



NATIONAL TRAINING WORKSHOP ON THE DEVELOPMENT OF COMMUNITY-BASED TEACHING-LEARNING MATERIALS FOR MULTILINGUAL EDUCATION

8-10 DECEMBER 2010
VIP HOTEL, CAGAYAN DE ORO CITY, PHILIPPINES

R E P O R T



Implemented by the SEAMEO Secretariat & SEAMEO INNOTECH
in coordination with the Department of Education, Philippines

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



NATIONAL TRAINING WORKSHOP ON THE DEVELOPMENT OF COMMUNITY-BASED
TEACHING-LEARNING MATERIALS FOR MULTILINGUAL EDUCATION
8-10 DECEMBER 2010
VIP Hotel, Cagayan de Oro City, Philippines

REPORT

I. Background

The Southeast Asian Ministers of Education Organization (SEAMEO) and World Bank (WB) collaborated on a project entitled The Use of Mother Tongue as Bridge Language of Instruction from 2007 to 2009 to explore how language policies can help achieve Education for All in Southeast Asia.

The project resulted to an improved awareness on the importance of mother tongue in education, opportunity to adopt and adapt some principles in the use of mother tongue, and activities in capacity building and advocacy to help SEAMEO countries in implementing mother tongue pilot projects.

To sustain what has been achieved and to establish and implement mother tongue-based multilingual education (MTB MLE) programs, SEAMEO member countries must be equipped with knowledge and skills on the components of strong MTB MLE program, particularly in curricula and materials development and utilization and advocacy. Thus, WB and SEAMEO are embarking on the Phase II Project, *Enhancing Awareness and Building Capacity of SEAMEO in Establishing Mother Tongue-based MLE Programs in Southeast Asia*.

Specifically, the objectives of the project are as follows:

- To enhance knowledge and skills of officials and representatives from Ministries/Departments of Education in planning, advocating and setting up mother tongue-based MLE programs based on existing policies and context of their respective countries;
- To train trainers from SEAMEO Centers on principles and methods of developing and using curricula and teaching-learning materials for non-dominant languages;
- To develop a set of generic technical guidelines on the principles and methods of developing and using curricula and teaching learning materials for non-dominant languages;

- To provide exposure and hands-on activities on actual implementation of effective and sustainable mother tongue-based MLE programs to officials and representatives from Ministers/Department of Education and SEAMEO Centers; and
- To provide advocacy materials on mother tongue-based MLE programs that highlight experiences and case studies in Southeast Asia.

To advocate project activities and project gains at SEAMEO meetings, networking and inter-organization working group meetings.

