morren (SIL International) stated that teachers use National Language that many students do not understand and this is not happening in Indonesia but also to other countries.

Dr. Suwilai Premsrirat (Thailand) added that this is the good impact of MTB MLE which has been conducted in Patani, Thailand where students can have more confident in talking and they are quite different.



Dr. Ethel Valenzuela (SEAMEO INNOTECH) said that there are some supports in finding where learners have higher scores in tests much better when learners are taught only in National Language. In implementing the MTB MLE projects.

Mrs Yangxia Lee (Lao PDR) explained that using L1 needs to know how to apply different strategies and more policy in conducting L1 is required.

Dr. Bun Rour (Cambodia) commented that not only policy but also environment change in human resource, but the problem is the number of teachers is very low.

Dr. Didi Suherdi (Indonesia) stated that we all share the same concern, see the big chances and there is phenomenon of the local culture is now coming to village. Therefore, maintaining and enhancing mother tongue is not only in Indonesia but also in other countries.

Ms. Irene de Robles (Philippines) gave an example that conducting mother tongue can be applied at Islamic schools, Madrasah for example in conducting curriculum and enhancing Madrasah curriculum in the use of Arabic language. It is to implement the standard curriculum in assessing minority children to schools.

Ms. Ngo Thuy (Vietnam) asked on how to make students understand and learn if they are from several ethnic groups in one class.

Ms. Diane Morren (SIL International) responded that in attempting to solve the problem, in order to make students understand, finding volunteers with the same language background with the students so they can teach the students and volunteers should be under teachers' supervision.

C. Plenary Session 2 – Recent Developments in Language-In-Education Policies in Southeast Asia

Chair: Dr Muhammad Hatta
Acting Director, SEAMEO QITEP in Language

- 1. Malaysia - “Wind of Change: Recent Developments on Language-in-Education Policies in Malaysia”**
by Ms Arni binti Zainir
Head of Ethnic Languages Unit, Curriculum Development Division
Ministry of Education

Summary/main points of presentation:

The school curriculum of post independence era reigned from 1957 to 1970. The National Language policy (Education Act 1961) was formulated to unite the country through a national language, the Malay language and at the same time sustaining the other languages and cultures through vernacular primary schools. Between 1972 and 1990, a primary school curriculum and a secondary school curriculum, were established. In both schools, English language was taught as a subject. From 1991 to 2000, the National Integrated Curriculum for Primary Schools (*KBSR*) and the National Integrated Curriculum for Secondary Schools (*KBSM*) were introduced into the school system and these were revised in year 2000.

The Policy of Teaching Science and Mathematics in English (PPSMI).

Bilingualism is the norm in private sector and students who are fluent in English are in demand. Responding to this, the government launched Vision 2020 in which ideas about pride in the national language and English as a critical language for economic purposes were put forward. In late 1993, some scientific and technical disciplines in universities could be taught in English. Change at school level occurred in 2003 with the implementation of the new policy of Teaching Science and Mathematics in English (*PPSMI*) in all schools and matriculation colleges.

The government had the best of intentions in implementing this policy. First, it provides opportunities for students to improve their proficiency in scientific English. Second, Science and Mathematics are recognized as two major fields in which knowledge development is fastest and widely disseminated through various media. Third, literature in these two fields is widely written in English. Fourth, Science and Mathematics play a critical role in nation development and that early exposure provides students with opportunity to access borderless information. In schools, Science and Mathematics were instead taught bilingually, in Malay as well as in English and in most cases a mixture of the two. Based on the findings and observations the government

believes that Science and Mathematics are best taught in languages that are understood by students; Malay language in national schools, Chinese language in Chinese national type primary schools and Tamil language in Tamil national type primary schools and in secondary school level, in Malay.

The Policy of Enhancing the Malay Language and Strengthening English Language (MBMMBI) Replacing the *PPSMI* policy is the new policy of Enhancing the Malay Language and Strengthening English Language (*MBMMBI*) in all schools. The implementation of this new language policy goes hand in hand with the new school curriculum for primary school known as the Standard Curriculum for Primary Schools (*KSSR*). It is to be implemented in stages beginning with Year 1 in 2011. In *KSSR*, the focus of primary schooling at level 1 is on literacy and numeracy.

Following the new policy, greater attention is given to the teaching and learning of Bahasa Malaysia and English by giving students more contact time with the two languages. In national primary schools, the time allocated for the teaching and learning of Bahasa Malaysia is 360 minutes per week for level 1 and 300 minutes per week for level 2, the same as that in the *KBSR* curriculum. In national type primary schools, that is the *SJKC* and *SJKT* schools, the contact time for Bahasa Malaysia for level 1 student increases from 270 minutes per week in *KBSR* to 300 minutes per week in *KSSR*, an increase of 30 minutes. In level 2, the contact time increases from 180 minutes per week to 240 minutes, an increase of 60 minutes. As for the teaching and learning of English in the national primary schools, the contact time for level 1 students increases from 240 minutes per week to 330 minutes per week, an increase of 90 minutes. For level 2 the increase in contact time is from 210 minutes per week to 300 minutes per week, an increase of 90 minutes.

It should also be pointed out that the new *KSSR* curriculum takes a modular approach, going back to basic, in teaching Bahasa Malaysia and English language. Each language skills, listening and speaking, reading, writing, language arts and grammar is given equal attention. To meet the new challenges, the *KSSR* curriculum focuses on students' mastery of the 21st century skills: ICT literacy, critical and analytical thinking, creativity and innovation, team working and entrepreneurship. Language arts in Bahasa Malaysia and English language curriculum provide the platform for students to exercise these skills.

Appendix 3 – Wind Wind of Change: Recent Developments on Language-in-Education Policies in Malaysia

- 2. Philippines - "Institutionalizing the Use of Mother Tongue-Based Multilingual Education in the Philippines"**
by Ms Irene Certeza De Robles
Senior Education Program Specialist, Bureau of Elementary Education
Department of Education

Summary/main points of presentation:

MTB MLE is the effective use of more than two languages for literacy and instructions Henceforth it shall be institutionalized as a fundamental policy or program in this Department in the whole stretch of preschool, elementary and ALS. Written policies exist on paper but policies are not always implemented as it is said, for example, the prevailing conditions are not yet supportive. DepEd along with partners both GO and NGO have joined together to support DO No.74, s.2009 by strategically planning for the implementation of MTB MLE country-wide.

As stated in DO 74, notable international studies and local studies clearly show the benefits to children who are educated under a MTB MLE method and pedagogy as compared to those who are not. These studies show that: a) Use of L1 allows learners to learn to read and write

more quickly; b) Learners learn an L2 and an L3 more quickly when learning is first conducted in their L1; c) Learners who begin in their L1 realize greater and more efficient cognitive development and are better prepared for more and more cognitively demanding subject matter later on in their learning experience; and d) Learner achievement and performance is better measured when done in the learner's L1, which reflects the learner's real knowledge of concepts rather than their knowledge (or lack of knowledge) of the language in which the concepts are tested. The language of learning should also be the language of testing.



