



# Regional Training Workshop on the Principles and Methods of Developing and Using Curricula and Teaching-Learning Materials for Non-Dominant Languages for SEAMEO MLE Trainers

TRAINING ROOMS 5 AND 6, SEAMEO INNOTECH, DILIMAN, QUEZON CITY, PHILIPPINES  
23 AUGUST – 1 SEPTEMBER 2010

## R E P O R T



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## TABLE OF CONTENTS

Part I: Introduction .....	5
Background .....	5
Workshop Objectives .....	6
Methodology of the Workshop.....	7
Participants of the Workshop .....	7
Day 1: Monday, 23 August 2010.....	8
Opening Program .....	8
Welcome remarks.....	8
Message .....	9
Keynote Address .....	9
Overview of SEAMEO-World Bank Project, Phase II.....	10
Overview Of Regional Activity 2.....	11
Language Of Instruction: Central To Quality Education Reforms In The Philippines .....	11
Policy And Planning Of MTB MLE Program: The SIL Experience .....	12
Workshop 1: Policies And Planning MLE Programs In Southeast Asia.....	13
Insights and Lessons Learned per Group.....	13
Day 2: Tuesday, 24 August 2010.....	15
Strategies and Methods for MTB MLE Curriculum Development .....	15
Country Paper Presentations .....	16
Cambodia Country Paper .....	16
Indonesia Country Paper .....	17
Lao PDR Country Paper .....	17
Malaysia Country Paper .....	18
Philippine Country Paper.....	19
Thailand Country Paper.....	19
Vietnam Country Paper .....	20
Synthesis of Country Paper Presentations .....	21
Day 3: Wednesday 25 August 2010 .....	21
Integrating Indigenous Knowledge into The Curriculum Development: Overview, Strategies and Good Practices .....	21
Developing an Indigenous Science Curriculum .....	22
IP Curriculum and Materials Development Process for Alternative Learning System.....	22
mother tongue-based early childhood education: .....	23
Workshop 2: MTB MLE Message Presentation .....	24
Day 4: Thursday, 26 August 2010 .....	25
Importance and Tools for Orthography Development.....	25
Bridging the Gap: The Development of Appropriate Educational Strategies for Minority Language Communities in the Philippines .....	25
Good Practices in Making MTB MLE Curriculum for Ethnic Communities.....	26

Workshop 3: Materials Development .....	26
Day 5: Friday, 27 August 2010 .....	27
Study Visit to Kinaragan Elementary School in Limay, Bataan .....	27
Day 6-7: Saturday And Sunday, 28-29 August 2010 .....	29
Day 8: Monday, 30 August 2010.....	29
Strategies for Instructional Materials Development: The SEAMEO SPAFA Experience.....	29
The Use of Folktales and Folklores in MTB MLE Programs .....	30
Preparing Instructional Materials in Social Studies Curricula on Non-Dominant Languages.....	30
Preparing Instructional Materials: The Malaysian Experience .....	31
Storytelling Workshop .....	31
Synthesis of the Sessions 11, 12 And 13.....	32
Day 9: Tuesday, 31 August 2010.....	32
Preparing Instructional Materials for Non-Dominant Languages: Strategies and Approaches .....	32
Workshop: MTB MLE Instructional Materials Development for Non-Dominant Languages .....	33
Advocacy Strategies for MTB MLE Programs: .....	34
Public-Private Partnership and Multi-Stakeholders Partnership in Education.....	34
Workshop: Action Planning to Advocate MTB MLE .....	34
Part III. Action Planning Workshop .....	36
A. Developing MTB MLE Policies .....	36
B. Enhancing Partnership among All MTB MLE Stakeholders .....	36
C. Establishing Local Language Committee .....	37
D. Developing Orthography/Linguistic Analysis .....	37
E. Preparing Materials For MTB MLE .....	37
F. Enhancing Advocacy/ Buy In of MTB MLE Policies and Programs .....	38
Special Presentation about UNESCO INRULED .....	38
Next Activities .....	38
Part IV. Closing Program .....	39
Presentation of Insights and Reflections.....	39
Video Highlights Presentation.....	40
Message of Dr. Ramon C. Bacani .....	40
Awarding of Certificates.....	40
Social Support Services Provided to the Participants .....	41
Evaluation .....	41

## LIST OF TABLES

Table 1: MTB MLE Materials Development .....	27
Table 2: Proposal for an Instructional Materials for MTB MLE .....	33
Table 3: Output of Group 1 .....	35
Table 4: Output of Group 2 .....	35
Table 5: Output of Group 3 .....	36

# PART I: INTRODUCTION

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## Background

Since 2007, the Southeast Asian Ministers of Education Organization (SEAMEO) and World Bank (WB) has been collaborating on a project that aimed at achieving Education for All (EFA) through appropriate language policies.

With the participation of various international organizations and academic institutions, a compendium of policies and case studies in the use of mother tongue as bridge language of instruction was produced in a publication entitled *Mother Tongue as Bridge Language of Instruction: Policies and Experiences in Southeast Asia*.

The dissemination of the project gains to 33 countries, 336 higher education institutions and 98 international non-governmental organizations worldwide resulted to the awareness of the importance of mother tongue as bridge language of instruction, particularly among Education Ministers and high-level education officials in Southeast Asia.

To sustain what has been achieved and to establish and implement mother tongue-based multilingual education (MLE), SEAMEO member countries must be equipped with knowledge and skills on the components of strong MLE program, particularly advocacy and mobilization, research and evaluation; training and materials development.

Thus, World Bank and SEAMEO are embarking on another project *Enhancing Awareness and Building Capacity of SEAMEO in Establishing Mother Tongue-based MLE Programs in Southeast Asia*, as a follow up to the *Mother Tongue as Bridge Language of Instruction in Southeast Asian Countries: Policy, Strategies and Advocacy*.

The project aimed at assisting SEAMEO member countries in establishing MLE programs with activities that will remove language barriers for disadvantaged groups, thereby contributing to the attainment of EFA Goals.

Specifically, the objectives of the project are as follows:

1. Enhance knowledge and skills of officials and representatives from Ministries/Department of Education in planning, advocating and setting up mother tongue-based MLE programs related to the existing policies and context of their respective countries;
2. Train trainers from SEAMEO Centers on principles and methods of developing and using curricula and teaching-learning materials for non-dominant languages;
3. 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;
4. 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;

5. Develop advocacy plans on mother tongue-based MLE programs that will highlight experiences and case studies in Southeast Asia; and
6. Advocate project activities and project gains at SEAMEO meetings, networking and inter-organization working group meetings.

To achieve the project objectives, seven major activities were set: 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 will involve SEAMEO centers. SEAMEO Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH) was tasked to undertake the **Regional Training Workshop on the Principles and Methods of Developing and Using Curricula and Teaching-Learning Materials for Non-Dominant Languages—for SEAMEO MLE Trainers**. Aside from SEAMEO INNOTECH, SEAMEO Regional Center for Quality Improvement of Teachers (QITEP) in Language and SEAMEO Secretariat were also involved in the implementation of this activity.

This activity was a 10-day intensive training workshop for SEAMEO trainers to prepare them on how to train others in adapting curricula and developing teaching and learning materials for mother tongues and non-dominant languages.

Prior to this training workshop, *Regional Training-Workshop on How to Plan, Set up, Advocate, Implement and Evaluate a Mother Tongue-Based MLE* was conducted to lay the foundation for SEAMEO trainers.

### **Workshop Objectives**

The 2<sup>nd</sup> Regional Training Workshop entitled *The Principles and Methods of Developing and Using Curricula and Teaching-Learning Materials for Non-Dominant Languages—for SEAMEO MLE Trainers* aimed to:

1. Review status of multilingual policies, practices and programs in Southeast Asia;
2. Formulate the framework, strategies, and methodologies for multilingual curriculum development;
3. Develop strategies and approaches in producing teaching-learning materials for the use of non-dominant languages in instruction;
4. Gain knowledge and skills in orthography development;
5. Acquire skills in monitoring, evaluating and documenting mother tongue-based multilingual education programs; and
6. Formulate social mobilization and advocacy plan for mother tongue-based multilingual education programs.

## Methodology of the Workshop

To achieve the objectives of the workshop, resource persons presented information and shared strategies relevant to the development of MTB MLE. Then assigned facilitator guided the participants, who worked in groups, in a workshop session. This is followed by presentations of workshop outputs accompanied by reactions from resource persons.

Other activities were also undertaken to accomplish the workshop objectives, namely: presentations of country case studies, study visit and class observation, storytelling in mother tongue, reflections, and formulation of plan of actions.

## Participants of the Workshop

The training workshop was participated by representatives from Ministries/Departments of Education and Teacher Education Institutions in the region. Several international organizations were involved, particularly three SEAMEO Centers (INNOTECH, 2 QITEP in Language and SPAFA), UNESCO INRULED and Summer Institute of Linguistics. Most participants from these organizations acted as facilitators and resource persons during the training workshop. Several experts were invited to as resource persons, among them were education official, legislator, educators, and advocates of mother tongue-based multilingual education. ([See Annex A for the Directory of Participants.](#))



*Front row (from L-R):* Ms. Cristina Moreno, Ms. Abigail Lanceta, Ms. Zainab Yusof, Ms. Arni Zainir, Ms. Dao Thi Hong Minh, Mr. Thongsouk Keomany, Mr. Khamphanh Phimsipasom, Dato' Dr. Ahamad bin Sipon, Dr. Ramon C. Bacani, Ms. Alice Eastwood, Mrs. Chita Singayan, Dr. Yolanda Quijano, Ms. Judy Ann Marquez, Ms. Pininto Sarwendah, Ms. Anna Dwi Kurniati, Dr. Ethel Agnes P. Valenzuela, Dr. Sylvette Gunigundo, Ms. Rhea Christina U. Rabin. *Back row (from L-R):* Mr. Uniansasmita Samoh, Dr. Didi Suherdi, Dr. Neou Sun, Dr. Greg Dekker, Dr. Diane Dekker, Dr. Neau Sareth.