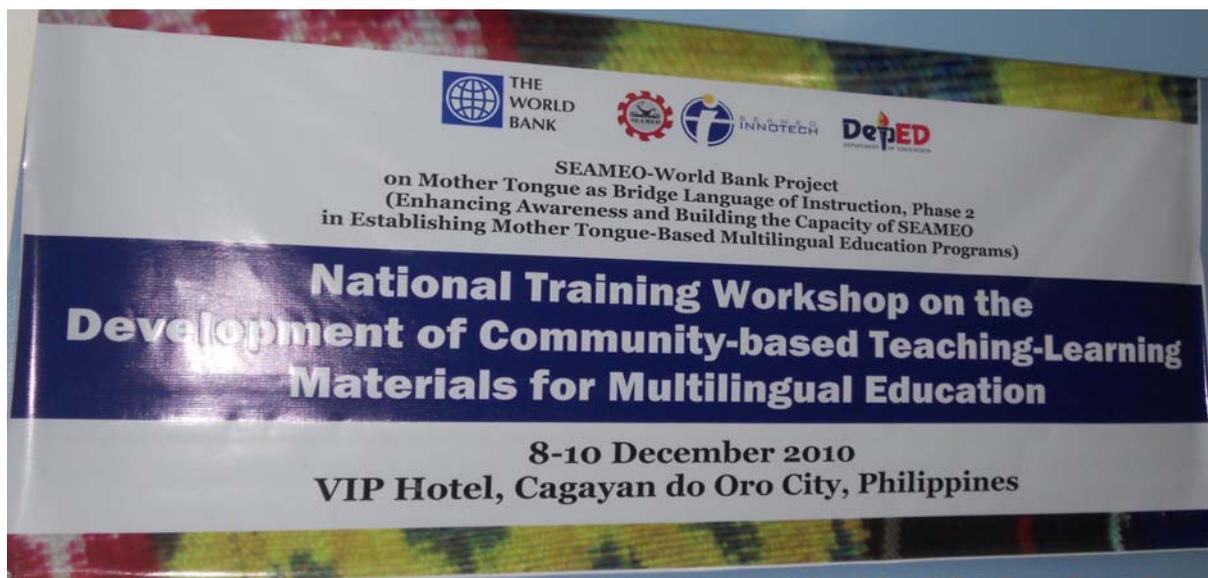
II. The National Training-Workshop

To achieve the project objectives, seven major activities are being conducted: two regional training-workshops, a study tour, national training-workshops, development of technical guidelines, production of advocacy materials, reporting of project updates and gains during SEAMEO meetings.

The conduct of activities involved SEAMEO centers: SEAMEO Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH), SEAMEO Regional Center for Archeology and Fine Arts (SAPFA), SEAMEO Regional Center for Quality Improvement of Teachers (QITEP) in Language and SEAMEO Secretariat.

SEAMEO member countries have at least two participants who were designated as SEAMEO MLE Fellows. They received trainings particularly in adapting curricula and in developing teaching-learning materials for non-dominant languages.

SEAMEO MLE Fellows applied their trainings and experiences in the conduct of the country-based training workshops for SEAMEO countries. The focus of this national workshop was primarily on developing and using curricula and teaching-learning materials for non-dominant languages. The training design was based on the needs identified during the regional training workshops.



III. Workshop Objectives

The National Workshop was expected to gear up local MLE trainers and practitioners towards the implementation of MLE programs, particularly in adapting, developing and using curricula and teaching-learning materials for non-dominant languages.

Specifically, this national workshop aimed to:

- To describe the principles and methods of adapting curricula and developing teaching-learning materials for mother tongues and non-dominant languages;
- To share experiences and practices in adapting curricula and developing teaching-learning materials for mother tongues and non-dominant languages;
- To reflect on learning and suggest guidelines in developing and using curricula and teaching-learning materials for non-dominant languages; and
- To deepen appreciation on the importance of mother tongue-based multilingual education.

IV. Workshop activities

To achieve the workshop objectives, several strategies and activities were undertaken including the following:

- Presentations and sharing of experiences
- Small group discussions
- Integrative workshop

V. Participants of the Workshop

The workshop were participated by teachers and community learning center facilitators and practitioners from the Department of Education, Philippines and some non-governmental organizations.



(See Annex A for the Directory of Participants.)

A. Opening Program

1. Welcome Remarks

Dr. Luz S. Almeda, Director of Region X, greeted the participants, MLE Fellows and Resource Persons in different languages and emphasized that there is unity in diversity as everyone shares one vision for the country and the children.

She also narrated a story of a warrior who defied and got estranged with his father when he married the daughter of an enemy. Eventually this family reconciled and left a treasure more precious than gold, which is friendship. This golden friendship came to be known as Cagayan de Oro, the venue of the training. As the City's name implies, Dr. Almeda *unrolled the carpet of friendship to the organizers and foreign delegates*.

She also said she is particularly interested in MTB MLE because in her region, there are a lot of indigenous peoples who speak various languages. She also shared that in Claveria, there was a noted increase in the number of IP learners after they became aware of the value of reading and writing.

Finally, she encouraged the participants to *share and learn together, develop together, propel to greater heights, just like prosperous Asian countries*.

2. Remarks and Project Background

Ms. Abigail C. Lanceta, Programme Officer of SEAMEO Secretariat, provided background information about SEAMEO and the MTB MLE project funded by World Bank.

