

# Mother Tongue Based- Multilingual Education (MTB-MLE) in the Philippines



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# 2015

TOTAL NUMBER OF  
SCHOOLS

## 47,351

PUBLIC SCHOOLS

## 38,620

ELEMENTARY SCHOOLS

## 225

INTEGRATED SCHOOLS

## 8,506

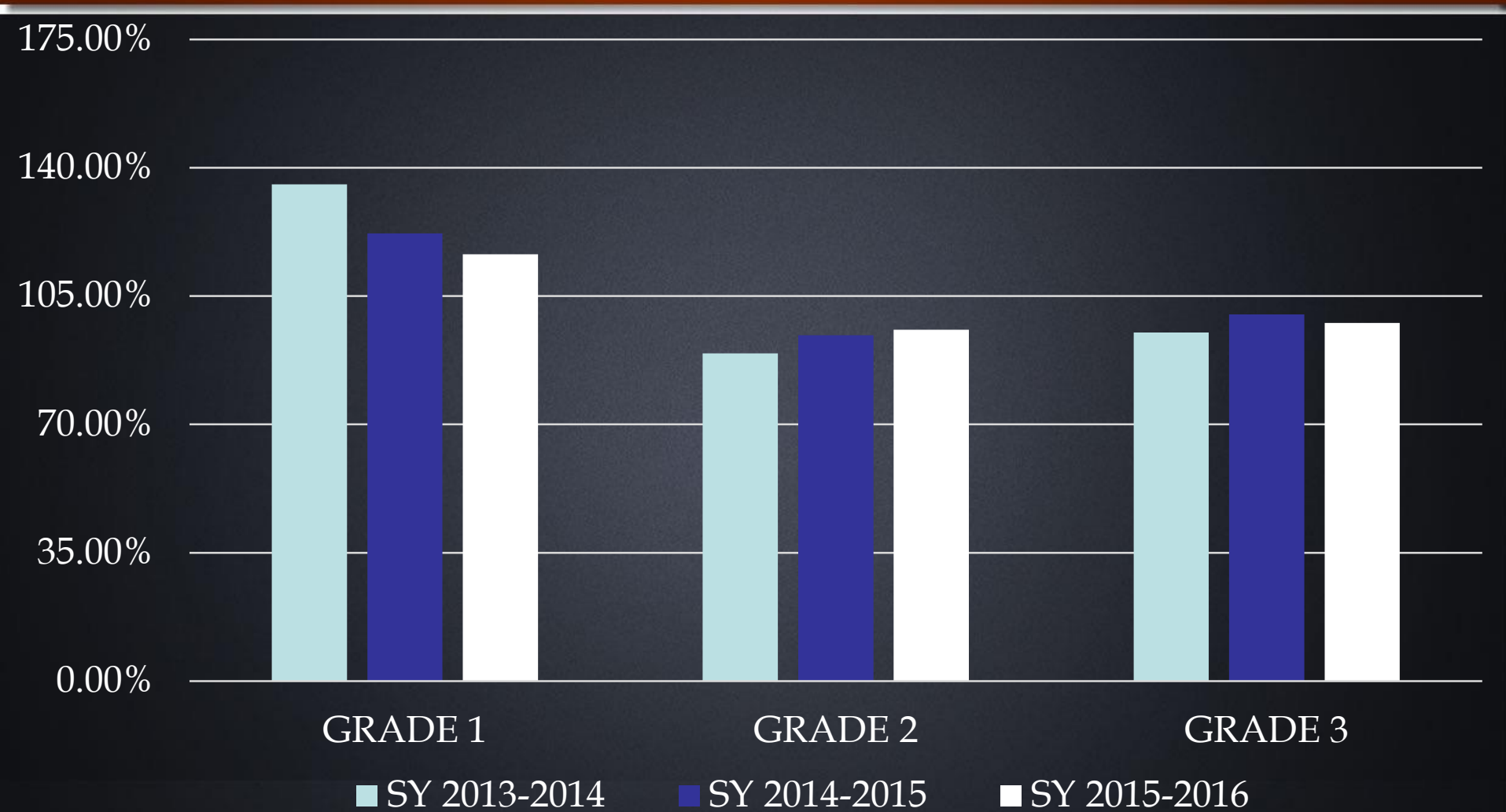
SECONDARY SCHOOLS

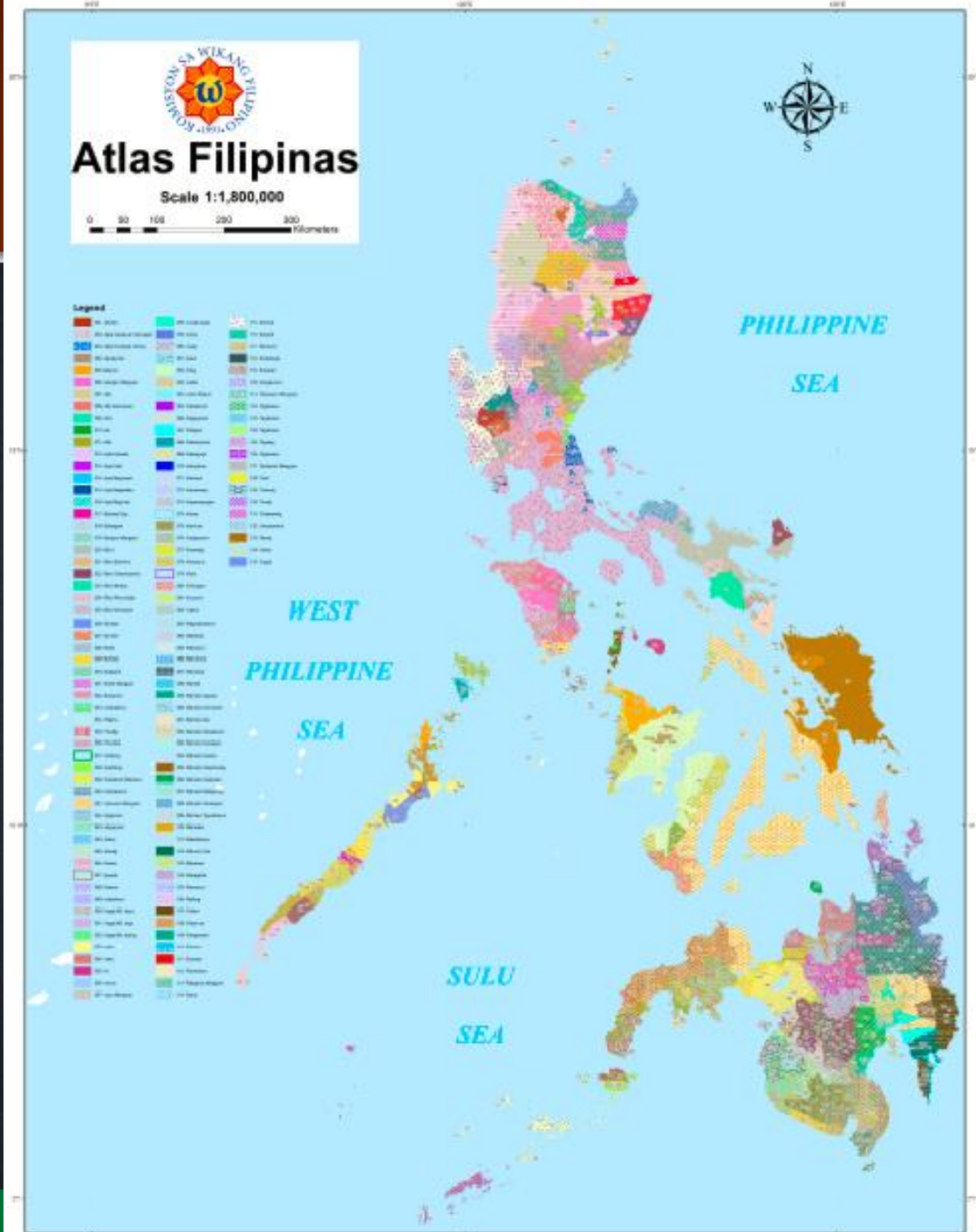






# Kindergarten to 3 Cohort Survival Data







# Challenges and Solutions





# Challenges to Educational Justice and Early Reading





# How Did Government Respond?



# CURRICULUM POLICY

# The Kindergarten Education Act of 2011 (RA 10157)

## Section 5. Medium of Instruction

The State shall hereby adopt the mother tongue-based multilingual education (MTB-MLE) method. The mother tongue of the learner shall be the primary medium of instruction for teaching and learning in the kindergarten level.