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## **PART II: 2ND REGIONAL TRAINING WORKSHOP ACTIVITIES**

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### **DAY 1: MONDAY, 23 AUGUST 2010**

The World Bank-funded *Regional Training Workshop on the Principles and Methods of Developing and Using Curricula and Teaching-Learning Materials for Non-Dominant Languages for SEAMEO MLE Trainers* was held from 23 August to 1 September 2010. The opening program activities for the first day were held at the Pearl Hall and of SEAMEO INNOTECH in Quezon City, Philippines.

### **OPENING PROGRAM**



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**WELCOME REMARKS**  
**Dr. Ramon C. Bacani**  
**Director**  
**SEAMEO INNOTECH**

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Dr. Ramon C. Bacani, Director of SEAMEO INNOTECH, gave the Welcome Remarks. At the beginning of his speech, he pointed out the parallel developments taking place in SEAMEO member countries and that of the Philippines in terms of mother tongue-based multilingual education (MTB MLE). Last year, he said, SEAMEO started its capacity building program for MTB MLE, while the Philippine Department of Education (DepED) issued DepED Order 74 s. 2009 that institutionalized MTB MLE.

According to Dr. Bacani, these developments are seen by MTB MLE proponents as a golden opportunity to bring more children in school and for these children to learn better, particularly for those who belong to ethnic communities and those living in isolated places. Dr. Bacani likewise recalled the old times when educators preferred the dominant language in the hope of catching up with globalization.

For these developments, Dr. Bacani acknowledged the valuable role of Dato' Dr. Ahamad bin Sipon who is one of the Region's most staunch MTB MLE advocates. Under Dato' Sipon's leadership, SEAMES is accomplishing great progress in MTB MLE. He also reminded that SEAMEO is deeply committed to help address the MLE implementation in the region through its various programs and research studies.

Dr. Bacani hoped that the 2<sup>nd</sup> Regional Training Workshop be truly comprehensive and satisfying and that later on, the participants would be able to assist SEAMES in producing MTB MLE dedicated and knowledgeable trainers.

[\(See Annex B for the full text of the Welcome Remarks.\)](#)



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**MESSAGE**

**Dato Dr. Ahamad bin Sipon**  
**Director**  
**SEAMEO Secretariat**

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SEAMEO Secretariat Director Dato' Dr Ahamad bin Sipon acknowledged the new role of former SEAMEO High Official from the Philippines Dr. Bacani as INNOTECH Director. He likewise congratulated Dr. Yolanda Quijano for her promotion as Undersecretary of the Department of Education of the Philippines. Both of them, Dato' Sipon pointed out, have played vital roles in SEAMEO activities in various designations.

Dato' Sipon informed the audience that MTB MLE has been an important topic of discussion of SEAMEO meeting since 2006 in order to achieve Education for All goals and in the hope of bringing smiles to the faces of the children in Southeast Asia. However, MTB MLE entails a huge challenge, considering the diversity of languages in the region, such as Philippines' 180 languages and Indonesia's 740 languages.

He explained that the choice of the Philippines as a training venue was appropriate given its success in institutionalizing MTB MLE, a milestone for the region. He commented about the substantive and interesting activities of the workshop that will contribute to the attainment of the project goal, which is to create a SEAMEO MLE team. This group, he explained, shall be capacitated, and then later institutionalized, to provide expertise and support on MLE-related activities in the region.

In the end, he expressed his gratitude for the World Bank, Summer Institute of Linguistics (SIL) and United Nations Educational Scientific and Cultural Organization (UNESCO) for their support, and to INNOTECH for organizing the event. He then urged the participants to take an active role the in workshop, learn from each other and obtain the necessary skills to better address the needs of learner, particularly those facing language constraints.

[\(See Annex C for the full text of the Message of Dato' Dr. Ahamad bin Sipon.\)](#)



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**KEYNOTE ADDRESS**

**Dr. Yolanda Quijano**  
**Undersecretary**  
**Department of Education**

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Dr Yolanda Quijano, Undersecretary of the Department of Education of the Philippines delivered the Keynote Address with a theme, *Mother Tongue-Based Multilingual Education Policies, Practices and Programs in Southeast Asia*.

She started her speech by presenting a scenario whereby a teacher and a child struggled to teach and learn in a classroom using a language, which is unfamiliar to the learner. This situation is posing a great challenge in achieving Education for All. This challenge can be addressed through MTB MLE.

She then presented the audience with the status of the development of MTB MLE in the region. In terms of policies related to MTB MLE, she said that all countries use the national language as one of the language of instruction. There are nine countries in Southeast Asia that made it a policy to use mother tongue or local languages as language of instruction for early and primary education and literacy.

Dr. Quijano also cited good practices that emerged from the mother tongue-based multilingual education programs and project implemented, particularly those that targeted ethno-linguistic communities. These practices are: 1) mother tongue as bridge language in the acquisition of other languages, 2) strong community and school partnership, 3) development of local instructional materials, and 4) hiring of local teachers who are experts in the mother tongue.

Dr. Quijano likewise included in her address essential components for a successful MTB MLE program: 1) parents and community support, 2) recruitment and training of local teachers, 3) development of instructional materials for both students and teachers, and 4) funding support.

In the end, she issued the challenge to scale up successful innovations and pilot projects in MTB MLE through policy issuances and funding support.

[\(See Annex D for the full text of the Keynote Address.\)](#)



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**OVERVIEW OF SEAMEO-WORLD BANK PROJECT, PHASE II**  
**Ms. Abigail Cuales Lanceta**  
**Program Officer (Information)**  
**SEAMEO Secretariat**

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Ms. Abigail Cuales Lanceta, Program Officer of SEAMEO Secretariat, provided a background of the workshop by going back to the first phase of the SEAMEO-World Bank Project entitled *The Use of Mother Tongue as Bridge Language of Instruction* from June 2007 to July 2009. The project aimed to explore how language policies can help achieve Education for All goals in Southeast Asia.

According to Ms. Lanceta, the project produced a compendium of language-in-education policies and case studies, plus ten functioning models of using mother tongue as bridge language of instruction in SEAMEO member countries. It also 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 continue and enhance the project gains, Phase 2 is now being implemented. Phase 2 focused on *Enhancing Awareness and Building the Capacity of SEAMEO in Establishing Mother Tongue-Based MLE Programs in Southeast Asia* from March to December 2010 with US\$ 300,000 funding support from World Bank.

The project aimed to assist SEAMEO member countries to effectively establish MLE programs through the creation and capacity building of SEAMEO MLE Core Group,

production of technical guidelines and advocacy materials and conduct of advocacy activities.

[\(See Annex E for the powerpoint presentation.\)](#)



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**OVERVIEW OF REGIONAL ACTIVITY 2**

**Dr. Ethel Agnes P. Valenzuela**  
**Research Specialist/Head**  
**Research Studies Unit**  
**SEAMEO INNOTECH**

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Dr. Ethel Agnes P. Valenzuela, Research Specialist/Head of Research Studies Unit of SEAMEO INNOTECH provided the overview of the *Regional Training Workshop on the Principles and Methods of Developing and Using Curricula and Teaching-Learning Materials for Non-Dominant Languages for SEAMEO MLE Trainers*.

Dr. Valenzuela explained the general objectives of the workshop as to: 1) train SEAMEO trainers in developing teaching and learning materials for mother tongue and non-dominant languages, and 2) equip trainers on best practices in developing and enriching the curricula for teaching mother tongue and non-dominant languages.

Dr. Valenzuela also discussed the specific objectives, various activities that would be undertaken and the participants of the workshop, which are: 1) Review status of multilingual policies, practices and programs in Southeast Asia; 2) Formulate the framework, strategies, and methodologies for multilingual curriculum development; 3) Develop strategies and approaches in producing teaching-learning materials for the use of non-dominant languages in instruction; 4) Gain knowledge and skills in orthography development; 5) Acquire skills in monitoring, evaluating and documenting mother tongue-based multilingual education programs; and 6) Formulate social mobilization and advocacy plan for mother tongue-based multilingual education programs.

[\(See Annex F for the powerpoint presentation.\)](#)



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**LANGUAGE OF INSTRUCTION: CENTRAL TO QUALITY EDUCATION REFORMS IN THE PHILIPPINES**

**Hon. Magtanggol T. Gunigundo I**  
**Congressman, 2<sup>nd</sup> District of Valenzuela**  
**15<sup>th</sup> Congress, House of Representatives**

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Philippine's major proponent of policy mother tongue as medium of instruction, Hon. Magtanggol T. Gunigundo I, Congressman of 15<sup>th</sup> Congress of the House of Representatives, showed *Language-in-Education Policy Making in the Philippines*.

He discussed the draft Bill he has sponsored focusing on the use of mother tongue as language of instruction. He cited various researches that show the advantages of using first language (L1) and international and national legal basis supportive of the proposed

language in education policy. These resources served as concrete evidence for MTB MLE.

House Bill 162 or the Multilingual Bill which he developed aims to promote literacy and learning by making the native tongue as medium of instruction during the formative years of basic education. This bill is vying against the House Bill 93 or the “English-Only” Bill that aims to strengthen English as the medium of instruction in all levels of education from preschool to the tertiary level, filed by Cong. Gullas and others.

The Multilingual Bill seeks to develop literacy and learning of the child’s first language, then use L1 skills to learn Filipino and English. The bill likewise contains components for transition from L1 to second and third languages and strong teaching of Filipino and English in elementary. This is in contrast with the proposed “English-Only” Bill which promotes English as the medium of instruction and offers no transition to other languages. He likewise asserted that his proposed Bill ensures the development of materials and teacher training for mother tongue, Filipino and English.

He emphasized the benefits of multilingual approach both for the learners, such as development of literacy, cultural heritage, lesson mastery, critical thinking and learning more than one language. It is likewise beneficial to the economy of the nation. He also quoted the aspiration of the incumbent leader of the nation, Pres. Benigno Aquino to become a tri-lingual nation, quoting: *speaking mother tongue to connect to heritage, national language or Filipino to connect the country and English to connect to the world.*

He ended his presentation with the quote by Dr. Ekkehard Wollff, “*language is not everything in education but without language, everything is nothing in education.*”

[\(See Annex G for the powerpoint presentation.\)](#)



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**POLICY AND PLANNING OF MTB MLE PROGRAM: THE SIL EXPERIENCE**

**Dr. Greg Dekker**

**Associate Area Director**

**Summer Institute of Linguistics Asia**

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Dr. Greg Dekker, Associate Area Director of the Summer Institute of Linguistics (SIL) Asia, presented how policies and programs on MTB MLE could be successfully developed.

