

# VOICES FROM THE HILLS

**Mother Tongue Based Multilingual Education  
in Northern Thailand- (2007-2019...)**

Sustainability of MTB-MLE Program Quality  
Maintenance and Expansion

24.09.2019



Pestalozzi Children's Foundation



# Introduction - PCF & MTBMLE

## 3 reasons why PCF supports MTBMLE:

- Evidence based method/approach that helps ethnic children learn better with joy in classrooms/schools
- Equity access that breaks language barriers and bridge local and national language and culture.
- Channel for community participation to contribute their knowledge, language, and culture in education for their children

- **In 2007**, the Pestalozzi Children's Foundation (PCF) and the Foundation for Applied Linguistics (FAL) began a journey to transform the lives of ethnic children in Thailand by establishing sustainable, scalable mother-tongue based multilingual education (MTB-MLE) programmes in remote public schools
- **In 2018**, PCF and Women's Education for Advancement and Empowerment began the cooperation with Karenni Education Department (KNED) to implement Kayah Based Multilingual Education in Ban Mai Nai Soi Karenni Refugee Camp - Maehongson.

# Speakers & Moderator & Interpreter

## Group 1



**Mrs. Wanna Tienmee**  
Director, Foundation for Applied Linguistics



**Mrs. Preyaporn Saichonkhamchun**  
MTBMLE Teacher, Teacher assistant at Ban Pui School, Chiangmai



**Shitipol Hrue**  
Student in MTB-MLE Program. (Ban Pui School, Hod District, Chiangmai)

## Group 2



**Mr. Pisitpong Chaikaew**  
- Chairperson of Chiangmai MLE Working group.  
- School Headmaster of Baan Soplan School, Omkoi District, Chiangmai



**Mr. Somphong Phromchan**  
Director of Chiangmai Primary Educational Service Area office 6



**Mr. Sinard Lampoonphong**  
- Strategy Committee member of Chiangmai Education Innovation (Based on Innovation Education Act B.E. 2562)  
- Former Director of Chiangmai Primary Educational Service Area office 1

## Group 3



**Mr. Bue Yal**  
Director, Karenni Education Department



**Ms. Boe Meh**  
Karenni Mother Tongue-based Multilingual Education Project Coordinator

## Moderator



**Kirk R. Person, PhD**  
Director, External Relations  
SIL International

## Interpreter



Mr. Ekachai Pinkaew

## Organizer: PCF-Thailand



Suraporn Suriyamonton



Pestalozzi Children's Foundation



# Sustainability of MTBMLE Program Quality Maintenance and Expansion



**The Realization of MTBMLE for Thailand's Ethnic Children in the North since 2007**

**New Dawn Over the Mountains: Access and Equity Through Mother Tongue-Based Multilingual Education for Thailand's Ethnic Children**

**Mrs. Wanna Tienmee** *Director, Foundation for Applied Linguistics*

**Mrs. Preeyaporn Saichonkhamchun** *Teacher of Banpui School*

**Shitipol Hrue** *Student of MTBMLE Program*



Pestalozzi Children's Foundation



# Sustainability of MTBMLE Program Quality Maintenance and Expansion



## MTBMLE Program Expansion in Other Public Schools with similar contexts

**Mr. Pisitpong Chaikaew**

*Chairperson of Chiangmai MLE Working group; School Headmaster of Baan Soplan School, Omkoi District, Chiangmai,*

**Mr. Somphong Phromchan**

*Director of Chiangmai Primary Educational Service Area office 6*

**Mr. Sinard Lampoonphong**

*Committee member of Chiangmai Education Innovation (Innovation Education Act B.E. 2562)*



Pestalozzi Children's Foundation



# Sustainability of MTBMLE Program Quality Maintenance and Expansion



## MTBMLE Program Expansion in Schools in Refugee Camp

**Mr. Bue Yal**

*Director, Karenni Education Department*

**Ms. Boe Meh**

*Karenni Mother Tongue-based Multilingual Education Project Coordinator*



Pestalozzi Children's Foundation





# The Realization of MTBMLE for Thailand's Ethnic Children in the North Since 2007



Pestalozzi Children's Foundation



1

# The Realization of MTBMLE for Thailand's Ethnic Children in the North since 2007



**New Dawn Over the Mountains: Access and Equity Through Mother Tongue-Based Multilingual Education for Thailand's Ethnic Children**

