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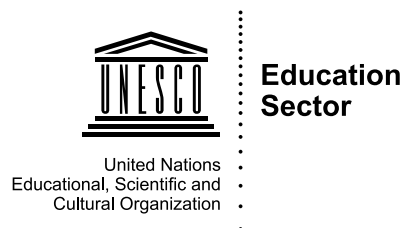
Bangkok Office
Asia and Pacific Regional Bureau
for Education

Tools for Planning and Monitoring Programmes of Multilingual Education in Asia



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Tools for Planning and Monitoring Programmes of Multilingual Education in Asia

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This booklet compiles research instruments used in the regional study on the use of language(s) in classrooms in ethnolinguistic communities. It is meant to complement UNESCO 2018, *MTB MLE Resource Kit*, booklet for Programme Implementers.

We gratefully acknowledge the contribution of the following experts who gave their time and insights towards completing this publication:

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If we have inadvertently forgotten someone, please accept our apologies.

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Introduction

Monitoring and evaluation (M&E) are essential management tools for any educational programme or project. M&E processes are generally used to assess the performance of the programme and the programme's progress towards its goals and objectives. The main rationale of M&E is to identify the strengths and weaknesses of the effort, as well as to determine challenges that must be overcome. Monitoring and evaluation also provide necessary information for reporting to financial donors, government authorities and other partners. Wise programme planners and implementers build M&E into every part of the programme and use what they learn to strengthen and sustain their endeavour.

This publication provides some tools that programme personnel may use in the M&E of their multilingual education (MLE) programmes. This booklet complements the five booklets of UNESCO's MTB MLE Resource Kit – Including the Excluded: Promoting Multilingual Education (2018). The first booklet of the 2018 *Resource Kit* provides an overview of the major issues relating to MTB MLE (mother tongue-based multilingual education) as well as a glossary. The second booklet includes case studies of different programmes of MLE. The other three booklets of the *Resource Kit* are written (respectively) for policy makers, community members, and those planning and implementing MTB MLE programmes. This *Tools* booklet has been designed with the last group of people in mind, that is, those involved in the planning, implementing, monitoring, and evaluating actual MLE programmes.

The terms used in this booklet are in line with the terminology of the *Resource Kit* (UNESCO, 2018). The *Resource Kit's* first introductory booklet includes a comprehensive MLE glossary. For the convenience of the users of the present booklet, a selected glossary of terms is included.

This publication is a result of collaboration of UNESCO Bangkok personnel and their partners working and researching MLE in Australia, Nepal, the Philippines, Thailand and Viet Nam. Other people involved in MLE in Asia have also provided input. Please see the acknowledgements section for a list of contributors.

The basis of the tools presented in this publication were originally developed in a workshop¹ relating to UNESCO Bangkok's research project called 'Regional Study on the Use of Language(s) in Classrooms in Ethnolinguistic Communities'. The research project attempted to document 1) the dynamics of language use in classrooms, 2) the implications languages have on classroom practices and pedagogy, as well as 3) the role of different languages in learning.

During the workshop, UNESCO and a group of specialists formulated the framework and general design of the research instruments to plan and monitor MLE programmes. These instruments consisted of self-administered questionnaires, individual and focus group discussion interview guides, and a classroom observation form. These tools were meant for data collection through a combination of closed-ended questions using multiple-choice and Likert-scale questions as well as open-ended questions. In addition to the specialist who attended the workshop, other people have provided comments on the draft set of tools and, consequently, the tools presented here have been edited accordingly. Most of the tools in this publication were field-tested, and used for data collection in Nepal, the Philippines, Thailand and Viet Nam.

1 In Bangkok, 9-10 July 2015.

Questionnaires and interview guides of this publication were designed for the following groups of stakeholders in MLE programme planning and implementation:

- pupils/students
- teachers
- head teachers and school principals
- educational supervisors
- school management committees
- parents and community members
- policy makers,
- non-governmental organisations (NGOs) and aid agencies, and
- teacher-training and curriculum-development institutions.

A tool to facilitate observation of MLE classrooms was also designed (see Tool 9).

As shown in the booklets of UNESCO's *MTB MLE Resource Kit* (2018), research has found that successful MLE programmes share many general features. The circle diagram² in Figure 1 identifies the components of MTB MLE programmes that are essential for success and sustainability. The diagram and its parts are explained in detail in the booklets of the *Resource Kit* (UNESCO, 2018).

Figure 1: Essential components of successful MTB MLE programmes



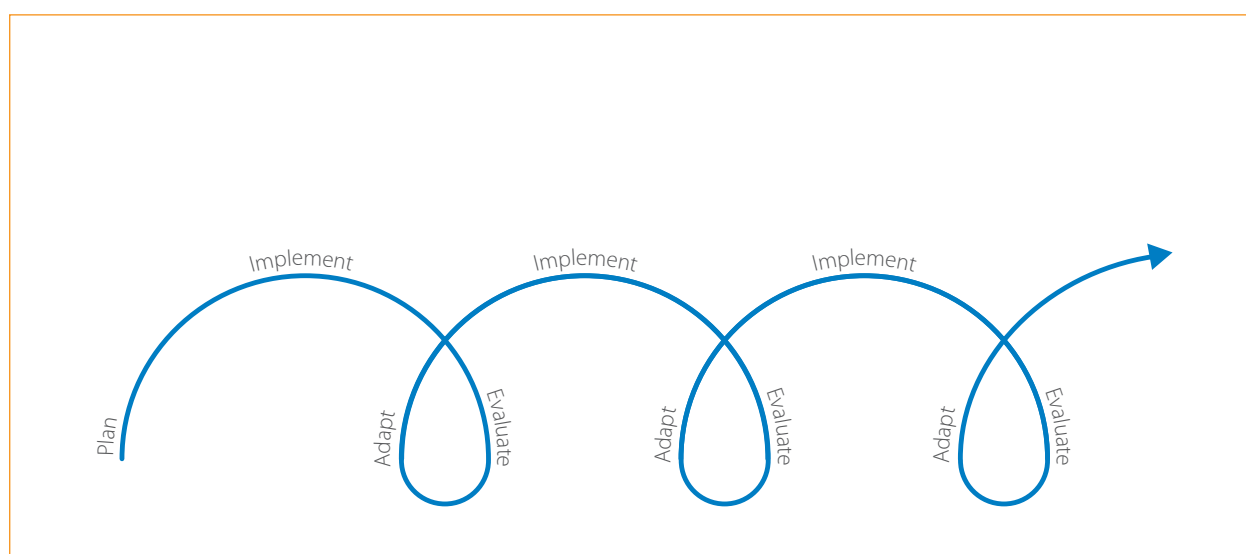
Source: UNESCO, 2018.

2 The diagram was originally developed by Susan Malone (see Malone, 2010).

Note that the components of MLE programmes are in a circle to show that many of them take place simultaneously. Also note that those planning and implementing MLE programmes may not be responsible for all components shown in the diagram. For example, they may have little influence on national policies or securing funds to support MLE at national, provincial or local levels.

Experience demonstrates that in successful MTB MLE programmes initial planning is followed by initial implementation (piloting) and then an evaluation of the programme to that point — sometimes called ‘process’ or ‘formative’ evaluation. Consequently, programme plans are adapted to build on the programme’s strengths and overcome the challenges identified in the evaluation. The tools presented here can be used at different stages of programme planning, monitoring, and evaluation.

Figure 2: Cyclical process of programme implementation



Source: Malone (2016, slide 14).

After the pilot phase, the planning and monitoring cycle (see Figure 2) continues as the programme expands to higher grades, to additional schools and to additional languages. To facilitate successful programme implementation, the tools in this publication are written for the internal use of MLE programmes. It is worth noting that large-scale implementation of MLE without sufficient piloting and preparation has often resulted in confusion, tension and errors that are difficult to undo. Therefore, piloting before large-scale implementation of educational innovations is essential.

The tools can be used by programme personnel such as teachers, programme coordinators, supervisors and administrators. The interview guides and questionnaires in this publication can be used to collect relevant information about different aspects of an MLE programme, for 1) the initial programme planning, and 2) later monitoring and internal evaluation of the programme’s progress.

The interview guides and questionnaires can be useful in most phases of the planning and implementation of MLE programmes (see Figure 1).

All thirteen tools of this booklet may be useful particularly in the components of ‘Preliminary research’ and ‘Monitoring and evaluation’, and most can probably be used in ‘Awareness raising and mobilization’. A matrix is provided below to indicate each tool’s potential for use, based on its relevance to each component of successful MTB MLE programmes.

| Interview guides and questionnaires | Awareness raising and mobilization | Curriculum and instructional materials | Reading and learning materials | Teacher recruitment and training | Monitoring and evaluation | Supportive partnerships | Supportive MTB MLE policy |
|---|------------------------------------|--|--------------------------------|----------------------------------|---------------------------|-------------------------|---------------------------|
| Tool 1. Interview guide for the personnel of non-governmental and international aid agencies | x | | | | x | x | |
| Tool 2. Interview guide (focus group discussion) for policy makers | x | | | | x | x | x |
| Tool 3. Interview guide (focus group discussion) for educational supervisors | x | x | x | x | x | x | x |
| Tool 4. Interview guide (focus group discussion) for school management committees | x | x | x | x | x | x | |
| Tool 5. Questionnaire for head teachers/school principals | x | | | | x | | |
| Tool 6. Interview guide for head teachers/school principals | x | x | x | x | x | | |
| Tool 7. Questionnaire for teachers | x | | | | x | | |
| Tool 8. Interview guide for teachers | x | x | x | x | x | | |
| Tool 9. Classroom observation form | x | | | | x | | |
| Tool 10. Interview guide (focus group discussion) for pupils/students | x | | | | x | | |
| Tool 11. Interview guide (focus group discussion) for teacher-training institutions | x | | | x | x | x | |
| Tool 12. Interview guide (focus group discussion) for curriculum-development institutions | x | x | x | | x | x | |
| Tool 13. Interview guide (focus group discussion) for parents and other community members | x | | | | x | x | |

These tools are based mostly on MLE practice and experiences in Nepal, the Philippines, Thailand and Viet Nam, but even those four Asian countries are diverse. Therefore, the questions in this booklet are generic suggestions. As a result, when the tools are used in other contexts, or even in the countries from which they originated, it is necessary to adapt them to fit the local context. This can be done by omitting irrelevant questions, by editing the questions or adding entirely new questions.