Part of his presentation were the graphic illustrations showing the disadvantages of a typical education program that makes use of second and third languages of learners, and the positive features of an MTB MLE program. The latter was further explained using the matrix of known and unknown demonstrating the role of language in learning.

Dr. Greg Dekker also enumerated and explained several components in developing a successful MLE policy and program: 1) preliminary research such as on orthography, linguistics and cultural formation, 2) supportive policy and political environment, 3) advocacy, 4) collaborating and engaged community members, 5) training of staff, 6) materials development, 7) resource development (funding), and 8) assessment, monitoring and evaluation.

He likewise provided some guide questions in building successful MTB MLE program.

(See Annex H for the powerpoint presentation.)

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### Workshop 1: Policies and Planning MLE Programs in Southeast Asia

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Dr. Valenzuela facilitated the workshop for Session 1. The focus of the workshop was to share the insights and lessons they learned from the presentations on policies on language in education and planning of MTB MLE programs given by the keynote speaker, the lawmaker, Cong. Gunigundo. Below are the groups' output:

#### Insights and Lessons learned per Group

Group 1: Dr. Diane Dekker, Ms. Arni Zainir, Ms. Abigail Lanceta, Ms. Judy Ann Marquez, Dr. Didi Suherdi, Mr. Uniansasmita Samoh

- Support from government is crucial to make MTB MLE education a success.
- Teachers and community people should be involved in the preparation of materials.
- It is fantastic to have lawmakers fight for MTB MLE education. This will allow all children to have an accessible, equal opportunity and equity to education.
- On Advocacy: There is a need to determine what is MLE and what it is not.
- In MTB MLE program, the participation of community members is very important.
- Awareness is very important in MTB MLE.
- A working orthography should be accepted by the majority of the stakeholders
- The Ministry of Education is expected to define language and education MTB MLE policies.
- Hire a teacher who knows mother tongue.
- MLE supports L1 and adds other languages rather than moving out of L1.
- The stronger the development of MT, the more proficient is L2.
- Going to school that uses another language (not the language the child is using) is like going to an alien place.
- The bridging process from L1 to L2 is a very specific design so that we have to do it step by step.
- The primacy of combining/synergizing *known-known* and move to *known-unknown* and avoiding *unknown-unknown*.
- Synergy of *known-known* is important in teaching.
- There should be a link between MTB MLE and future work or profession.

- Developing curriculum and materials is best done by having the ethnic groups' involvement because they know what they need and want.
- Materials should be appropriate to the culture of the learners.
- A Filipino child is expected to learn three (3) languages in 10 years vs. a child in another country learning in a native language is 12-14 years. This is sad.
- Many MTB MLE programs are now in placed across the region.
- There should be a well-developed MTB MLE program in primary education.
- The keys to successful MLE are timing and manner of exposure.
- We have so much to learn from each other.

Group 2: Dr. Greg Dekker, Ms. Zainab Yusof, Ms. Bussaba Prapasapong, Ms. Pininto Sarwendah, Ms. Khamphanh Phimsipasom, and Mr. Neau Sareth.

- Using MT is important to help student's understanding in the learning process.
- MT has a place in the education system.
- The importance of sequencing what students should learn and the manner of learning is done.
- Studying using MT is an important step to learn better L2.
- Writing script is important for indigenous ethnic minority.
- The principles, policies and implementation of the MTB MLE program are important.
- To implement the MLE program, it is necessary to gain support from legislators, policy makers and budget officials.
- Situation and background of MTB MLE in SEAMEO member countries are interesting.
- Facts about process of random selection are interesting.
- There are problems on differences in scripts. Some areas probably will not want to accept the script of national languages
- Variations of sounds. How to solve the dispute?
- Orthography is important.
- MLE is necessary for remote areas that have students from the same ethnic group.
- MLE program should be initiated by the Ministry of Education.
- I learnt that I have friends having the same difficult situation in MTB MLE.
- The table of *unknown-known*, *known-known*, *unknown-unknown*, and *known-unknown* really gives insights as to how teachers can actually help students to learn.
- There's a need for training the teachers on another language to cater to the needs of students.
- Work closely with the community experts in developing the instructional materials.
- Language of assessment should be the same as the language of instruction.
- Immersion education is difficult because it requires learners to learn *unknown* in an *unknown* language.
- Much progress on L1 education has been made in Southeast Asia.
- SEAMEO has contributed by showing the good work accomplished in MLE in Southeast Asia.

Group 3: Ms. Alice Eastwood, Mrs. Chita Singayan, Ms. Dao Thi Hong Minh, Mr. Thongsouk Keomany, Ms. Neau Sun, and Ms. Anna Dwi Kurniati.

- A Supportive policy environment is an essential factor for having a strong MTB MLE.
- The keynote message on MTB MLE policies, practices and programs in SEA are useful.
- Philippine government is very committed to MTB MLE.
- Education policy: Philippine government supports very much DepED Order 74.
- Philippine MLE is a good program.
- There are many languages but consider the dominant language for MTB MLE.
- Decision making: selection of a dialect is part of the implementation of the project.
- Developing orthographic systems may not be easy like in Indonesia, some local languages are not Roman and don't have any written scripts.
- Monitoring and evaluation of MTB MLE program should be conducted for greater development.
- We should undertake MTB MLE materials development.
- Percent of pupils with access to L1 has a direct correlation to numbers of people in highly skilled positions/professions.
- Consult/engage the community before organizing/implementing MTB MLE program.
- Provisional organizational structure of MLE in the Philippines is interesting.
- Process of successful planning for MTB program (Philippine case) provides good model.

**DAY 2: TUESDAY, 24 AUGUST 2010**

**SESSION 2: STRATEGIES AND METHODOLOGIES FOR MTB MLE CURRICULUM DEVELOPMENT**



**STRATEGIES AND METHODS FOR MTB MLE CURRICULUM DEVELOPMENT**

**Dr. Dina Ocampo**  
**Dean**  
**College of Education**  
**University of the Philippines**

Dr. Dina Ocampo, Dean of the College of Education of the University of the Philippines, discussed the *Strategies and Methods for MTB MLE Curriculum Development*.

At first Dr. Ocampo clarified her background that she is an educator with vast background in reading. This background encouraged her to work and push for MTB MLE. In her words, using “child’s language” looks at education from the point of view of the child. Then she related to the participants the history of language policy. According to her, for a hundred years, recommendations for MLE in the Philippines have been provided but never implemented.

She cited several education reports and policies that shape the medium of instruction and affected the quality of education in the country such as Bilingual Education Policy in 1973 that posed problem in mastery of both English and Filipino. There are also similar studies

concluded under the Congressional Commission on Education (1993), Lingua Franca Project 1999, the Presidential Commission on Education Reform (2000), among others.

Dr. Ocampo related MTB MLE to Education for All, saying that it is a strategy to achieve EFA goal because it eliminates dropout and repetition rates. Moreover, it is good for children's brain to develop. As such, DepED made MTB MLE part of Basic Education Sector Reform Agenda (BESRA), leading to the DepED Order 74 s 2009 entitled *Institutionalizing Mother Tongue-Based Multilingual Education*. Unfortunately, there is the big institutional barrier, such as the "buying in" of DepED officials themselves of MTB MLE program. She suggested that culture change must come from the bottom, which is one of the goals of BESRA.

To explain the strategies and methods of MTB MLE curriculum development, she discussed the curriculum process, the steps of which include 1) problem identification and general needs assessment, 2) needs assessment of the learners, 3) goals and objectives, 4) educational strategies, 5) implementation, and 6) evaluation and feedback (Kern, 1998). Along the process, she provided practical instructions.

[\(See Annex I for the copy of Dr. Dina Ocampo's presentation.\)](#)

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## COUNTRY PAPER PRESENTATIONS

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### **CAMBODIA COUNTRY PAPER**

**Dr. Neou Sun**

*Curriculum Expert*

Department of Curriculum Development  
Ministry of Education Youth and Sports



**Dr. Neou Sareth**

*Lecturer of Law*

National University of Management

Dr. Neou Sun, Curriculum Expert of the Department of Curriculum Development of the Ministry of Education Youth and Sports presented the country paper of Cambodia. He briefly presented the national policies on bilingual language education. He cited that Khmer is the vehicle language and one of the subjects of core curriculum in public schools while in schools with a large number of minority language speakers, learners' language may be used.

He also spoke about Cambodia's commitment in achieving Education for All through the cooperation among government and non-governmental organizations. One of the results of this is the collaboration of Ministry of Education, Youth and Sports (MoEYS), International Cooperation for Cambodia (ICC) and Care Cambodia.

Dr. Sun, presented the ICC non-formal bilingual education program which targeted indigenous ethnic community in Mondul Kiri Province. Its strategy is to provide literacy

skills first in vernacular language, then increasingly in the national language in order to achieve functional literacy in both languages and preserve culture.

Through the ICC project, several innovations and best practices were laid out: 1) review of materials by indigenous language committees, 2) indigenous literature production, such as folk tales and songs, 3) locally relevant visual literacy through field testing, 4) incorporation of functional and relevant topics in the curriculum, and 5) production of supplementary reading materials.

(See Annex J for the country paper of Dr. Neou Sun and Dr. Neau Sareth.)



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**INDONESIA COUNTRY PAPER****Dr. Didi Suherdi***Chairman*

English Department

UNIVERSITAS PENDIDIKAN

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Dr. Didi Suherdi, Chairman of the English Department of Universitas Pendidikan, presented the country report of Indonesia, focusing on the establishment of MTB MLE.

The presentation of Dr. Suherdi contains the plan for MTB MLE curriculum for Indonesian schools. The curriculum development process that he presented have the following steps: 1) background, 2) planning, 3) pilot and revision, 4) final package, 5) implementation, and 6) evaluation and reporting. He likewise discussed at length the content, method and evaluation of curriculum development.

(See Annex J for the country paper of Dr. Didi Suherdi.)