**Mrs. Wanna Tienmee** Director, Foundation for Applied Linguistics

Teacher of Banpui School **Mrs. Preeyaporn Saichonkhamchun**

Student of MTBMLE Program **Shitipol Hrue**



Pestalozzi Children's Foundation



1

# New Dawn Over the Mountains:

Improving Access and Equity through Mother Tongue-Based Multilingual Education for Thailand's Ethnic Children



Pestalozzi Children's Foundation



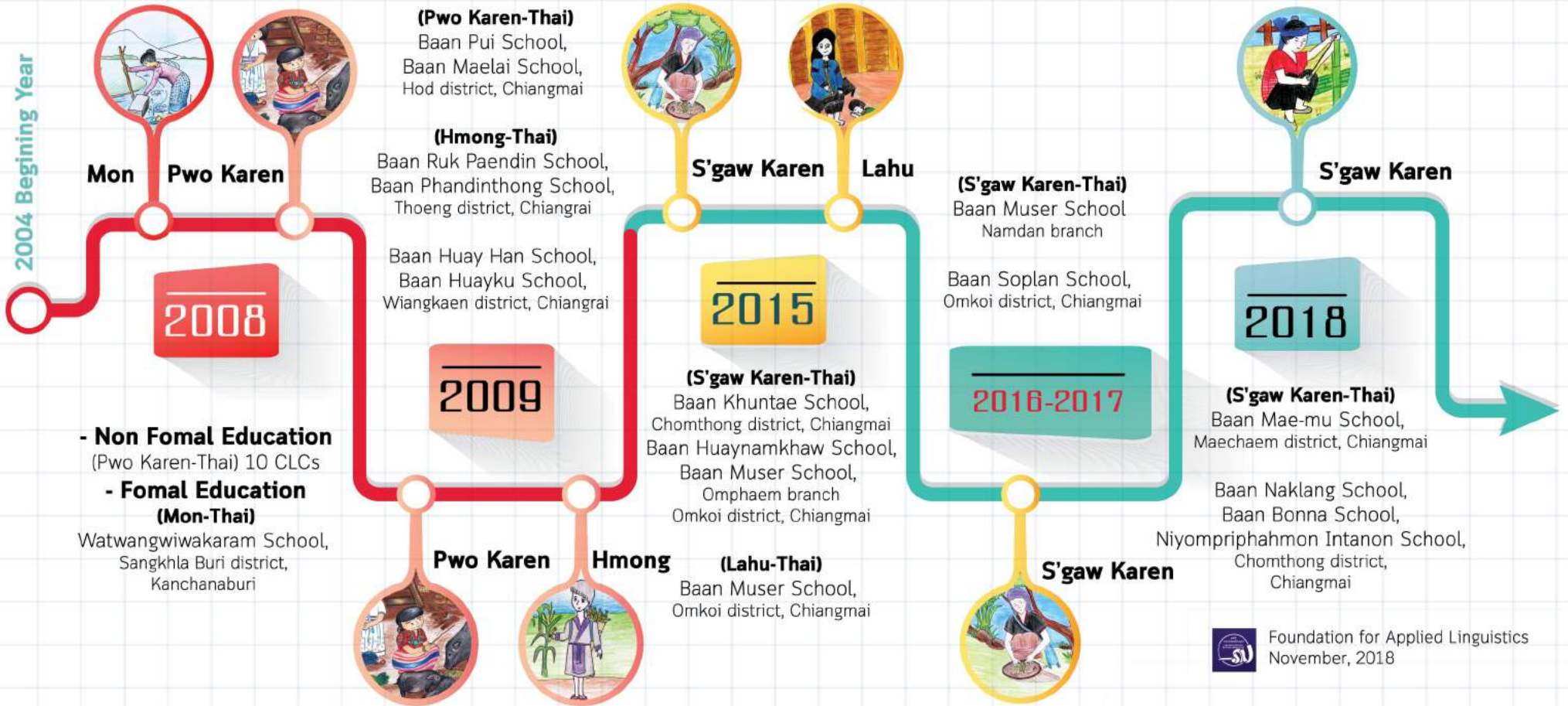
# 1

## The Realization of MTBMLE for Thailand's Ethnic Children in the North from 2007-2019






# Development of FAL MTBMLE




**- Non Fomal Education**  
(Pwo Karen-Thai) 10 CLCs

**- Fomal Education (Mon-Thai)**  
Watwangwiwakaram School,  
Sangkha Buri district,  
Kanchanaburi

 Foundation for Applied Linguistics  