In order to achieve a single, overall impact for learners within the educational system in the Philippines, DepEd and its partners are focusing their efforts on 6 areas of focused activity in their Strategic Plan:

Activity Area 1: Social Preparation and Advocacy: DepEd and its partners recognize that without the support and participation of the citizens of the Philippines, the goal of relevant and quality education for all through use of the learner's L1 cannot be achieved. The goal/outcome of this activity area: Philippine citizenry are aware of, support, and are mobilized to accomplish the purpose, goals, and pedagogy of MTB MLE.

Activity Area 2: In-Service Training (INSET) of Teachers and Managers: In order for MTB MLE to be institutionalized as a fundamental educational policy and program in the whole stretch of formal education, the DepEd and its partners must work to build into the educational system the capacity, that is, the capability, knowledge, competence, and faculty to implement the program at all levels of the education system.

Activity Area 3: Materials Development: There are approximately 170 languages spoken in the Philippines. The Philippines is ranked the 10th most linguistically diverse nation on earth. Filipinos who speak some of the nation's lesser known languages are frequently marginalized from the mainstream of Philippine education, commerce, and society due to language barriers. Materials must be developed even in the lesser known Philippine languages in order to reach the overall impact of quality and relevant education for *all* Filipinos. Strategies will be developed within this activity area to ensure that quality education materials are produced for all Filipinos in as many languages of learning (mother tongues) as necessary.

Activity Area 4: Pre-Service Teacher Education: The bilingual education policy institutionalized in the Philippines in 1974 mandated two languages of instruction: English and Filipino. Additionally, it allowed for use of the L1/mother tongue as an auxiliary language of instruction. Since 1974, education has primarily been done in English and Filipino. Two things have resulted from this. First, speakers of other Philippine languages have for decades learned that their language (and culture) is not important. This has led to the death and disfavour of many Philippine languages. Second, since 70% of Filipinos do not speak English or Filipino at home, most Filipinos attend school not understanding the languages of instruction. As a result, school becomes an effort to learn these languages, rather than an effort to learn the concepts being taught using these languages.

Activity Area 5: Policy Development and Resource Mobilization: This new education initiative will require the will of leadership to make space for it within the current DepEd and education bureaucracy. It will also require new and creative ways of acquiring currently available local, regional, and national resources, as well as finding new sources for funds needed to implement the new policy.

Activity Area 6: Assessment, Monitoring, and Evaluation

Careful attention must be given in the implementation process of MTB MLE in order to ensure quality outcomes. Therefore, MTB MLE programs must be certified for quality of content and delivery, training, and teaching, and school programs must be accredited by DepEd as approved MTB MLE programs.

Appendix 4 – Recent Development in Language-in-Education Policies in the Philippines: Institutionalization of MTB-MLE

3. Thailand – “Recent Developments in Language-in-Education Policies in Thailand”

Mrs Bussaba Prapaspong

Educator, Senior Professional Level, Bureau of Academic Affairs and Educational Standard, Office of the Basic Education Commission, Ministry of Education

Summary/main points of presentation:

The Constitution (1997) and the Education Act (1999) said decentralization, rights, duties, liberty, equality, human dignity and difference to all Thai; participation of community and other social institutes; use of local and Thai wisdoms applying to education and community development. The Basic Education Curriculum (BEC) is the core curriculum for building up the national uniqueness. Local and individual schools are able to create additional substance and local wisdom for the needs of their community. The Thai policy neither supports nor prohibits the use of local languages, but emphasize the application of local and Thai wisdom in education management. Local Languages are more important: the verbal statements of the Ministry of Education (MoE) and other high rank officials speak on different occasions that *A clear policy of MoE is to improve children's learning achievements, as well as students' cognitive development and success in school, while also supporting language communities' efforts to maintain their heritage languages and cultures.*

Facts on the Quality of Education: Success in extending education opportunities but the 2007-2008 examination results showed that most of the Thai students achieved less than 50% in every main subject. About 12.45% of Grade 2 students could not read or write Standard Thai. Over 25% of students in 10 areas have problems in reading and writing Standard Thai. The problem is very serious in remote areas and relates to different languages spoken by teachers and students.

Local languages are not our problems. Instead, they are the asset of our knowledge societies. Study some differences between Thai language and local languages in schools of 45 border sub regions revealed the differences between the languages using by children differ from most of the teacher in the same school. It is recommended that teacher should teach in the language that children have known best especially during the early years. Other learning materials that contribute to the success of teaching and learning management should be put in place. Such as learning materials, transitional materials, lesson plans, as well as evaluation and assessment guidelines consider the differences of languages and transitional steps to the Thai language.

On Going Policy of Languages consists of policy for the use of the official national language for Thai students and Thai citizen and policy for the use of local languages for Thai students and Thai citizen. Recommendation for the policy is that every individual has the right to use his/her mother tongue language to communicate within a group, and the right to learn both their mother tongue language and the national language for communication at the national level. The government agree that the language and traditions of other ethnic groups are also a national treasure, thus holds the same value and importance.

Appendix 5 – Recent Recent Developments in Language-in-Education Policies in Thailand

Open Forum

On the presentation of Ms. Arni binti Zainir (Malaysia), **Dr. Johnny Tjia (SIL Indonesia)** asked the dialects or varieties in Malay language and how the children's proficiency in standard Malay is. The other question is whether or not the Ministry of Education facilitates people who speak non-standard Malay.

Ms. Arni binti Zainir (Malaysia) responded that the National Primary Schools use Bahasa Melayu as medium of instruction and secondary also implement the language which is called Bahasa Malaysia. Bahasa Malaysia has many dialects but formally people can understand the language. Children in Sabah and Serawak do not have problems because they have learnt it in level one.

Dr. Didi Suherdi (Indonesia) stated that there is warning in using English in the teaching Mathematics and Science because this will lead to the result in dropping out of students' rate.

On the presentation of Ms. Irene Certeza de Robles (Philippines), **Ms Raquel Castillo (ASPBAE)** inquired on the process of institutionalizing Mother Tongue Multilingual Education and asked how could this be strategized.

Ms. Irene de Robles (Philippines) answered that the Philippines has the option but there is a need to push and implement the Mother Tongue Multilingual Education. It has to reach all schools in the country. Therefore, budget has been allocated for the program.