She started by saying that *being instrumental for indigenous peoples (IPs) to develop values for education is the very essence of SEAMEO*. She then shared the aim of SEAMEO to promote cooperation in education, science and culture in Southeast Asia. She also said that SEAMEO has 11 member countries, including the Philippines which is a founding member, and 19 regional centers, three of which are in the Philippines.

She likewise related the linguistic context of Southeast Asian countries that make MTB MLE programs and project very relevant and beneficial. One of those projects is the SEAMEO-World Bank Project that started in 2007, and has progressed today with the Phase II entitled *Enhancing Awareness and Building the Capacity of SEAMEO in Establishing Mother Tongue-based MLE Programs in Southeast Asia* which included the National Training by Regional MLE Fellows.

She reported past, present and future activities under the project. She likewise shared salient points of the project. One of which is taking a step towards the right path, such as what the Philippines has done through DepED Order 74. S. 2009

which is the first of its kind in Southeast Asia. ([See Annex B for a copy of the Project Background.](#))

3. Workshop Overview

Dr. Ethel Agnes P. Valenzuela, Research Specialist/Head of Research Studies Unit of SEAMEO INNOTECH, provided the workshop overview.

She first commended SEAMEO's Secretariat particularly Ms. Abigail Lanceta, who has done so much to bring MTB MLE to a great height. So many things have happened for MTB MLE because of the Secretariat's full support.

She also shared the Southeast Asian context that necessitates for its people to take *the road less travelled*, that is to develop non-dominant languages. She also discussed the activities which were presentations and sharing of experiences, small group discussions, and integrative workshop. According to her, there are several principles that will be used throughout the national training workshop, which are having an open mind, creating an open space to allow all new ideas to come in and adapting appreciative inquiry. ([See Annex C for a copy of the Workshop Overview.](#))

B. Keynote Presentation: Mother Tongue-Based Multilingual Education: How Choice of Language Affects Learning

Dr. Diane Dekker, Multilingual Education Consultant from Summer Institute of Linguistics (SIL) International explained that MTB MLE is a paradigm shift, emphasizing that *language is the means of learning rather than the end of learning*.

Dr. Dekker explained MTB MLE by differentiating it from bilingual education and describing its four focuses, which are language development, academic development, cognitive development, and social-cultural processes. She also explained how MTB MLE helps build meaning which is different from merely teaching accuracy. She also told participants the steps to take in order to operationalize MTB MLE.

She also taught the participants why the curriculum needs to be adapted and presented the ways on how it could be done. Dr. Dekker suggested the following steps:

- Develop "meaning & accuracy" indicators for each outcome/competency.
- Decide how many class sessions are needed for each indicator.
- Develop the week-by-week lesson plans according to #2, above.
- Develop the Teachers' Activity Guide for each activity, each lesson

- Plan the learning materials that will be needed, including the “Textbook/Activity Book/ Workbook” for each subject.



After her presentations, several points were raised by the participants:

- Importance of focusing on meaning in the Philippine educational system
- Issues of assessment in Accreditation and Equivalency (A&E) wherein writing activities are in local dialect but examination is in Filipino
- Suggested advocacy to have assessment in MT
- Challenges and opportunities to contextualize curriculum
- In some areas, MTB MLE has already started such as the development of community-based materials and Phil-IRI-based reading materials which are being refined by DepED.

(See Annex D for a copy of Dr. Dekker’s presentation.)

C. Curriculum and Materials Development for MTB MLE in the Philippines

From the Curriculum Development Division of the Bureau of Elementary Education, Ms. Ofelia H. Eustaquio, Senior Education Program Specialist and Ms. Judy Ann Marquez, Education Program Specialist, explained what the Philippine is doing in terms of developing curriculum and materials for MTB MLE.

Ms. Eustaquio informed the participants about the curriculum adaptation workshop conducted by the DepED. This workshop has produced a draft curriculum guide for preschool and elementary grades. She presented the new curriculum framework for education, including the time allotment, differentiating them from the bilingual paradigm.

