



**Southeast Asian
Ministers of Education
Organization**

Enhancing Awareness and Building the Capacity of SEAMEO in Establishing Mother Tongue-based MLE Programs in Southeast Asia

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The Southeast Asian Ministers of Education Organization (SEAMEO)



The Southeast Asian Ministers of Education Organization (SEAMEO)

- promotes cooperation in education, science and culture in Southeast Asia
 - establishes network and partnerships
 - provides intellectual forums for policy makers and experts
 - promotes sustainable human resource development
 - develops and nurtures the capacities of teachers and school managers in Southeast Asia through its 19 SEAMEO specialist institutions or regional centres



SEAMEO Member Countries

Brunei Darussalam (1984)



Cambodia (1971)



Indonesia (1965)



Lao PDR (1965)



Malaysia (1965)



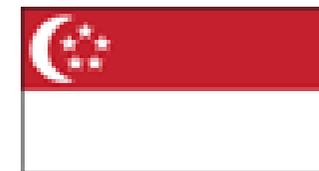
Myanmar (1998)



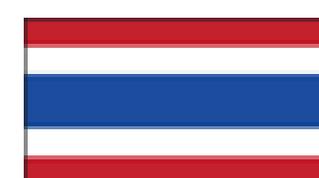
Philippines (1965)



Singapore (1965)



Thailand (1965)



Timor-Leste (2006)

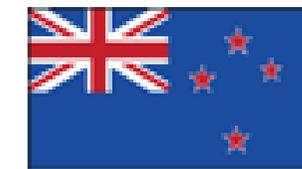
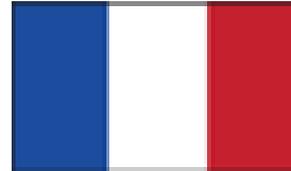


Vietnam (1992)



SEAMEO Associate Members

Australia (1973)
Canada (1988)
France (1973)
Germany (1990)
Netherlands (1993)
New Zealand (1974)
Spain (2007)



SEAMEO Affiliate Members

International Council for Open and Distance
Education (1999)
Tsukuba University (2009)
British Council (2010)



SEAMEO Regional Centres



SEAMEO
BIOTROP



SEAMEO
CHAT



SEAMEO
INNOTECH



SEAMEO
RECSAM



SEAMEO
REL C



SEAMEO
RETRAC



SEAMEO
SEAMOLEC



SEAMEO
SEARCA

tropical biology, *history and tradition*, educational innovation and technology, science and mathematics, language, higher education and development, open learning, graduate study and research in agriculture, archaeology and fine arts, tropical medicine and public health, vocational and technical education and training