D. Plenary Session 3

Chair: Dr Widiatmoko
Head, Division of Research and Development Programmes
SEAMEO QITEP in Language

Reviewing Key Concepts

- **What is Mother Tongue-Based Multilingual Education?**
- **Weak/Strong Additive and Subtractive Multilingual Education Programs**
by Dr Ronald Morren, SIL International

Summary/main points of presentation:

In this session, Dr. Ron Morren gave a presentation on what the Mother Tongue-Based Multilingual Programmes is not about. The MT-MLE is not only translation, code switching from L2 to L1 or the native language of the speakers. It is not changing the medium of instruction from L2 to L1 and this is not fast, easy way to do. This is not just translating the teachers' instruction from L2 to L1 and vice versa. The aim is to maintain the local language and culture and enables love and pride in personal and group. This will lead to process of orthography such as in spelling and so forth, conduct the material development and the use of medium of instruction where MT is a subject. It requires linguistic abilities in comprehending at least mother tongue and national languages. English and another language can be added to this requirement. Strong cognitive skills in the first language are needed in BICS (Basic, Interpersonal, Communication and Skills), and CALP (Cognitive, Academic, Language and Proficiency) in the classrooms. The significance of BICS and CALP are social language versus academic language, time to catch up, and frustration of students who do not speak the school language. Dropped out students will have frustration at schools and they can be slow learners. Dr. Morren argues that BICS must precede CALP because plan is needed for presenting academic language in L1 and L2 and should be sequential. The CALP takes 5 years to develop while BICS can be developed in 2 or 3 years.



Moreover, Dr Morren argued on the additive versus subtractive education in giving the differences. The additive education keeps the learners' first language while adding other languages. The mother tongue based multilingual education is an example of additive education. The subtractive education does not maintain the first language but it replaces with more prestigious one. The multilingual education is not part of subtractive education. In this matter, Ms. Diane Morren stated that this L1 is not as important as National Language so people do it for good reasons but it falls to subtractive by using languages other than school language.

In line with the above phenomenon, applying immersion programmes to children in placing children from the same linguistic background in the classrooms setting in which the second language is spoken as medium of instruction. There are advantages and disadvantages on applying bilingualism. The advantage is for children who can learn how to survive, they will survive but the disadvantage is it is like throwing them to drown without giving them knowledge to survive.

As an example, Ms. Diane Morren shared her experience in teaching Spanish at the 1st grade. There was one English teacher and the teacher taught in English. There was a situation when English speakers had difficulties in understanding Spanish and the Spanish speakers helped. In Indonesia, Dr. Morren states that the National Language, Bahasa Indonesia is one way of bilingual education when all students speak minority languages and learn together in first language. Therefore, the use of learning support for immersion programmes is important and it has to be applied in primary schools.

Appendix 6 – What is MTB-MLE?, Strong/Weak Forms of MLE

DAY 2 – 7 July 2010

E. Plenary Session 4

**Chair: Dr Ethel Agnes P Valenzuela
Head, Research Studies Unit
SEAMEO INNOTECH**

Components of a Strong Mother Tongue-Based Multilingual Education by Dr Johnny Tjia, SIL International

Summary/main points of presentation:

This session was concerned with discussion on principles of key components that are vital for establishing a strong and sustained MTB-MLE program. In addition, it relates with practicing using the principles to assess key components in existing MTB-MLE programs.

Problems in many MTB-MLE programmes include poorly planned and poorly funded, poorly trained teachers; poor quality classroom materials, too little time to build a strong foundation in the L1 and a good bridge to the L2 and additional languages. Therefore, priorities of MTB MLE are learner-centred, community-centred, education for development, strong educational foundation in L1 and a good bridge to L2. In terms of sustainability, the components include compatibility with the strategic goals through research policy by doing with correspondence with government policies, through socio-cultural aspects by doing with suitability to local socio-cultural context, through financial feasibility and institutional capacity by doing with development of local institutional capacity and strengthening of local human resources, through participation and ownership by doing with local stakeholders, through gender equality with participation of women and men as well as appropriateness of technology used.

Appendix 7 – Components of a Strong Mother Tongue-Based Multilingual Education

Open Forum

Dr Suwilai Premsrirat (Thailand) commented that in teaching mother tongue, teachers of foreign language should have to be good of the language, the qualification in mastering the language. Teachers who can use Patani Malay but in some schools which do not have teachers speak Mother Tongue, assistants are needed.

F. Plenary Session 5

Sharing on Sustainable and Strong Mother Tongue-Based MLE Programs

- 1. Case Study 1 - Apu Palamguwan Cultural Education Center, Philippines
by Ms Jenny Lynn Lee**

Summary/main points of presentation:

Apu Palamguwan Cultural Education Centre is Cultural Education Centre which is an engagement with the Pulangiyan of Bukidnon. The operation sites are Villages of Bendum and Nabawang, Upper Pulangi Valley, Bukidnon, Mindanao, Philippine. The Pulangiyan of Bukidnon is forest people where one of the indigenous groups of Bukidnon province, Mindanao, Philippines lives. It has an intimate knowledge of the land, the forest, and living things around them and it depends on their natural environment for food, clothing, house, medicines, and livelihood. The community still practises cultivation and has a subsistence economy. In trading, the transaction is conducted through engaging in barter and use abaca as a main source of cash. It is headed by a Tribal Council and has the traditional form of governance. The religious beliefs and practices are anchored on a profound respect for nature and living in harmony with the community.



The mother tongue programmes are community initiative for formal education and it is a request to the Department of Education for school teachers. It is complied with Department of Education's requirements such as census and school building. The other programmes are visiting and dialogue interaction with the Bendum community and the results are identification and prioritization of needs. The identified needs for education is a school and the others are health, clean water, access to medical care, land security in protection from logging and mining companies. For peace security, armed encounters in the area and the livelihood is the needs of resource abundance to productivity and trading. The literacy programme conducted was in reading, writing and counting in the mother tongue. In this programme, the involved staff were teachers from external and community volunteers, the non Pulangiyan who took part in the programme. The data gathering for programme development was taken in 1994 and it focuses on group discussion, documentation of culture which is Pulangiyan culture. The culture is cultural history, physical domain, customs and tradition, arts and crafts. The examples of work in the target language are a Binokid dictionary and an alphabet system or *Pulangiyan ha alpabitu*.

Appendix 8 – Apu Palamguwan Cultural Education Center: An Engagement with the Pulangiyan of Bukidnon

2. Case Study 2 - Mahidol University, Thailand by Dr Suwilai Premsrirat

Summary/main points of presentation:

The summary of presentation is research conducted in Patani Malay, Thailand. The programme has some activities and focuses on components of strong mother tongue which one of the elements is the policy. The policy is needed in building the mother tongue implementation programme. In this programme, the Government of Thailand needs to find out to start the bilingual education in the south. The first thing is to choose which community to work with and second is finding sources and so forth. The current language situation of the area is important because it gives guidance to the researchers of the situation. Prior to the programme, mobilization and awareness are conducted. The languages are Malay and Yawi and the projects applied the higher level thinking. The curriculum and lesson plan are the target of the mother tongue projects. The Government agency support is needed in working together as cooperation in building research in mother tongue and the implementation. Partners of the projects are universities and NGO (Summer of Institute in Linguistics, SIL). Factors of giving contribution to the mother tongue projects are the research team that consist of Buddhist, Muslims Malays) and technical support from Mahidol University and financial support.