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**LAO PDR COUNTRY PAPER****Mr. Khamphanh Phimsipasom***Director*

Foreign Language Research Resource Center

Research Institute for Educational Science

Ministry of Education

**and****Mr. Thongsouk Keomany***Department Deputy Head*

Faculty of Letters

National University of Laos

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Mr. Khamphanh Phimsipasom, the Director of the Foreign Language Research Resource Center of the Research Institute for Educational Science of the Ministry of Education presented the country paper of Lao PDR.

The beginning of his presentation provided a background on Lao people and their rich ethnic culture and the national policy on general education focusing on the ethnic children who can attend ethnic schools with special curriculum and boarding room. Later on, they can attend regular schools where they are taught Lao language.

Mr. Phimsipasom then enumerated several constraints in the education of ethnic children. One of the problems is the lack of teaching and learning materials in Lao's ethnic languages. The small number of ethnic learners and their scattered locations prevent the education ministry from developing materials on MTB MLE.

In order to address this, ethnic children attend integrated classrooms and special tutorial classes. The government also put up Teacher Training School for Ethnic Teachers. They also recruit ethnic teachers to explain some lessons.

(See Annex J for the country paper of Mr. Khamphanh Phimsipasom and Thongsouk Keomany)



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**MALAYSIA COUNTRY PAPER****Ms. ARNI ZAINIR**

*Assistant Director/Head of Ethnic Languages Unit*  
Curriculum Development Division,  
Ministry of Education

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Ms. Arni Zainir, Assistant Director/Head of Ethnic Languages Unit of Curriculum Development Division of the Ministry of Education presented *The State of Mother Tongue-Based Multilingual Education Curriculum as Implemented in Malaysia*.

Ms. Zainir first stated the fact that Malaysia is a multi-racial, multi-cultural and multilingual country. Then she explained how the Malaysian government is catering to the educational needs of the children who belong to various ethnic groups such as having a national primary school where the medium of instruction is the national language Bahasa Melayu, the Chinese primary school where Chinese is the medium of instruction and Tamil primary school where Tamil is the medium of instruction.

In relation to the Malaysian MTB MLE program, Ms. Zainir presented the implementation of ethnic curriculum in national primary schools. One case is the implementation of Semai language in Peninsula Malaysia through the approval of the Ministry to preserve the language. The other is the implementation of Kadazandusun language in Sabah and Iban language in Sarawak. The implementation of ethnic languages in Malaysian schools faced many challenges that the government is overcoming with generous incentives and investments in materials development and teacher training. According to Ms. Zainir, government initiative, plus the collaboration of NGOs and the community is helping promote the learning of mother tongue in Malaysia.

(See Annex J for the country paper of Ms. Arni Zainir.)



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**PHILIPPINE COUNTRY PAPER****Mrs. Ma. Chita I. Singayan***Senior Education Program Specialist*

SPED Division

Department of Education

and

**Ms. Judy Ann R. Marquez***Education Program Specialist II*

Curriculum Development Division

Bureau of Elementary Education

Department of Education

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From the Bureau of Elementary Education (BEE) of Department of Education (DepED), Ms. Judy Ann R. Marquez, Education Program Specialist II, together with Mrs. Ma. Chita I. Singayan, Senior Education Program Specialist presented the country paper of the Philippines.

The Philippine delegates provided an overview of the development of MTB MLE in the country by citing several programs: Lubuagan MLE Program in 1998, Lingua Franca in 1999 and the Logpond 3 IP Elementary School in 2003. All of these cases showed that the use of mother tongue increased academic achievement, as indicated in the increased National Achievement Test (NAT) results, reduced dropout and repetition rates and increased completion rates.

Their presentation also provided information on the institutionalization of MTB MLE, the fundamental requirements for strong MTB MLE and the teaching strategies and methodologies in MTB MLE learning areas. They also reported about the innovations in instructional development such as curriculum adaptation for the MTB MLE which resulted to draft Curriculum Guide. Another MTB MLE output that the Philippine delegation mentioned is the development of instructional materials such as Big Books, Lesson Exemplars, Teaching Guides and IP Support Materials.

[\(See Annex J for the country paper of Mrs. Chita Singayan and Ms. Judy Ann Marquez.\)](#)



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**THAILAND COUNTRY PAPER****Mrs. Bussaba Prapasapong***Senior Educational Program Specialist*

Bureau of Academic Affairs and Educational Standard

Office of the Basic Education Commission

and

**Mr. Uniansasmitta Samoh***Language Researcher*

Research Institute for Languages and Cultures of Asia

Mahidol University

The Country paper of Thailand was presented by Mrs Bussaba Prapasapong, Senior Educational Program Specialist of the Bureau of Academic Affairs and Educational Standard of the Office of the Basic Education Commission, and Mr. Uniansasmita Samoh, Language Researcher of Research Institute for Languages and Cultures of Asia of Mahidol University

First, the presenters informed the audience that Mother Tongue-Based Multilingual Education (MTB-MLE) is a very new concept for Thailand. Although official MTB MLE is in the process of development, there are 14 researches/pilot projects in ethnic communities that promote MTB MLE.

One of those projects is the Patani Malay-Thai MTB-MLE program in Thailand's deep South. This is both the largest MTB-MLE program (4 schools) and the longest established MTB-MLE program in Thailand, and has much in common with the other programs in following similar educational practices.

To explain the project, several illustrations were presented containing the methods, strategies and plan of the Patani Malay-Thai MTB MLE project. They also enumerated several good practices in MTB MLE curriculum, lesson plan and instructional materials development and showed some pictures of activities.

It also has unique challenges, as tensions between Patani Malay Muslims and the national Thai Buddhist government are very high. It also faced the challenge in providing training for teachers. Despite of these challenges, the project obtained positive reviews from parents, and teachers.

(See Annex J for the country paper of Mrs. Bussaba Prapasapong and Mr. Uniansasmita Samoh.)



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**VIETNAM COUNTRY PAPER****MS. DAO THI HONG MINH***Researcher*

Research Center for Ethnic Minority Education (RCEME)

The Vietnam Institute of Educational Sciences (VNIES)

Ministry of Education and Training (MOET)

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Ms. Dao Thi Hong Minh, Researcher of the Research Centre for Ethnic Minority Education (RCEME) of the Vietnam Institute of Educational Sciences (VNIES) of the Ministry of Education and Training (MOET) presented the state of development and implementation of MTB MLE curriculum in Vietnam.

To better explain the MTB MLE curriculum in her country, Ms. Dao provided information about the 54 ethnic groups in Vietnam and their languages of instruction. She likewise discussed several national policies that have a bearing on language in education among them are the Constitution, the Education Law on 2005 and language-related policies issued by the Prime Minister.

Ms. Minh presented an action research on MTB MLE in Vietnam that contained information on the goals, project areas, approach, achievements and future plans of the project. The first phase was conduct of preliminary activities such as project design, consultations and development of survey tools. Currently, several on-going programs are being undertaken such as advocacy, materials development for preschool and primary level, teacher training workshops and implementation review.

She also cited three areas of innovations: community education, materials development and selection of dialects. Areas that posed most challenges are the teacher, students and their parents.

[\(See Annex J for country paper of Ms. Dao Thi Hong Minh.\)](#)

## **SYNTHESIS OF COUNTRY PAPER PRESENTATIONS**

At the end of presentations, Dr. Valenzuela provided a synthesis of all the country reports.

### **DAY 3: WEDNESDAY 25 AUGUST 2010**



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#### **INTEGRATING INDIGENOUS KNOWLEDGE INTO THE CURRICULUM DEVELOPMENT: OVERVIEW, STRATEGIES AND GOOD PRACTICES**

**Dr. Lydia Liwanag**  
**Vice President for Academic Affairs**  
**Philippine Normal University**

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Dr. Lydia Liwanag, Vice President for Academic Affairs of the Philippine Normal University, discussed about the strategies and good practices in integrating indigenous knowledge into MTB MLE curriculum development.

At first, she explained the definition, importance and characteristics of indigenous knowledge. She said that recently, indigenous knowledge has been credited for its truly participatory approach to sustainable development. There have been few attempts to integrate indigenous knowledge into formal education.

She also differentiated indigenous knowledge from non-indigenous knowledge, or “scientific” knowledge, but said that indigenous knowledge is still scientific. She also elaborated on the five aspects of indigenous knowledge: 1) diversity of attitudes and values, 2) valuing culture, 3) relationships and knowledge sharing, 4) valuing knowledge and experience, and 5) learning outside the classroom.

She also shared some strategies of integrating indigenous knowledge in the curriculum such as mapping, census, folklore collection, and recording the stages of life in the community.

As a conclusion, she said that “indigenous knowledge refers to the large body of knowledge and skills that has been developed outside the formal educational system. The dominance of the western knowledge systems has largely led to a prevailing situation in which indigenous knowledge is ignored and neglected.”

[\(See Annex K for Dr. Liwanag’s powerpoint presentation.\)](#)



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**DEVELOPING AN INDIGENOUS SCIENCE CURRICULUM****Dr. Merle Tan****Director****National Institute for Science and Mathematics Education  
Development (NISMED) University of the Philippines**

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Dr. Merle Tan, the Director of the National Institute for Science and Mathematics Education Development (NISMED) of the University of the Philippines was invited to share her expertise in developing mother tongue-based science curriculum.

She started her presentation with an introduction of her institution which is involved in research, curriculum development, and professional development of teachers and teacher educators in Science and Mathematics education. Then she explained indigenous science curriculum and connected this to literacy –based indigenous curriculum.

According to her, Science Literacy for All had become a universal goal. She then presented her institutions' study revealing the low level of science, technology and environment literacy (STEL) of students resulting to various ills of our society and shortcoming of the education system. She likewise presented the framework for science, technology and environment-based (STE-based) curriculum which focuses on the cohesiveness of the three components (science inquiry, attitudes, content and connections).

She concluded by stating that: "STEL for All remains a universal goal and a challenge; The challenge is to make science education more relevant and interesting, and not just for the science inclined and bright students but for the greater number. The challenge is to promote STEL, not only in schools but also in the larger global community; an STE-based curriculum is an indigenous curriculum- it is culture-sensitive; it addresses the needs of the country and its aspirations and it allows students to think globally but act locally and; an STE-based curriculum develops 21<sup>st</sup> century skills."