Ms. Marquez, on the other hand, provided information on how the curriculum and materials could be effectively developed. This include putting the readers in mind. She likewise shared some strategies for reading materials development and

offered suggestions on how to write good stories. (See Annex E for a copy of the presentations of Ms. Eustaquio and Ms. Marquez of DepED Philippines.)

D. Indigenous Peoples Education, Curriculum and Materials Development: A Case of the Ayta Community in Pampanga

Mr. Arnold Montemayor, Education Supervisor II of DepED Region III, shared his research and experiences on how he was able to develop mother tongue-based teaching materials for Ayta, an ethnic group in Pampanga. He described how he got immersed into the Ayta culture which enabled him to gain the trust and engage the community in developing the teaching-learning materials.

According to Mr. Montemayor, much of the work entailed participatory researches that enabled him to learn and convert what he learned into literacy modules for teaching the Aytas. Some of the areas covered by his research were tools for hunting and gathering, about rituals, music, governance, plants and their uses.

He presented processes and strategies used for the development of modules and sessions guides. He also shared that his modules were awarded the best and the most interactive during the Module Writing Contest by the ALS DepED. He showed samples of the materials he developed to the participants.

(See Annex F for a copy of Mr. Montemayor's presentation.)

E. Effectiveness of the Mother Tongue-Based Multilingual Education Program for the Ayta Magbukun Community: A Case Review

Dr. Valenzuela of SEAMEO INNOTECH presented the *Research Study on Effectiveness And Achievement Of Using Mother Tongue For Ethnic Minority Learners: The Case of the Ayta Magbukun Tribe in Bataan, Philippines*. This research study was conducted by the Research Studies Unit of INNOTECH funded by UNESCO APPEAL to measure the performance of the Ayta Magbukun learners in their literacy class in terms of performance indicators using quantitative and qualitative measures

Dr. Valenzuela presented the research design and then demographic profile of the Ayta Magbukun community located in Bataan. According to Dr. Valenzuela, the research revealed that:

- The learners were more engaged and active in classes which used their own language.
- The classroom atmosphere is somewhat more relaxed in the Ayta Magbukun class than the Filipino class.
- High scores were obtained in the test scores for the Ayta Magbukun Module 11 (4.3%) than the Filipino class (3.25% MPS).



The Research likewise found out the challenges that comes with MTB implementation in the Ayta Magbukun community which are sustainability in terms of fundings and program design and reach. In the end, she shared the ways to move forward:

- Integration of Literacy with Livelihood Education
- Capacity building for Ayta Magbukun facilitators
- Improve monitoring and evaluation
- Strengthen collaboration with Funding agencies

(See Annex G for a copy of Dr. Valenzuela’s presentation.)

DAY 2: Thursday, 9 December 2010

As a recapitulation of Day 1, Ms. Naima Tamano, Division Madrasah Coordinator of Lanao del Norte Division, summarized the opening program and sessions 1,2,3 and 4. She also shared a few insights about what took place during the first day.

F. Curriculum and Materials Development for the Patani-Malay-Thai Bilingual/Multilingual Education in the Southernmost Province of Thailand

Mr. Uniansasmita Samoh, Researcher of Mahidol University in Bangkok, Thailand, presented his participatory action research project *Patani-Malay-Thai Bilingual/Multilingual Education in the Southernmost Province of Thailand*.

He first provided rationale behind the research which was the low academic achievement and the language situation in Thailand. The project is expected to bring higher academic achievement, preserve language and culture and empower the community. He also explained the implementation plan and the activities to be conducted. He also enumerated the key persons and groups who are involved in

the process of developing community-based materials. He also described the instructional materials development process and showed sample products.

According to Mr. Samoh, the project was able to earn trust and confidence of the community. Moreover, the project led to the following:

- The communities value the efforts made to preserve their language and culture and respect their Malay identity.
- The teachers, school director and parents are happy with the students' performance. The students can read and write their mother tongue and can understand and speak some Thai and start to read and write some simple Thai works.
- The drafted NLP of Thailand submitted to PM and Cabinet is supportive to the use of mother tongue in Education and mass media in the area.