November, 2018

 MTB-MLE Pilot Schools

 MTB-MLE Expansion Schools

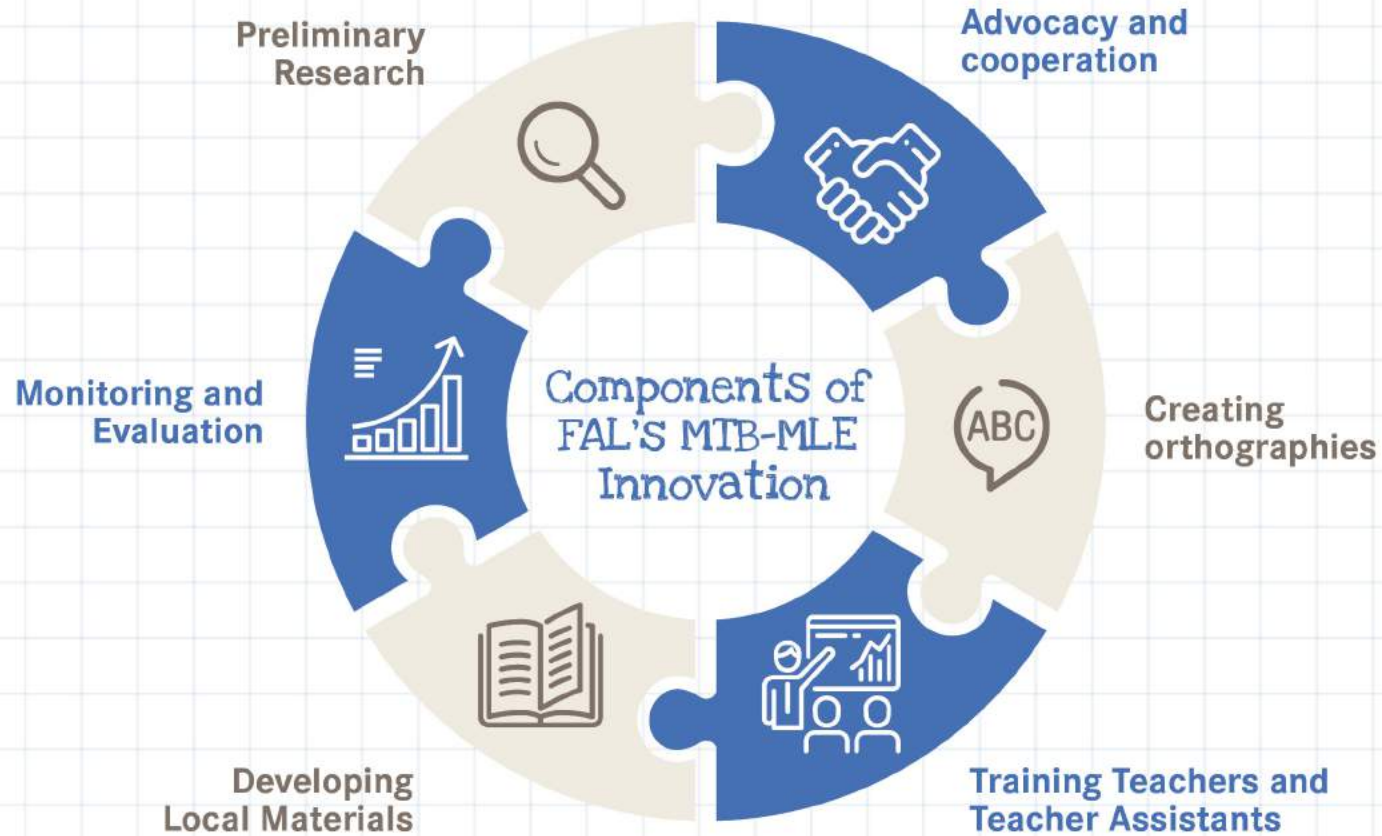


Pestalozzi Children's Foundation



# 1

## Components of FAL'S MTB-MLE Innovation



1

# A Systematic Approach

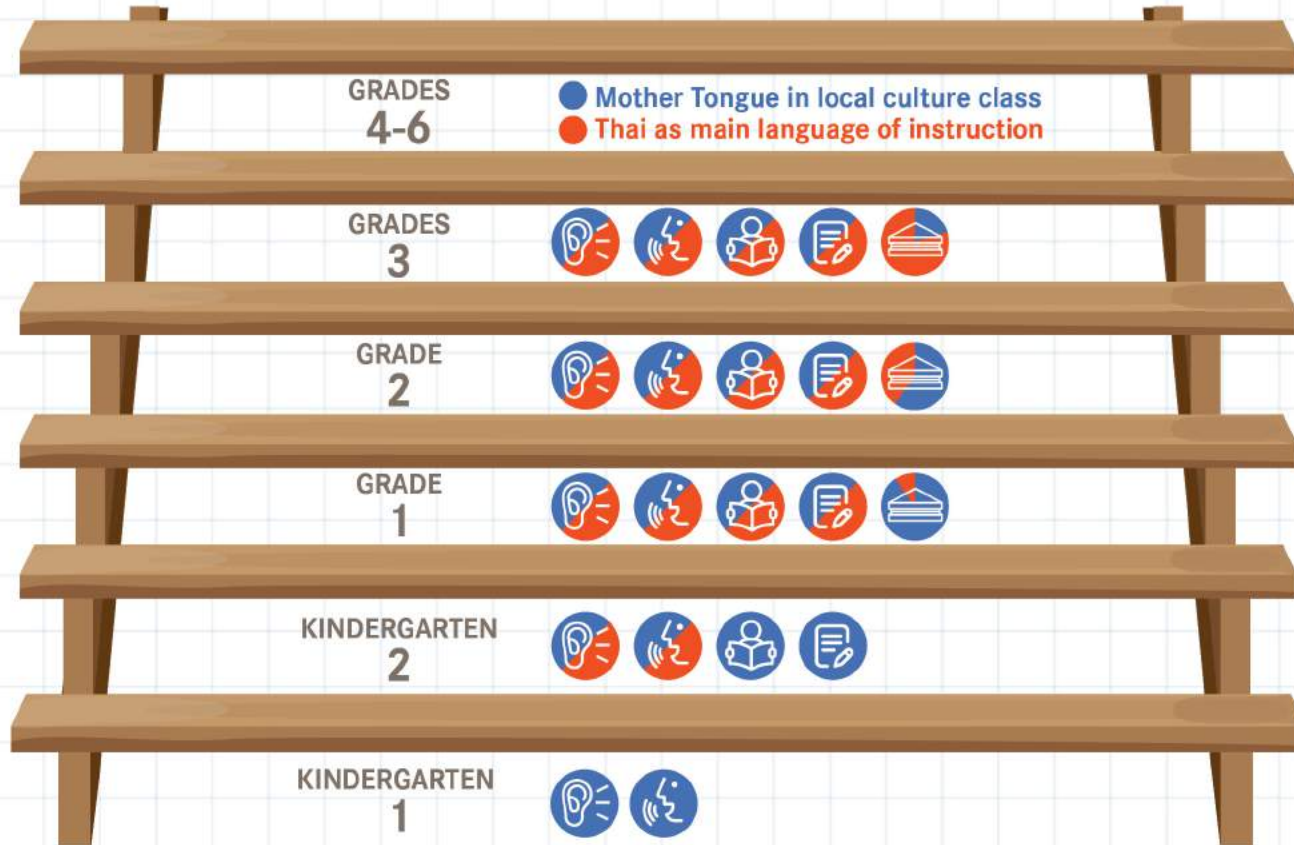


Pestalozzi Children's Foundation



# 1

# A Systematic Approach



- Mother Tongue
- Thai
- Mother Tongue/Thai

- Listening
- Speaking
- Reading
- Writing
- "Sandwich" for Academic Subjects

# 1

## Voices from student



“I went to school when I was 5 years old (in 2008). I studied at Ban Pui school since Kindergarten 1. My school taught in my language and in Thai. I remember that I was happy to come to school because the teacher spoke my language. I felt comfortable and was not afraid of the teachers. I am now in grade 9 (Mattayom 3). I am proud that I had the chance to learn in my language. I am fluent in both my language and Thai. I am not shy about being Karen. I am the diversity of Thailand. I look back and remember that I had a lot of fun at school in the bilingual program where I could learn in both Pgow Karen and Thai language with Pgow Karen and Thai Teachers.

This made me enjoy learning. Until now, I like my study, my school and who I am. I would like to encourage my friends who belong to various ethnic groups of Thailand to believe in themselves and be proud of their languages and cultures. Do not be shy to speak our mother tongue but continue learning and speaking and keeping it alive.”

