WELCOME TO
PRESENTATION ON
MLE Teachers and Teacher Training for MLE in BRAC, Bangladesh

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Background: BRAC’s Education Program (BEP)

- Currently operating in six countries – Bangladesh, Afghanistan, Pakistan, Uganda, South Sudan, and the Philippines.
- BEP has built the largest secular, private education system in the world, with over 800,000 students worldwide enrolled in BRAC primary schools.
Vision

- Mainly focuses on ethnic women empowerment
- To emphasize mother tongue literacy and numeracy to enable children to transfer learned skills on to national and international languages
BEP has introduced full-fledged multilingual education (MLE) in the Chittagong Hill Tracts in two districts: Rangamati and Khagrachari
BRAC School Model

Focus on girls’ need

School is located within 1 Km radius of the student’s house
BRAC School Model

Teachers’ involvement in group activities

Peer learning
MLE Teachers

- Committed teachers are selected from Local Community
- Teachers follow up on students by going to their homes if they are absent
- Teachers are punctual
- Fluent in speaking in own language, but are not able to read and write
- Preference for them to know songs and dances of own culture
Recruitment policy

- Must be ethnic background
- Attend a minimum 9 years education
- Preference for teachers to be married women
- Preference on L1 fluency
- Flexibility in academic qualification
Preparatory work on Training

- Revised module and followed 10% lecture 30% demonstration and 60% practice as per need of ethnic teachers.
Types of Training

- Preservice – Preparatory work for teachers’ capacity development
- Inservice – Professional development
Preservice Training

- Observe classes in the existing schools before participating in training
- It helps them to get a clear idea about the teaching-learning methods of the schools
- Test on L1 skill
Inservice Training on L1

- Language Development Training by Ethnic expert
- Refresher Training to improve the level of language learning
Capacity Development (yearly)

- Basic Training for 15 days on pedagogy – focuses on how to deliver lesson to students in classroom
- Orientation prior to school opening
- Orientation prior to Grade Change
- Subject based training
Capacity Development (Monthly)

- Monthly Refresher training to brush up (G1-G3) 2 days (G4-G5) 3 days

- Need based Orientation – Teaching practice to emphasize child-centered and activity-based learning
Demonstration during Training

- By the participant, following 10%-30%-60%-method
- Constructive feedback and opportunity for self-evaluation
Teaching - Learning Methodology

- Begin with learner’s mother tongue
- Then build good bridges to other languages L₁->L₂->L₃
- Child-centered learning
- Activity-based learning
Evaluation

- Intensive L1 - learning assess oral and written ability frequently
- Intensive L2 - learning assess teachers’ oral and written L2 as language development
Special Orientation and Workshop

- Orientation for Teachers on song and dance to teach students as cocurricular activities
- During training, participants enjoy cultural activity
Networking

In collaboration with CAMPE BRAC makes
- MLE forum for L1 education and
- National Collusion for indigenous people for land rights
Challenge

- Dropout of teachers
- Lack of experience
- Outcome is time consuming
Request for suggestion from house

1. In what ways do you suggest we could increase activity-based learning while training MLE teachers so that demonstration become easier and more people become interested in joining the program?

2. After the training, when Teachers participate in class observation, what easy method can be implemented to test or evaluate their capacity as a MLE teacher? In other words, how may we assess the teachers’ improvement after receiving the training?