The Programme Implementers' booklet in the *Resource Kit* (UNESCO, 2018) provides examples and ideas on how the information collected with these tools can be used to analyse the progress of MLE programme implementation and help guide the M&E process. The Implementers' booklet also provides ideas on how to adapt the tools of this publication to different contexts.

The Policy Makers' booklet in the *Resource Kit* (UNESCO, 2018) describes evaluation results from several MTB MLE programmes in Asia, Africa and Latin America. Those evaluations focus on students' progress in learning, but M&E of other parts of the programme are also discussed.

Glossary of terms³

| | |
|--------------------------------------|--|
| Bilingual | The ability to understand and speak two languages. |
| Dialect | Dialect is generally seen as a non-standard variety of a language, local or international, non-dominant or dominant. However, the term is often used inaccurately, particularly in post-colonial countries, to imply that local and non-dominant languages are not fully developed 'languages', but rather 'dialects'. |
| Dominant language | A language spoken by the dominant social group, or language that is seen as the main language of a country. In some cases, a language may have official or national status even though it is not used by a majority of the country's population. |
| Ethnic minority | A term applied to language and cultural groups that live in a multicultural context among groups that speak larger and more dominant languages. |
| Heritage language | The language of a person's ancestors and culture group. |
| Implementation plan | MTB MLE planning tool that places important activities in a framework to show at which point over a period of years each one is to be initiated, carried out and completed. |
| In-service teacher training | Training provided for teachers already assigned to classrooms, usually to provide opportunities for them to review strengths and challenges, receive new resources and practice relevant instructional activities. |
| International language | A language that is widely used in communication internationally and between speakers of various mother tongues across national borders. English is the most common international language but Arabic, Chinese (Mandarin), French, German, Russian, Spanish, Portuguese, Hausa and Kiswahili are also used internationally. |
| L1, L2, L3 | Abbreviations for the first language (L1), second language (L2) and third language (L3) spoken by individuals and/or taught in school. |
| Language and education policy | An official government statement authorizing the use of one or more languages in education. |
| Language of instruction (LOI) | A language that is used for teaching and learning in an educational programme. This is different from 'language as a subject' in which students learn about the way a language is structured and used for oral and written communication. |

³ This glossary is based on the terminology of UNESCO, 2018.

| | |
|---|--|
| Language of wider communication (LWC) | A language that speakers of different mother tongues use to communicate with each other. Also called a lingua franca or trade language. At the national level, LWC is usually the national or official language. In multilingual situations of South-East Asia, LWCs are usually major regional languages that smaller ethnolinguistic groups use in communication with each other. |
| Language policy | An official government statement that acknowledges one or more languages in the nation and mandates that they are to be used for specific purposes, such as for government business, national education and mass media. A specific language policy may give status and rights to certain or to all languages spoken within the borders of that nation. |
| Language proficiency | The ability to speak and use a language correctly and fluently for communication and learning. |
| Local language | Language spoken by people (usually their mother tongue) in a limited area and that may not be used or understood by people outside that group. Not usually used in reference to the dominant language. (<i>Also see</i> Heritage language.) |
| Minority language | A language other than the dominant language(s) in a given society. In some places, a majority language (for example, Punjabi in Pakistan) may be referred to as a 'minority language' in spite of being the largest language spoken in the country. (<i>Also see</i> Non-dominant language.) |
| Mother tongue (MT) | First language or home language; the first language a child uses for communication in the home. MT and L1 are often used interchangeably, though this may be problematic when several languages are spoken in the child's immediate environment. In some societies children learn several home or first languages at young age. Nevertheless, those languages can also be seen as 'mother tongues'. |
| Mother tongue-based multilingual education (MTB MLE) | An education programme for children who do not understand or speak the official school language when they begin school. MTB MLE students learn to read and write first in their mother tongue. They use their MT for learning as they learn to understand, speak, read and write the official school language (and additional languages, according to the curriculum). They use both their MT and the official language for learning in later grades. The goal of strong MTB MLE programmes is that students will become fully bilingual, biliterate and bicultural and achieve a quality education. |
| Multilingual | The ability to understand and speak two or more languages. |
| Multilingual education (MLE) | The use of two or more languages in the educational system. Often used interchangeably with MTB MLE. However, a programme that uses two or more languages but not the mother tongue of the students is 'MLE' but it is not 'MTB MLE'. |
| National language | Language that is considered the chief language of a nation state. (<i>Also see</i> Official language.) |
| Non-dominant language | A language that does not have official recognition or status within a country. Minority languages often fit into this category as do (or did) several languages with very large numbers of speakers. Examples are Punjabi in Pakistan, Zulu and Xhosa in apartheid South Africa, and Quechua in several Latin American countries. |

| | |
|-------------------------------------|--|
| Official language | The language or languages mandated by government for a nation-state, including for use in education. Many countries in Asia and the Pacific have more than one official language. |
| Official school language(s) | The language that is to be used for teaching and learning in school. Many multilingual countries in Asia have more than one official school language. |
| Orthography | The symbols and rules used to write a specific language. (<i>Also see Writing system.</i>) |
| Pre-service teacher training | The teacher education programme that prepares new teachers for their classroom teaching assignment. |
| Policy makers | In education, the officials responsible for setting, interpreting and revising educational policies for the education system. |
| Second language (L2) | Language that is not a person's mother tongue but one they learned after their first language. A person can learn a second language at home, in the community, in school, at work or in places where they need to interact with people outside their own linguistic group. |
| Supervisors | Educational officials responsible for visiting, evaluating and supporting teachers in the classroom. |
| Writing system | The system used to visually represent a spoken language; includes the choice of script, choice of letters and symbols to represent the sounds or meanings of the language, and the choice of punctuation. (<i>Also see Orthography.</i>) |

Interview guides and questionnaires⁴

TOOL 1: INTERVIEW GUIDE FOR THE PERSONNEL OF NON-GOVERNMENTAL AND INTERNATIONAL AID AGENCIES

1. What is the position of the national policy on language use in basic education?

2. How do you assess the commitment of the government for multilingual education (MLE)/mother tongue-based multilingual education (MTB MLE)? How supportive is the overall national policy?

3. What is your opinion on the overall status of implementation of MLE/MTB MLE in the country?

Does your agency support MLE/MTB MLE? How?

4. What kinds of MLE/MTB MLE programmes do you support? (e.g. advocacy, teacher training, materials development, curriculum development, orthography development, language preservation, research)

5. Do you have specific MLE/MTB MLE project(s) that are completed, ongoing and in the pipeline? (Title, years, budgets, brief description)

4 In many of the following Tools, a Consent form is mentioned. Note that we have not provided Consent form templates in this booklet as they will vary according to the context.

6. How did you choose the MLE/MTB MLE project sites/languages? Priority area?

7. Do you work with government agencies, other NGOs, international aid agencies on MLE? What are the coordination mechanisms?

8. Do you have an official relationship with the Ministry of Education?

9. What challenges have you encountered in the implementation of MLE?

10. How do you encourage communities/parents/schools to participate in your MLE/MTB MLE programme?

11. How is the impact of your MLE/MTB MLE programme monitored and evaluated?

12. What innovative practices have emerged as a result of MLE/MTB MLE?

Respondent profile

Name of your organization: _____

Local address: _____

Contact number: _____

Webpage: _____

Name of the CEO/Executive Director: _____

International headquarters: _____

Location of offices: _____

Location of work: _____

Nature/Areas of work: _____

Your name: _____

Position/Title: _____

Contact number: _____

Ethnolinguistic group: _____

Date of interview: _____

TOOL 2. INTERVIEW GUIDE (FOCUS GROUP DISCUSSION) FOR POLICY MAKERS

Note: Before conducting the **focus group discussion (FGD)**, ask the participants to fill out the Respondent profile form and the Consent form. Introduce yourself and your assistants. Explain the purpose of the FGD and the coverage or the major topics to be discussed. Ask permission to record the conversation.

1. How do national laws and regulations define the following?

a) Mother tongue/first language

b) Ethnolinguistic group/Ethnic minority group/Indigenous people

c) Ethnic minority education/Indigenous peoples' education

d) Mother tongue-based multilingual education (MTB MLE)

e) National language

f) Official language

g) Regional language, local language

h) Medium/Language of instruction

2. What policies are in place regarding ethnic minority rights?

3. What are the key policy issues on language, culture, education, ethnolinguistic minorities/Indigenous peoples?

4. What financial support is being provided by the Government for policy and programmes on language, culture, education and ethnic minority education? (You may want to cite specific policies.) What is the rationale for government provision of providing financial resources?