[\(See Annex L for Dr. Tan's powerpoint presentation.\)](#)



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**IP CURRICULUM AND MATERIALS DEVELOPMENT  
PROCESS FOR ALTERNATIVE LEARNING SYSTEM****Ms. Sevilla Panaligan****Chief, Continuing Education****Bureau of Alternative Learning System****Department of Education**

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Ms. Sevilla Panaligan, Chief of Continuing Education of the Bureau of Alternative Learning System (BALS) Department of Education, presented how the BALS developed curriculum materials for indigenous people. The beginning of her presentation was spent on explaining the indigenous people-focused education framework and the rights based approach to education.

She then brought the participants through the process of curriculum development for the indigenous people, as experienced by the BALS. The steps are as follow:

- 1) One-day consultation with IP Education proponents/networks, and IP facilitators;
- 2) One-day site visit to two IP communities;
- 3) Conduct of information research which include data gathering and review of existing IP local and international researches, ethnographic studies, literatures and IP materials;
- 4) Three-day workshop on the development of IP core areas, core contents and core messages;
- 5) Conduct of field validation in selected IP communities/regions;
- 6) Consolidation and finalization;
- 7) One-day validation with representatives from National Commission on Indigenous Peoples (NCIP), other relevant government agencies with IP concerns, selected IP service/education providers;
- 8) Three-day review of existing basic literacy and continuing education/accreditation and equivalency learning materials/modules;
- 9) Three-day workshop on the integration of IP core messages within the ALS curriculum (ALS IP Generic Curriculum);
- 10) Five-day workshop on the development of basic literacy materials/modules with life skill-based facilitators guides;
- 11) Translation of basic literacy materials and facilitators guides to Mother tongue;
- 12) Development of non-threatening assessment tool/Formative assessment rubrics;
- 13) Translation of the formative assessment rubrics to Mother tongue;
- 14) Validation of Basic literacy materials (Mother tongue);
- 15) Finalization of basic literacy materials, session guides and assessment tools;
- 16) Training of local IP facilitators and selected IP community monitors; and
- 17) Pilot implementation utilizing the developed IP basic literacy materials, facilitator's guides and assessment tools.

She also showed IP modules that her Bureau was able to produce through the process. ([See Annex M for Ms. Panaligan's powerpoint presentation.](#))



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### **MOTHER TONGUE-BASED EARLY CHILDHOOD EDUCATION: THE SIL EXPERIENCE**

**Dr. Diane Dekker**

**Multilingual Education Consultant**

**Summer Institute of Linguistics Philippines**

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Dr. Diane Dekker, the Multilingual Education Consultant of the Summer Institute of Linguistics (SIL) Philippines presented SIL's experience in using mother tongue in early childhood education.

Dr. Dekker started out by saying that MTB MLE does not answer all of education's problems because there are other factors to consider, but it is one of the important considerations for an effective education, along with how children learn and his culture.

She emphasized the need to put ourselves into the shoes of the child if we are to truly understand what the child needs for successful learning. To demonstrate her statement, she used participatory techniques in her presentation.

Before she explained the various aspects of effective learning, she made the participants go back to their own childhood and share their memories in the group. They were also made to discuss how children acquire language, focusing on oral development and its relation to reading and writing. According to her, talking leads to confidence in reading and writing, and to learning. Language, she said, is the foundation of all subjects.

She summarized how children learn as follows: step by step, small chunks, meaningful context, supportive environment, participatory methods, motivation, learning begins with speaking and listening, reading/writing accurately and with meaning are essential for functional literacy, and writing that represents one's own thoughts, not copywriting.

[\(See Annex N for Dr. D. Dekker's powerpoint presentation.\)](#)

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## **WORKSHOP 2: MTB MLE MESSAGE PRESENTATION**

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Dr. Diane Dekker facilitated the second workshop. For this workshop, participants were grouped according to the country they represent. Then they were asked to prepare a short presentation on MTB MLE that they are going to share with the concerned people in their respective countries. Below are their outputs.

### **Indonesia**

For the Indonesian group, MTB MLE is necessary for successful learning. Their message is that failures that result to child's alienation and irrelevance of learning to their lives can be overcome through mother tongue-based instruction such as the use of Bahasa Sunda in KG1-KG2, then start transition to Indonesian in KG2, then introduce Arabic and English in G2.

### **Lao PDR**

The SEAMEO MLE Lao trainers will present to the Ministry of Education the importance of MTB MLE for the education of ethnic minority children. They will support this information with sample of pilot programs in several Southeast Asian Countries.

### **Malaysia**

The SEAMEO MLE Malaysian trainers will propose conducting training for teachers to address their needs in teaching indigenous languages. The scope of the training will be: 1) Grammar system, 2) Methodology and techniques of teaching listening, speaking, reading and writing, 3) Developing materials for IP, 4) Selecting, adapting and adopting materials, and 5) Micro-teaching.

### **Philippines**

The SEAMEO MLE Philippine trainers will present the vision, mission, goals and status of implementation of MTB-MLE in the Philippines to teachers. Their presentation will also include an illustration of the five phases of bridging languages in multilingual education.

### **Thailand**

For the SEAMEO MLE Thai trainers participants, they will be presenting to the Office of Basic Education Commission (OBEC) the following reasons why MTB MLE should be

brought to the class: bridge to better learning, best way to preserve our local and traditional knowledge, and invaluable resources. Moreover, they will present an illustration of how to bridge from first language to multiple languages.

### **Vietnam**

Vietnam delegate will address some community leaders (from People Committee, Women Union who don't know about MTBMLE) from 3 provinces (Lao Cai, Gia Lai, Tra Vinh) to tell them about MTBMLE, its benefits, the flexible bilingual approach. She will suggest field approach as one of strategies when developing curriculum for ethnic children, supportive policies from government and community support.

### **DAY 4: THURSDAY, 26 AUGUST 2010**



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#### **IMPORTANCE AND TOOLS FOR ORTHOGRAPHY DEVELOPMENT**

**Dr. Greg Dekker**  
**Multilingual Education Consultant**  
**Summer Institute of Linguistics Asia**

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Dr. Greg Dekker, Multilingual Education Consultant of the Summer Institute of Linguistics Asia, gave a presentation on the importance and tools for orthography.

He presented critical steps in orthography development: 1) preliminary research, under which are the phonetic transcriptions and audio recordings of texts, phonological analysis, morphological analysis, and morphophonemic analysis; 2) initial orthography, which includes orthography testing and survey; 3) working orthography (orthography testing); and 4) standard orthography. He explained this process of orthography development using the Lubuagan language as an example.

He also imparted some principles of orthography development which are: phonological adequacy; simplicity; areal appropriateness; transfer to literacy in national language; appropriate technology; and community ownership. He also showed an example of orthography sheet.

He concluded by saying that "many successful orthographies do not have many of these criteria. A successful orthography need not follow all the "rules" to be successful."

[\(See Annex O for Dr. G. Dekker's powerpoint presentation.\)](#)



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#### **BRIDGING THE GAP: THE DEVELOPMENT OF APPROPRIATE EDUCATIONAL STRATEGIES FOR MINORITY LANGUAGE COMMUNITIES IN THE PHILIPPINES**

**Dr. Diane Dekker**  
**SIL Philippines**

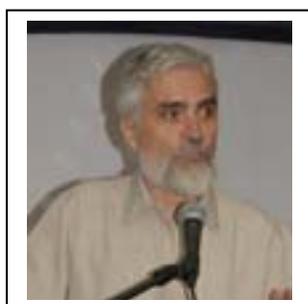
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Dr. Diane Dekker of SIL Philippines discussed how to bridge the gap in developing appropriate educational strategies for minority language communities in the Philippines.

To explain her presentation, Dr. Dekker solicited inputs from participants on their understanding of the gap, the definition of MTB MLE and the necessary components of a successful MTB MLE. She then said that “mother tongue-based multilingual education (MLE) is education, formal or nonformal, in which the children’s mother tongue and the national language are used in the classroom. Children begin their education in a language they understand, their mother tongue, and develop a *strong foundation* in their other language.”

She then provided explanation and illustrations of the strong foundation for the education of learners who speak non-dominant languages. She also discussed how to build competencies in the first language and how to bridge these languages. Some of the teaching methodologies she shared are creating a child friendly learning environment, active participation in own learning, construction of knowledge, and use of higher levels of thinking (Bloom) not just rote and memorization.

[\(See Annex P for Dr. D. Dekker’s powerpoint presentation.\)](#)



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**GOOD PRACTICES IN MAKING MTB MLE CURRICULUM FOR ETHNIC COMMUNITIES**

**Fr Pedro Walpole, SJ**

**Executive Director**

**Apu Palamguwan Cultural Education Center (APC)**

**and Environmental Science for Social Change (ESSC)**

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Fr Pedro Walpole, SJ, the Executive Director of the Apu Palamguwan Cultural Education Center (APC) and Environmental Science for Social Change (ESSC), presented MTB MLE curriculum development for ethnic communities.

His presentation included an overview of the process of curriculum development regarding: 1) review of culture and community context 2) develop frameworks for different subjects, and 3) develop learning competencies and lesson plans

He used the Pulangui people’s history, culture, reality and concern as the curriculum context. For him, *education is not just a school but also a way of life--everybody’s daily life is affected by what happens at the school.* For instance, education can be a way to document the cultural identity with the land and practices. The process and the content can be used for learning.

[\(See Annex Q for Fr. Walpole’s powerpoint presentation.\)](#)

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**WORKSHOP 3: MATERIALS DEVELOPMENT**

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[Dr. D. Dekker](#) facilitated the third workshop. For this workshop, participants were divided into three groups. Then they were tasked to discuss the process of materials development, persons involved in the preparation and the possible sources of monetary resources. Table one contains the output of the groups.