3. Case Study 3 - Guatemala by Dr Ron Morren

Summary/main points of presentation:

The presentation is about thirty years of bilingual education in Guatemala. The historical background of Guatemala are approximately 60% of the population speak a Mayan language as their mother tongue. Many of these also speak some Spanish as a second language; There are about 22 different Mayan languages in Guatemala; The language of the school has historically been Spanish.

Mayan Bilingual Education Project: An experimental project for the 4 largest Mayan language groups. The medium of instruction is primarily Mayan MT with gradual transition to Spanish. Teachers: Mayans who were bilingual in Spanish and their MT. The objectives are developing and testing bilingual curriculum material for the four largest Mayan languages, training bilingual promoters and teachers in the use of bilingual materials and Spanish-as-a-second-language teaching techniques. The other objectives are redesigning training for technical specialists in support of bilingual education and evaluating the implementation process, impact and cost of the bilingual education project as a model for a national bilingual program.

The Materials Development Procedures are first year of program in curriculum development personnel trained, and pre-first materials developed. The second year of programme is pre-first promoters and teachers trained. The end of the workshop is reviewing and revising pre-first materials. The pre-first materials published in a more-polished manner and the next step is developing first grade materials in three phases. The end of year workshop were reviewing and revising the first grade materials. After that, the materials published in a more-polished manner. The third year of programme is conducting the same procedure as was done with first grade materials. The fourth year of programme are revising and publishing new curriculum materials, catching up on the many things that were falling behind.

The results after four years of Experimental Bilingual Education Project (i.e. 1984) are pre-tests and post-tests were administered by external evaluators at 40 experimental and 40 comparison schools. Student attendance, drop out and promotion rates improved at the bilingual schools. Therefore, the Ministry of Education of Guatemala decided to make Bilingual Education a separate department and expanded bilingual programme are conducted to 400 'complete' and 'incomplete' schools.

The drawing conclusions are favourable evidence was found for the Guatemala bilingual education programme. The sociolinguistic nature of a region affects the outcomes of bilingual education and the bilingual education appears to be more effective in more purely indigenous areas. Enough evidence on cost effectiveness can be administered to justify bilingual programs on financial grounds. Even though Guatemala's transitional model of B.E. program would be considered weak according to Thomas and Collier's hierarchy of models, B.E. in Guatemala appears to positively impact the potential for success in both primary and later levels of education.

Appendix 9 – Thirty Years of Bilingual Education in Guatemala: Investigating Results

4. Case Study 4 - San Andres by Ms Diane Morren

Summary/main points of presentation:

In this session, the main points of presentation are the history and development of a Mother-Tongue-Based Multilingual Education Program in the Caribbean. The language of San Andres Island is Islander Creole English. The projects were conducted through some research and works on languages of San Andres Island, studied a creole education programme on San Andres Island, creation of a trilingual programme, orthography development, development of educational materials, teacher training, publishing of materials and evaluation and documentation.

In San Andres, Islander Creole English is used in oral language for family communication and friends for daily communication in the Creole community. It is also used in explanation in Creole schools and churches. The language also occurred in written poems and short stories (very few) with island "flavour" in a non-standardized writing system.

In the island, the community concerns in family structures, economic problems, academic problems of young people and changing attitude of using their home language which is considered as low. Therefore, the project of using and developing mother tongue is needed by involving outside aid to set up a Creole language educational program on San Andres. The projects should be in the form of trilingual and incorporate traditional Creole values in the curriculum. One of the examples of the project is in modification of Big Book method. The reasons for choosing the Big Book method are fewer materials need to be printed and one big book can be utilized in several ways. In this matter, a big book can be used for a reading lesson and a science lesson or social studies lesson, depending on the content. This project involves teachers and local community to take part in using the mother tongue.

Appendix 10 – The History and Development of a Mother-Tongue-Based Multilingual Education Program in the Caribbean

Open Forum

On the presentation of Thailand, **Dr. Neou Sun (Cambodia)** asked on the process of curriculum development and whether local school teachers were involved.

Dr. Suwilai Premsrirat (Thailand) explained that Southern Thailand has teachers that can speak Mother Tongue but there are those areas have rare Mother Tongue teachers.

Mr. Abdul Mukti (Indonesia) commented that there was much learning in the case studies and in the contextual map by Dr. Johnny Tjia. All the questions have been answered. The case studies in Guatemala and Thailand are similar. Students who speak local languages are the ones that need to be served.

Dr. Suwilai Premsrirat (Thailand) explained that if there are things that we could do to help the target learners and communities, we just have to do it.

Mrs. Yangxia Lee (Lao PDR) commented that supportive policy is needed first. If the policy asks them to do, then it could be conducted.

The Malaysian delegation remarked that Apu Palamguwan Cultural Education Center's presentation of its case study has many similarities with projects in Malaysia. Malaysian teachers attend teacher training colleges. Although there is no curriculum for mother tongue based teaching, teachers become aware of the problems when they do their teaching practice in schools and can use it to develop one. Since there is no measured curriculum for the teachers, local people come up with some form of alternative intervention curriculum in order to facilitate teaching and learning. Institute of Teachers Education helps teachers in developing resources, such as simple sentences and vocabulary for teachers. Projects in Malaysia were also initiated by NGOs, such as the 2 curriculum in Iban/Kadazan Dusun.

Dr Neou Sun (Cambodia) expressed his wish to learn from the Thai model, presented by Dr Suwilai, especially on teacher recruitment for MLE programs. Currently, Cambodia recruits mother tongue teachers from local communities, by selecting people who show signs of intellect. Cambodia has problems in assigning teachers to remote areas because teachers do not want to work in rural areas. Therefore, the Ministry of Education and NGOs assign people in the community as teachers. These people learn the methodology twice per year or every 6 months. However, they have limited knowledge and cannot teach higher level materials. Therefore, Cambodia wishes to learn from Thailand, how Thailand recruits teachers for teaching mother tongue programs.



Dr Suwilai Premsrirat (Thailand) responded that MLE teachers have to have good knowledge of their mother tongue language as qualifications and their willingness to become teachers. They have to be able to read and write, be accepted by the community as good teachers, and it would also be beneficial if they would also be literate in the national language. Selecting teachers from the community should work; however, they would need some training. In the case of Southern Thailand, there are many Malay speaking groups with various levels of education, so Thailand has regular teachers who can speak the mother tongue (in this case,

Malay) language. Where there are no mother-tongue teachers in a school, schools hire assistants, which are not difficult to obtain. Thailand also has a smaller group in the north and there is a need for further work with different groups of ethnicities.