5. What other sources of funding exist for the educational needs of ethnic minority/Indigenous groups?

6. Are there national policies on multilingual education (MLE)/mother tongue-based multilingual education (MTB MLE)?

For countries with MTB MLE policies/programmes:

7. How is MTB MLE addressed in the national education policy?

8. What (if any) are the a) short-term, b) mid-term and c) long-term plans/strategies of MLE/MTB MLE?

9. What is the governing/management structure of MLE/MTB MLE at the national and provincial levels? Are they integrated within the national/provincial structure of educational management? Or, are they outside the mainstream structure?

10. Which department/section/unit/ministry is responsible for MLE/MTB MLE at the national and provincial/district levels?

11. What coordination mechanisms exist for the coordination of MLE/MTB MLE among different stakeholders?

12. Who are the focal points/persons for managing and coordinating MLE/MTB MLE in the country?

13. What are the main challenges in the implementation of MLE? How are you addressing the challenges? What sort of expertise or technical support do you need to address the challenges?

14. What is the main impact of MLE/MTB MLE?

Respondent profile

Your name: _____

Name of your organisation: _____

Organisation address: _____

Contact number: _____

Email address: _____

Position/Title: _____ Appointed Elected

Province: _____

Region: _____

Gender: M F

Your ethnolinguistic group: _____

Languages that you speak: _____

Date of interview: _____

TOOL 3: INTERVIEW GUIDE (FOCUS GROUP DISCUSSION) FOR EDUCATIONAL SUPERVISORS

Note: Before conducting the **focus group discussion (FGD)**, ask the participants to fill out the Respondent profile form and the Consent form. Introduce yourself and your assistants. Explain the purpose of the FGD, the coverage or the major topics to be discussed. Ask permission to record the conversation.

Part 1: General information and language issues

1. How many ethnolinguistic groups are represented in your province/district?

2. What languages are known to be native to the province/district? Which of these languages are spoken by ethnic minority groups/Indigenous people in the province/district?

3. What are the recent changes in language use in the province/district?

a) Which languages have a decreasing number of speakers?

b) Which languages are becoming more dominant?

c) What are the factors that affect language use in the province/district? (Like migration, trade, language policy, education, etc.)

4. Which languages in the province/district have written forms/orthographies?

5. How many schools are there in your province/district? How many of these schools are under your supervision?

Part 2: Teacher preparation and support

1. How are teachers prepared and trained in handling language issues in the classroom? What in-service training is available to them?

a) Is the training available to all teachers or only to select teachers?

b) What are the criteria in selecting teachers to attend training on MLE?

2. On average, how many schools do you visit in a month?

3. How many of these schools have a MLE programme?

a) What is the status of the MLE programme in these schools?

b) Do such schools localize or adapt the national curriculum to their contexts? Please explain the process of localization.

c) What materials that are available to them? Are they adequate to meet the objectives of MLE? If not, what materials are still needed?

d) What are the issues that these schools are struggling with?

e) Describe the level of and reasons for public acceptance given to the MLE programme. If resistance to MLE exists, what are the reasons for the resistance?

f) What forms of support do you provide to these schools?

g) Do you know if other schools in the district are also operating MLE programmes? Please give a list of schools and languages used in their programmes.

4. For schools without a MLE programme, what language-related issues are they struggling with? What forms of support do you provide these schools?

Part 3: Outcomes

1. What benefits does MLE/MTB MLE provide to schools and students in terms of the following aspects of effectiveness?

a) Effectiveness in teaching basic literacy/beginning reading

b) Effectiveness in facilitating learning across subject areas

c) Effectiveness in teaching a second language

d) Effectiveness in developing multilingual competence

e) Effectiveness in addressing retention and repetition

f) Effectiveness in instilling pride in one's identity and respect for diversity

2. What are the innovative and promising practices that you have observed in schools regarding the following aspects?

a) Teacher training and preparation

b) Localization of curriculum and materials

c) Advocacy and community mobilization

d) Assessment of learning

3. Given the programmes and practices for training and supporting teachers, what are the outcomes for the whole province/district?

4. How are teachers' ethnolinguistic background and linguistic skills considered in their assignment?

5. What are your recommendations to improve learning outcomes for ethnic minority students in schools, especially in areas related to language use?

Respondent profile

Your name: _____

Position/Title: _____

Gender: M F

Tenure/Experience (total as an education supervisor): _____ years _____ months

Tenure (in this district/division): _____ years _____ months

Highest academic qualification: _____

Area/s of specialization: _____

Education training you have received in the past five years (year, title, focus of the training, number of hours, training provider)

MLE training you have received in the past five years (year, title, focus of the training, number of hours, training provider)

Your ethnolinguistic group: _____

Languages that you speak: _____

Do you belong to any of the ethnolinguistic groups in the school district/division?

No Yes

Date of interview: _____

Thank you for taking the time to complete this questionnaire.

TOOL 4: INTERVIEW GUIDE (FOCUS GROUP DISCUSSION) FOR SCHOOL MANAGEMENT COMMITTEES

Note: Before conducting the **focus group discussion (FGD)**, ask the participants to fill out the Respondent profile form and the Consent form. Introduce yourself and your assistants. Explain the purpose of the FGD, the coverage or the major topics to be discussed. Ask permission to record the conversation.

Part 1: Background information

1. How long has the School Management Committee (SMC) existed in the school?

2. How is the local community involved in school management as well as in teaching and learning activities? How do you collaborate with the school?

3. What have been the key accomplishments of the SMC in recent years?

- a) What have been the initiatives of the SMC in relation to linguistic and cultural diversity?

- b) Has the SMC looked into the educational needs of learners from ethnolinguistic minority groups?

4. What are the current concerns of the SMC?

Part 2: Language issues in the community

1. How would you describe the language situation in the community?

2. What languages are spoken in your community?

a) Which of these languages originate from your community?

b) Which languages are spoken by an ethnic minority group/Indigenous people in your community?

c) On average, how many languages can people in the community speak?

d) Are there members of an ethnolinguistic group who are no longer fluent in their native/heritage language? What language(s) do they use now? What are the reasons for the language shift? Should the school participate in saving endangered languages?

3. What languages are used in the following contexts?

a) Local government:

b) Trade/business:

c) Mass media:

d) Religion:

e) Public assemblies:

4. What are the changes or trends in population and migration in your community? If there are migrants in the community, who are they, where do they come from, and what languages do they speak? How do such changes affect school enrolment? How do such changes affect the language use in the community?

Part 3: Language issues in school

1. How would you describe the language situation in school?

a) Do the teachers speak all the languages of the community? If not, which languages they do not speak?

b) Who are the teachers in local schools? How are they recruited? How does the teacher recruitment policy consider teachers' language skills, particularly their knowledge of local languages?

c) How welcoming are the teachers, administrators, students, parents, and the community toward children of ethnolinguistic minority groups, including migrant children? What is the school doing to ensure that these children succeed in school?

d) What do the teachers and students do to facilitate the learning of students who are not familiar with the language of instruction?

e) Has there been bullying of minority students? What is the school policy about such behaviour?

2. What is your view about the idea of using the mother tongue/first language in the classroom?

a) What do you think are the advantages and disadvantages of mother tongue/first language use?

- b) Do you think there should be consultations with the community before a mother tongue-based multilingual education (MTB MLE) programme is implemented?

What about consultations during programme implementation?

- c) What kind of support is needed for MLE/MTB MLE programme to succeed?

Part 4: Outcomes and recommendations

1. How would you describe the partnership between the school and the community?

2. How do you assess the overall quality of teaching and learning in the school?

3. What are your recommendations to improve the quality of partnership between school and community?

4. What are your recommendations to improve the quality of teaching and learning?

5. What can be done to address the educational concerns of ethnolinguistic minority groups?

Respondent profile

Your name: _____

Contact number: _____

Name of the school: _____

Province: _____ Region: _____

Gender: M F

Your ethnolinguistic group: _____

Languages that you speak: _____

Do you live in the community where the school is located?

No Yes

If yes, for how long? _____

Date of interview: _____

TOOL 5: QUESTIONNAIRE FOR HEAD TEACHERS/SCHOOL PRINCIPALS

Thank you for helping us in this research. You will find below questions related to the study. Please answer the questions using the space provided. You may also use the back of the paper to write additional comments. Once you are finished answering all questions, please fill in the Respondent profile form at the end of the survey. You may choose to not include your name. All replies are confidential and will be reported anonymously.

Part 1: General background of the school

1. Name of the school:

2. School address:

3. Type of school (you may tick/check [✓] more than one):

Uses Mother Tongue-Based Multilingual Education since _____

Uses only the national/official language and English (or other foreign language)

Indigenous People's Education School since _____

Multigrade school since _____

4. Ownership: Government Community NGO Individual/Corporate

Level: Pre-Primary Primary Lower Secondary

Secondary Higher Secondary

5. Location: Urban Rural Other: _____

6. Number of students enrolled in the school during the last three years⁵

| Year | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 | | Grade 6 | |
|------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| 1 | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | |

5 If early childhood education (ECE) is also administered by the school, please edit the following tables (points 6 and 7 accordingly) by adding the appropriate levels of ECE.