Despite these achievements, there are still hurdles to overcome because according to Mr. Samoh, there are still people who cannot accept MTB MLE, and there are people who challenge the script used. Moreover, there are teachers who are not yet ready for the innovation that comes with the introduction of MTB MLE. There are also some project areas where political unrest and violence occur, making it difficult to monitor the project.

After his presentation, several issues were raised such as:

- Involving the community, i.e. hiring of local expert in developing Maranao orthography
- Source of funding for the six workshops per semester
- Awareness raising to get the community members involvement
- Start of redesigning of curriculum from Grade 1 to later extend to Grade 6
- Partnership between formal basic education and alternative learning system which is characterized by strong community involvement

[\(See Annex H for a copy of Mr. Samoh's presentation.\)](#)

G. Multilingual/Bilingual Education Project in Ambon, Indonesia

Dr. Dekker presented an MTB MLE project in Ambon, Indonesia *Community-Generated Early Childhood Playgroups using the Local Language for Interaction by the Tutor, Children & Parents.*

This program is in its pilot stage and has been designed by a group of Ambonese speakers, particularly Ambonese Malay (AM) in the province of Maluku Tengah. This playgroup program is structured for children from the ages of 3 to 6.

Dr. Dekker described the three-day seminar began with reports from the study on more than 30 resource books, national curriculum guidelines and indicators from several countries. After brainstorming ideas on aspects, local culture, and time allotments for learning activities in playgroups, they came up with activities as the norm for playgroups in Central Maluku. It was also found out that purpose of the playgroups and their limitations. Then they came up with six aspects and lots of indicators for each aspect that fit with the Central Maluku culture and climate. Dr.

Dekker also shared the long process of working out curricula for various age levels and testing them.

After Dr. Dekker's presentations, several issues were raised:

- Readiness of the Philippines in 2012 for MTB MLE to which Dr. Dekker replied that 2012 will still be part of preparation stage, as MTB MLE will only be piloted in 100 schools which are ready with trained teachers and materials.
- Implementation of MTB MLE in communities with 2-3 ethnic groups to which Dr. Dekker responded that the strategies used in multigrade system could be used wherein one teacher teaches all learners in speaking one language while other teacher teaches all learners in other language.

(See Annex I for a copy of Dr. Dekker's presentation.)

H. Buzz Session

Part 1: Individual Reflection



MLE Fellows Dr. Didi Suherdi from Indonesia and Ms. Dao Thi Hong Minh of Vietnam facilitated the Buzz Session. Participants were instructed to:

1. Revisit answers to the 4 questions that were given on the first day. Participants were tasked to use the answer sheet from the wall.
2. Using colored paper, write new ideas and insights gained in the past (on the 4 questions) based on the sharing and discussions since yesterday.
3. Write big, simple and clear.
4. Post your old answers with the new answers side by side.

(See Annex J for the Individual Reflection before and after sessions)

Part II: Group Reflection

At the end of each session, participants were given a sheet of paper to write down at least three learning points they gained from the presentation. The group reflection aimed to process individual learning points. (See Annex K for the encoded Learning Points.)

For the activity on group reflection, Dr. Suherdi and Ms. Mihn grouped the participants into six corresponding to the number of sessions conducted. Each group was tasked to categorize and summarize the learning points for the session assigned to them. The following were the group outputs:

SESSION 1: Mother tongue - based Multilingual Education. How choice of Language Affects Learning

IMPORTANCE:

- Important tool in bridging L2 and L3
- Effective in the teaching-learning process
- Social - Cultural development (appreciating of one's culture and language)

STRATEGIES:

- Manner of teaching
- Correct timing
- Learner - centered
- Interesting

DIFFERENCE:

- MTB MLE with Basic Education
- MTB MLE with mainstream education

PARADIGM SHIFT:

- From the old teaching & learning process into innovative one
- Beneficial to the learners & teachers

SESSION 2: Curriculum & Materials Development for MTB MLE IN THE PHILIPPINES

A. Curriculum

1. Showcase to fully integrate the strategies and techniques.
2. Human rights should be included
3. Language development (MT), academic & cognitive development result to socio-cultural development.
4. Time allotment is vital for an MTB MLE-based program

B. Materials

1. Concrete example of materials
2. Materials made by the community, parents, and expert editors and approved by DepED.
3. Think about who the readers and the kind of materials which the learners should read.