SEAMEO
SPAFA



SEAMEO
TROPMED
Network



SEAMEO
VOCTECH



The Southeast Asian Context

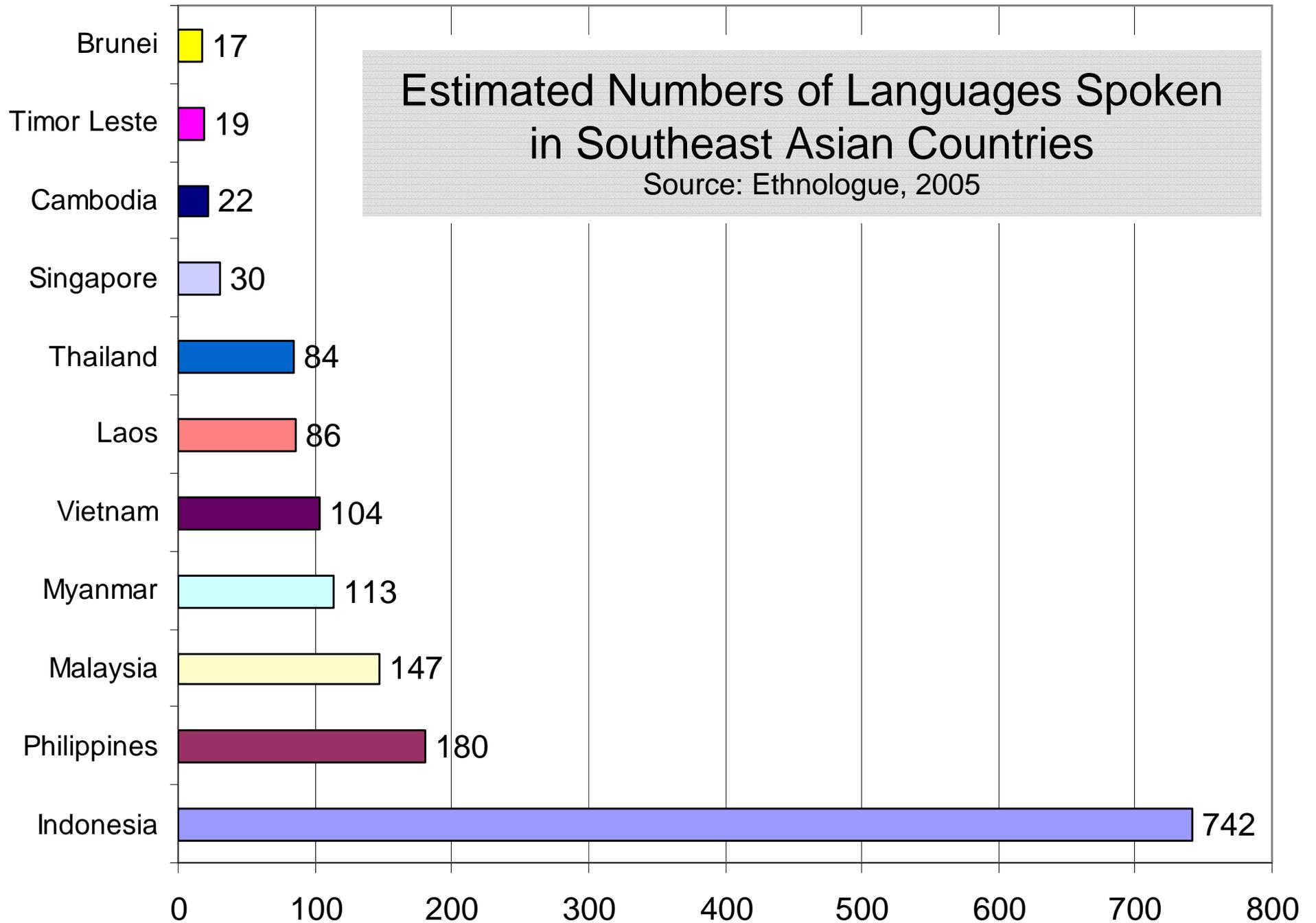
1. Linguistic diversity is a characteristic of all Southeast Asian countries.
2. Exact figures pertaining to languages spoken in Southeast Asia are difficult to determine, but available estimates indicate that around 1,000 languages are spoken in the region.
3. In all Southeast Asian nations, the national or official language is often not the language spoken at home by a significant proportion of the population.



Source: Mother tongue as bridge language of instruction: policies and experiences in Southeast Asia, SEAMEO, 2008

Estimated Numbers of Languages Spoken in Southeast Asian Countries

Source: Ethnologue, 2005



The Southeast Asian Context

4. Different Southeast Asian countries have embraced different language-in-education policies and practices for classroom instruction.
5. Many children in Southeast Asia are taught in languages that are not spoken in their immediate community
6. Over the past decade or so this issue has started to receive increased attention and, as a result, many Southeast Asian nations have begun to experiment with the use of some ethnolinguistic minority languages in education.



Source: Mother tongue as bridge language of instruction: policies and experiences in Southeast Asia, SEAMEO, 2008

Language, Education and the MDGs

1. Languages are more than tools for communication; they help shape the identity of individuals and groups, as well as serving as a key element in social integration and cultural development.
2. Language is a right and a means for development.
3. Language is critical for attaining EFA Goals and MD Goals.



SEAMEO's Commitment to Education For All

“On future cooperation in education, the Ministers agreed that the focus should be on implementing education For All (EFA) by 2015.”