7. Number of **ethnic minority students** enrolled in the school during the last three years

Ethnolinguistic group:

| Year | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 | | Grade 6 | |
|------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| 1 | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | |

Ethnolinguistic group:

| Year | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 | | Grade 6 | |
|------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| 1 | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | |

Ethnolinguistic group:

| Year | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 | | Grade 6 | |
|------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| 1 | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | |

Visually impaired children:

| Year | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 | | Grade 6 | |
|------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| 1 | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | |

9. School budget from the last fiscal/ academic year:

| Item | Total (Local currency) |
|-------------------------------|------------------------|
| Revenues | |
| Government grants | |
| Income from tuition fees | |
| Income from school property | |
| Donation | |
| Others (Please specify) | |
| | |
| | |
| | |
| Grand total of revenues | |
| Expenditures | |
| Teacher salaries | |
| Administrative staff salaries | |
| Benefits | |
| Professional development | |
| Substitute teachers salaries | |
| Materials and supplies | |
| Equipment | |
| Others (Please specify) | |
| | |
| | |
| | |
| Grand total of expenditures | |

Part 2: Language issues

1. What are the dominant (widely spoken) languages in the community?

Most dominant: _____ 2nd most dominant: _____

3rd most dominant: _____ Other languages: _____

2. What factors affect language use in the community?

3. What languages are used during school assemblies?

4. What languages are used as the **official** language(s) of instruction **in the school**? What percentage of the students can understand and speak each language?

| Language | Estimated percentage of the total student population who speak the language |
|----------|---|
| | |
| | |
| | |
| | |
| | |
| | |

5. What (estimated) percentage of the total student population understand and fluently speak the national/official language?

- 100% at least 90% at least 75%
 at least 50% at least 25% less than 25%

6. What (estimated) percentage of the total student population understand and fluently speak a foreign language like English?

- 100% at least 90% at least 75%
 at least 50% at least 25% less than 25%

Part 3: Programmes and practices to address language needs

1. Do you have the flexibility in adapting the national curricula to your local context?
- No Yes Somewhat
2. Identify how different languages are used in the school. Please use the descriptors below. Choose (tick/check [✓]) the most appropriate; you may choose more than one.
- Language of instruction (LOI) is the learners' mother tongue/first language (MT/ L1) and their second language (L2).
 LOI is the mother tongue/first language only.
 L2 is officially the language of instruction.
 LOI is the L2 with MT as a subject.
 MT/L1 is used orally, no written materials – officially.
 MT/L1 is used orally, no written materials – unofficially.
 National or official language/L2 is taught as a second language.
 English (or any foreign language) is taught as a second language.
 LOI is the MT/L1 of the dominant ethnolinguistic group.
 LOI is the MT/L1 of multiple ethnolinguistic groups.
 LOI is the MT/L1 only up to Grade _____

3. If multiple languages are used in school, what criteria are used to select the languages?

Is there a system or procedure to introduce each language?

- No Yes If yes, please describe the prescribed system.

4. What strategies is the school using to facilitate learning in multilingual classrooms (in which students come from different language communities)?⁶

Part 4: Participation and attitude of different stakeholders

1. What groups have supported your MLE programme?

- Local government offices NGOs Private sector
 Teacher education institution Parents/Community
 Others: _____

2. What forms of support have you received from the various stakeholders?

3. If your school is using the **mother tongue/first language** or local language as one of its **official** language of instruction, please tick/check (✓) the level of acceptance (of the use of mother tongue/ first language) by each group.

| | Strongly disapproved | Disapproved | Approved | Strongly approved | Not sure |
|-------------------------|----------------------|-------------|----------|-------------------|----------|
| Teachers | | | | | |
| Students | | | | | |
| Parents | | | | | |
| Other community members | | | | | |

⁶ For details, examples and further ideas of these issues, please see the Programme Implementers booklet from the *MTB MLE Resource Kit* (UNESCO, 2018). Elaborate on your questions on the basis of this booklet.

Part 5: Outcomes, challenges and possibilities

1. What are other positive outcomes of your programmes and practices in addressing the needs of a multilingual community in terms of the following aspects?

a) Participation

b) Retention

c) Academic achievement

d) Creating an inclusive environment

e) Others

2. What challenges have you experienced in the multilingual context? How are you coping with such challenges? How are your teachers and students coping?

3. What are your recommendations to improve your school's policy and practices in facilitating learning in a multilingual context?

Respondent profile

Your name: _____

Position/Title: _____

Contact number: _____

Email address: _____

Gender: M F

Tenure/experience (total as a head teacher/school head): _____ years _____ months

Tenure (in this school): _____ years _____ months

Highest academic qualification: _____

Area/s of specialization: _____

Education training you received in the past five years (year, title, focus of the training, number of hours, training provider)

MLE training you have received in the past five years (year, title, focus of the training, number of hours, training provider)

Your ethnolinguistic group: _____

Languages that you speak: _____

Do you speak the languages of the ethnolinguistic minority students?

No Yes a little

Do you live in the community where the school is located?

No Yes

If yes, for how long? _____

Date of interview: _____

Thank you for taking the time to complete this questionnaire.

TOOL 6: INTERVIEW GUIDE FOR HEAD TEACHERS/SCHOOL PRINCIPALS

Note: Before conducting the interview, ask the participants to fill out the Respondent profile form and the Consent form. Introduce yourself and your assistants. Explain the purpose of the interview, the coverage or the major topics to be discussed. Ask the group for permission to record the conversation.

Please note:

- Choose only the questions that are highly relevant to the study and to the context
- Choose questions that will generate data that would complement the self-administered survey

Part 1: General background about the school

1. What autonomy is granted to schools with respect to curriculum implementation? (You may tick/check [✓] more than one.)
 - Schools are permitted to choose curriculum content for local contexts
 - Schools are permitted to choose language(s) of instruction
 - Schools are permitted to introduce mother tongue-based multilingual education (MTB MLE)

Part 2: Language issues in the community

1. How would you describe the language situation in the community?

2. What languages are spoken in your community?

- a) Which of these languages originate from your community?

- b) Which languages are spoken by an ethnic minority group/Indigenous people in your community?

- c) Which languages in the community have written forms/orthographies? What about learning materials?

3. What languages are used in the following contexts?

a) Local government:

b) Trade/business:

c) Mass media:

d) Religion:

e) Public assemblies:

Part 3: Language issues in school

1. What is the school practice about language use?

a) What are the official languages of instruction in the classroom?

b) Does the school allow the use of other languages in the classroom? If yes, how? How about the language use on the school grounds?

c) Which language(s) are used in school assemblies?

d) Which language(s) are used in co-curricular activities?

2. What languages are taught as second/foreign languages?

3. Is there any language requirement for teachers in multilingual classrooms? How does the teacher recruitment policy consider teachers' language skills, particularly their knowledge of local languages?

4. How would you describe the language skills of your students?

a) Describe the language situation of the students in your school.

b) Describe the level of bilingualism among your students in your school. How many languages does the average student speak?

c) What percentage of your incoming and new students can already speak and understand the national/official language? If applicable, what percentage of your incoming and new students can already speak and understand English?

d) Does the students' level of language skills in the national/official language allow them to succeed in a classroom using that language as the primary medium of instruction?

e) If applicable, does the students' level of language skills in English allow them to succeed in a classroom using English as the primary medium of instruction?

f) In your experience, at what point is the average student ready to learn academic content using his/her second language?

5. How would you describe the language skills of your teachers and administrators?

a) What are the mother tongues/first languages of your teachers?

b) Do the teachers speak the mother tongue/first language of their students?

c) How fluent are the teachers/administrators in speaking and writing in the national language? If applicable, how fluent are the teachers/administrators in speaking and writing English?

d) What is being done to improve the language skills of the teachers?

6. How would you describe the teachers' and students' attitudes towards different languages?

a) Is there a sense of hierarchy of languages? Which languages are of high status? Which languages are of low status?

b) Do students feel embarrassed to use their mother tongue(s)/first language(s) in the school? If so, how do you handle the situation?

c) Have there been instances of bullying where students would make fun of or use insulting words about certain languages, especially those spoken by minority groups? Explain what happened and how the situation was handled:

Part 4: Training and support

1. Have you received training on managing a multilingual education (MLE) programme? *(If yes, also ask when, what topics were discussed, the training provider, and how often such training takes place.)*

- a) Do you have a coach or support group that provides help in managing a MLE programme?

- b) What kind of training or support do you need to equip you in managing a MLE programme?

Part 5: Programmes and practices of language use in instruction

1. What challenges are your teachers facing in handling language-related issues in the classroom?

2. If multiple languages are used in school, what criteria are used to select the languages? Is there a system or procedure to introduce each language? Please explain.

- a) Do you provide differentiated instruction based on the learner's mother tongue/first language? Please explain. Have you made special classroom arrangements, groupings or other forms of accommodation?

- b) What strategies are the school using to facilitate learning in multilingual classrooms (in which students come from different language communities)?

3. What kind of instructional materials are available to support basic literacy, second language instruction and teaching across subject areas?

a) What percentage of these materials are developed locally?

b) If materials are developed locally what is the process of developing local materials?

c) How adequate are the materials for your multilingual context? If not adequate, what materials are needed?

d) What are the possible sources of funding and technical support to produce local materials?

e) What strategies are the school using in materials development?