**Table 1: MTB MLE Materials Development**

<b>Group</b>	<b>How will the MTB MLE materials be prepared?</b>	<b>Who will prepare them?</b>	<b>How will they be funded?</b>
A	1) Review the current curriculum 2) Do the curriculum adaptation 3) Adopt the new curriculum (National Curriculum MTB MLE)	-MOE/DepED -Curriculum Experts -MTB MLE Experts/Specialist -Teachers -Researchers Community members such as LGUs, NGOs, religious leaders, parents, other stakeholders	MOE/DepED, NGOs
B	1) Needs Analysis 2) Selection of themes/competencies 3) Development of instructional materials	Technical Working Group	NGOs GOs International organizations
C	Providing a Workshop -Pre-service training -In-service training	-Bilingual Teachers -Trainer who is accompanied by a translator -Trainer who learns the non-dominant language -Trainer needs to know the curriculum, methodology, non-dominant languages (including orthography) and its culture, teaching materials.	MOE/DepED

**DAY 5: FRIDAY, 27 AUGUST 2010****STUDY VISIT TO KINARAGAN ELEMENTARY SCHOOL IN LIMAY, BATAAN**

One of the activities of the ten-day training was a study visit designed to enable participants to observe actual teaching of non-dominant language for the Ayta Magbukun Community. This provided the experience of how such class is conducted and its impact on learners.

The SEAMEO MLE participants, SIL consultants and workshop organizers went to The Morpeth School for the Aeta, about three hours north of Manila. The school is at Sitio Kinaragan, Limay in the province of Bataan. It can be reached through a cemented road, 10 kilometers from the town proper, with a population of 280 composing of about 50 families. This school mainly caters to the Magbukun Tribe, a sub-tribe of the Aeta, historically known as the First Filipino or natives. The Aeta is one of the indigenous peoples of the Philippines.

The participants arrived at Limay around ten in the morning. They were met by the District Supervisor Amelia Nohay. They were given an orientation by Ms. Nohay at the District Office. Then, they made a courtesy call at the Municipal Hall where they were met by the Municipal Administrator as the Mayor was unavailable at that time. During lunch, the Mayor went to see them.

After lunch, they went to Sitio Kinaragan, Barangay Duale for the class observation of Ayta learners. There were two multigrade classes for special Magbukun classes. One class consisted of Grades 1,2, and 3, facilitated by Ms. Melani Cruz and the other class composed of Grades 4,5 and 6, facilitated by Ms. Rita Castillo. Both Ms. Cruz and Ms. Castillo were members of the tribe who had undergone the alternative learning system of DepED. They gave lessons on indigenous knowledge on herbal medicine using their mother tongue a medium of instruction. Learners of both classes demonstrated interest and active participation during the whole session.

The study visit provided participants with insights on the following:

- Preservation of ethnic community language: special MTB classes for ethnic children were an initiative of parents in their attempt to preserve their language and culture.
- Importance of community involvement: facilitators of special MTB classes were volunteer members of the ethnic community.
- Relevant indigenous knowledge, such as medicinal plants, can be easily transmitted through the use of mother tongue.
- Children actively participate in class when their native language is used as medium of instruction.
- Teacher-prepared materials such as real objects make the MTB classes more interesting.
- Teachers and facilitators of MTB classes need to be trained to be effective.



## **DAY 6-7: SATURDAY AND SUNDAY, 28-29 AUGUST 2010**

Midway through the ten-day training workshop, Mid-Course Evaluation was conducted. Dr. Valenzuela conducted the mid-Course Evaluation at Sulo Hotel. She explained the reasoning behind the evaluation and the items that needed to be assessed. Then they were given the Mid-Course Evaluation instrument to complete.

Results indicate that most participants were satisfied with the Secretariat Services, Resource Speakers Workshop Activities, Materials and Facilities. On the other hand, the items that participants found less satisfactorily are related to their accommodation at Sulo Hotel. ([See Annex R for result of the Mid-Course Evaluation.](#))

After the mid-course assessment, participants were given a tour of the city. They first pass through the University of the Philippines in Diliman, and the university-belt in Manila. They also went to the National Museum and the historic sites in Intramuros in Manila.

They were also given the opportunity to go shopping to big malls in Manila such as the Mall of Asia in Pasay City, Greenhills in San Juan City and Trinoma in Quezon City.

## **DAY 8: MONDAY, 30 AUGUST 2010**



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**STRATEGIES FOR INSTRUCTIONAL MATERIALS DEVELOPMENT: THE SEAMEO SPAFA EXPERIENCE**  
**Mr. Girard Bonotan**  
**Documentation Officer**  
**SEAMEO Regional Center for Archaeology and Fine Arts (SPAFA)**

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Mr. Girard Bonotan, Documentation Officer of SEAMEO Regional Center for Archaeology and Fine Arts (SPAFA) presented the strategies for instructional materials development as experienced by SEAMEO SPAFA of Bangkok.

The first part of his presentation was about an introduction to SEAMEO SPAFA. Later he shared how SEAMEO SPAFA prepared some educational materials such as the CD Game *Save the World* which can be downloaded from [www.unescoapceiu.org](http://www.unescoapceiu.org). He utilized a game to present the *O'Oh EIU Card Games* which is about Southeast Asia. This can be downloaded from [www.seameo-spafa.org](http://www.seameo-spafa.org).

He shared some important insights in producing the materials such as: 1) establishing partnership, 2) adaptability/versatility, 3) making use of local wisdom, 4) making the materials simple and fun, and 5) putting culture first.

To conclude his presentation, he also showed a video of a conservation project of SPAFA at Northern Thailand.

([See Annex S for Mr. Bonotan's powerpoint presentation.](#))



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## **THE USE OF FOLKTALES AND FOLKLORES IN MTB MLE PROGRAMS**

**Dr. Wajuppa Tossa**

**Associate Professor**

**The Maharasakham University Storytelling Troupe**

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Dr. Wajuppa Tossa, Associate Professor at the The Maharasakham University Storytelling Troupe, presented *The Use of Folktales and Folklores in MTB MLE Programs*.

Dr. Wajuppa started her presentation with a hymn for teachers followed by a participatory story telling of Eastern and Western Goats. She then introduced herself and the Mahasarakahm University. She also told the audience about how she came about the idea that Thailand is losing some of its non-dominant languages. This led her to implement her story telling project.

Dr. Wajuppa shared how to use local folktales in producing MTB MLE materials. As her demonstration, she recited sample folktales in Thai and English such as The Pious Son In Law, The Boy Who Wanted to Reach Heaven (about Banaue Rice Terraces), Lifting the Sky (the creator who threw out a basketful of languages) and Foolish Family.

[\(See Annex T for Dr. Wajuppa's powerpoint presentation.\)](#)



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## **PREPARING INSTRUCTIONAL MATERIALS IN SOCIAL STUDIES CURRICULA ON NON-DOMINANT LANGUAGES**

**Prof. Eljie Mabunga**

**Assistant Professor I**

**Center for Teaching and Learning**

**Philippine Normal University**

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Prof. Eljie Mabunga, Assistant Professor I of the Philippine Normal University shared her experience, knowledge and skills in preparing indigenous instructional materials in Social Studies.

As an introduction, she presented the Basic Education Curriculum in *Makabayan*, which is an integration of Physical Education, Health and Music, Social Studies, Values Education and Technology and Livelihood Education.

One of the instructional materials she found useful is the learning organizer. Then she showed outputs of students, mostly using paper and pens, and used materials—that's what indigenous is to her. She saved output of students per year and keep the costumes used. She also showed video of *Windows of the World*.

She ended with a quote "Every time I look at the students output, it gives me a sense of fulfillment. The output show the resourcefulness and creativity of the students. They are part of the investment as teachers—the materials and immaterial things." Student-oriented culture should be part of MTB MLE toolkit—lesson guides that enable the students to think and learn better using the native language.

[\(See Annex U for Prof. Mabunga's powerpoint presentation.\)](#)



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## **PREPARING INSTRUCTIONAL MATERIALS: THE MALAYSIAN EXPERIENCE**

**Ms. Zainab Yusof**

**Head of Languages Department and Assistant Director,  
Center of Academic Development  
Institute of Teacher Education  
Ministry of Education**

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Ms. Zainab Yusof, Head of Languages Department and Assistant Director of the Center of Academic Development of the Institute of Teacher Education of the Ministry of Education, presented some good practices in MLE instructional materials development in Malaysia.

She started with the statement that “voice” is important and teacher must have good voice. She also shared some theories for teachers such as The Swamp Theory. She likewise said that “MLE in the Malaysian context is education in which students mother tongue (Malays) plus the National language (Bahasa Melayu) and English and student’s first language/MT (Chinese, Tamil, Iban, Kadazandusun and Semai) are used in the classroom.”

Ms. Zainab related to the participants the goals of Malaysia education and the concept of “**1 Malaysia**”. She also discussed the factors to consider in selecting instructional materials, good practices in selecting instructional materials, and guidelines in the use of instructional materials and how these relate to teacher training.

To end her presentation, she provided an MTB MLE lesson guides utilizing pictures of the instructional materials used by S.K. Lanai Primary School in Pahang, Malaysia. She likewise provided examples of teaching and learning materials used in primary schools in Malaysia.

[\(See Annex V for Ms. Yusof’s powerpoint presentation.\)](#)

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## **STORYTELLING WORKSHOP**

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To provide participants with experience on how to creatively develop materials for MTB MLE, Dr. Wajuppa Tossa conducted a Storytelling Workshop. Participants were asked to present folktales from their own countries in two different ways. In the first activity, participants presented a story and a song from each country using their fingers or hands. Then in the second activity, participants told a story to tandem, one speaking in native tongue, the other in second language.

Ms. Dao Thi Hong Minh of Vietnam and Dr Wajuppa presented a story, Old Man and the Pot of Gold using both English and Vietnamese languages. The Cambodians, Mr. Sareth and Dr. Sun told the story of The Rabbit and the Banana. The Malaysians, Ms. Zainab and Ms. Arni narrated the story of The Buffalo and the Crocodile. The Thais, Mr. Samoh and Mrs. Prapasong told the story of Misunderstanding between Two Languages.

Storytelling provided the participants hands-on experience on how to creatively develop materials that can be used to for MTB MLE programs. The presentation of Dr. Wajuppa made participants realize that folktales can be used to integrate IP curriculum in MTB MLE. Specifically, folktales that have been illustrated were an important medium to learn and preserve the mother tongue.

