Culturally diverse paths to implement Education for Sustainable Development in times of the pandemic:

Digitalized Mother Tongue Based Multilingual Education (MTBMLE) Teacher Training Through Massive Online Open Course (MOOC)

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Who am I and what ESD means to me…

I am a Karen person from Northern Thailand/Northwest of Chiangmai.
I work with the Pestalozzi Children's Foundation supporting and promoting MTB-MLE as a means for improving **EQUITY ACCESS** to quality education for ethnolinguistic minority and indigenous children.

Who am I cross-culturally? Time/Place:
Family, community, beliefs/religion, way of life/livelihood/agriculture, environment, education, developments and changes and transitions. (I was born in the 70s. My grand parents were animists but converted to Christianity. I was raised Baptist and went to a Christian school, the only school at the time in the mountainous areas. I learned to read and write my language after school and in Sunday school. I made my own dress. I foraged food in the forest. There was almost no plastics, (but natural materials), no chemical use (but natural fertilizers) in agriculture. I could drink from the stream next to our paddy field. There was no car until the 80s. There was no electricity until 1997. There was no telephone line until the year 2000. Traditionally, Karen people were generous and peaceful people and live in harmonious with nature, practice upland rotational farming and integrated irrigated farming. Guests would never go hungry when they come to Karen villages (in the past). We happily offer food to everyone who come to or pass by our villages).

ESD - Education that helps acquiring knowledge, skills, attitudes and values necessary to shape a sustainable future (UNESCO 2014). ESD for me, it is about acquiring **traditional knowledge** as well as **new knowledge**, **traditional skills**, as well as **new skills**, **positive attitudes** about life, **myself** (who I am linguistically/culturally/socially) and **others**, people around me and the world, and values (socio-cultural & environmental) that are embedded in the traditional and new values that are aligned with universal human rights and earth rights values/principles.

Mother Tongue Based Multilingual is doing exactly this. In MTB-MLE programs, students begin with what they know-their language, culture, knowledge and experience – as the foundation for learning in school.
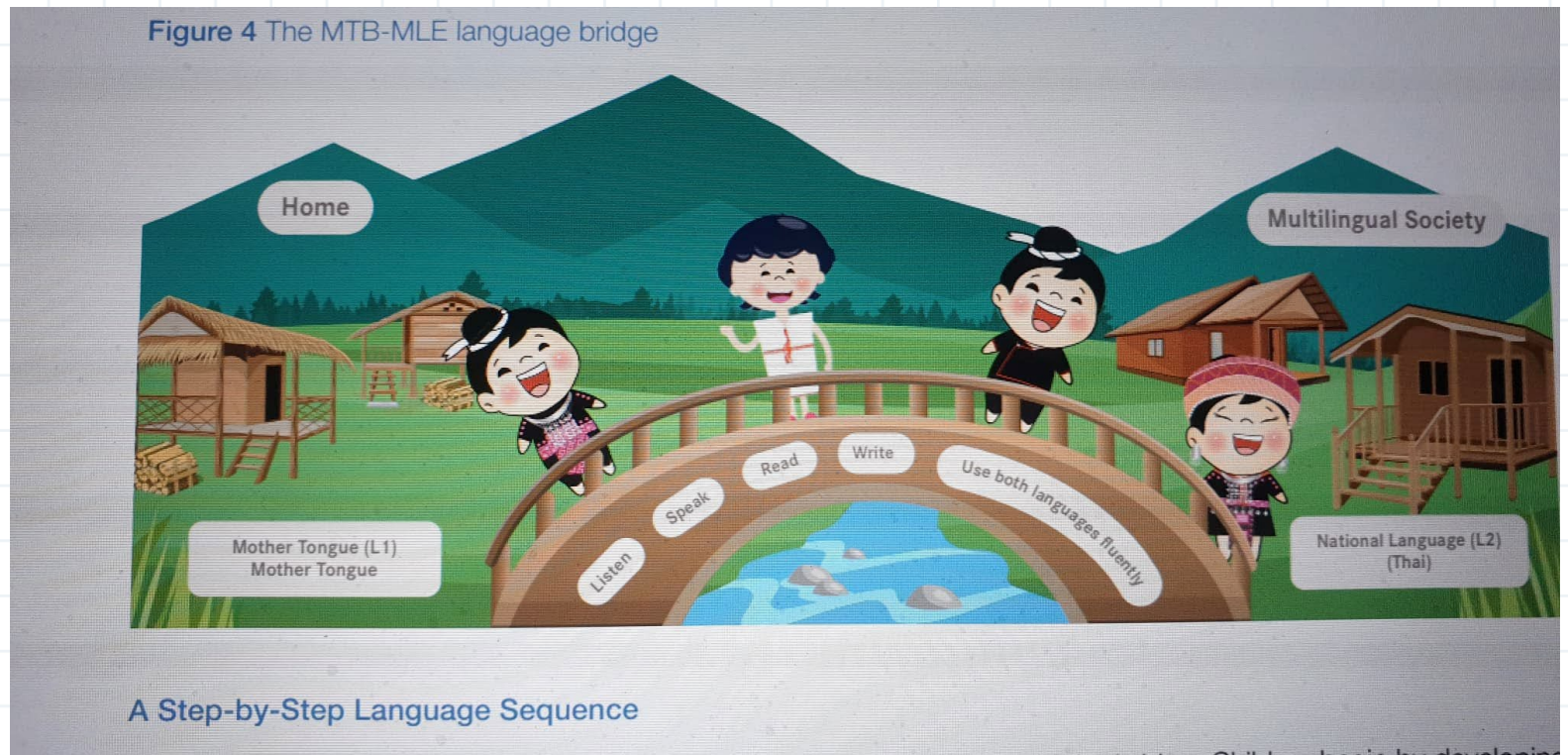
Sustainable Development Goal #4 Thematic Indicator 4.5.2 "Percentage of students in primary education whose first or home language is the language of instruction."