4. How are students assessed? (Please list the different types or forms of assessment; frequency of assessment, etc.)

a) Which languages are used to assess students?

b) What are the issues regarding your assessment system?

c) What strategies are the school using in learning assessment?

5. What programmes and special provisions are provided to members of ethnic minorities or Indigenous people in your school? What is done to specifically address language needs?

a) Have there been instances of bullying of students from minority-language backgrounds? Explain what happened and how the situation was handled:

b) What policies and practices are in place to address discrimination based on ethnicity and language?

Part 6: Participation and attitude of different stakeholders

1. If your school is using the **mother tongue/first language** or local language as one of its **official** language of instruction, what is its level of acceptance among the stakeholders?

2. What strategies or innovations are you (or the school) using in improving advocacy and community mobilization?

Part 7: Outcomes and recommendations

1. What are the observed outcomes of MTB MLE, especially in the following aspects?

a) Participation

b) Retention

c) Academic performance

d) Creating an inclusive environment

e) Instilling pride in one's identity and respect for diversity

f) Any other

2. What are other positive outcomes that you see among the school population?

3. What are your recommendations to improve the school's policies and practices in facilitating the learning of ethnic minority students?

Respondent profile

Your name: _____

Position/Title: _____

Contact number: _____

Email address: _____

Gender: M F

Tenure/Experience (total as a head teacher/school head): _____ years _____ months

Tenure (in this school): _____ years _____ months

Highest academic qualification: _____

Area/s of specialization: _____

Education training you have received in the past five years (year, title, focus of the training, number of hours, training provider)

MLE training you have received in the past five years (year, title, focus of the training, number of hours, training provider)

Your ethnolinguistic group: _____

Languages that you speak: _____

Do you speak the languages of the ethnolinguistic minority students?

No Yes a little

Do you live in the community where the school is located?

No Yes

If yes, for how long? _____

Date of survey: _____

Thank you for your time!

TOOL 7: QUESTIONNAIRE FOR TEACHERS

Thank you for helping us in this research. You will find below questions related to the study. Please answer the questions using the space provided. You may also use the back of the paper to write additional comments. Once you have finished answering all questions, please fill in the Respondent profile form at the end of the survey. You may choose to not include your name. All replies are confidential and will be reported anonymously.

Please fill in the blanks or tick/check (✓) the appropriate response.

Part 1: General information about the school

1. Name of the school:

2. School address:

3. Type of school (you may tick/check [✓] more than one):

Uses Mother Tongue-Based Multilingual Education since _____

Uses only the national/official language and English (or other foreign language)

Indigenous People's Education School since _____

Multigrade school since _____

4. Ownership: Government Community NGO Individual/Corporate

Level: Pre-Primary Primary Lower Secondary

Secondary Higher Secondary

5. Location: Urban Rural Other: _____

Part 2: Language issues

1. What are the dominant (widely spoken) languages in the community?

Most dominant: _____ 2nd most dominant: _____

3rd most dominant: _____ Other languages: _____

2. What factors affect language use in the community?

3. What languages are used during school assemblies?

4. What languages are used as the official language(s) of instruction in the **classroom**? What percentage of your students can understand and speak each language?

| Language | Estimated percentage of students who speak the language |
|----------|---|
| | |
| | |
| | |

5. What (estimated) percentage of your students understand and fluently speak the national/official language?

- 100% at least 90% at least 75%
 at least 50% at least 25% less than 25%

6. What (estimated) percentage of your students understand and fluently speak a foreign language like English?

- 100% at least 90% at least 75%
 at least 50% at least 25% less than 25%

Part 3: Teacher preparation and support

1. Did your pre-service training include a course in teaching in a multilingual context?
- No Yes
2. Please provide details of in-service training related to language and education (for example, MLE, mother tongue instruction, second language teaching, Indigenous people's education) that you have attended in the last five years.

| Title and date of the training | Number of hours | Major focus of the training | Trainer/Institution |
|--------------------------------|-----------------|-----------------------------|---------------------|
| | | | |
| | | | |
| | | | |
| | | | |

3. How would you assess the effectiveness of these in-service training courses in terms of preparing you to handle a multilingual classroom?

4. What is your self-assessment in terms of your professional preparation in handling a multilingual classroom?

5. If you were to attend a training on MLE, tick/check [✓] the top five (5) topics that interest you:

- Legal, social and pedagogical basis of the use of languages in the classroom
- Adapting curriculum to a particular multilingual context
- Teaching to read and write in the mother tongue/first language
- Using the mother tongue/first language as language of instruction across content areas
- Language analysis (orthography, spelling system, grammar)
- Materials development
- Bridging from first language (L1) to second language (L2)
- Approaches in teaching a second language
- Classroom management in a multilingual context
- Assessing learning in a multilingual context
- Others: _____

6. What forms of teacher support are provided to you by the school?

- Teacher's guide Instructional materials Coaching
- Training Rewards Recognition
- Others: _____

7. What forms of teacher support do you need?

Part 4: Language use in the classroom

1. Do you have the flexibility in adapting the national curricula to your local context?

- No Yes Somewhat

2. A typical ethnic minority student at an early grade begins to read

- Using his/her own mother tongue/first language (MT/L1)
- Using the national/official language
- Using two or more languages (MT and regional/national language)
- Using English (or a foreign language)

3. The language of instruction across all subject areas:

- Is the MT/L1 only
- Is either in the national/official language or English only
- Is varied. Some subject areas are taught in the MT/L1, the rest are either in the national language or in English (or another foreign language).

4. Identify how different languages are used in the classroom. Please use the descriptors below. Choose (tick/check [✓]) the most appropriate; you may choose more than one.

- Language of instruction (LOI) is the learners' mother tongue/first language (MT/L1) and their second language (L2).
- LOI is the MT/L1 only.
- The second language is officially the LOI.
- LOI is the second language with MT as a subject.
- MT/L1 is used orally, no written materials – officially.
- MT/L1 is used orally, no written materials – unofficially.
- National or official language/second language (L2) is taught as a second language.
- English (or any foreign language) is taught as a second language.
- LOI is the MT/L1 of the dominant ethnolinguistic group.
- LOI is the MT/L1 of multiple ethnolinguistic groups.
- LOI is the MT/L1 only up to grade _____

5. If multiple languages are used in school, what criteria are used to select the languages? Is there a system or procedure to introduce each language?

- No Yes

If yes, please describe the prescribed system.

6. What kind of instructional materials are available to support literacy, language instruction and teaching across subject areas? What percentages of these materials are locally developed?

7. Are these available materials adequate to meet the requirements of instruction?

- No Yes

If no, what materials are needed?

8. What language(s) do you use in the following tasks?

| Task | Language(s) |
|--|-------------|
| Explaining basic literacy skills (e.g. how to punctuate a sentence) | |
| Explaining the concept of a technical term (e.g. photosynthesis) | |
| Explaining the complexity of a second language (e.g. explaining its grammar) | |
| Instructions on important life skills (e.g. what to do during an earthquake) | |

9. What are your teaching strategies to facilitate effective learning in a multilingual context?

Part 5: Assessment system

1. How are the students' learning assessed? What types and forms of assessment do you use?

2. What languages are used in assessing the students? What language-related issues are there in the assessment system?

3. How often are students tested/assessed?

4. What languages are used in an external examination, such as a final examination conducted by the national authorities at the end of a particular level of education?

Part 6: Participation and attitude of different stakeholders

1. How do parents support their children's learning, especially on language-related issues?

2. What groups have supported your MLE programme?

- Local government offices
 NGOs
 Private sector
 Teacher education institution
 Parents/Community
 Others _____

3. What forms of support have you received from the parents and other community members?

4. If your class is using the **mother tongue/first language** or local language as one of its **official** language of instruction, please tick/check (✓) the level of acceptance (of the use of mother tongue/first language) by each group.

| | Strongly disapproved | Disapproved | Approved | Strongly approved | Not sure |
|-------------------------|----------------------|-------------|----------|-------------------|----------|
| Teachers | | | | | |
| Students | | | | | |
| Parents | | | | | |
| Other community members | | | | | |

Part 7: Outcomes

Please choose from the following options:

- Your pedagogical approaches and strategies in language use have improved student retention rate.

Strongly disagree Disagree Agree
 Strongly agree No response/not applicable
- Your pedagogical approaches and strategies in language use have improved students' general academic performance.

Strongly disagree Disagree Agree
 Strongly agree No response/not applicable
- Your pedagogical approaches and strategies in language use have improved students' attendance (less absenteeism, less dropout, less repetition).

Strongly disagree Disagree Agree
 Strongly agree No response/not applicable
- What are other positive outcomes do you see as a result of your pedagogical approaches and strategies in language use?

- What challenges have you experienced in facilitating learning in a multilingual context? How are you coping with such challenges?

- What are your recommendations to improve the school's policies and practices in facilitating learning of ethnic minority students?

Respondent profile

Your name: _____

Position/Title: _____

Contact number: _____

Email address: _____

Gender: M F

Tenure/Experience (total as a teacher): _____ years _____ months

Tenure (in this school): _____ years _____ months

Highest academic qualification: _____

Area/s of specialization: _____

Teacher status: Permanent teacher Temporary teacher Other: _____

Grade level you are teaching: _____

Number of students (total): _____

Number of boys: _____ Number of girls: _____

Percentage of students from an ethnic minority/Indigenous peoples groups _____

Your ethnolinguistic group: _____

Languages that you speak: _____

Do you speak the languages of your students?

