The Impact of Community Involvement in Mother Tongue-Based Education Program: Lainong Naga, Myanmar

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Presentation Outline

• Introduction
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  – Background Concept
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Background of People

- 15,000 speakers (approximately)
- Located in 2 townships (Khamti & Lahe)
Introduction

Basic concept

• UNESCO (2007) “Education for All” policy: Everyone has the right to receive quality education.

• Learners in quality education (UNICEF, 2000): Learners, who are healthy, well-nourished and ready to participate and learn, are the learners supported by their families and communities in their learning.

• In MTBE programs, students have the opportunity to learn core concepts primarily in a familiar language, and later, they learn the labels or vocabulary for those concepts in new language (Benson, 2006).
Activities

• Orientation towards MTB-MLE Program
• Orthography Development
• Writer Workshop
• Material Production
• Developing Primer
• Curriculum Development
• Teacher Training
Strengths

• Cultural resources available to promote MTB-MLE program

• Having Literature and Culture Committee in every level; village and township, and Central Committee upholds the entire policy

• With enthusiasm and motivation, the inspired leaders take responsibility to initiate the mother tongue education program
Weaknesses

• No proper funding while many things to be done

• Insufficient training and awareness program to be aware of community ownership

• Unclear policy and mechanism of government makes less confident in promoting MTBE
Impacts

- Community knows the value of MT in their children’s education
- Community understands how to put culture values in the curriculum
- Children learn the concepts with their language and culture
- Parents are happy to see children learn their culture and get involved more in the program
- Collaboration among youth and more confidence in what they can do, being proud of their cultures and language
Recommendations

• Need a pilot school to be a sample of where MTB-MLE applied so that community members would have more confidence in it.
• More MTB-MLE awareness is needed among community members, especially parents and teachers.
• Capacity building and recruitment are extremely needed.