QUESTION:

Should there be a change of NAT questionnaire to L1? Should bridging happen in Grade III?

SESSION 3: Indigenous People's Education, Curriculum and Materials Development

- Modules for IP learners should be according to their interest and needs.
- Modules are mostly about common practices of the tribe.
- Development of IMP module incorporate various indigenous culture, customs and traditional histories in the educational system.



QUESTIONS

- Should it be possible that you will share some of your best practices in your implementation?
- Can I solicit some strategies and techniques on how to make the learners not to drop / stop from the ALS Session.

TOPIC / REALIZATIONS

- It is an interesting topic, because I am a member of an indigenous people.
- Giving the nerve to do also a research in our own assigned area.
- Mobile Teachers should possess strong determination and perseverance in order to exist in of people with culture.
- We should familiarize, connect, and adapt the culture of the IP communities where we are assigned.
- Importance of documentation. (using L1)
- Good grounded research, benefited for Literacy Education.

SESSION 4: Effectiveness of the Mother Tongue - based MLE Program for the Ayta Magbukun Community

- Sustainability (Livelihood package) (Funding)
- Life long learning
- facilitators (must be trained and speaks the L1/MT)
- To retain the native language (L1)
 - Lesson plan (L1)
 - Module (L1)
- Core Competencies translated to MT

SESSION 5: Curriculum & Materials Development for the Patani Malay - Thai Bilingual / ME in the Southernmost Province of Thailand

- It's really time that community involvement is needed for this implementation.
- The people of the community have a big role in developing MTB teaching materials.
- We should look for own funding with the help with the other agencies.
- Participation of the pupils is encouraged or they actively participated in the activities in the school because of the MLE, they understand much the context in the lesson delivered.

SESSION 6: Multilingual/Bilingual Education Project in Ambon, Indonesia

- Building a strong foundation in the use of Mother Tongue
- Focusing on socialization, holistic development, and fluency of the local language being incorporated on ECCED
- Emphasizing the essential of PARTNERSHIP in the MTB MLE implementation

I. Workshop: Developing Guidelines in Adapting Curricula and Materials for MLE

As a preparation for the workshop, *what MTB MLE is and is not was clarified*. Below were written down in a graffiti nook by the participants.

What is MTB MLE?

- L1 - used as MOI
- Enables continued development of thinking through L1
- Is way of teaching the learners using the language that they use at home
- Is already used by the ALS
- It makes the learning easily transferred to the learners
- It should be implemented to produce quality education
- Is the learning process that based on mother tongue to develop the cultural heritage?
- Child-centered, paradigm shift
- A bridge to learn L2 & L3

- Easily understand using their own language
- Fluency of the local language

What it is not?