What is Mother Tongue Based Multilingual Education?

The MTB-MLE is like a bridge connecting what the children already know - their mother tongue , culture/traditions to what they do not yet know-Thai language/culture.

The children begin their education by developing good listening, speaking, reading and writing skills in their mother tongue, and then transfer those skills to the second language. The order of the listening speaking-reading-writing sequence is very important, especially when the children begin learning the second language.

Figure 4 The MTB-MLE language bridge

Home

Multilingual Society

Listen Speak Read Write Use both languages fluently

Mother Tongue (L1)
Mother Tongue

National Language (L2)
(Thai)

A Step-by-Step Language Sequence

How to implement Mother Tongue Based Multilingual Education?

Kindergarten (1-2) – Mother Tongue Only (listening, speaking, reading,writing) – Thai- listening and speaking -

Teaching materials, curriculum, lessons plans – reflect local cultures, traditions, local wisdoms, environment.

Grade1 Two languages are used as language of instruction in every subject, except language arts: Thai taught by Thai teacher, Mother tongue, taught by Mother Tongue teacher).

Thai teacher and Mother Tongue teacher/teaching assistant plan the lessons together and team teach for the entire academic year.

The pattern of two languages used can be visualized as Sandwich. The two slides of breads are like the children's Mother Tongue. The filling is the Thai language.

Example: MT -new concepts/knowledge; Thai- academic key words; MT- Summarize and check understanding.

Grade2 The same pattern continues but increased Thai-Academic key words and summarize concepts; MT Summarize and check understanding.

Grade3 The same pattern continue with increase Thai –teach new concepts/knowledge