Joint Statement of the 3rd ASEAN Education Ministers Meeting
Kuala Lumpur, Malaysia, 15 March 2008





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Enhancing Awareness and Building the Capacity of SEAMEO in Establishing Mother Tongue-based MLE Programs in Southeast Asia



Background: Phase 1

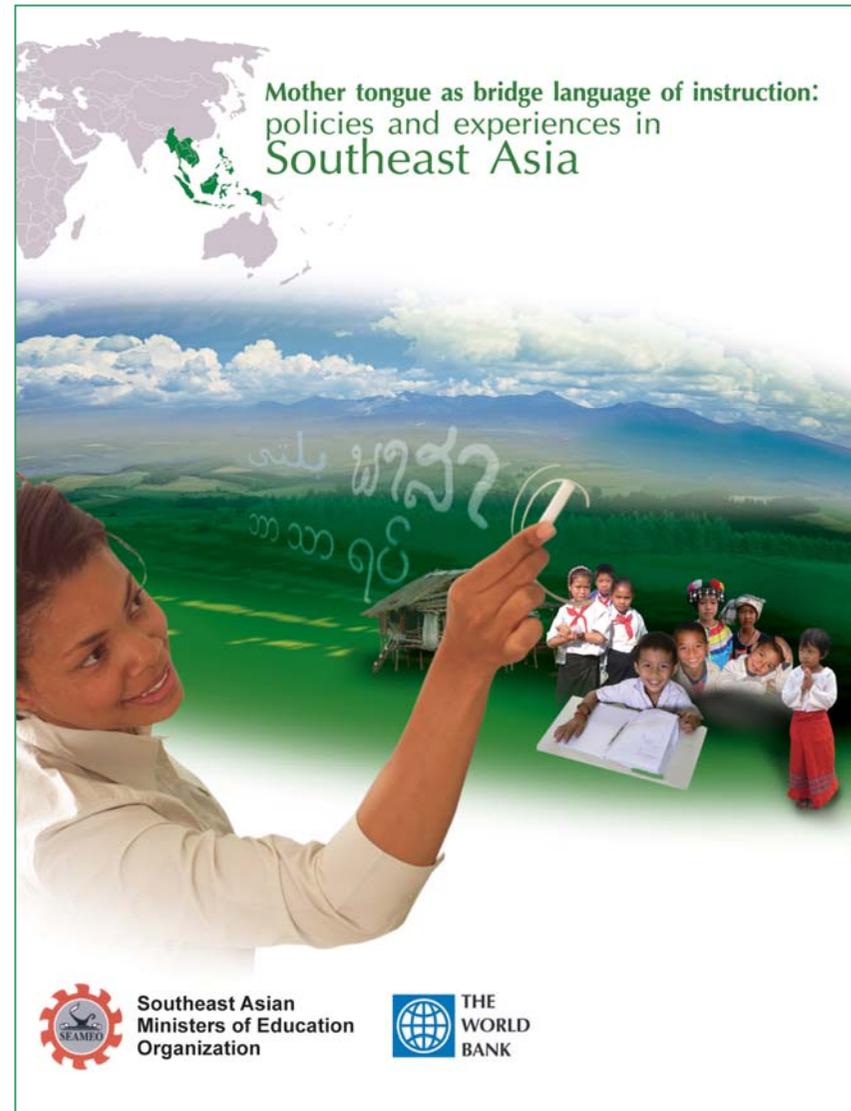
The Use of the Mother Tongue as Bridge Language of Instruction in Southeast Asian Countries: Policies, Strategies and Advocacy

1. Implemented from June 2007 to July 2009
2. The Project provided opportunity to explore how Southeast Asian countries, through appropriate language policies, can achieve Education for All (EFA) by widening access, reduce repetitions and drop-outs, and improve learning outcomes



The Use of the Mother Tongue
as Bridge Language of Instruction in Southeast Asian Countries:
Policies, Strategies and Advocacy (June 2007 to July 2009)

3. The major accomplishment of the Project is a collection of country policies and practices in the use of mother tongue as bridge language of instruction in Southeast Asia.



The Use of the Mother Tongue
as Bridge Language of Instruction in Southeast Asian Countries:
Policies, Strategies and Advocacy (June 2007 to July 2009)

3. Regional discussions on “good functioning” models offer opportunity to adopt and adapt some principles in the use of mother tongue as bridge language of instruction in some SEAMEO Member Countries.
4. This necessitates capacity building and further advocacy to better equip SEAMEO in undertaking pilot projects at the country level.



Phase 2

Enhancing Awareness and Building the Capacity of SEAMEO in Establishing Mother Tongue-based MLE Programs in Southeast Asia

To assist SEAMEO Member Countries in establishing mother tongue-based multilingual education (MLE) programs effectively by providing opportunity for further knowledge sharing, skills training and exposure to actual program implementation in the region and beyond.

