Promoting community teachers for sustainable MTB-MLE programs in Myanmar

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The Myanmar National Education Law (2015) supports using local languages and cultures in the curriculum in ethnic communities. Historically, some ethnic communities have developed their own formal education system using their mother tongues, while other ethnic communities teach their languages and cultures outside the formal school system, often in religious institutions, with the purpose of maintaining their cultural values. This presentation provides practical strategies for fostering community teachers in the context of efforts to implement mother tongue-based multilingual education (MTB-MLE) in Myanmar.

Myanmar’s ethnic people are now aware of the importance of incorporating their languages and cultures into the school curriculum to meet the children’s educational goals. In this regard, promoting community teachers who share a common language and culture with the learners is necessary to implement sustainable MTB-MLE. For this reason, language communities’ literature and culture committees are making preparations for MTB-MLE. The challenges and benefits of promoting community teachers through literacy training is shared in this presentation.

This presentation will include key elements of training needed to empower teachers for producing instructional materials, developing culturally relevant curriculum, and teaching classes using the multistrategy method. The practical experience of the various ethnic groups in teacher training could be an example for other communities in similar situations, and help education leaders in Myanmar and other countries develop supportive education policies and plans to implement training programs for community teachers.