Fostering multilingualism for inclusion: Homegrown Teacher’s Programme

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The Equitable Education Fund (EEF)
Fostering Multilingualism for Inclusion in Education and Society: Translating Policy Dialogue on the Bangkok Statement into Action

EEF 7 mandates

1. Promote development of children
   To promote, support and assist the agencies concerned in government, private or civil society sector, for physical, mental, disciplinary, emotional, social and intellectual development of children, especially early age children, commensurate with their age.

2. Fund youth to complete basic education
   To assist, promote, develop and offer financial support and provide expenses for financially deprived and/or opportunity denied children and youth until they complete their basic education.

3. Improve quality of teachers
   To enhance and improve the quality and efficiency of teachers so that they are capable of managing teaching and learning and developing children and youth of different backgrounds and potentials.

4. Support target group to receive education
   To promote, support and assist financially deprived and opportunity denied persons so that they receive education or undergo development to acquire knowledge and competence to carry out a profession commensurate with their skills that they can depend on themselves in leading their lives.

5. Support educational institutions
   To promote, support and assist educational institutions so that they can provide teaching and learning from which their students acquire knowledge and undergo development commensurate with their skills and potentials.

6. Research on development of teacher
   To conduct research and studies for development of teachers with spirituality, morality, ethics, knowledge and competence to manage teaching and learning for development of students and alleviation of educational inequality in consideration of appropriate incentives, to encourage establishment of pilot institutions for producing and developing teachers.

7. Research on human resource development
   To conduct research, studies and development of body of knowledge for improvement of human resources and encouragement of application of such body of knowledge for alleviation of educational inequality, satisfying demand for workforces and raising competence of Thai people.

For more information please visit https://www.eef.or.th/en/eef/
End goal to help target group

**Bottom 15%: Target group**

- **70%** Above poverty line children and youth
- **15%** Near poverty line children and youth
- **7-8%** Poor & very poor children and youth in school
- **7-8%** Poor & very poor children and youth out of education and employment

<table>
<thead>
<tr>
<th>Pre-school &amp; compulsory level (3-15 years old)</th>
<th>Post-compulsory level (15-24 years old)</th>
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<tbody>
<tr>
<td>In education system</td>
<td>Out of education system</td>
</tr>
<tr>
<td><strong>1.1 million</strong></td>
<td><strong>0.6 million</strong></td>
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<tr>
<td><strong>0.2 million</strong></td>
<td><strong>0.9 million</strong></td>
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Source: EEF, Roland Berger
In 2019, Thailand has **1,155 Protected Schools** serving **90,348 students**

**Definitions:**

- **Protected Schools** – Isolated (without any other schools in 6km vicinity) and Small sized (<120 students)
- **Isolated schools** – Isolated (without any other schools in 6km vicinity), Medium sized (120 – 500 students)
These schools are chronically understaffed

According to World Bank (2020):

• 1,155 Protected schools in Thailand serving 90,348 students by 9,484 teachers (teacher-to-class ratio of 0.95)

• World Bank estimates an additional 4,822 teachers are required to serve (51% increase from status-quo)

• Meanwhile, Teacher-to-class ratio for Large schools is 1.89

On top of quantitative challenges, Protected & Isolated schools also face qualitative challenges:

- Inadequate funding due to per-head formula against a low student count
- Low student-to-teacher ratio means teachers often need to teach multi-grade
- Teachers often struggle to communicate in the native language of the local community
- High teacher turnover
The World Bank proposed that the challenges of small schools may be mitigated by a school network reorganization. However, Protected Schools could not be reorganized. To resolve the quantitative and qualitative challenges of teacher workforces in Protected schools, innovative solutions are needed.
Evidence-based Identification Protected/Isolated schools

In collaboration with the World Bank and Naresuan University, we developed an algorithm and mapping system to identify Protected/Isolated Schools across Thailand.
Bangkok Statement, action point iv “Diversifying the teacher workforce”

iv. **Diversifying the teacher workforce and building teacher capacity** through clear policies, strategies and guidelines, including action plans for the recruitment and deployment of teachers who are native speakers of local languages, acknowledging that the identification of such individuals may need to begin while they are in secondary school, and that additional mentorship and support will be necessary through the teacher preparation process.
Homegrown Teacher Programme (HGT) “Kru Rak(s) Tin”
Operating Model

Provide Teacher training Scholarships for poor and disadvantaged students, from isolated areas

Innovative pre-service teacher training programme by Higher Education institutions close to local communities provides continuous support, even after deployment

At the end of the programme, the scholars will be deployed to serve isolated schools in their native area
Beyond the pre-service training

The teacher-training institutions are required to provide mentorship & support programme to alumni when they are deployed (up to 10 years into their service)
Currently, HGT programme reaches over 600+ pre-service teachers

HGT Cohort 1 (starting 2020)
328 scholars to 224 Districts in 45 Provinces by 11 Institutes

HGT Cohort 2 (starting 2021)
301 scholars to 230 Districts in 45 Provinces by 10 Institutes

HGT Cohort 3 – 5
Additional 300 scholars per cohort
Totaling at 1,500 Homegrown teachers
How does Homegrown Teacher Programme foster multilingualism and inclusion?
Leveraging on Homegrown teachers ability to communicate in the local language…

Teacher training institutes have developed innovative training modules aimed at fostering multilingualism at the classroom level
Example: Yala Rajabhat University

- Developed modules and courses on multilingualism and education since 2009
- Approx. 10% of total course time spent on multiculturalism and multilingualism
- Module aims to develop pre-service teachers capacity in organizing a multilingual classroom
What other Bangkok Statement action points could EEF’s work impact?

• Action point ii

ii. **Fostering investment for quality multilingual education** by strengthening financial systems to focus on effective practices, prioritizing the systematic expansion of successful multilingual education pilot programs.

• Action point vi

vi. **Strengthening partnerships with relevant stakeholders and partners**, including parents, local communities, non-state actors, academics, the Asia Pacific Multilingual Education Working Group, and international development organizations, to develop pedagogically sound multilingual education programs, supported by well-trained teachers and quality learning materials in all relevant languages.
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