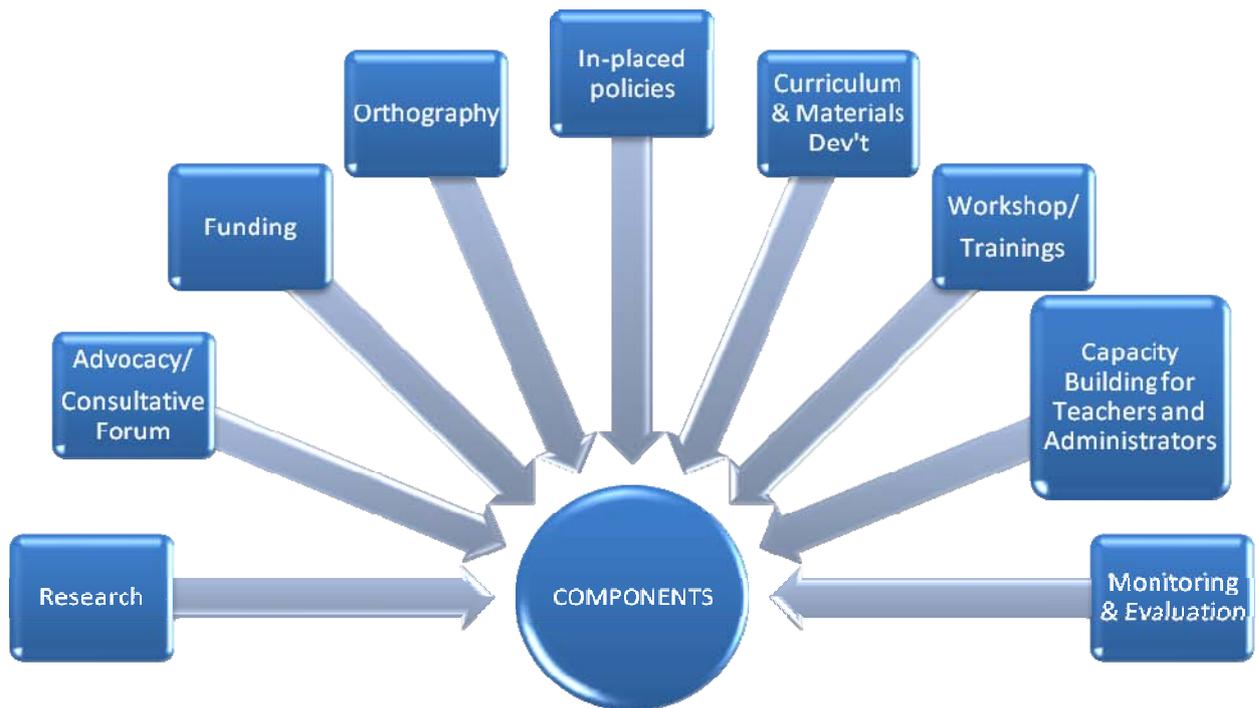
- Not an innovation nor remediation
- Not rote memorization or merely translation
- It is not simply translating L2 & L3 into L1 but it is using L1 to teach L2 & L3...
- Not merely oral use of L1 not merely L1 literacy



For the workshop proper, participants were divided into two groups: formal classroom teachers and ALS teachers/coordinators. The following were their outputs:

A. Formal Education Group: Guidelines in Developing MTB MLE in Formal Education

- A community-based language used as a medium of instruction focusing on the child's needs and interest towards a life-long learning process.



INDICATORS

- Fluency of the language
- Appreciation of culture & language
- Maximum participation of the learners & people of the community
- Mastery

ELEMENTS

- Materials
- Time table
- Human resources

EFFECTIVE MTB MLE

- Trained teachers
- Good instructional materials
- Unified LP based in one community

REMINDERS

- Use L1 as a tool in teaching L2 & L3 and not merely L1 literacy.
- Get the community people involved with MTB MLE not just teachers & administrators
- Sourcing out of funds and financial needs to sustain the program.

B. ALS Group: Guidelines in Developing MTB MLE in Alternative Learning System

1. MTB MLE in ALS is using the mother tongue language with the use of learning materials available in the community.
2. An effective MTB MLE in ALS is a community-based development of teaching learning materials that are available in the community.