### **Synthesis of the Sessions 11, 12 and 13**

Dr. Diane Dekker wrapped up the presentations and activities of the day with a saying: *When an old person (woman) dies, a library is burned.* She elaborated that MTB MLE learners learn new language without leaving behind their native language.

### **DAY 9: TUESDAY, 31 AUGUST 2010**

In commemoration of Malaysia's Independence Day, there were singing of Malaysian National Anthem and the brief information about Malaysian history by Ms. Arni Zainir. According to Ms. Zainir, the day is the celebration of the Malaysia's National Day (or Hari Merdeka). On 31 August, they commemorate their freedom from the colonial rule of Britain. They celebrate it with colorful parades, fireworks, and displays of national flag.



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#### **PREPARING INSTRUCTIONAL MATERIALS FOR NON-DOMINANT LANGUAGES: STRATEGIES AND APPROACHES**

**Dr. Nestor Castro**

**Chair**

**Department of Anthropology**

**College of Social Science and Philosophy**

**University of the Philippines**

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Dr. Nestor Castro, Chair of the Department of Anthropology of the College of Social Science and Philosophy of the University of the Philippines, presented *Preparing Instructional Materials for Non-Dominant Languages: Strategies and Approaches*.

The first part of Dr. Castro's presentation consisted of providing examples of instructional materials and giving them background and practical information on how those materials were developed. Examples are the dictionaries and/or vocabularies, local stories and foreign materials translated into the indigenous languages.

He also showed the published children's comic books for indigenous people such as Agta, Badjao, Bontok, Manobo, and T'boli. He also shared some information on the creation of the interactive CD *Katutubo: Glimpses of Philippine Culture* focused on the Agta, Hanunoo Mangyan, Tinguian, and T'boli by the Filipinas Heritage Library.

He likewise explained the skills involved in the Process of Developing Instructional Materials (Farris, 2001) And Writing Process Model: Rewriting (Daniels and Zemelman, 2004).

[\(See Annex W for Dr. Castro's powerpoint presentation.\)](#)

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## WORKSHOP: MTB MLE INSTRUCTIONAL MATERIALS DEVELOPMENT FOR NON-DOMINANT LANGUAGES

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Dr. Castro facilitated the workshop on Instructional Materials Development. Participants were asked to share lessons from experiences in developing instructional materials from their respective countries. The first part of the workshop was to share useful strategies in instructional materials development. The highlights of the output for the first question were as follows:

**Group 1:** Group I shared how they prepared and conducted workshop to produce MLE teachers' guide in non-dominant languages. First, they establish teams that involved various stakeholders, particularly from the community. Then they gather materials from community. Then they conduct workshop.

Ms. Marquez of the Philippines shared her experiences in developing instructional materials for regular class and MTB class. The process involves: materials development, pilot testing, integrating comments of experts including that of Instructional Materials Center Secretariat, publication and distribution.

**Group 2:** For Group II, the process for developing instructional materials is similar to the first group. The process includes: 1) organizing meeting to brainstorm on the type of instructional materials, 2) developing a curriculum map on the themes 3) training the users, 4) pilot and review, and 5) production of instructional materials.

**Group 3:** Group III presented the instructional development process for teaching Music. First they come up with theme. Then they made sure that the song is simple and relevant to teachers. Then there is a technical group which developed music.

**Group 4:** Text book writing: First they issue an invitation for textbook writers. Then textbook writers worked on the books. The completed books are submitted for expert's evaluation. Then the textbooks are finalized and published.

The second part of the workshop was to identify one theme or topic that trainers would like to propose as an instructional material. They were asked to specify the form and target audience. Then afterwards, they selected one experience from each group to be presented in the plenary. The output illustrated some samples of the plan when developing instructional materials, such as books and objects for MTB MLE program. The group outputs are contained in Table Two.

**Table 2: Proposal for an Instructional Materials for MTB MLE**

Group	Objective/s	Theme/Content	Target Audience	Materials
1	<ul style="list-style-type: none"> <li>Familiarize the children with community tradition, real object's names, and objects.</li> <li>Serve as teaching aid</li> </ul>	Traditional way of life with food, farming, cooking, as a theme	All levels including adults	Real objects such as such as baskets, musical instruments, clothing, utensils

2	<ul style="list-style-type: none"> <li>Identify animals.</li> <li>Tell stories about animals.</li> </ul>	Animals	Primary school learners	Big books (colorful, with more pictures and less text), sentence strips
3	<ul style="list-style-type: none"> <li>Write sentences</li> </ul>	Ourselves	Primary 1 students	Picture or chart
4	<ul style="list-style-type: none"> <li>Develop respect and courtesy in speaking and writing</li> </ul>	Family	Preschoolers and primary graders	Big and Small Books




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**ADVOCACY STRATEGIES FOR MTB MLE PROGRAMS:  
PUBLIC-PRIVATE PARTNERSHIP AND MULTI-STAKEHOLDERS PARTNERSHIP IN EDUCATION**  
**Ms. Raquel Castillo**  
**Asia Pacific Advocacy and Campaigns Coordinator**  
**Asia South Pacific Association for Basic and Adult Education (ASPBAE)**

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Ms. Raquel Castillo, the Asia Pacific Advocacy and Campaigns Coordinator of the Asia South Pacific Association for Basic and Adult Education (ASPBAE), discussed the Advocacy Strategies for MTB MLE Programs.

The first thing she did was to recall the advocacy activity workshop output that was completed during the first regional training that took place in Indonesia last 6-8 July 2010. Then she compared public-private partnerships (PPPs) and multi-stakeholders partnerships in education (MSPE). She provided useful information on the PPP that could be done for MLE such as contract schools, outsourcing of educational services, outsourcing of non-educational support services, industry-linked innovation and research, vouchers and subsidies. She likewise shared some initiatives and programs under MSPE. At the end, she enumerated some possible steps in advocacy strategy for MTB MLE.

[\(See Annex X for the powerpoint presentation.\)](#)

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#### **WORKSHOP: ACTION PLANNING TO ADVOCATE MTB MLE**

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To help prepare the participants for advocacy work for MTB MLE in their respective countries, an action planning workshop was conducted asking the participants to list down areas of interest, detail out the activities, enumerate prospect agencies for funding support, estimate budget needed and specify the time period. See tables below for the outputs of the groups.

**Table 3: Output of Group 1**

<b>Areas/Interest</b>	<b>Activities</b>	<b>Funding Agencies</b>	<b>Time Frame</b>	<b>Proposed Budget</b>
Advocacy	1) Organize MTB MLE Task Force 2) Visit the Community 3) Present Plan to the education ministry 4) Consolidate discussions	World Bank	4 months (September to December)	US \$ 500
Curriculum Development	1) Revisit current curriculum 2) Integrate skills learning 3) Piloting	SEAMEO UNESCO UNICEF	1 year	US \$10,000
Instructional Materials Development	1) Plan 2) Writeshop 3) Piloting	SEAMEO UNESCO UNICEF	1 year	US \$ 20,000
Training	1) Planning the kind of training 2) Preparation including budget communication	SEAMEO UNESCO UNICEF	1 yr	US \$ 10,000

**Table 4: Output of Group 2**

<b>Areas/Interest</b>	<b>Activities</b>	<b>Funding Agencies</b>	<b>Time Frame</b>	<b>Proposed Budget</b>
Teacher Training	1) Consulting with SIL 2) Propose to Funding Agencies 3) Training of Trainers	Ministry of Education	1 year (September 2010 to September 2011)	US \$ 300,000
Research on Language	1) Workshops on research instruments and propose to funding donors 2) Present/Report	Asian Development Bank	September 2010 to February 2011	US \$ 30,000
Materials Production	1) Recruit writers 2) Illustrator workshop	IRA	September 2010 to October 2011	US \$ 2,500

**Table 5: Output of Group 3**

<b>Areas/Interest</b>	<b>Activities</b>	<b>Funding Agencies</b>	<b>Time Frame</b>	<b>Proposed Budget</b>
Teaching Materials Development	1) Analyze 2) Develop 3) Try out 4) Teacher Training	Not identified yet	3 months	US \$ 5,000

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### **PART III. ACTION PLANNING WORKSHOP**

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The Action Planning Workshop was facilitated by Dr. Valenzuela on September 1, 2010. It comprised of two parts.

The first part was the **Personal Reflection and Re-Entry Plan** which sought the insights gained and learnings to be applied from each course in the ten-day training workshop, enumerated as: 1) MTB MLE policy development, 2) MTB MLE curriculum development; 3) indigenous/non-dominant language curriculum development; 4) Orthography development; 5) Study visit on the Ayta Magbukun community; 6) Instructional materials development; 7) Using creative ways to develop MTB MLE programs; and 8) Advocacy: private public partnership techniques. ([See Annex Y for the copy of Personal Reflection and Re-Entry Plan outputs.](#))

For the second part of the planning workshop, participants were asked to give their thoughts on the guidelines for MTB MLE which are acceptable or doable in their respective countries. Below are the outputs on the feasible processes (enumerated in numbers) and strategies (listed in bullets) for each component of an MTB MLE program.

#### **A. Developing MTB MLE Policies**

- 1) Identification/organization of MTB MLE National Task Force
- 2) Consultation Meeting
- 3) Drafting of Policy
- 4) Routing the draft for comments and suggestions
- 5) Finalization of the draft
- 6) Recommendations for approval
- 7) Approval
- 8) Implementation

#### **B. Enhancing Partnership Among All MTB MLE Stakeholders**

- Showcase past successes
- Think of both small and big potential partners.
- Be specific in what we want from partners
- Networking, proposal, target special people, group and the palace

- You need a friend/informant on the ground/in the village (e.g., to tell you if you've offended someone)
- You must respect the authority of regional and local government and get their agreement as a minimum and their involvement is at all possible
- International NGO may need to partner with regional and local NGO for project administration and to receive funding.
- Conduct survey of existing organizations/NGOs that advocate /work on MLE (sub regional: SEAMEO, national: MOE).
- Invite prospective partners on MLE to regional and national activities (sub regional: SEAMEO meetings, conferences, national: conferences, etc)
- Join/participate in the existing networks (e.g., Asia Pacific MLE working group), as in UNESCO-led Talaytayan (Philippines)

### **C. Establishing Local Language Committee**

- Select Potential Stakeholders (community elders, community members, linguistics experts, teachers, local authorities, teachers with most experiences, specialist)
- Invite stakeholders to participate
- Establish the committee
- Meeting of community leaders
- Convince local language committee

### **D. Developing Orthography/Linguistic Analysis**

- 1) Convene a Task Force on national language issues and documentation
- 2) Task Force's first job is to survey languages used in school
- 3) The second task of the Task Force is to determine priority for documentation
- 4) The third job of the Task Force is to establish flowchart of activities leading to documentation of surveyed languages.
- 5) Then the Task Force convenes language congresses at local/ethnic group level to decide issues of orthography and educational concerns.