### SHITIPOL HRUE

Student in MTB-MLE Program  
Representative of Children and Youth Act for Peace - TKN



# 1

## Voices from MTB-MLE teacher assistant



“I became MTBMLE kindergarten teacher since 2008.

I was not a trained teacher. I was only a high school graduate from non-formal education.

At first, I was very uncomfortable to teach. Thanks to the MTBMLE program, I was trained and coached step by step to teach in my language and to work along side with a Thai teacher in a systematic way. I have more confidence.

I am a happy teacher in my school (Banpui).

I feel proud to be MTB-MLE teacher to teach through our language

in a systematic way. I have observed that children are happy in the classroom. They are confident to ask questions and interact with teachers. They have developed their thinking skills and able to articulate and convey their thoughts in writing.

Banpui is also where I grew up. I am also a parent and my child also goes to Banpui school.”

**Mrs. PREEYAPORN SAICHONKHAMCHUN**  
MLE Teacher Assistant

1

# Challenges & Conclusion of MTBMLE project



Pestalozzi Children's Foundation





## MTBMLE Program Expansion in Other Public Schools with similar contexts



Pestalozzi Children's Foundation



# 2

## MTBMLE Program Expansion in Other Public Schools with similar contexts



# 2

## MTBMLE Program Quality Maintenance Expansion in Other Public Schools with similar contexts



**Mr. Pisitpong Chaikaew**

- Chairperson of Chiangmai MLE Working group.
- School Headmaster of Baan Soplan School, Omkoi District, Chiangmai



**Mr. Somphong Phromchan**

- Director of Chiangmai Primary Educational Service Area office 6



**Mr. Sinard Lampoonphong**

- Committee member of Chiangmai Education Innovation (Innovation Education Act B.E. 2562)
- Former Director of Chiangmai Primary Educational Service Area office 1

# 2

## Why MTB-MLE in northern Thailand?



As school director:

- Why does Soplan School participate in MTBMLE program--- ?
- Why forming Chiangmai MTBMLE Schools Network?  
(School directors, education supervisor, teachers)
- What are the key issues the network is advocating for?

**Mr. PISITPONG CHAIKAEW**

Chair, Chiangmai MLE Working group. Ban Sop Lan School Director.

# 2

## Expansion of MTBMLE program in Chiangmai-Education Service Area 6.



### What are your thoughts about MTBMLE?

“after my field visit to the MTBMLE model school, I observed that students were enthusiastic to learn; they are active and participative in the classroom; they are confident in speaking Thai and communicate with teachers, friends and visitors. This helped me decide to think of ways to support the MTBMLE program expansion in my responsible area (Chiangmai Education Service Area 6).”

**With evidenced based of the MTBMLE result and positive effects on the children’s learning, as an OBEC Chiangmai’s Primary Education Service Area 6 Director, where there are many schools with ethnic students, how do you plan to support the expansion of MTBMLE program in your area?**

1. Teacher recruitment – Schools should be able to recruit teacher with respective local ethnic language skills.
2. Budget allocation for recruiting local teachers to work in MTBMLE program
3. Integrate technology in education-ICT– cross-school learning using VDO conference.