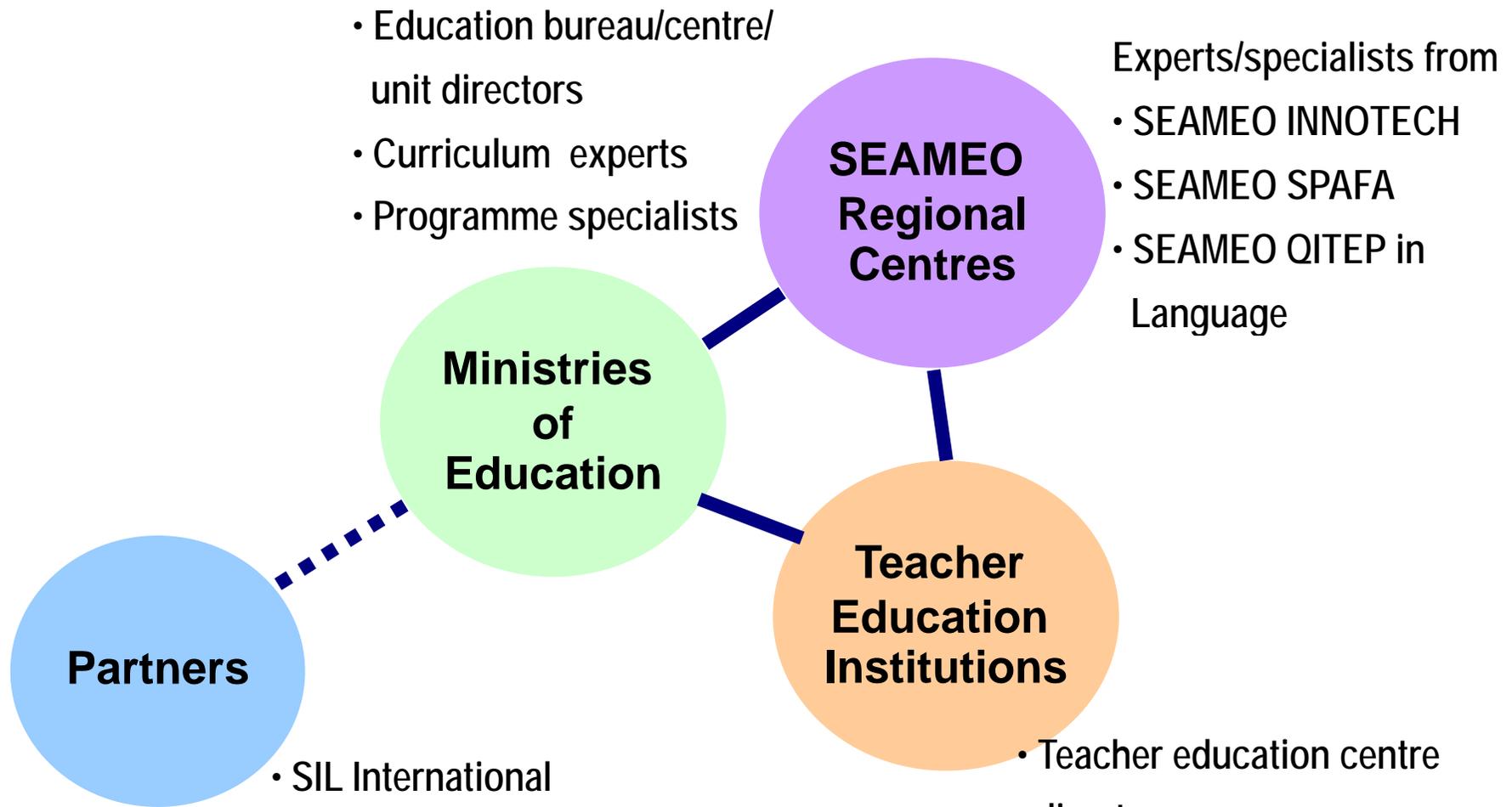


Objectives

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

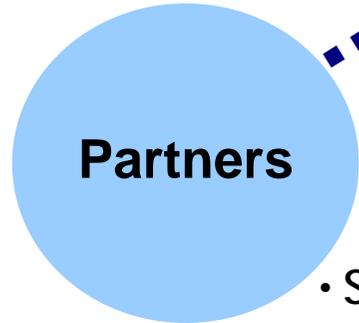
Objectives

4. To **provide exposure and hands-on activities** on actual implementation of effective and sustainable mother tongue-based MLE programs to officials and representatives from Ministries/Department of Education and SEAMEO Centres
5. To **produce advocacy materials** on mother tongue-based MLE programs that highlight experiences and case studies in Southeast Asia
6. To **advocate project activities and project gains** at SEAMEO meetings, network and inter-organization working group meetings