# Literacy is a goal.

1. All children should be literate in the mother tongues by the end of Grade 1.
2. All children should be literate in Filipino by the end of Grade 2.
3. All children should be literate in English by the end of Grade 3.



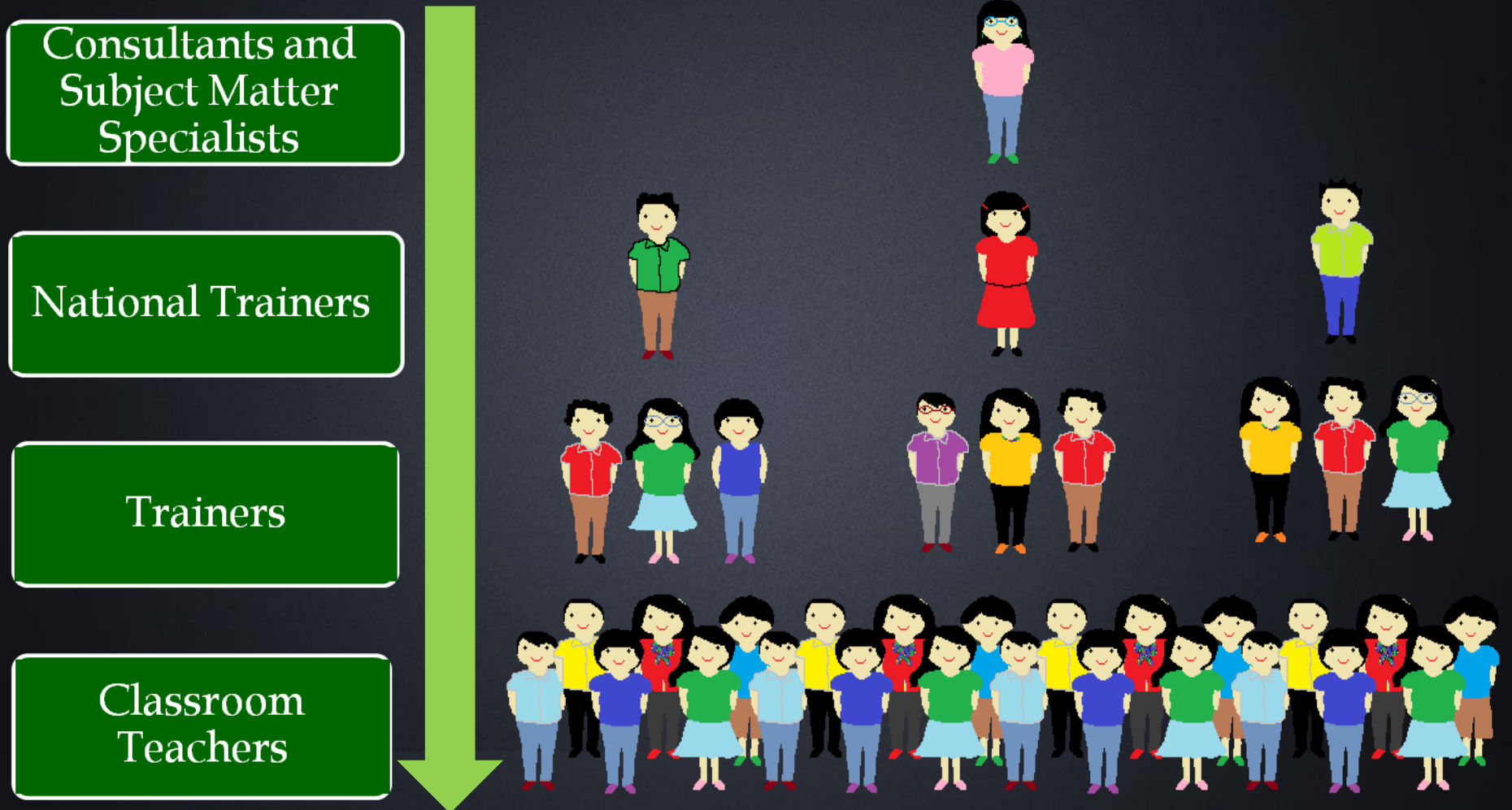
# Multilingual Education Program

1. The child's local language or mother tongue is used as the foundational language of education.
2. Children learn oral language in Filipino and English while they learn literacy in their dominant language.
3. Language mapping through the Learner Information System