### **E. Preparing Materials for MTB MLE**

- 1) Find topics, contents, theme
- 2) Decide on types of materials—books, picture book, CD ROM, handbooks on activities
- 3) Planning
- 4) Search for knowledge
- 5) Search for resource persons
- 6) Search for funding
- 7) Conduct workshop to brainstorm
- 8) Gather all materials
- 9) Execute plans
- 10) Try out the materials
- 11) Revise, improve the materials
- 12) Final output publication
- 13) Propagate/advertise
- 14) Get feedback from users
- 15) Perfect the materials

Strategies:

- Develop the curriculum, choose themes, draft IM, approve and print.
- Provide a meeting by inviting community leaders, teachers, local scholars and experts. Then hold a writer workshop and workshop to produce the materials in the community
- Just to it: Do it with school and community, local language materials will help children get better in learning. Tell everyone that material production in MLE language will help preserve out wisdom—wisdom of the community wisdom of the country.

## F. Enhancing Advocacy/ Buy in of MTB MLE Policies and Programs

- Raise MTB MLE in the workshop of the technical and academic staff
- Report to the Education Minister
- Discuss among curriculum development group and materials development group
- Present final output to MOE for comments and suggestions
- Conduct internal meeting to share the outcome of this workshop
- Partnering: winning over the national government can come after a pilot project (provided that it doesn't break any laws!)
- We need change
- Engage local political leaders and community leaders



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### **SPECIAL PRESENTATION ABOUT UNESCO INRULED** **Dr. Shuzhen Xiao** **Chief of Administration** **UNESCO INRULED**

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Dr. Shuzhen Xiao from Beijing, China provided information about the objectives and activities of UNESCO International Research and Training Center for Rural Education (INRULED). She likewise made reference to some of INRULED's activities

that tie up with some development organization in other countries, such as the Philippines.



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### **NEXT ACTIVITIES** **Ms. Abigail Lanceta, SEAMES and** **Mr. Girard Philip Bonotan, SEAMEO SPAFA**

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To provide information about the next activities lined up in relation to the Phase II of the MTB MLE Project in SEAMEO countries, focal person from SEAMEO Secretariat Ms. Abigail Lanceta, together with Mr. Bonotan of SPAFA, provided a short presentation.

Ms. Lanceta discussed the following next steps in the SEAMEO MTB MLE Project:

- Study Visit in Thailand and China

- National Workshops in Thailand, Philippines and Malaysia;
- Production of the Technical Guidelines;
- Advocacy materials development; and
- Reporting of project outputs and gains to SEAMEO meetings.

Mr. Bonotan provided details of the itinerary for the Study Tour set for 19-24 September 2010. MLE Trainers will first visit the Mon/Thai Bilingual Project in Kanchaburi, Thailand, then they will proceed to Yunan Province in China to see the implementation of Bai/han Bilingual Project. He also discussed travel and accommodation details with the participants.

(See Annex Z for the copy of the presentations on the *Upcoming Activities*.)

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## PART IV. CLOSING PROGRAM

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### Presentation of Insights and Reflections

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Selected participants shared what they think, feel and plan to do as the result of the ten-day training workshop.



**DR. DIDI SUHERDI OF INDONESIA** was first to share his insights and reflection. His first statement was words of gratitude for SEAMEO and SEAMEO INNOTECH for organizing the training workshop.

He said that the things that were laid out during the first training in Indonesia in July 2010 have started to reveal themselves more clearly in this workshop. He also mentioned that if in case nobody would help him implement the MTB MLE project in

Indonesia, he will still work on it and fund it himself. He said that he does this not just as a project but because he wants to help. He ended by quoting that *the best man is the most useful man*.



**MS. ZAINAB YUSOF OF MALAYSIA** was also requested to share her insights. First, she acknowledged the presence of important persons who helped made the training workshop successful. such as Dr. Bacani, Dr Greg and Diane Dekkers\_ and Ms. Alice Eastwood. She also said that the organizers from SEAMEO INNOTECH - Dr. Ethel Agnes Valenzuela and her staff touched her heart for the able and thoughtful organization of the activity.

She revealed that having been involved in MTB MLE since July 2010, she is now committed to implement it for her own people and for people of other countries. She knew it would not be easy, comparing it to the building of the great city of Rome, it would take thoughts and commitment to start and change. She was thankful for the opportunity to help.



**MR. KHAMPHANH PHIMSIPASOM OF LAO PDR** admitted that he learned more than what he expected from the training workshop, particularly on MTB MLE advocacy.

He expressed his gratitude to SEAMEO, SEAMEO INNOTECH, the support team, and the people who made it possible for him to participate. He said that one thing is clear to him now, and that is what others need in his country. He will be bringing back to Lao

PDR what he had learned from the training workshop and he intends to do what he can for the promotion and implementation of MTB MLE.

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## Video Highlights Presentation

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A short video presentation of the ten-day activities was presented, as testimony of how hard the participants and organizers work together which led to the successful conduct of the activity.



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### Message of Dr. Ramon C. Bacani

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Dr. Ramon C. Bacani, Center Director of SEAMEO INNOTECH, graced the closing ceremony and gave a short message. He said that the first day of September may be the end of the training workshop but for Filipinos, it means the start of the long Christmas season.

Dr. Bacani expressed his appreciation to those who gave their insights, the participants of Indonesia, Malaysia and Lao PDR. He was also grateful to the participants, the SIL, the SEAMEO Secretariat and SEAMEO SPAFA for sharing their expertise, and to the World Bank for its support.

He hoped that all the lessons learned and insights gained during the ten-day workshop will open the hearts and minds of the participants to MTB MLE. He said that there are a lot to do to promote MTB MLE to different countries. In this huge task ahead, the action plans will guide participants in promoting MLE in each country.

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## Awarding of Certificates

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Certificates of Participation, signed by SEAMEO Secretariat Director Dato' Dr. Ahamad bin Sipon and by SEAMEO INNOTECH Director Ramon C. Bacani were distributed to the participants. They were also provided CD copies of the handouts and presentations, and pictures taken during the workshop, plus a directory of participants.

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## Social Support Services Provided to the Participants

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SEAMEO INNOTECH transport services were provided to handle the transportation requirements of the participants, particularly for their arrival to and departure from SEAMEO INNOTECH. Transportation services were also provided to bring participants from the Sulo Hotel to the training venue at SEAMEO INNOTECH.

Participants were given workshop bags containing the materials, references, Orientation Booklet, and pen. An identification card was also issued to each participant.

The Orientation Booklet includes information to introduce participants to SEAMEO INNOTECH, the Philippines, and the Philippine culture.

Accident insurance was likewise arranged for the participants, and a nurse was made available within the SEAMEO INNOTECH campus for basic medical requirements.

Prayer rooms (for male and female) at the International House were also provided, particularly for those who were observing prayer time and the Ramadan.

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## Evaluation

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To ensure high quality of services, participants were asked to evaluate each resource person, the workshop proceedings, the people who worked in it, and the logistics.

The result of the End-of-Course Evaluation indicates very satisfied participants, most particularly with the workshop management which garnered an **excellent** rating of **4.62**, with 5 being the highest. For the workshop organization, the rating is **4.43** or **very satisfactory**, while the administrative support services got a rating of **4.34** or **very satisfactory**. The overall rating of the workshop is **4.65** indicating **excellence**.

[\(See Annex A1 for the results of the evaluation of resource persons and the End-of-Course Evaluation\)](#)

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## Acknowledgments

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SEAMEO INNOTECH would like to thank SEAMEO Secretariat for entrusting us with this project and the World Bank for the funding assistance. We are also grateful to the participants for making this SEAMEO-World Bank Project entitled *Regional Training Workshop on the Principles and Methods of Developing and Using Curricula and Teaching-Learning Materials for Non-Dominant Languages for SEAMEO MLE Trainers* a very successful one.

## LIST OF ANNEXES

- A** Directory of Participants
- B** Welcome Remarks
- C** Message of Dato' Dr. Ahamad bin Sipon
- D** Keynote Address
- E** Overview of World Bank-SEAMEO Project, Phase 2
- F** Overview of the 2<sup>nd</sup> Regional Training Workshop
- G** Presentation of Congressman Magtanggol T. Gunigundo I
- H** Presentation of Dr. Greg Dekker on Policies and Planning of MTB MLE Programs
- I** Presentation of Dr. Dina Ocampo
- J** Compilation of Country Papers
- K** Presentation of Dr. Lydia Liwanag
- L** Presentation of Dr. Merle Tan
- M** Presentation of Ms. Sevilla Panaligan
- N** Presentation of Dr. Diane Dekker on Mother Tongue-Based Early Childhood education
- O** Presentation of Dr. Greg Dekker on Orthography Development
- P** Presentation of Dr. Diane Dekker on Bridging the Gap: The Development of Appropriate Educational Strategies for Minority Language Communities in the Philippines
- Q** Presentation of Fr. Pedro Walpole
- R** Mid-Course Evaluation Result
- S** Presentation of Mr. Girard Philip Bonotan
- T** Presentation of Dr. Wajuppa Tossa
- U** Presentation of Prof. Eljie Mabunga
- V** Presentation of Ms. Zainab Yusof
- W** Presentation of Dr. Nestor Castro
- X** Presentation of Ms. Raquel Castillo
- Y** Action Planning Workshop: Personal Reflection and Re-Entry Plan
- Z** Presentation of Upcoming Activities
- A1** Workshop Evaluation Results