COMPONENTS:

- Trainings/Seminars/Workshops/Writeshops
- Facilitators, community members
- Community leaders
- Support from barangay officials
- Stake holders
- People organizations
- Functional Literacy Test (FLT)
- Individual Learning Agreement
- CLC
- Research
- Curriculum Materials Development
- ADSOC MOB
- Funding

INDICATORS:

- A & E Passers
- # of Completers
- Completers who mainstream to formal, vocational, tertiary
- Employment

- Registrants
3. Community Involvement
- Local Experts
 - DepED experts in Curriculum Materials Development

SL	Oral R W L3 Oral R1 W L1 + Oral R W L2	
ADV. ELEM.	Oral RWL, + Oral RWL2 Oral L3	
LOWER ELEM.	Oral R1 W1 L1 + Oral R WL2	
BLP	Post Lit	Oral R1 W1 L1 + Oral L2
	Neo Lit	Oral R1 W1 L1
	Non Lit	Oral L1 + Pre Writing L1 + Pre Reading L1

L1 - Mother Tongue

L2 - Filipino

L3 - English

DAY 3: Friday, 10 December 2010

J. Engaging the Pulangiyan the Pulangiyan Community of Bukidnon

Ms. Jenny Lynn Lee, Program Manager of Apu Palamguwan Cultural Education Center (APC) and Ms. Roseline Sinhayan, Curriculum Development Officer of APC, presented the APC Education Program and the process involved in developing MTB MLE materials involving the community.

According to Ms. Jenny, much of the development reached by the APC should be credited to Fr. Pedro Walpole, the Executive Director of the APC. The project started out as a culture-based curriculum program aiming for sustainable development of the IP of the community.

They discussed how they were able to gather information to develop their materials, much of which is credited to Ms. Sinhayan, a member of the tribe herself. Some of the materials they showed were *The Magkinanau Kuy* books and Social Studies Materials. They also shared their experiences and output in curriculum development.

[\(See Annex L for a copy of APC's presentation.\)](#)

K. Closing Program

1. Workshop Recap

Ms. Grace Gallon, Teacher from Lanao del Norte Division, recalled the highlights of the three-day workshop, starting from the opening program to the presentations and to the workshop sessions. She quoted memorable statements from the resource persons and ended by saying that now the challenge rests upon the teachers to implement MTB MLE.

2. Insights and Reflections

Several persons were asked to share their thoughts and insights on the workshop.

For **Ms. Virginia Bagaboyboy**, District ALS Coordinator, she was very grateful for the warm welcome, the opportunity to experience MTB MLE, the learning gained from local and international participants and for paving the way to reach EFA goals through quality education by means of MTB MLE.

Mr. Johnmark Oligario was all praise for the workshop, saying that it is a great help him who work for IPs in learning about their culture and adapt the learning process based on their culture.

Mr. Uninasasmita Samoh expressed his happiness over the chance to share his experiences in Patani Malay project and the learning he gained from the workshop. He praised the MTB MLE policy which is already in place in the Philippines, because in Thailand, MTB MLE is just about research.

Ms. Dao Thi Hong Minh stated that she is happy to learn from the participants who were very friendly and active. She hoped for the continued cooperation between Vietnam and the Philippines and wished good luck to all.

Dr. Didi Suherdi first expressed his happiness for being part of the workshop. Then he recalled the statement of a Philippine delegate in an international MTB MLE conference. According to the Filipino delegate, the use of English in the Philippines has not brought to country to the development achieved by neighbor countries. So if we want peace and equitable develop, we should aim for MTB MLE.

Mr. Elesio Maribao, Education Supervisor II of DepED Region X, said that he was very happy that the venue of the national workshop was held in CDO. He expressed his heartfelt gratitude to the organizers, resource persons and participants for the successful conduct of the workshop.

3. Closing Message

Dr. Diane Dekker delivered the closing message. She said that MTB MLE is not just about language and education; it is about people and community. MTB MLE is a way to show respect for each other. She agreed with the insights of Dr. Suherdi that the use of mother tongue benefits the country for English has kept the Filipino

in poverty, in comparison to developed countries such as Japan, Korea and Singapore which use mother tongue.

In the end, she encouraged everyone to promote MTB MLE for individual and national development. The challenge, she said, is to examine oneself and change perspective.

4. Distribution of Certificates and Tokens

Certificate of Participation, signed by the Director of SEAMEO Secretariat Dato' Ahamad Bin Sipon, were distributed to the participants. For the valuable contribution of key people such as resource persons and facilitators, a small token of appreciation were given to them.