Mr Abdul Mukti (Indonesia) thanked all the presenters for the case studies presented, and also the Conceptual map developed by Dr Tjia from SIL International. He remarked that Thailand and Guatemala case studies were similar. He emphasized the importance of the support of the system, which is money or funding for the project. He hoped to utilize Thailand's model and the Conceptual map for future use in order to increase the capacity of students speaking the local language.

Dr Ron Morren (SIL International) remarked that if any of the participants would like to learn about the Guatemala project in more detail, he has a detailed article in the Journal of Multi-Cultural Education, which he could give reference.

Mrs Yangxia Lee (Lao PDR) expressed her belief that MT will make a great difference in the society by reaching the very unreached in education. However, Lao PDR faces the policy support problem; they cannot mobilize on MT projects without policy support by the government. She believes that Southeast Asia can share experiences on policy support.

G. Workshop 1 - The Components at Work: Assessing Experiences and Practices **Facilitator: Dr Johnny Tjia, SIL International**

Mechanics/procedure of the workshop:

Participants were divided into Countries. They were given 20 minutes to discuss on the 9 aspects below, in order to determine whether they have each of these items in place, or whether they still have to work on specific areas for MLE program to work.

1. Supportive policies with clear directives
2. Program plan
3. Documentation and evaluation process
4. Program leaders in place: language, district, state, national
5. Recruitment, training, materials production
6. Coordination and supervision institutionalized
7. Adequate, on-going funding
8. MLE program established in formal/non-formal education system
9. Cooperation among supporting partners

Highlights/discussion results per group:

Group 1 (Cambodia) – presented by Mr Bun Rour

Cambodia has supportive policies with clear directives. The National Constitution states 9 years of basic education and there is a national policy for indigenous people to be included in the education law and curriculum policy. Mother Tongue is taught for Non-Formal Education in the subjects of Math, Khmer, Social Science and Science for level 1-6. For Formal Education, they are taught in Grades 1-3. There are community schools and in minority communities, minority schools. The Mother Tongue program is a national curriculum project and it is being monitored every year. For Documentation process, Cambodia has Textbooks, Learning and Teaching materials and post tests. The Program leaders are the Ministry of Education (MOEYS), provincial education officials and NGOs working together. The recruitment of teachers are mostly from communities, not from the Ministry. There are funding for MLE but they are not enough. Communities and local authorities operate together to make MLE work.

Group 2 (Lao PDR) – presented by Mrs Yangxia Lee

For Lao PDR, there are no projects and policies on mother tongue but there are many strategies on how to improve the learning of the national language. Lao PDR government's policy is for non-discrimination; everyone has the right to education. The Education Law has been updated in 2007 but there is no article on Mother Tongue. Lao PDR has a small population with 49 ethnic groups and also many unofficial ethnic groups. Many villages are small, having around 16 children per village, and are situated far apart from each other. In order to save its resources and ensure education and good health for these villagers, the government has arranged for villages close together to get together in a location. Under the Education Reform, there is a greater emphasis for the ethnic people in the country, and also to comply with the Geneva 2008 Conference. As a result, the strategy on mother tongue will be clearer, with the plan to start on the draft by the end of this month, and have the final draft ready by the end of this year. With inclusive education strategy, education reform increases the importance of bilingual education, meaning Lao-English, Lao-French, Lao-Vietnam, Lao-Chinese, and Lao-Thai, depending on the surrounding border.

Lao government support the recruitment of local/ethnic teachers, as much as possible, and in the long term, these teachers can become administrators and governors. Teachers have to know how to communicate in the local language, so at least the oral language will not disappear. Lao PDR would like to have research-based evidence on whether people would like to have Mother Tongue education. There is also inadequate funding for MLE. There are non formal pilot projects in 2 provinces in the north and the south of Lao PDR, which include only 2 or 4 districts. As for the project supported by UNESCO, only 1 district. Lao PDR does not think that it would be enough and request greater cooperation with bilateral partners, donors, and NGOs for education sustainability and education for all.

Group 3 (Malaysia) – presented by Ms Arni binti Zainir



Malaysia has supportive policies and clear directives. The National Education Act 1996, Article 152, states that other languages and cultures will be sustained, which includes, Bahasa Malayu, Chinese, Tamil, and indigenous languages. In Malaysia, there are also primary school national types such as Chinese/Tamil for 6 years (std. 1-6). The Programme Plan is in place, there are Curriculum for PSNT (C/T) since 1990s and Curriculum Iban/Kadazan Dusun since

2000. The Documentation is comprehensive with syllabus, reports and public examinations for evaluation. The Program Leaders are subject officers for different languages on the Federal, State, and District levels, which they convene 2 times per year to update on work progress and avoid overlapping tasks. Teachers for all languages have to attend colleges and universities. Malaysia has adequate textbooks, teaching and learning resources and also provides courses to help teachers to produce their own resources. Institutionalized inspectors visit schools for supervision to ensure that teachers follow the curriculum. The Curriculum Department officials and Division officials also supervise on the teachers. The funding by the Government is on-going. The MLE program is established in the formal/non formal education system and there is cooperation among supporting partners such as Kadazan Dusun, Iban and NGO.

Group 4 (Philippines) – presented by Ms Irene de Robles

The Philippines group highlights some ideas in supportive policies with clear directives (Department of Education Philippines Order 74). The program Plan, documentation and evaluation process, program leaders in place: language, district, state, national level should exist. The recruitment, training, materials production: adaptation materials to the mother tongue. The coordination and supervision institutionalised: in place and ongoing regional/district office. It should have adequate, ongoing funding such as non-going funding, basic education reform organization (BESRA). The MLE program established in formal/non formal education system will be on going and the cooperation among supporting partners are on-going and ratification of the Philippine Constitution.

Group 5 (Thailand) – presented by Dr Rungaroon Saiyasophon

Thailand's draft of Language Policies and the Strategy Plan has already by accepted by the Prime Minister in 1999. Thailand's overall programme plan needs detail for each year. Documentation and evaluation process for school projects, classes, student development report, researches were undertaken. The Program Leaders are in place in the district, state and national levels. There is a Steering Committee for the Southern Thailand projects and Implementation committee comprising of local leaders. The Programme Leaders are MOE and universities. Thailand has adequate and on-going funding but still require more funding for the coming years. MLE program is established in formal and non-formal education systems. Further cooperation is needed at the high level (MOE).