No Yes a little

Do you live in the community where the school is located?

No Yes

If yes, for how long? _____

Date of survey: _____

Thank you for taking the time to complete this questionnaire.

TOOL 8: INTERVIEW GUIDE FOR TEACHERS

Note: Before conducting the interview, ask participants to fill out the Teacher Respondent profile form and the Consent form. Introduce yourself and your assistants. Explain the purpose of the interview, the coverage or the major topics to be discussed. Ask permission to record the conversation.

Please note:

- Choose only the questions that are highly relevant to the study and to the context
- Choose questions that will generate data that would complement the self-administered survey

Part 1: General background

1. Does the national curriculum policy allow local adaptation?

2. What percentage of the entire curriculum content can be locally adapted?

3. What is the school policy about language use in the classroom?

4. What are the official languages of instruction?

5. Does the school allow the use of other languages in the classroom?

6. What are the languages that are taught as a second language in your class?

7. Are there specific language requirements to be a teacher?

Part 2: Language issues in the community

1. What languages are spoken in your community?

a) Which of these languages originate in your community?

b) Which languages are spoken by an ethnic minority group/Indigenous people in your community?

c) Which languages in the community have written forms/orthographies? What about learning materials?

2. What languages are used in the following occasions?

a) Local government:

b) Trade/business:

c) Mass media:

d) Religion:

e) Public assemblies:

Part 3: Language issues among students and teachers

1. How would you describe the language skills of your students?

a) What is the mother tongue/first language of your students? Can you describe the language diversity among your students?

b) Can you describe the level of bilingualism among your students? On average, how many languages does a student speak?

c) What percentage of your incoming and new students can already speak and understand the national/official language? If applicable, what percentage of your incoming and new students can already speak and understand English?

d) Does the students' level of language skills in the national/official language allow them to succeed in a classroom using that language as the primary medium of instruction?

e) If applicable, does the students' level of language skills in English allow them to succeed in a classroom using English as the primary medium of instruction?

f) In your experience, at what point is the average student ready to learn academic content using his/her second language?

2. How would you describe the language skills of your fellow teachers?

a) What is the mother tongue/first language of the most of your fellow teachers?

b) Do the teachers speak the mother tongue/first language of their students?

- c) How fluent are the teachers in speaking and writing in the national/official language? If applicable, how fluent are the teachers in speaking and writing in English?

- d) What is being done to develop the language skills of the teachers?

- 3. How would you describe the teachers' and students' attitudes towards different languages?

- a) Is there a sense of hierarchy of languages? Which languages are of high status? Which languages are of low status?

- b) Do students feel embarrassed to use their mother tongue(s)/first language(s) in the school? If so, how do you handle the situation?

- c) Have there been instances of bullying where students make fun of or use insulting words about certain languages, especially those spoken by minority groups? Explain what happened and how the situation was handled:

Part 4: Teacher preparation and support

- 1. How are teachers prepared and trained to handle multilingual classrooms (in which students come from different language communities)?

- 2. If you were to attend a training on MLE, what are the topics you would wish to cover?

3. What forms of support does the school provide to teachers? What is lacking?

4. What strategies or innovations are the school using in teacher preparation and support?

Part 5: Language and pedagogy⁷

1. What challenges are you facing in handling language-related issues, such as the multilingual classroom?

2. If multiple languages are used in school, what criteria are used to select the languages? Is there a system or procedure to introduce each language? Please explain.

3. Do you provide differentiated instruction based on the student's mother tongue/first language? Please explain. Have you made special classroom arrangements, groupings or other forms of accommodation?

4. Please explain how you use different languages in explaining complex concepts.

5. What languages do you use in classroom interaction with the students?

a) How do you design classroom activities that generate discussions especially in a large class setting?

7 For details, examples and further ideas of on language and pedagogy, please see the Programme Implementers' booklet of the *MTB MLE Resource Kit* (UNESCO, 2018). Elaborate on your questions on the basis of the booklet.

b) What classroom management techniques do you use?

c) What classroom activities do the students enjoy?

6. What strategies or innovations are you (or the school) using in handling a multilingual classroom?

7. What kind of instructional materials are available to support basic literacy, second language instruction and teaching across subject areas?

a) What percentage of these materials are developed locally? Which of these materials did you develop personally?

b) What is the process of developing local materials?

c) How adequate are the materials for your multilingual context? If not adequate, what materials are needed?

d) What are the possible sources of funding and technical support to produce local materials?

e) What kinds of materials do the students particularly like?

8. What strategies or innovations are you (or the school) using in materials development?

Part 6: Assessment system

1. How are the students' learning assessed (types/forms of assessment; frequency)?

2. What languages are used in assessing the students? What language-related issues are there in the assessment system?

3. What strategies or innovations are you (or the school) using in improving learning assessment?

4. What languages are used in an external examination, such as a final examination conducted by the national authorities at the end of a particular level of education?

Part 7: Participation and attitude of different stakeholders

1. How do parents support their child's learning, especially on language-related issues?

2. Who has supported your programmes or activities in the classroom?

- a) What forms of support have they provided specifically for MLE?

b) What are the other ways that these people/groups can support learning activities in the classroom?

3. If your school is using the **mother tongue/first language** or local language as one of its **official** language of instruction, what is its level of acceptance among the stakeholders?

4. What strategies or innovations are you (or the school) using in improving advocacy and community mobilization?

Part 8: Outcomes

1. What are the observed outcomes of MTB MLE, especially in the following aspects?

a) Participation

b) Retention

c) Academic performance

d) Creating an inclusive environment

e) Instilling pride in one's identity and respect for diversity

f) Any other

2. What are your recommendations to improve the school's policies and practices in facilitating learning of ethnic minority students?

Respondent profile

Name of the school: _____

School address: _____

Type of class you handle (you may tick/check [✓] more than one):

- Multigrade class
- Mother Tongue-based Multilingual Education class
- Indigenous Peoples' Education class since _____
- Other: _____

Your name: _____

Position/Title: _____

Gender: M F

Contact number: _____

Email address: _____

Tenure/experience (total as a teacher): _____ years _____ months

Tenure (in this school): _____ years _____ months

Highest academic qualification: _____

Area/s of specialization: _____

Teacher status: Permanent teacher Temporary teacher Other: _____

Grade level you are teaching now: _____

Number of students: _____

Number of boys: _____ Number of girls: _____

Percentage of students from an ethnic minority/Indigenous people groups _____

Your ethnolinguistic group: _____

Languages that you speak: _____

Do you speak the languages of your students? No Yes a little

Do you live in the community where the school is located? No Yes

If yes, for how long? _____

Date of survey: _____

Thank you for your time!

TOOL 9: CLASSROOM OBSERVATION FORM

Note: This form is to be used by the education programme staff, such as coordinators, supervisors or school administrators. The information collected with the help of the activities described in this form will help determine the effectiveness and efficacy of the actual teaching and learning processes, the use of the learning materials, as well as classroom management.

School name: _____

School address: _____

School type (Please tick/check [✓] all that apply; you may choose more than one,):

Uses Mother Tongue-based Multilingual Education since _____

Uses only the national/official language and English (or other foreign language)

Indigenous Peoples' Education School since _____

Multigrade school since _____

Ownership: Government Community NGO Individual/Corporate

Level: Pre-Primary Primary Lower Secondary

Secondary Higher Secondary

Location: Urban Rural Other: _____

Teacher's name: _____

Subject: _____

Lesson(s): _____

Grade level: _____

Class section: _____

Date of observation: _____

Time of observation: (start) _____ (end) _____

Before the lesson

1. Total number of students enrolled in the class: _____
2. Number of students present during class observation: _____
3. Ethnolinguistic structure of students in this class: _____

| Mother tongue/first language | Number of speakers (If some students have more than one mother tongue, please indicate that) |
|------------------------------|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

4. Number of students who have more than one mother tongue/ home language: _____

5. Official language(s) of instruction: _____
6. Teacher's mother tongue/first language: _____
7. Is there a lesson plan or learning objectives?
 No Yes
8. Does the teacher have specific content aims?
 No Yes
9. Does the teacher have specific language aims for the lesson?
 No Yes
10. Did the teacher prepare teaching and learning materials for this lesson?
 No Yes
11. How long is the lesson? _____
12. Does the lesson continue from a previous lesson?
 No Yes
13. Does the lesson lead to a later lesson?
 No Yes

14. Language used for classroom materials. Please tick/check [✓] all that apply.:

| | Mother tongue/home language | National/ official language | English (foreign language) | Diglot* with mother tongue | Remarks |
|---------------------|-----------------------------|-----------------------------|----------------------------|----------------------------|---------|
| Student work | | | | | |
| Charts | | | | | |
| Maps | | | | | |
| Calendar | | | | | |
| Alphabet lists | | | | | |
| Quotes | | | | | |
| Songs | | | | | |
| Poems | | | | | |
| Vocabulary words | | | | | |
| Math tables | | | | | |
| Textbooks | | | | | |
| Reference materials | | | | | |
| Exercise books | | | | | |
| Big books | | | | | |
| Small books | | | | | |
| Poster paper | | | | | |
| Teachers guide | | | | | |
| Dictionary | | | | | |
| Others: | | | | | |

Note: *Diglot: one material that has texts written in two or more languages

15. As you examine the messages of texts and pictures/illustrations in the classroom, what do they say about the dominant and minority groups?

16. Draw a map of the physical layout of the classroom including desks, writing-board, seating plan for each grade, activity corners, etc.

