



Fostering multilingualism for inclusion: Homegrown Teacher's Programme

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The Equitable Education Fund (EEF)



EEF 7 mandates



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.

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.

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.

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.

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.

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.

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

Illustrative



70%
Above poverty line
children and youth



15%
Near poor
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

Bottom 15%: Target group

	Pre-school & compulsory level (3-15 years old)	Post-compulsory level (15-24 years old)
In education system	1.1 million	0.2 million
Out of education system	0.6 million	0.9 million

xx% % of children for each target group ○ Size of target group

Source: EEF, Roland Berger

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In 2019, Thailand has
1,155 Protected Schools serving **90,348** students



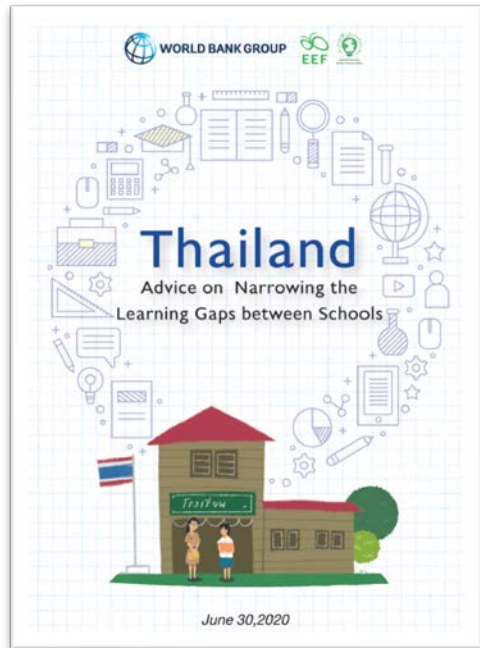
Definitions:

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

World Bank (2020), “Advice on Narrowing the Learning Gaps between schools”



On top of quantitative challenges, Protected & Isolated schools also faces **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

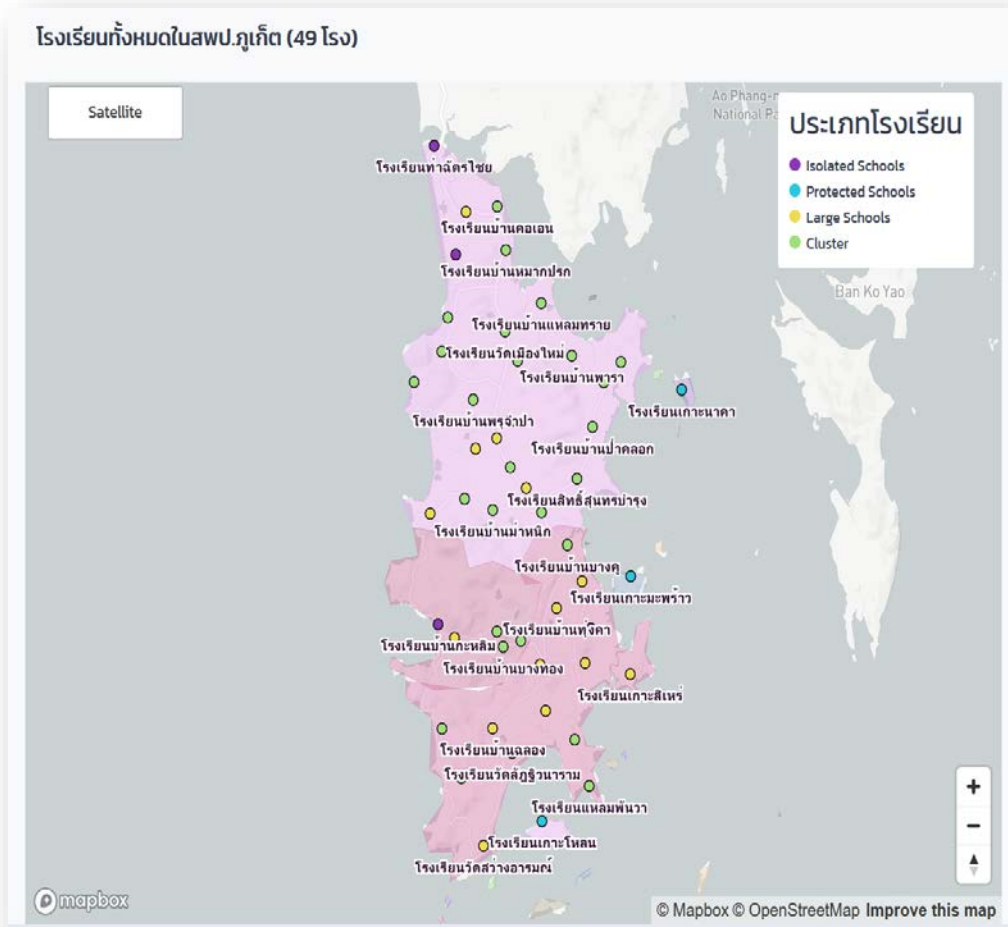


However, Protected Schools **could not be reorganized.**

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

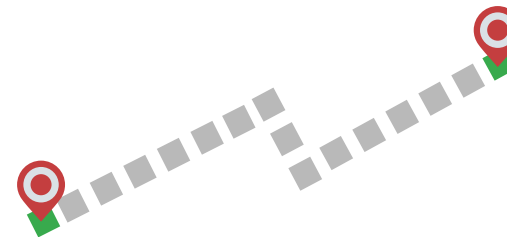
HGT Cohort 2
(starting 2021)

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.



For more information, please visit



<https://www.eef.or.th/en/eef/>