Group 6 (Vietnam)

Vietnam's Constitution 1992 and Educational Law 2005 are not clear on how to implement Mother Tongue. However, Vietnam has Action Research on MTB-MLE in 3 provinces for 3 languages, which are Mong, Trai, and Khmer. There is an MOU between MOET and UNICEF with clear objectives, expected outcome, and plan until 2014. The Documentation is well-documented; however, Vietnam needs technical support on evaluation method. Vietnam has decentralized management: school/district/province/national steering committee. For Recruitment, there are qualifications and trainings for Mother Tongue teachers in the field. They also develop material from preschool. However, they are experiencing problems on how to make a successful transition from L1 to L2, or teaching a subject in L1 and gradually change to teach the subject in L2. There is technical support from the local experts to the teachers. MLE programmes are established in formal and non formal education systems. There are piloted projects in 7 kindergartens, 8 primary schools with 14 classes in formal education system. The Stakeholder of the MLE programmes is the Committee which is comprised of the local people and MOET. In summary, Vietnam needs to work on clearer supportive policies, evaluative methods for the beginning of the programme, trained MT teachers, national standard competencies to MLE curriculum, and transfer of skills from L1 to L2 (currently the transfer takes place at grade 2).

Group 6 (Indonesia) – presented by Mr Abdul Mukti

In Indonesia, Mother Tongue is used in Primary School as an allowance but not mandatory. The local government is responsible for MLE, while the central government's role is limited. In Indonesia, only 20% of the population speaks Bahasa Indonesia while 80% speaks the local language.

Group 7 (Singapore)



Singapore's experiences are very different from other countries in the region. Geographically, Singapore is small, so it is easy to implement new initiatives, curriculum, and policies. Singapore does not have geographical, urban-rural, IT, infrastructure, or political divide. Singapore has 4 languages but Malay is the national language while business transactions are conducted in English. Malaysia and Singapore share the same language system. Through a series of reform in 1988, Singapore adopted English as medium of instruction. In 2006, up to 42% speak English. The MLE programme is established in formal and non-formal education system. In this matter, Singapore has conducted STELLAR or the shared Book Approach in STELLAR, the project of Malays as the first language. As conclusion, they state that different countries have different contexts in MLE programmes.

DAY 3 – 8 July 2010

H. Plenary Session 6

Chair: Mr Johan Lindeberg
Assistant Programme Specialist in Inclusive Education
UNESCO Asia and Pacific Regional Bureau for Education

Advocacy Action Plan to Get Support for Mother-Tongue Based Multi-Lingual Education Programmes
by Ms Raquel Castillo, ASPBAE

Realities on the Ground: Designing Advocacy and Communication Plan

In this session, Ms. Raquel de Castillo noted some points on advocacy strategies in Mother Tongue-based Multilingual Education. In dealing with upper political and technical level, advocacy and campaign are needed. Advocacy is talking based on a cause with the aim of influencing the policy and practice more generally. Campaign is a more systematic way of linking the activities of a range of stakeholders to make a measurable impact within a short time. Policy and practices need to be addressed and the message should be clear and goes to any issues. In this stage, action is the crucial thing. The weakness is many of the members are practitioners who advocate but they are busy to talk to Government. Therefore, strategies and tactics are needed in order to implement the advocacy and campaign. Therefore, mapping which is the building alliance is required in order to understand the situation. The boomerang approach is in the interest group and media is used to set prospective building. The essential steps are analyzing procedures and it starts from identifying a policy issue and calculate how many persons have contact with technology such as Internet in video downloading. The goals of the mother tongue have to be in line with Education for All in all persons have the right to pursue quality of education and equal learning opportunities

Making Messages that Motivate

It is important to begin by understand first what the data and information need to be reflected and what the story will tell the readers. In preparing for evidence-based advocacy, it is important to identify first what needs to change (politically, economically, and culturally) and how to fix the situation.

Then, it is necessary to set objectives and make sure that communication and advocacy objectives are in line with the programme objectives so they are mutually supporting each other.

A key message is the driving force behind how the audience perceives. This is somewhat similar to a brief response when someone asks what a person does. If a person cannot communicate a clear, concise and compelling answer in less than one minute, that person risks losing the other person's attention, interest or support. Sometimes a message is about one thing, sometimes it is a broader statement. It is better to get simple message across and include the task what you want the person to do for you.

Sample Key Messages by participants

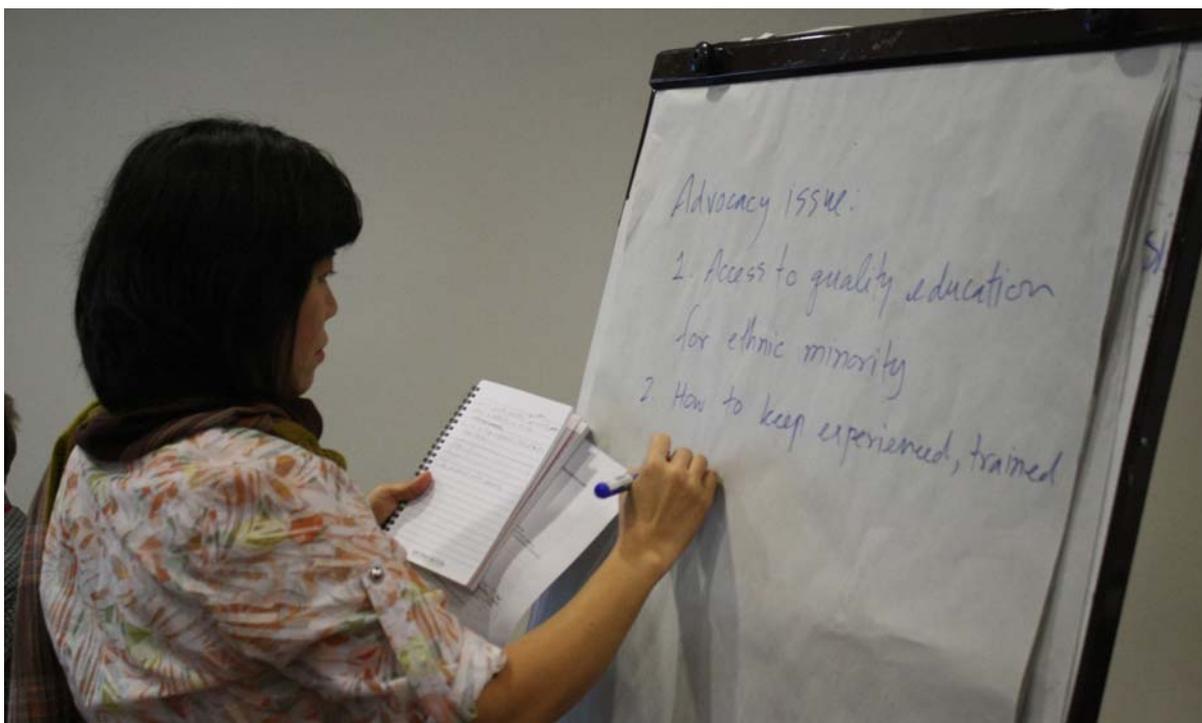
1. Start with MTB from family (Philippines)
2. Based on majority of students; use MTB, teach YL with MTB; through MTB to learn L2/L3 (Indonesia)
3. Teachers help students by MTB; adapt/adapt materials and down to students; sustain MTB program (Malaysia)
4. MOE is responsible for MTB; (Cambodia)
5. For every child an education, for every family a livelihood, for every community a voice (Lao PDR)