During the lesson proper

| Purpose of language | 5 mins | 10 mins | 15 mins | 20 mins | 25 mins | 30 mins | 35 mins | 40 mins |
|-------------------------------------|--------|---------|---------|---------|---------|---------|---------|---------|
| Comparing/differentiating languages | | | | | | | | |
| Explaining language | | | | | | | | |
| Explaining concepts | | | | | | | | |
| Asking questions | | | | | | | | |
| Seeking responses | | | | | | | | |
| Checking understanding | | | | | | | | |
| Giving instructions | | | | | | | | |
| Seeking clarification | | | | | | | | |
| Generating new ideas | | | | | | | | |
| Argumentation/debate | | | | | | | | |

Language key

L1 – first language/mother tongue
 L2 – second language
 L3 – third language
 M – a mix of languages
 CS – code switching between languages

Communicators

T/S – Teacher to student
 AS/T – All students to teacher
 IS/T – Individual student to teacher
 S/S – Student to student

After class observation

What are your general impressions of the way the lesson was delivered?

The teacher

1. Was the teacher prepared to deliver the lesson?

2. How did the teacher sustain motivation throughout the lesson?

3. What did the teacher do to ensure student comprehension?

a) How did the teacher use different strategies to ensure comprehension?

b) How did the teacher involve all the senses?

c) Did the teacher summarize the lesson or the main points of the lesson?

4. What did the teacher do to make the classroom and activities inclusive of differences in the classroom?

a) How did the teacher utilize the cultural knowledge of ethnic minority groups?

b) Was there a deliberate effort to ensure that ethnic minority students were not left out?

c) Were the teacher's language and non-verbal cues non-patronizing and free from discrimination?

d) Describe how the teacher assisted students with special needs:

5. What classroom management techniques did the teacher use to minimize disruption?

6. What communicative and interactive activities did the teacher use?

a) Were these activities executed effectively?

b) Did the teacher ask open questions?

c) How did the activities facilitate meaningful discussion between students and the teacher, and between students?

d) How did the activities facilitate collaboration among the students?

e) How did the teacher encourage learners to express thoughts in their second language?

7. How did the teacher use classroom media? (Teaching devices, video, music, etc.)

8. How did the teacher assess learning?

9. Did the teacher meet the set objectives in the following areas:

a) Learning competencies

b) Content aims

c) Language skills

10. What were the teacher's strong points?

11. What were the teacher's weak points?

Students

1. Describe students' engagement in classroom processes.

a) Were students attentive? Did they stay on task?

b) Were there passive students, not participating in classroom activities?

c) Which activities facilitated the most engagement among the students?

2. Did students seem to comprehend the lesson?

3. Did you notice any learning difficulties among the students?

4. Describe the students' use of materials:

a) Did the students read the materials during the break time?

b) Which publications seemed to be popular?

c) Did the students refer to certain reading materials during class discussion and casual conversations?

5. Was there a meaningful interaction between students from different language groups?

6. How did students interact with each other inside the classroom?

Language use

1. Was the language-teaching component effective?

2. How was language used to facilitate comprehension and higher-order thinking skills?

3. How was language used to facilitate learning a second language? What strategies did the teacher use? (Code switching, graphic organizer, use of real objects, mnemonic devices, comparisons of sounds/root words, Total Physical Response/TPR, etc.)

4. What languages did students use with their teacher? What languages did students use with each other?

5. What languages did the students use outside the classroom (e.g. in the school playground)?

6. How did the students handle materials available in the classroom? Did they seem to prefer materials written in a particular language (mother tongue/first language, national language, English)?

Note: Please provide photos of the following:

1. Classroom
2. Classroom discussion
3. Classroom display/decoration
4. Sample materials, especially big books in the mother tongue/first language
5. School signage/posters in different languages
6. Playground
7. School corridor
8. School assembly
9. Principal's office

10. Other offices/rooms (e.g. guidance counselor's office, cafeteria)
11. Library
12. Tokens of recognition (certificates, trophies)
13. List of teachers
14. Memos
15. School building/s
16. School gate; markers at the gate
17. Community
18. Community billboards/posters in different languages
19. Cultural places
20. Market/business area

TOOL 10: INTERVIEW GUIDE (FOCUS GROUP DISCUSSION) FOR PUPILS/STUDENTS

Note: Before conducting the **focus group discussion (FGD)**, ask the participants to fill out the Respondent profile form and the Consent form. Introduce yourself and your assistants. Explain the purpose of the FGD, the coverage or the major topics to be discussed. Ask permission to record the conversation. A general launching question is provided for every topic. Ask the follow-up questions (marked as a.b.c.) only to elicit key information that was not provided in the discussion of the general launching questions.

Part 1: General information about schooling experience

1. Background information about the student (Ask their name, grade level, age, sex, literacy level of his/her parents.)

- a) Do you like this school? Why or why not?

- b) What is your favourite subject area? Why do you like it?

- c) What is your least favourite subject area? Why don't you like it?

- d) Who is your favourite teacher? Why do you like her/him?

- e) Who are your closest friends among your classmates? Why do you like them?

- f) Have you tried learning another language spoken by your friends? What language is that? What did you feel about it?

g) Do you know of someone among your classmates who is learning your language?

Part 2: Language issues at home and in the community

1. What languages do you speak?

a) Which language/s do you speak to your parents?

b) Which language do you speak to your brothers/sisters and other relatives?

c) Which language do you speak to your friends?

d) Which language do you speak to your teachers? School officials? School visitors?

2. What languages do you want to learn well? Why?

3. How do your parents and elders help you learn other languages?

4. What are the languages of your elders (parents, grandparents)?

a) Do you speak their language well?

b) (If no,) What are the reasons you do not speak their language well?

c) Who helps you do your language-related homework? (L1, L2)

5. Do you hear your mother tongue used on radio or TV? Songs? Video/film? Social media? How about the national language? International languages, such as English?

Part 3: Language issues in the classroom

1. Which language do you prefer your teachers to use in class?

2. Does your teacher use your mother tongue/first language in the classroom?

If yes,

- How do you feel when your teacher uses your mother tongue/first language?

If no,

- How do you feel when your teacher speaks other languages, that are not your mother tongue/first language?

- What do you do if your teacher says something that you do not understand?

- What does your teacher do if somebody does not understand the language he/she is using?

- a) Do you think you would understand better if your teacher used your home language?

- b) Were there times that you felt embarrassed when you could not speak the national/official language?

- c) Was there a time you were punished for not using the prescribed language or if you use your mother tongue/first language in school? What forms of punishment did you experience? (Reprimand, fines, detention, community service, etc.)

3. Do you have classmates who don't understand the language used in the classroom? What difficulties are they experiencing related to that language? Who is helping him/her?

4. Do you have classmates who are always absent? Why do you think they are absent? (*Try to discover their ethnolinguistic group.*)

5. Do you have classmates who have stopped coming to school? What do you think was the reason?

6. Do you face any difficulty in going to school every day? What hinders you from going to school every day?

7. What can the teacher do to help students learn better?

8. What reading materials in your mother tongue are available in your school?

9. What materials in your mother tongue do you enjoy reading?

10. If your teacher is using storybooks or big books for shared reading, in what languages are they written?

Respondent profile

Village/Municipality _____

Your name _____ Girl Boy

Age _____

Grade level: _____ Class section: _____

What do your parents do for a living? _____

Your ethnolinguistic group: _____

Languages that you speak: _____

Date of interview: _____

TOOL 11: INTERVIEW GUIDE (FOCUS GROUP DISCUSSION) FOR TEACHER TRAINING INSTITUTIONS

Note: Before conducting the **focus group discussion (FGD)**, ask the participants to fill out the Respondent profile form and the Consent form. Introduce yourself and your assistants. Explain the purpose of the FGD, the coverage or the major topics to be discussed. Ask permission to record the conversation.

Part 1: Background information

1. What is the name of your institution?

2. How many students do you have? Total _____ Male _____ Female _____

3. Do you have students from ethnic minority communities? If yes, what percentage of the total number are ethnic minority students?

4. Do you have programmes that recruit ethnic minority students?

5. What (if any) special support do you offer ethnic minority students?

6. Please tell us a brief background of your institution. Its vision and core values. What type of teacher training programme it provides and for whom? What is the extent of participation of ethnic minorities (enrolment) in your teacher training programmes?

7. Is your institution involved in the promotion and implementation of MLE/MTB MLE/indigenous education/multicultural education?

8. Is there a specific policy for language use in teacher training? (e.g. a particular language such as English, Thai or Vietnamese should be used around the campus)

Part 2: Instruction and language-related programmes

1. Do you have a course on the study of local or ethnic minority languages? Do you have programmes on managing language diversity in the classroom? Or a programme or course that focuses on the analysis of language of instruction and/or language use in the classroom?

- a) If yes, what specific department offers each course?

- b) Is this an elective or required for all students?

- c) Is this programme designed to prepare teachers to teach using the students' mother tongues/first languages in a multilingual classroom? If not, how could they be redesigned for such purpose?

2. Do you have special programmes to train teachers **from** ethnolinguistic minority groups? Please elaborate.

3. Do you have special programmes to train teachers **for** ethnolinguistic minority contexts? Please elaborate.

4. What kind of professional development programmes are given to faculty members who teach courses relevant to the education for ethnolinguistic minority groups?