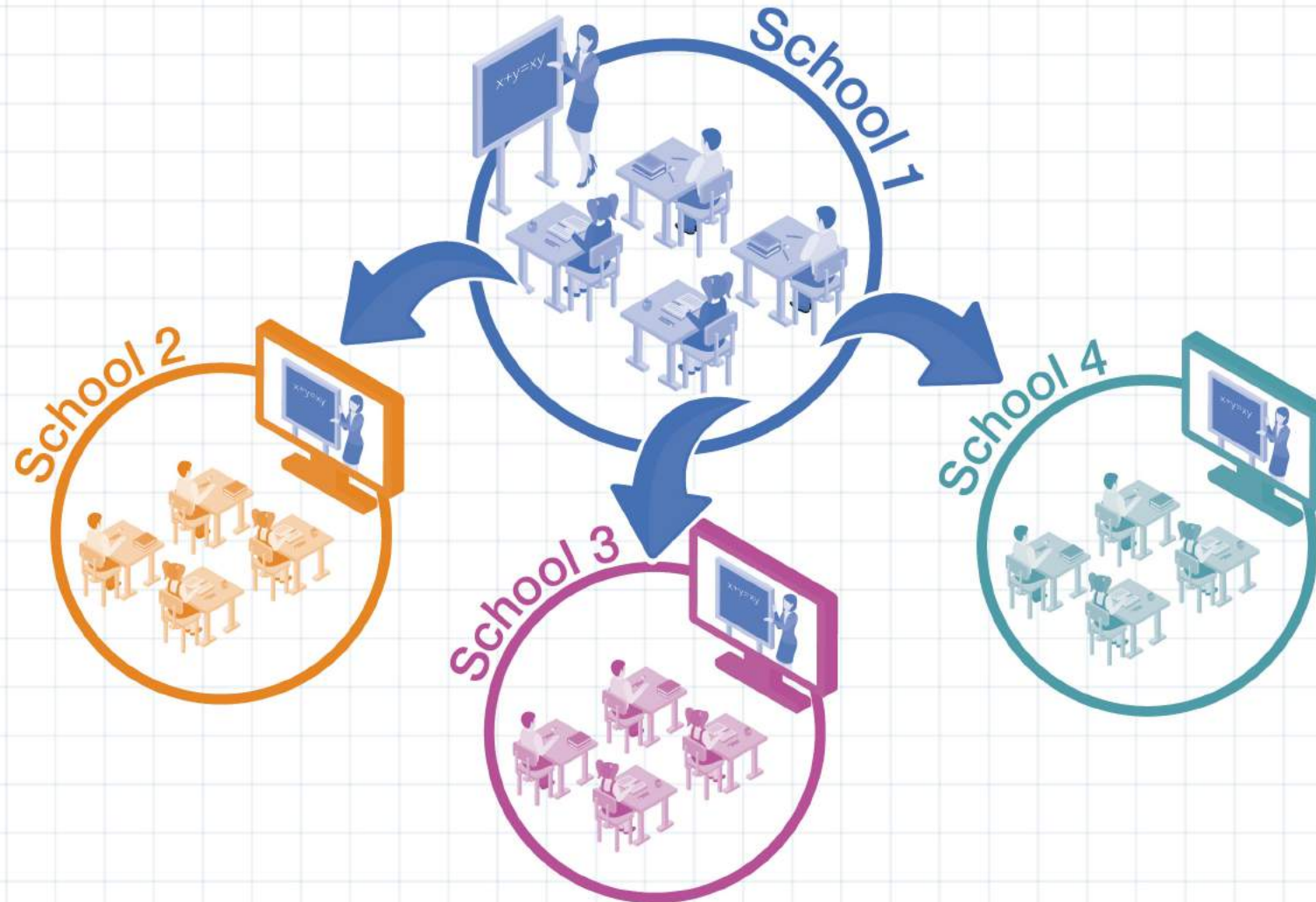
**Mr. SOMPHONG PHROMCHAN**

Director of Chiangmai Primary Educational Service Area office 6



# 2

## Cross-Schools Learning



# 2

## Education Innovation Act 2562 & Chiangmai Education Innovation Committee & Opportunity for MTBMLE Schools



What is the Education Innovation Act 2562?

What are the opportunities and challenges for MTBMLE schools within the framework of this Education Innovation Act?

What are your recommendations for each involved stakeholder at different levels?

**Mr. SINARD LAMPOONPHONG**

Chiangmai Education Innovation Committee

Former Director of Chiangmai Primary Educational Service Area office 1



# MTBMLE Program Expansion in Schools in Refugee Camp



Pestalozzi Children's Foundation



# 3

## MTBMLE in Karenni Refugee Camp - Background



Since 1996, the Karenni education department was established for these Kayah refugees children to assess basic education. The INGOs are permitted by Thai authorities to provide the needs of Kayah refugees including food, health and education.

With the support from the PCF and the cooperation between PCF, WEAVE, Jesuit Refugee Service (JRS) and Karenni Education Department, MTBMLE program was introduced in 2018. The Karenni Based MTBMLE started in temporary shelter of Karenni site 1 only, covering KG 1 classes for 4-5 years students and KG 2 classes for 5-6 years students. This was new to us, we started at Kindergarten level and began by training teachers, teacher trainers, and developing local materials.

**Mr. BUE YAL**

Director of Karenni Education Department



Pestalozzi Children's Foundation



# 3

## Karenni MTBMLE project

This project adapted from FAL's MTBMLE model with consideration of the project's limited resources (human capital, financial, and time in refugee camp education situation.)