Grade 4-6 learn MT as a subject, and Thai as main language of instruction.
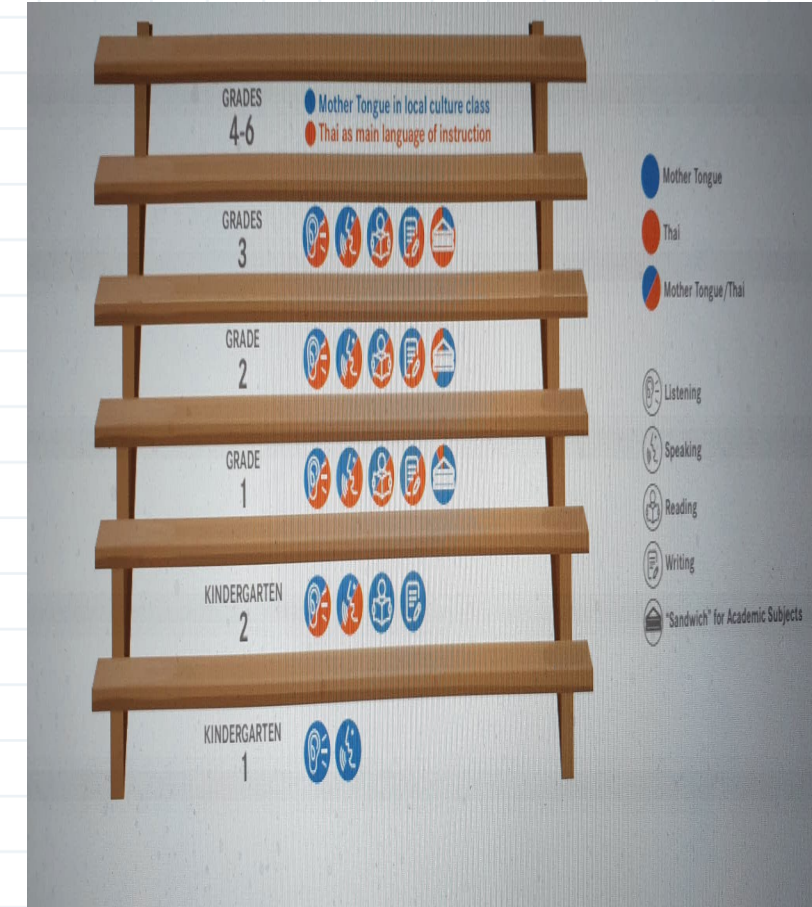
Active full MTBMLE schools in Thailand

Northern Thailand: 28 schools – 5 language groups:

-Sgaw Karen

-Pgow Karen

-Lahu Saelae

-Hmong

-Kayah (refugee camp)
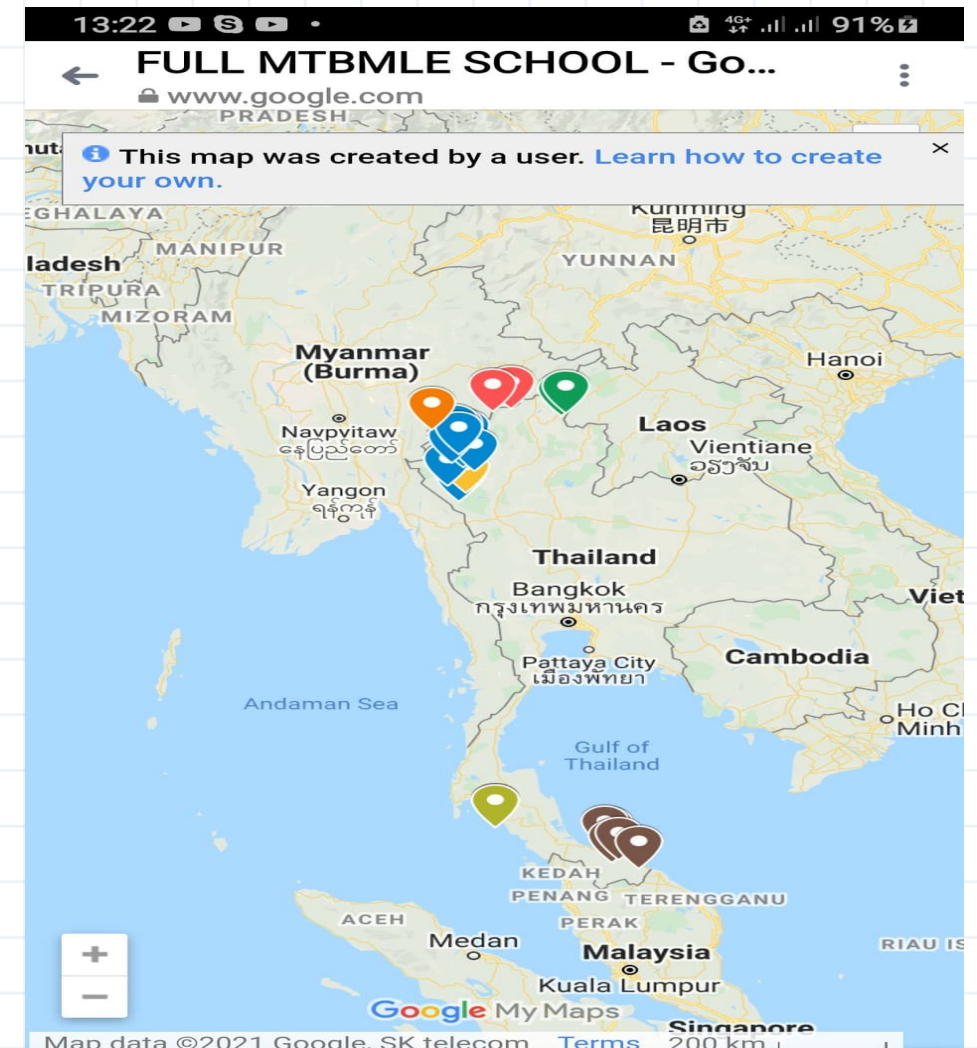
Southern Thailand: 5 Schools-2 language groups:

-Urak Lawoi (Sea Indigenous People)

-Pattani Malayu

*Orthography-use Thai script to write indigenous languages

Lessons learned and evidence based results of MTB-MLE schools in the North can be found at

https://www.pestalozzi.ch/sites/pestalozzi.ch/files/docume nts/downloads/new_dawn_over_the_mountains_mtb-mle_in_thailand_-_pestalozzi_childrens_foundation.pdf

Development of FAL MTB-MLE

Digitalized MTB-MLE teacher training through Chiangmai Ratchapat University MOOC (CMRU-MOOC) – in progress

https://cmrumooc.teachable.com/p/2?fbclid=IwAR3zgFzJZjpgk3-l6EuRx42UYhAtWm4CpT0HMYKV1UKmdzchx3rjteTpJyQ

(This link wil ltake you to CMRU MOOC and you will find MTB-MLE teacher training. The training for Kindergarten2 teacher will be avaible in June 2021.)

The MTBMLE MOOC course via CMRU MOOC:

1. Overview & objectives
2. How to develop and produce MTB-MLE materials
3. How to teach using each specific MTB-MLE material
4. Assessment.

Example KG2: (3 modules 45 topics)

Module1 Overview of MTB-MLE – 6 topics: MTBMLE overview; MTBMLE classroom management; child rights; vdo introduction to MTBMLE; main objectives of MTBMLE: MTBMLE principles and types/forms of teaching and learning; Assessment

Module2 MTBMLE material development and production-7 topics on Listening and Speaking Mother Tongue (MT): objectives; vdo introduction of material development and production for Listening and Speaking MT; How to develop big cultural scene; how to develop story book; how to develop picture book; how to develop story telling book; how to develop songs; how to develop stories from real experience; Assessment.

Module3: Process and Teaching methodology using Mother Tongue-11 topics: process and teaching method using MT; meaning and objectives of Cultural Scene; Teaching method using Cultural scene and example; meaning and objectives of picture story; how to teach using picture story; objective of story telling; teaching method and example; objectives of story from real experience; teaching method and example; meaning and objectives of song; teaching method and example; Assessment

5 Monitoring and coaching Platform-dashboard – in progress

Immediate solution for monitoring/coaching during the COVID 19 pandemic:

-Line ;

-Messenger ;

-facebook group

The use of these applications will continue. Additionally the online monitoring and coaching platform is being developed.

Challenges and Strengths

Challenges:

-Maintaining MTB-MLE quality program in schools
-Human Resource-Financing the needed local MT teacher/teaching assistants where there is no bilingual teacher, especially for kindergarten.
-MOOC is new to both local operational partner and its academic partner – it requires both programmatic knowledge and skills as well as digital technological skills, it takes errors and trials-time consuming during developing stage.
-digital divide, widening gaps of inequality; some schools-no internet access – limited solar power for electricity.
-re-skill teachers for internet technology skills and facilitation skills.

The strengths

- D-MTB-MLE-TT is aligned with government policy – OBEC's Education Innovation Sandbox-Education Innovation Act 2019-
- Cost effective expansion system potential
- The teacher training online is appropriate during the Covid 19 pandemic where we need to keep physical distancing.

More MTB-MLE online resources:

(DMTBMLE channel)
https://www.youtube.com/channel/UCXRyLzNPw5G8fl1WJ6HZtkg

Total Physical Response (TPR) teaching method and material.
https://www.youtube.com/watch?v=YRos7wjR6Rg (TPR)

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