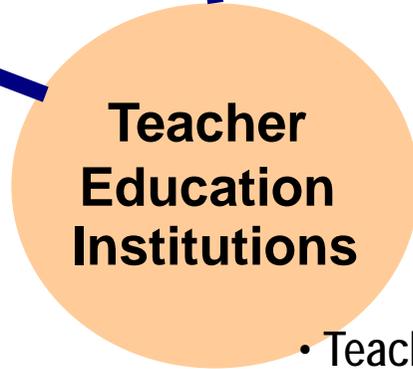


- Education bureau/centre/
unit directors
- Curriculum experts
- Programme specialists

- Experts/specialists from
- SEAMEO INNOTECH
 - SEAMEO SPAFA
 - SEAMEO QITEP in
Language



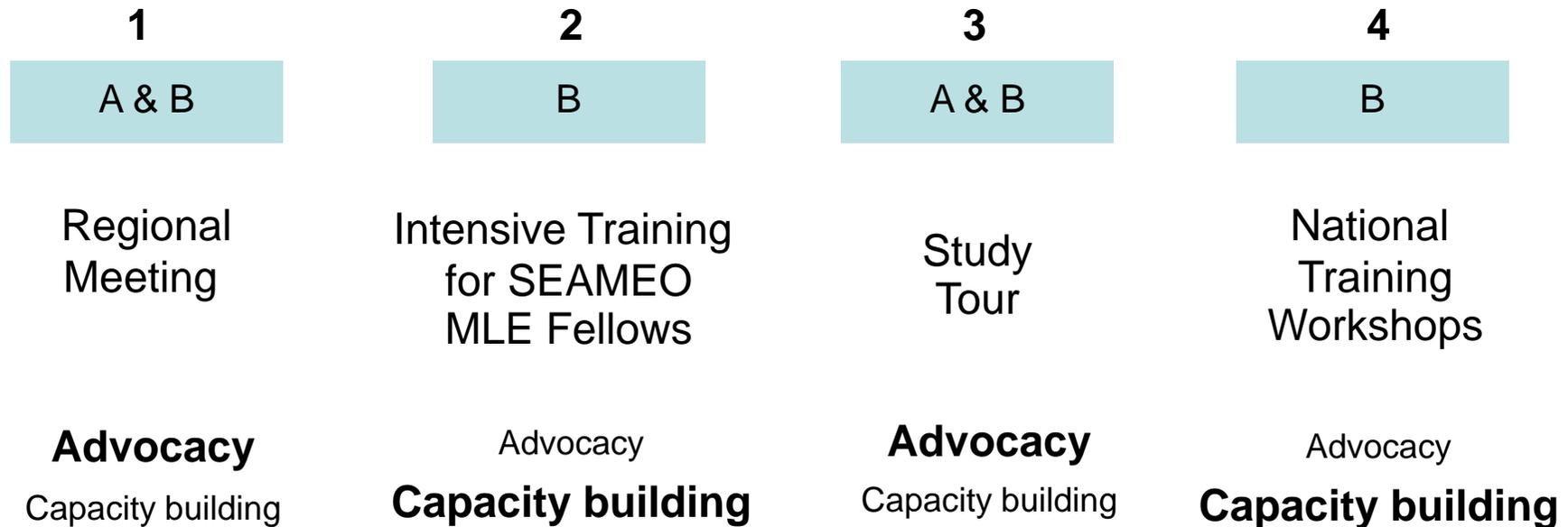
- SIL International
- UNESCO
- UNICEF
- World Bank



- Teacher education centre
directors
- Language specialists



Strategy and Activities



Participants:

Group A – education officials who can influence policy/ decision-making process, e.g. directors

Group B – specialists/educators who are involved in curriculum development, training of teachers, etc



Salient Points from our Experience

1. Take small steps that will lead to the “correct” direction.
2. Work within existing policies of countries.
3. Embrace diversity.
4. Involve the right people and expect the right result.
5. Keep the passion alive!



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