**MTBMLE in Karenni refugee camp - Kayah-Burmese-English.**

**Preliminary Research:** Data collection - baseline data

### **1. Advocacy and cooperation:**

- Field visit by stakeholders to Pwo Karen MTBMLE school in Chiang Mai
- Helping parents, community leaders, and educators understand the benefits of MTBMLE,
- awareness raising activity for Kayah community,

### **Training Teachers & Teacher Trainers**

Developing Teachers' guide and curriculum

### **Developing Local Materials:**

Developing materials (listening stories, picture stories, big cultural scenes, big books, songs and poems, teachers' guide and curriculum, pre-reading and writing etc.)

Bringing community members, teachers, teacher trainers, Kayah literature and language experts, artists, and educational experts, together to create mother tongue instructional materials relevant to the students' life experiences

### **Monitoring and Evaluation:**

Regular monitoring and evaluation shows that the teachers gradually gain confidence in using MTBMLE method and children also enjoy learning with active response.

**Ms. BOE MEH**

Project Coordinator, Karenni Mother Tongue-Based Multilingual Education Project



Pestalozzi Children's Foundation



# 3

## Advocacy & Networking - Community Awareness & Mobilization - Helping parents, community leaders, and educators understand the benefits of MTBMLE



discussing on Kayah literacy situation



participants learning busy picture

- Field visit by stake holders to Pwo Karen MTBMLE school in Chiang Mai Received direction, collaboration, advice and inputs from stakeholders which are essential for growth Kayah MTBMLE program.
- ICE (MTBMLE awareness) for teachers MTBMLE concepts and knowledge were shared to teachers and local stakeholders in order to understand and participate in Kayah MTBMLE project.

# 3

## Teachers' training



- group discussion on big cultural scene teaching
- Teachers practicing picture stories
- Developed Total Physical Response (TPR) material for KG 2 and pre-reading and writing for KG 1
- Teacher's guide and curriculum for KG 1

# 3

## MTBMLE Materials Development

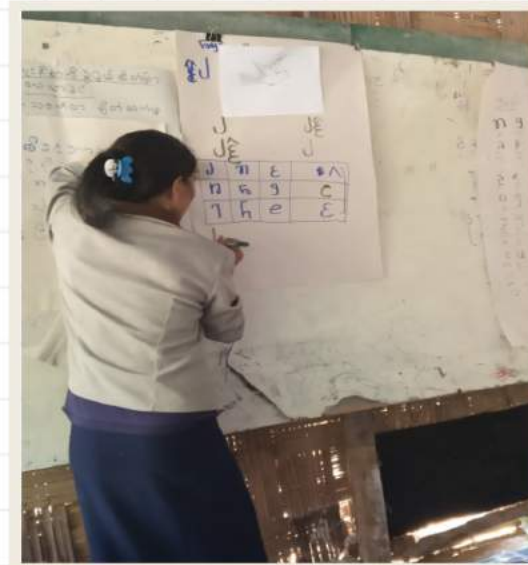
Developed 27 listening stories and 10 titles of stage 1 reading (Big book) in Kayah language



groups work on developing materials



group with developed materials



Developed KG 2 Kayah (Karenni) Primer



Developed KG 2 Kayah (Karenni) Primer

# 3

## Monitoring and Evaluation for KG1 and KG 2

Received monitoring and evaluation training for KG 1 and KG 2 (focus on KG 1 this year)



Group working on M & E format



Group preparing M&E forms

Regular monitoring and evaluation shows that the teachers gradually gain confidence in using MTBMLE method and children also enjoy learning with active response.

# 3

## Results observed:

- Teachers understand / apply the concept of MTBMLE in classrooms.
- Children enjoy learning Kayah MTBMLE Materials.
- Teachers become more and more confident in teaching Kayah MTBMLE learning methods after regular coaching by MTBMLE coordinator and MTBMLE expert consultant.
- Children' are active and participative.
- Teacher's literacy skills (especially reading and writing) are gradually improving.
- Vision, hopes, and dreams about Kayah MTBMLE

**Ms. BOE MEH**

Project Coordinator, Karenni Mother Tongue-Based Multilingual Education Project

**Mr. BueYal**

Director of Karenni Education Department



Pestalozzi Children's Foundation





4A23  
~~7200~~  
11223

Questions?



4123  
~~4200~~  
4123



Thank you