Appendix: Advocacy Action Plan to Get Support for Mother-Tongue Based Multi-Lingual Education Programmes

I. Workshop 2 - Realities on the Ground: Designing Advocacy and Communication Plan

**Facilitators: Ms Raquel Castillo, ASPBAE
Mr Johan Lindeberg, UNESCO**

Mechanics/procedure of the workshop:



The 8 Member Countries were divided into 4 Groups of 2. Each group was assigned to prepare advocacy messages to support the Mother Tongue Based Project to one of the 4 different persons: Parent, Teacher, Minister of Education, and Donor (in this case, the World Bank). The first group would present the message, the person would reply, and the next group had to come up with an improvement on the message.

J. Plenary Session 7

Chair: Mr Noorhaizamdin Abdullah
Deputy Director for Programme and Development
SEAMEO Secretariat

Presentation of plans

Group 1 Thailand and Vietnam address to Parent
Group 2 Indonesia and Philippines address to Teacher
Group 3 Cambodia and Malaysia address to Minister of Education
Group 4 Singapore and Lao PDR address to World Bank

Advocacy target

Parent – Ms Raquel Castillo
Teacher – Ms Jenny Lynn Lee
Minister of Education – Mr Noorhaizamdin Abdullah
One donor – World Bank – Mr Johan Lindeberg

Group 1 (Thailand and Vietnam address to Parent)

Dr Suwailai Premsrirat(Thailand) Parents should allow their children to join the MLE programme, so children will be able to read, write and calculate. Children should learn the official and school language and also preserve their cultural heritage by learning in their mother tongue.

Response from Ms Raquel as a Parent in the community: I want my children to learn English, learn from the very start, so it would benefit future employment opportunities, I want English, not Mother Tongue

Group 2 suggestion to improve the message: “To help the students learn better, use MLE. Use your language.”

Group 2 (Indonesia and Philippines address to Teacher)

Indonesia: Equip the majority; we believe the majority of students in our country do not have good quality education because they were taught in the language they could not understand. We should use MT in the Early Years. Children can grow and learn through the language they understand, their own language.

Response from Ms Yangxia Lee as MLE Teacher: Practically all of the textbooks are in English, who will help me translate the material into the MT, and where would I get the materials in MT?

Response from Indonesia: The MT teacher’s responsibility is not translating materials into English. It is to help develop students’ learning and thinking capability through Mother Tongue, so they would be better prepared for English materials in the later years. Without this process, they would not develop their comprehensive thinking.

Group 3 suggestion to improve the message (Malaysia): Teachers are also resources and can help develop materials, Ms Arni binti Zainir: teach teachers to be resourceful, so they can adopt and adapt with the materials around the community, such as from newspapers, radio, and local situations.

Ms Jenny Lee as Teacher: The method seems doable, but it looks like a lot of work for the teacher

Ms Arni binti Zainir shared a Malaysian saying that “We have to work hard in the beginning to make our life easy in the end.”

Group 3 (Cambodia and Malaysia address to Minister of Education)

The Group stressed the Importance of MTB MLE programme, and the need to sustain mother tongue language.

The Minister was supportive of the Mother Tongue and agreed to sending participants to workshops and invite specialists to share their experiences.

Group 4 suggestion to improve the message: Students learn best using mother tongue.

In order to make the message strong, Ms Raquel also added that Thailand can address the Minister that it already has 11 successful pilots and is coming up with high achievements in learning for many years, so why can we not do it on the national scope?

Group 4 (Singapore and Lao PDR address to the World Bank)

The Group believed that Mother Tongue is a policy strategy to provide education for ethnic children and adults. “For every child an education, for every family a livelihood, for every community a voice.”

Response from the Donor, complimented on the message and requested more information on how Mother Tongue would impact the overall quality of education in Lao PDR or Singapore, what are the negative impact on politics, how to develop the curricular and materials, how to

train the teachers and would Mother Tongue make the learning achievement go down or take your country backwards in terms of learning achievement.

Group 1 suggestion to improve the message: Please provide funding so we can improve on MLE programme and address all the issues that were raised.

Mr Johan Lindeberg (UNESCO) also added “For every child a quality education, for every family a sustainable livelihood...”

Ms Raquel Castillo (ASPBAE) added “for ever community one voice using Mother Tongue”.

Mechanics/procedure of presentation:



Ms Raquel Castillo (ASPBAE) requested for the Member Countries to initiate an Advocacy Action Plan. Take your initial ideas and take it home to your organizations. Ask yourself what steps you would need to take. For country advocacy, who would be the target, the specific person or official, at the community level, province, district national, and international? Who and which agency would you target? What tasks are to be done, when, and at what timeline? What resources do you have already, who do you work with? What are the gaps in your resources? How much more resources would you need from somewhere else? How would you measure your success implementation on your advocacy plan on MLE? When will you assess it?

Panellists (to comment on the plans):

1. Dr Ronald Morren, International Literacy and Education Consultant, SIL International
2. Ms Diane Morren, International Literacy and Education Consultant, SIL International
3. Mr Noorhaizamdin Abdullah, Deputy Director for Programme and Development, SEAMEO Secretariat
4. Dr Johnny Tjia, Operational Division Manager, SIL International Indonesia
5. Dr Suwilai Premssirat, Director, Centre for Documentation and Revitalization of Endangered Languages and Cultures; and Project Director, Mother Tongue-based

Bilingual Education for Patani Malay in Southern Thailand, Research Institute for Languages and Cultures of Asia, Mahidol University

6. Ms Raquel Castillo, Asia Policy Advocacy & Campaigns Coordinator, ASPBAE
7. Mr Johan Lindeberg, Assistant Programme Specialist in Inclusive Education, APPEAL Unit, UNESCO

Highlights/main points of developed plans by group/by country:

Lao PDR

For Lao PDR, they would report the workshop's outcome to the Minister of Education. The group will have a meeting with Senior Educators from the Ministry of Education Lao PDR, to make sure that they recognize our issue. We will put it in our Inclusive Education Plan. We will have a survey on all the strategy and on quality education. We will conduct teacher education training, to ensure that the message on Mother Tongue go through the country quickly. We would like to propose to UNESCO, UNICEF, and SEAMEO to conduct research so we can have research-based mother tongue evidence on why we need to have Mother Tongue. We have to make sure that the policy makers understand Mother Tongue. We also the Institute Research of Education, which can channel the message through television and newsletters.

