Innovative pathways to select and equip MTB-MLE teachers
Indigenous children’s education situation in CHT

- High dropout rate from primary school: 59% - 2012
- High repetition
- Weak foundation in language and math
- Lower confidence level
- Teachers’ language of instruction is in national language
- Language becoming lost
SC’s MTB-MLE project

Languages: 04 (Chakma, Marma, Tripura, Rakhaing)

Implementing partner: Local indigenous organization

3 districts of CHT and Cox’s Bazar – children from indigenous group
SC’s innovations

- MTB-MLE pre-primary (2 years; Age gr. 4-5): school readiness with language progression
- Community Learning Circle: Language & Math skill enhancement
- Parenting: child development issues
- Intervention in government primary school: best practice showcase and children’s reading skill enhancement
Progress made by SC on MTB-MLE in Bangladesh

- Trained teachers: 249 teachers (women 83%)
- Children enrolled: 13,677 children
- Graduate children: 12,114 children
- MLE NFP graduate children: 314 children
- 61,488 copies of MTB pre-primary story books and text books developed, printed and distributed in 5 languages
- 3,586 copies of MTB NFP story books and text books developed, printed and distributed in 5 languages
- Developed and printed songs and rhymes in ethnic languages
Constituted NCIP (National Coalition for Indigenous People) with RDC in 2008 to engage all stakeholders for creating friendly environment for Ethnic Nationalities for addressing basic issues

MLE Forum (Multilingual Education Forum) with CAMPE formed in 2010 for activating all actors working on MLE issues
SC’s success in advocacy along with other actors: Policy change and govt. position on MTB-MLE

- National Education Policy 2010 supports MTB-MLE (Mother-Tongue Based Multilingual Education)
- MTB-MLE pre-primary education provision has been created under National PPE curriculum
- Save the Children nominated as member of Steering Committee, Curriculum (Technical) Committee and Training Management Committee of Multilingual Education established by GOB
- Four years’ bridging plan has been approved with the support of SC Bangladesh
Pre-primary textbooks and other related materials in five languages have been completed.

GOB will start Multilingual Education in 5 indigenous languages from 2017.
Teachers of Bangladesh

• Bangladesh has one of the world’s largest primary education system, comprising around 19 million students, 450,000 teachers and 104,000 schools.

• With 58% of teachers untrained (GMR, 2014: 376)
Situation in govt. primary schools

Teachers’ Practices & Capacities in the GPS and Community Perception on MTB-MLE Approach - Study 2015
Teachers’ Practices & Capacities in the GPS and Community Perception on MTBMLE Approach

Save the Children
However, most teachers did not have experience with the more effective and structured methods available for maximizing children's educational performance through MTB-MLE.

Many were aware of MTB-MLE and were keen to receive training in it. Given these positive attitudes, the experience many teachers already have of using various language support these strategies and the MTB-MLE training.

Teachers needed more support to use engaging child-friendly teaching methods.
Teachers’ practices & capacities in the GPS and community perception on MTB-MLE approach

- However, only 13% teachers are found to have training in this education system. All of these teachers had received this training from ZABARANG and all other teachers showed interest to participate in the training sessions, if they could be arranged by the government or any other organization. The majority of them opined that the session should be *four weeks long*.

- It can be seen that initiating MTB-MLE education in schools is likely to require investment in terms of training, study materials in mother tongue, and efforts to allocate teachers based on their local language skills. Nevertheless, many teachers considered that once these supports were in place it would be easy to implement the system in schools, since students could then comprehend class room instructions easily.
Teachers are engaging in the teaching – MTB-MLE School
Training Manual & Teacher’s Guide for quality MTB-MLE
What are the present good practices for MTB-MLE teacher education? SC supported schools

- Recruit teachers from the same community as their students
- Primary selection by local administrative authority and CMC
- Teachers’ basic training in language and MLE pedagogy
- Teachers’ bi-monthly Refresher Training
- Teachers’ language skills recorded through tests
- Existing literature/texts in local languages is (re)printed and circulated to schools
Where scripts and alphabets exist, primers and supplementary texts are developed, approved by language communities, and circulated to schools

(If scripts do not exist) alphabets are developed/reviewed where necessary, and approved by language communities for literacy teaching

Teachers are asked to use local languages to communicate with children (in government schools)

Government teachers’ training support for L1 awareness

Teachers are regularly trained to include language objectives in lesson plans (as well as other curriculum objectives)
Teachers’ Training
Teachers’ Training
How can MTB-MLE teacher education be developed and incorporated as a teaching qualifications by traditional processes?

- **Teachers’ capacity building** in language and MTB-MLE pedagogy through training, refreshers and academic supervision

- **Teachers’ motivation towards MTB-MLE teaching**

- **Teachers’ standard educational qualification** enhanced through online course, open university

- **C in Ed (Certificate in Education)** For the large number of female teachers who have standard secondary school certification but not higher secondary, the first step to connect them to the formal career track of government teachers is to skill them up to be eligible for the Certificate in Education. If they can succeed at C in Ed, they are on the way to DipEd. The C in Ed will open doors to further professional development instead of leaving many teachers behind with no chance of improvement. Enabling teachers to become part of a career path and ongoing professional development also provides a powerful incentive for teachers to engage with this initiative.
Cont.

- **DipEd (Diploma in Primary Education) curriculum and materials** (The Ministry of Education has recently introduced this program, which places increasing demands on non-qualified teachers, yet does not have a clear implementation approach for in-service teacher development.)

- Subject based teacher training curriculum and materials

- Capacity building of PTI on MTB-MLE pedagogy and language
Who are the key actors and institutions affecting the selection, training, and practical work of MLE teachers?

**Non Formal Schools**
- Language Committee
- Community
- Local Administrative authorities
- CMC

**Government Primary Schools**
- DPE through Local Education Authority
- Hill district council
What can be done to work with the local community to choose, train, and hold teachers accountable for the quality of their work?

- Capacity building of Parents Teachers Associations
- National and Local level education authority: awareness and keenness for policy implication
- National and local level education authorities: regular Monitoring
- Strengthen Academic Supervision
- Capacity building of CMC and SMC
- Teachers recognized and given incentives for using first language in their thinking and teaching
- Teachers’ honorariums need to be standard
Best Teacher Award
Thanks
How can human resource systems of Ministries of Education be adjusted to place (and keep) minority language speaking teachers in MTB-MLE programs?

- Government Ministries, Departments and Agencies need to be aware of teacher education
- Government should survey potential MLE teachers in the community through local education authority, local administration
- Develop teacher capacity through academic support, learning assessment