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A Successful Mother Tongue-Based Early Childhood Care and Education (MTB-ECCE) in the Ethnolinguistic Community of Thailand: Lessons Learned and Recommendations for Scaling Up
Background context before MTB-ECCE project

1. The language of instruction is Thai.

2. Learning materials are not relevant to children.

3. No connection between government ECCE center and the community.

4. No ECCE center or school in many small villages.
The results were

1. Teacher and children cannot communicate
2. Children do not understand the lessons
3. Without a sense of ownership
4. Many languages and cultures slowly die away
5. Parents send their children away to study in the town in the early age
Intervention

1. Setting up the MTB-ECCE center
2. Implementing MTB-ECCE
Criteria for Success
1. The language of instruction is student’s mother tongue
2. Teachers’ training
3. Teaching resources and learning activities are culturally appropriate.
4. Children are taught Thai as a second language.
5. Community participation
Some teaching resources and learning activities
Outcomes

Children enjoy coming to the center and become confident learners.
Children develop skills in listening, speaking, reading, writing, and creative and critical thinking.
Children develop social and physical skills as well as skills in math, science, health, and the arts.
Children are better prepared to listen and speak in Thai and to enter primary grade 1 in Thai regular school.
Children want to continue their education.
The centers are a model for other groups.
Children can live at home with their parents.
Students have a strong foundation for lifelong learning
The heritage language, culture, art forms and local knowledge are preserved through the teaching materials and curriculum.
Communities develop greater appreciation for the value of their language, culture and art forms.
Impact: In the past, he couldn’t read but now he can read in his own language.
Lessons learned

1. Every stakeholder must be aware of the importance of the mother tongue as a language of instruction in early years.

2. Regular monitoring and follow up of teacher performance.

3. Cross-school visits are necessary.

4. The community must be fully involved in the decision making process.
5. Cooperate with local government from the beginning
6. Continue to run the project at primary school
7. A clear budget plan that will enable community to carry on after withdrawal from the village
Recommendations for scaling up

1. Raising awareness of the importance of mother tongue as a language of instruction with every stakeholder
2. Survey and research are key factors in choosing the potential village before embarking on the project
3. Cooperating with local government
4. Creating a sense of ownership in the community from the beginning
Without using the language the children understand best and things the students are familiar with, how can it be an effective learner centered experience and how can we reach Sustainable Development Goal 4?
Thank you