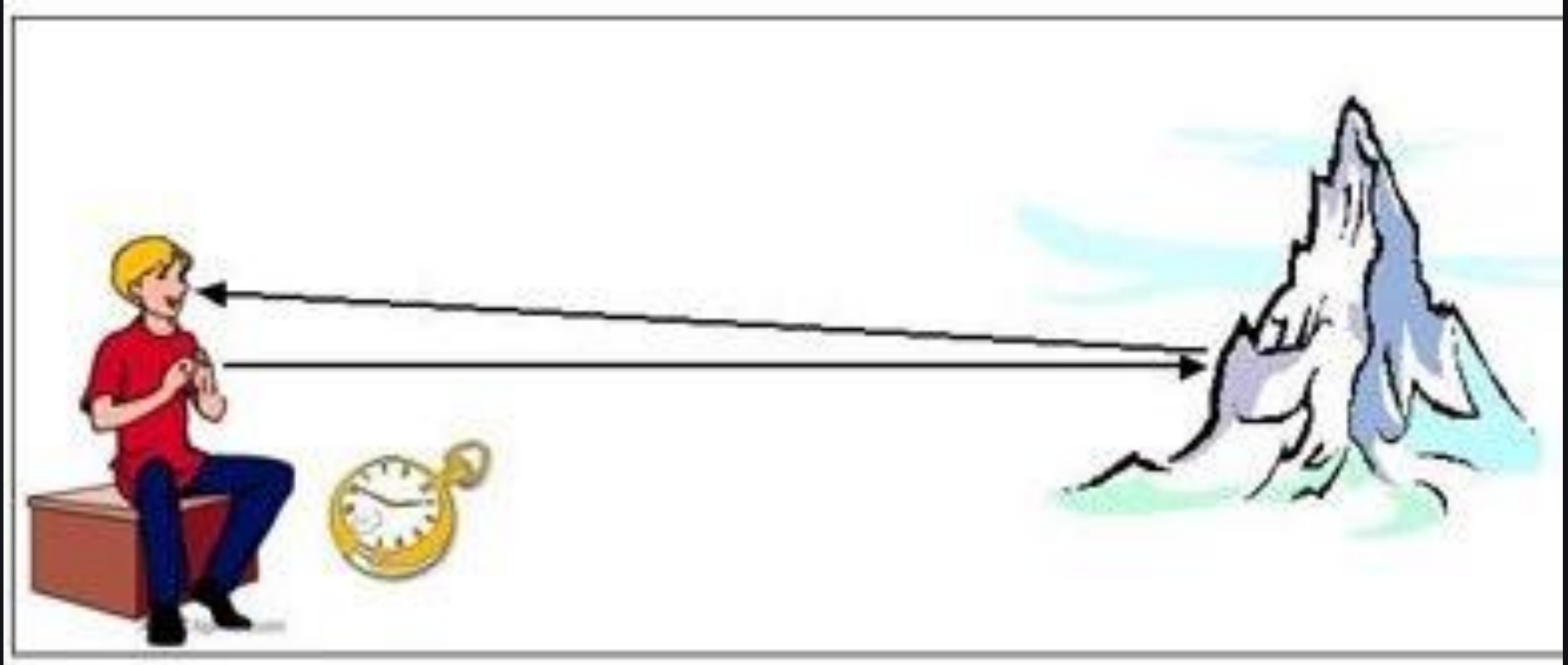
# TEACHER DEVELOPMENT



# Top-Down or Cascade Training Design



# Timing of Trainers; Cascaded Training; Echo Training



Where should the mountain be so the sound will bounce off?

# Learning Action Cells

(DepEd Order No. 35 s. 2016)

## Definition

A group of teachers/school heads/supervisors who engage in collaborative learning sessions to solve shared challenges encountered in the school/district.