Mr Johan Lindeberg (UNESCO) suggested that it is a good idea to link up Mother Tongue with on-going reform, which in Lao PDR's case, the Inclusive Education framework. Mother Tongue would be advocated and gain momentum and recognition by linking up with the Inclusive Education framework.

Malaysia

Malaysia group targeted on the teachers and curriculum experts. They also expect to communicate with teacher trainers in colleges and community leaders on the sub-national level, or at the district level, the MOE, Universities, and the Institute of Teacher Education on the national level, UNESCO, SEAMEO, and World Bank, on the international level.

Representative from Malaysian MOE said she would improve the resources, or the teaching-learning materials, and textbooks, to make the teaching-learning process more effective. In order to measure the success of MTB MLE, we will have assessment on the students' performance with the public examinations held at Secondary 3 and 5.

Ms Raquel Castillo (ASPBAE) said that in addition to planning for MLE programme to be submitted to the MOE, the group should also look at how you are going to convince the Ministry that the plan is a good one.

Indonesia

The Group would do research to collect evidence. On the national level, they will work with committees. They will report the work from this workshop and implement the mother tongue project. They will communicate with parents, teachers and the community around the schools. They will introduce a system to human resources for teachers. In a classroom, sometimes the students speak 3 languages and sometimes teachers have to use 3 languages for students to understand. We will look at the rate of students' fail and dropouts to measure the success of MTB MLE.

Ms Raquel Castillo (ASPBAE) complimented the group's strategy to start with evidence, and to convince the need for MTB MLE in these communities is the key strategy.

Vietnam



The Group will first come up with an audience for the advocacy plan and the content of advocacy and later determine how effective their advocacy plan is. They will discuss the topic with the committee level and the community leaders on the subnational level on the educational management of the school and multilingual education. On the national level, they will work with MOET. On the International level, they can work with regional partners. They have a Central Steering Committee to communicate to MOET leader, and to do advocacy activities at the local and public levels. From advocacy kit, they will build network of volunteers to communicate about the benefits of MLE programme and to introduce it in their own language. We have materials developed by UNESCO, which are translated into Vietnamese. For success measurement, they will develop an assessment tool to determine how the Mother Tongue has an effect on all levels.

Mr Johan Lindeberg (UNESCO) supported the national translation of advocacy materials, such as UNESCO's materials. He encouraged the countries to utilize these advocacy materials and adapting them to suit national needs.

Thailand

Mrs Bussaba Prapaspong (Thailand) informed that their target group would be high ranking persons in education. Their strategy would be on how to convince high ranking persons in education about bilingual education. They plan to organize a study tour to one of the 11 Mother Tongue pilot sites, in order to encourage them. They would be able to see for themselves that the children are happier to go to school and are not afraid of the teachers. They would share their research documents but it would need to be translated into other languages. They plan on figuring out how to get the education policy accepted by the Committee so every stakeholder can work in their location in their area.

Ms Raquel Castillo (ASPB AE) shared that China also uses the strategy of organizing a tour to project sites during international conferences.

Dr Suwilai Premssirat (Thailand) informed that it is difficult to get the people in the high officials in the MOE to be interested and understand MLE, unlike the people in the communities who accepted it. However, the Group plans to advocate the high officials by printing advocacy material in short, clear messages and arrange an appointment to explain about MLE, inviting also the project director, Community leader, and technical advisor.

Mr Johan Lindeberg (UNESCO) added that it is important to stay optimistic.

Philippines

The Group will aim for a long term advocacy plan. The figures that are resisting to MTB MLE are lawmakers, policy makers, academicians, parents, and the public in general, and it is based on the myth that MTB MLE will not provide job opportunities, and the students would not be competitive. In order to make the idea more attractive, the Group will emphasize on the key word of “foundation”, which is the early years. They will gather short case studies, evidence-based reports, and study tours from local and international levels. They always have facts and studies that are technical, and do not appeal to emotion. However, the actual experiences on the ground would, such as study tours. For parents, they will use the mass media, which is very effective for the public. They will then be the ones to advocate to their lawmakers. People in charge of this strategy will be technical working group, government agencies, Department of Education and non-government organizations. We plan to work with the timeframe of 2010-2014. We have our network, university, supportive lawmakers, SIL International, SEAMEO INNOTECH and UNESCO. Success indicators would be that the Bill would pass into law so Projects can be initiated. With mass support, there would be more schools using MLE. The Group also aimed in Increasing partnership with stakeholders.

Dr Johnny Tjia (SIL International) said that advocacy takes time and it is not “instant noodles”. National language is not being put aside. Mr Noorhaizamdin Abdullah advised the groups to revisit the plan because there would be new factors and new policies that would new variables to the plan. Therefore, Mr Johan advised to Revisit, refine, and redevelop your plan.

Singapore

The situation in Singapore is different from other countries in the region. Singapore’s mission statement is “What is best for our children is best for the nation”. As Singapore does not have natural resources, it places great importance on human resources to ensure that human talent is not wasted in any way. Singapore has an effective bilingual program. Almost all children speak 2 languages at home and since preschool, they learn 2 languages. Singapore’s measures succeeded, children have a high literacy, being able to read and write in 2 languages, however, there is a decline in oral proficiency in their mother tongue. As Singapore becomes more cosmopolitan and experiences more mixed-race marriages, mother tongue has become a confusing issue. What is their mother tongue? As English becomes more dominant as the local language, parents prefer to use English at home. Our advocacy and action would be “Our language, use it.” Our advocacy and action.

The Group will talk to parents, teachers and children about their problems, and from the feedback, decide on the action to take. There is a Committee to support programmes on Malay language. Any organizations interested to conduct programmes, will be provided with funding and guidance. The Committee promotes the learning of Bahasa to the students and members of the public. They also organize workshop to deal with instructional material.

Ms Diane Morren (SIL International) asked for the reason for the decline in oral proficiency of mother tongue in Singapore. It turned out that teachers use the formal Tamil language rather than the informal, more colloquial one, so the students were discouraged to speak. Now the

teachers are encouraged to use the more informal one, closer to how it is spoken in a local situation, and the oral proficiency has improved.

Cambodia



The Group mentioned that since 1997, there was a lot of international cooperation to implement programmes to help highland people. Cambodia has a lack of funding so it depends largely on NGOs. The Group aimed to target the public community for advocacy, and influence the local authority. The Group will provide assistance in the development of the learning materials, focusing on primary education. The Group will advocate for the Ministry to provide textbooks. The Group also encourages NGO's support.

K. Closing Programme

Selected participants gave their impressions and reflections highlighting their learning and the lessons they would take home.

The SEAMEO Secretariat gave some remarks and closing and made announcements for the next sets of activities.