Aide et Action International

- Aide et Action International (AEAI) is a development organization which originated in France and now headquartered in Geneva.

- AEAI works in 26 countries across Africa, Asia, Europe, Latin America, & the Caribbean on issues related to Education.

- Internationally AEAI has over 110 ongoing projects through which we reach out to over 5 million children each year.

AEAI was ranked by UNESCO as one of the 40 main players in the education and development world
VISION
A World where dignity is ensured for all men and women through education

MISSION
To make education a lever for human development.

VALUES
Liberty, Respect, Solidarity, Equity and Integrity

- Originated in **1981 in Paris** and now headquartered in **Geneva**
Introduction

- In India, gaps in learning become acute mainly because of the number of different languages people speak in their day to day conversations. As per the Census Report 2001, the number of languages specified in the 8th Schedule is 22. The report has also identified 122 languages and 234 mother tongues.

- Language is a bridge between cultures as much as it is a tool for communication.

- The children from tribal communities are accessing the schools, but not the education

- The language of the tribes are different from the regional language
Many children from tribal communities remain excluded from education by language.

Lack of understanding and recognition of the role that mother tongue-based multilingual education can play in improving access to, retention in, and the quality of education.

This leads to disinterest in education/teachers among children, which finally ends in dropouts.

The tribal dialects are slowly disappearing.
The major tribes in our project area:

- Irulas
- Badugas
- Todas
- Paniyas
- Kurumbas, Bettukrumbas, Jenukurumbas
- Kattunakas
What is Mother Tongue-Based MLE?

➢ Education that promotes mother tongue instruction as a means of improving educational quality by building upon the knowledge and experience of learners and teachers

➢ Education that allows linguistic minority groups into mainstream life without forcing them to leave behind their ethnic and linguistic identity

➢ Education that enables linguistic minority learners to gain fluency and confidence in speaking, reading and writing the national language and to participate fully in, and contribute, to national economic and social development
Learners whose mother tongue is the language of instruction and literacy in education.

Minority language learners who do not speak the language used when they enter school or an education programme (drop out)
The Challenge

- There are 36 tribes in Tamilnadu.
- Aide et action works in the border of Tamilnadu and Karnataka-Mudumalai and Bandipur districts.
- We identified people from Betta kurumbar, Kattanayakar, Paniyar, Irular tribal community. They speak different dialects in their homes.

- The current scenario in Tamilnadu and Karnataka states - Schools follow their respective regional language like Tamil and Kannada.
Challenges Continued ……

● No script for tribal language (dialects)
● There is no option other than to learn the subjects in the regional language which the children are not aware of
● Even the HM teachers do not know the tribal dialects, no effort from teachers
● Forced to learn in regional language, results in high drop out
● Understanding the need for intervention towards education for children in tribal community Aea introduced the language dictionary for government school teachers
The solution

- Initially, 1,000 words were framed in categories: fruits, flowers, animals, birds, vegetables, books, clock, days of the week etc,
- Later 100 sentences were developed, which they usually use in their home.
- Then the lesson plan of each class was digitalized, which linked the syllabus.
- Each school was provided with a tablet programmed with the education syllabus to ensure quality education.
- The intervention of technology helps the tribal children to learn the concepts, rather than just memorizing the syllabus.
A leaf out of the Language Dictionary

Mother

அம்மா

Mountadan chetty

Paniyar

Kurumbar

Nayakar

Irular
Interventions

● Moon School concept to establish the history of tribal community – Where the elderly people in the community gather for an evening and explain the history of their community, cultural values, beliefs etc.,.

● This ensures that tribal rituals and practices do not vanish over time

● Technology – Lesson plans were built into the tablet

● Low-cost teaching learning materials based on the syllabus
The government school teachers were oriented to the language dictionary and were involved from the initial stages of dictionary preparation.

The government school teachers are able to communicate with parents of tribal children regarding the progress of their children at school.

Dropout ratio reduced among tribal community.

The children also continue towards higher education.

The education department has received the Language Dictionary for validation.
Teacher Training & Impact

- Both the state governments are interested in teaching tribal children which is evident through the high acceptance levels.
- The low-cost teaching/learning materials are prepared by the project team and a demo given for the government school teachers, which is then replicated in the intervention schools.
- The tribal community is glad that their dialects are recorded, which has been diminishing.
- They are also delighted that their dialects have got a shape and become more defined with this initiative.
Way Forward

- The digitalization is now available as video, words and pictures - Will be developed as audio in future
- The language dictionary and tablet – digitalization will reach schools, where tribal children are enrolled through lobbying with the education departments.
!!! THANK YOU !!!