## Aim

To continuously improve the knowledge, attitudes, and competencies of teachers in terms of curriculum, instruction, and assessment.



# Learning Action Cell Theoretical Framework



# School-based learning Action Cell = The Mountain



**Be**

***the***

**voice**

***not***

**the**

**echo.**



# LEARNING MATERIALS

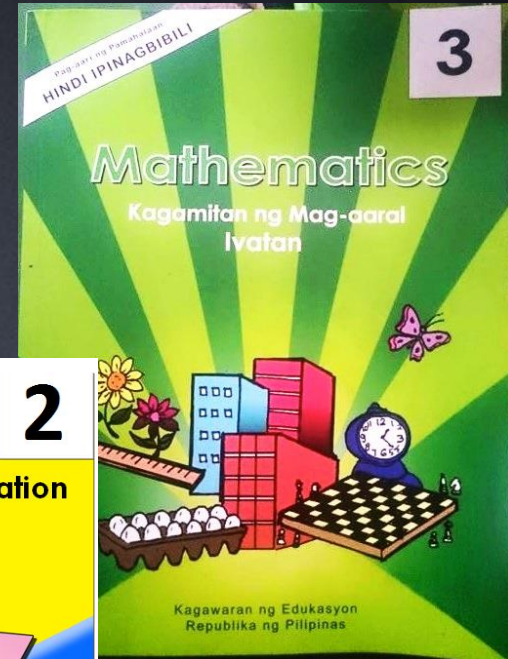
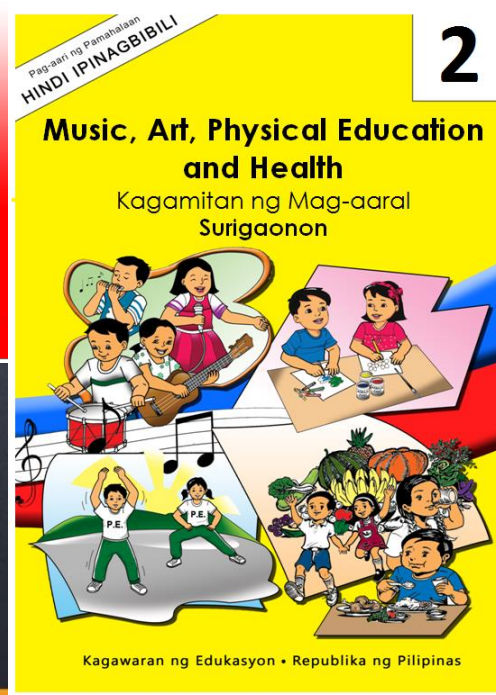
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# Orthography Development

1. Working orthographies of 19 languages were made as DepEd worked in partnership with the Komisyon sa Wikang Filipino (KWF)
2. Working orthographies of other languages are developed with the assistance of NGOs like Summer Institute of Linguistics (SIL)

<b>MOTHER TONGUE LANGUAGES:</b>	<b>BIKOL</b> <i>Marhay na aga!</i>	<b>SINUGBUANONG BINISAYA</b> <i>Maayong buntag!</i>	<b>CHAVACANO</b> <i>Buenas dias!</i>
<b>HILIGAYNON</b> <i>Maayong aga!</i>	<b>ILOKO</b> <i>Naimbag a bigat!</i>	<b>KAPAMPANGAN</b> <i>Mayap a abak!</i>	<b>MAGUINDANAOAN</b> <i>Mapla mapita!</i>
<b>MERANAO</b> <i>Mapiya kapipita!</i>	<b>PANGASINAN</b> <i>Masantos ya agew!</i>	<b>TAGALOG</b> <i>Magandang umaga!</i>	<b>WARAY</b> <i>Maupay nga aga!</i>
<b>IVATAN</b> <i>Kapyan ka pa nu Diyos sichamavuka aya!</i>	<b>IBANAG</b> <i>Nakasta nga umma!</i>	<b>ZAMBAL</b> <i>Maganday bayomboka!</i>	<b>KINARAY-A</b> <i>Maayad ayad nga aga kaningo tanan!</i>
<b>BAHASA SUG</b> <i>Assalamualaikum!</i>	<b>AKIANON</b> <i>Mayad ayad nga agahon!</i>	<b>SINURIGAONON</b> <i>Marajaw na buntag dijo hurot!</i>	<b>YAKAN</b> <i>Assalamualaikum!</i>