5. Do your students practice teaching in ethnolinguistic communities?

6. Do you have undergraduate or graduate students from ethnolinguistic minority/Indigenous people backgrounds?

a) What are the usual challenges that they face in your institution?

b) What kinds of support are given to these students?

c) What government bodies and NGOs provide support to these students?

7. What challenges are you facing in preparing teachers for multilingual contexts?

8. What kinds of materials on MLE do you have in your library?

9. Do your faculty and students develop materials for MLE?

Part 3: Research and extension

1. Do you have a research project on language and cultural issues in the classroom? Please elaborate.

2. What are the objectives of your research that focuses on language in education, inclusive education and indigenous education?

a) What other agencies or institutions do you collaborate with in such research?

b) How is such research funded?

3. How do you disseminate research findings to schools and the Ministry of Education? How do you disseminate the findings to minority communities?

4. Do you provide language related in-service training programmes to teachers?

a) How do you get participants to attend such in-service training?

b) What is the source of their funding?

c) Do you provide scholarships for such in-service training programmes?

Part 4: For those involved in MLE/MTB MLE

1. What pre-service teacher training modules are available on multilingual education (MLE)/Mother tongue-based multilingual education (MTB MLE)?

2. Is the study of MLE/MTB MLE mandatory for all pre-service teachers, or is it offered to a specific group (elective)?

Mandatory Elective

3. What are the main contents of MLE/MTB MLE training modules?

4. Total credit hours/days/weeks for the pre-service teacher training course:

Course duration: _____ (years)

Number of credit hours dedicated for MTB MLE: _____ (hours)

5. Does the pre-service teacher training on MLE/MTB MLE include practice in teaching multilingual contexts?

Yes No

If yes, please explain.

Part 5: Outcomes and recommendations

1. What are the gains of your programmes, including research and extension that are related to language use in the classroom? What are the weaknesses in your programmes?

2. Based on your research and expert opinion, how would you evaluate the existing programmes on language use in basic education (which includes MLE/MTB MLE)? How can a MLE programme be designed to fit the language and cultural context of the country?

3. What are your suggestions for improving teacher training for multilingual contexts?

Respondent profile

Your name: _____

Contact information: _____

Name of your institution: _____

Department: _____

Institution address: _____

Gender: M F

Tenure/Experience (total school experience): _____ years _____ months

Tenure (in this school): _____ years _____ months

Highest academic qualification: _____

Area/s of specialization and research interest: _____

Your ethnolinguistic group: _____

Languages that you speak: _____

Date of interview: _____

TOOL 12: INTERVIEW GUIDE (FOCUS GROUP DISCUSSION) FOR CURRICULUM DEVELOPMENT INSTITUTIONS

Note: Before conducting the **focus group discussion (FGD)**, ask the participants to fill out the Respondent profile form and the Consent form. Introduce yourself and your assistants. Explain the purpose of the FGD, the coverage or the major topics to be discussed. Ask permission to record the conversation.

Part 1: Background information

1. What is the name of your institution?

2. What are the goals/responsibilities of your institution?

3. Do you get support from other organizations/aid agencies in curriculum development and the development of learning-teaching materials, such as textbooks? Please elaborate.

4. Do you think that the contents of the existing curriculum and the textbooks are appropriate for ethnolinguistic communities and for ethnolinguistic minority students? Please explain.

5. If you think that the language and contents of the textbooks and the curriculum are inappropriate for ethnolinguistic minority communities, how should they be adapted?

6. Do you have special provisions to improve the learning of ethnolinguistic minority students? Please elaborate.

7. Does your institution promote MLE/MTB MLE? Please explain.

Part 2: Curriculum and textbooks/learning materials

1. What are the main objectives of the primary-level curriculum?

2. What are the contents of the primary-level curriculum?

3. What are the main features of the primary-level textbooks?

4. What kinds of special resource materials (e.g. dictionaries, storybooks, etc.) are needed to support MLE?

5. What is the assessment system at the primary level?

6. What kind of professional development programmes are given to the curriculum developers and textbooks authors? How are language and ethnolinguistic minority issues addressed?

7. Are the schools involved in the development of curricula and textbooks? If yes, what is the scope of their involvement?

8. How do you assess the quality of the textbooks and learning materials developed at the local level?

9. Please list the textbooks and other learning materials in students' mother tongues/first languages that your institution has developed so far?
 - a) Language books

b) Mathematics

c) Science

d) Social studies

e) Other

10. What other materials have you developed to support teaching and learning of ethnolinguistic minority students?

11. How do you choose the language variety used in the mother tongue textbooks?

- Consultation with language communities
- The variety spoken by the dominant group
- Authors' choice
- Local variety for each community
- Other: _____

12. What challenges are you facing in the development of curriculum and textbooks for ethnolinguistic minority communities?

13. What percentage of the total expenditure in textbook development goes to mother tongue textbooks?

Part 3: Research and extension

1. Do you have a research project on language issues related to curriculum and textbook development? Please elaborate.

2. If yes, what are the objectives of your research that focuses on language in education, inclusive education and indigenous education?

- a) What other agencies or institutions do you collaborate with in such research?

- b) How is such research funded?

3. How do you disseminate research findings to schools and the Ministry of Education?

4. Do you provide curriculum appropriation and textbook-writing training programmes to teachers? Who are the intended beneficiaries of such programmes?

5. What are your recommendations for developing curriculum and textbooks for ethnolinguistic minority communities?

Respondent profile

Your name: _____

Your contact information: _____

Name of your institution: _____

Department: _____

Institution address: _____

Gender: M F

Tenure/Experience (total school experience): _____ years _____ months

Tenure (in this school): _____ years _____ months

Highest academic qualification: _____

Area/s of specialization and research interest: _____

Your ethnolinguistic group: _____

Languages that you speak: _____

Date of interview: _____

TOOL 13: INTERVIEW GUIDE (FOCUS GROUP DISCUSSION) FOR PARENTS AND OTHER COMMUNITY MEMBERS

Note: Before conducting the **focus group discussion (FGD)**, ask the participants to fill out the Respondent profile form and the Consent form. Introduce yourself and your assistants. Explain the purpose of the FGD, the coverage or the major topics to be discussed. Ask permission to record the conversation.

Part 1: Background information

1. Why did you enrol your child/children in this school?

2. What is your view about the learning experiences of your child in the school?

3. Does your child enjoy attending the school? Please explain why.

4. Has your child shown reluctance to go to school? If yes, what was the reason?

5. What learning difficulties has your child experienced?

a) What are reasons for these difficulties?

b) Has your child under-performed? Has he/she repeated a grade?

- c) Are there instances in school when your child was bullied because of his/her language and cultural practices? Please explain what happened.

- d) How do you support your child's schooling? In what ways have you supported school activities?

Part 2: Language issues

- 1. How would you describe the language situation at home and in the community?

- a) What are the languages and dialects that are spoken at home? How about in your community (village, neighbourhood etc.)?

- b) How many languages does an average person in your community speak? What are these languages?

- c) Which languages are used in most reading materials available at home and in the community? Are reading materials available in your mother tongue/first language?

- d) Do your children watch TV or use the internet? What languages are used in these TV programmes or websites?

- e) What language(s) do you use in speaking to your children?

f) What language(s) do your children use in speaking to each other?

g) Which languages would you like your children to be fluent speakers of? What do you do so that your children can become a fluent speaker of those languages? Why should they be fluent in those languages?

h) How fluent were your children in the language of wider communication before they started grade school? If applicable, how fluent were they in English before they started grade school?

2. What languages and dialects are used in public places? (e.g. local government, local mass media, market, community centres.)

a) Are there ethnic minority group/Indigenous people in your community? What languages do they speak?

b) How does the wider community view these languages?

Part 3: Language and instruction

1. Does your child have any homework involving the use of their mother tongue/first language?

a) Can you please give an example of homework about languages?

b) Does your child have homework related to local cultures?

c) How is your child supported with his/her homework?

2. What feedback does your child bring home about school activities? Do they have any complaints about language-related issues?

3. What sort of feedback does your child tell you about ethnic minority or Indigenous people in school?

a) How does your child perceive members of such communities?

b) Does your child have friends among them?

c) Do you know the parents of these children?

d) Are there issues in school about ethnic minority/Indigenous people's families?

4. Have you ever been asked by the school to help in school activities?

a) If yes, please explain what kinds of activities.

b) Have you ever been asked to help in developing learning materials?

5. How would you assess the quality of teachers at the local school?

a) What languages do your child's teachers use in the classroom?

b) Are your child's teachers fluent in the languages they use in school?

c) What stories does your child tell you about his/her teachers?

6. What do you think about the idea of using a child's mother tongue/first language for instruction?

Part 4: Outcomes and recommendations

1. Are you satisfied with your child's learning achievements?

a) Are you satisfied with how your child is developing language skills?

b) What should the school do to improve the learning outcomes?

c) What should be done to improve your child's language skills?

2. Do you know what strategies or innovations the school is using to improve learning outcomes?

3. What are your general recommendations to improve the school and home/community relationship?

Respondent profile

Your name: _____

Gender: M F

Address (Name of village where you live): _____

Contact number: _____

Name of school where your child is studying: _____

Your highest educational attainment: _____

Occupation: _____

Your ethnolinguistic group: _____

Languages that you speak: _____

How many children do you have? _____

How many of them are in school? _____

Are any of your children attending a MLE class?

No Yes

Date of interview: _____

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