MLE Competencies Among Ethnic Teachers in Myanmar

A cross-comparative analysis
To complement the extensive work being done advocating for inclusive language policies in Myanmar, research was conducted with 3 ethnic education service providers to highlight best practices occurring in 20 classrooms across 5 states in Myanmar: Mon, Naypyitaw, Kayah, Kayin and Shan. Over 20 hours of classroom footage was taken.
Teams traveled to a variety of classrooms to explore and identify how teachers use multiple languages to direct learning. **Short videos** were developed based on the best practices observed in order to train teachers how to be most effectively use their mother language to promote the learning of L2.
MTB-MLE is supported by Kayan New Generation Youth (KNGY)

- KNGY supports over 9,000 students and 160 teachers in over 100 villages across 4 states.
- In community schools, children learn primarily in their mother tongue language until grade 4.
- KNGY supports and trains teachers to use MTB-MLE in annual summer vacation teacher trainings and during inservice MTT trainings.
MTB-MLE is supported by the Mon National Education Committee (MNEC)

- MNEC supports over 26,311 students, 746 teachers and a total of 241 schools
- Children gain foundational fluency in Mon language (L1) before progressing to Myanmar language (L2)
- MNEC has worked with the Ministry of Education to recruit, hire and place 154 Mon language and culture teachers in government/mixed schools to preserve local heritage
MTB-MLE is supported by the Karen Education Department (KED)

- KED supports over 167,000 students in over 1,500 schools

- Community mobilization to promote the value of education and mother tongue education

- Roughly 20% of these schools are using only the MTB KED curriculum which transitions to MTB-MLE during secondary education
Across a range of contexts, ethnic backgrounds and service providers thematic trends emerged:

▶ **REGULATION**: Teachers demonstrated effective MLE instructional strategies, although articulating methodology was difficult.

▶ **RELIANCE ON ROTE**: Teachers often taught MLE through choral responses and memorization-based learning.

▶ **RESOURCES**: Teachers had limited multilingual resources.
Conclusion and Next Steps

A holistic package of MLE support is needed in order to adequately support teachers working in these challenging contexts.

The observed best practices, in the videos called “practical skills”, were aligned to a MLE competency framework. In the future we seek to strengthen reform planning education service providers to be able to:

1. **Train** teachers using the videos
2. **Assess** teachers using the competency framework during a classroom observation
3. **Provide** teachers individualized MLE feedback
Please continue to support MTB-MLE for all peoples across Myanmar.