# Mother Tongue-Based Multilingual Education Learner's Materials



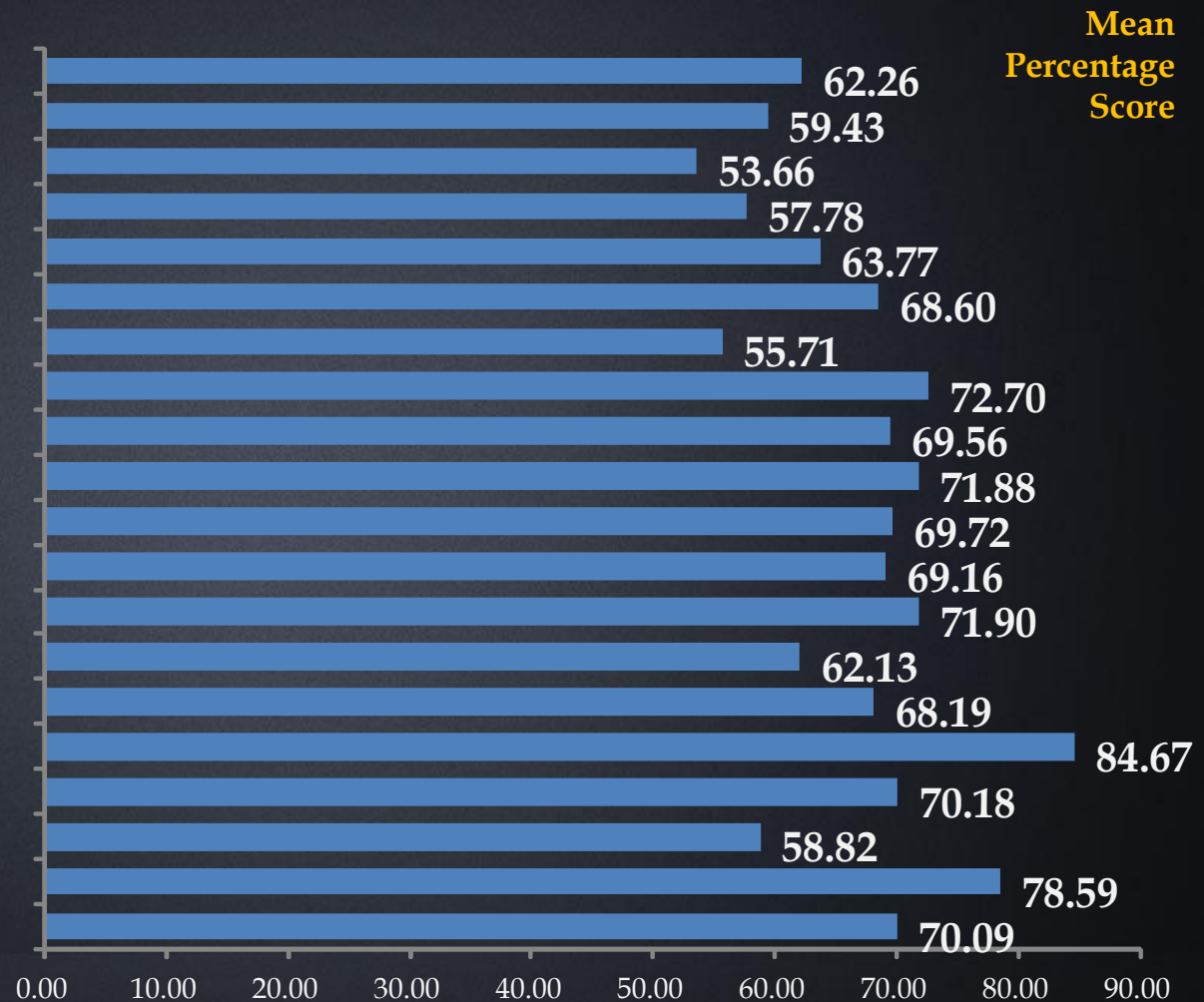


# ASSESSMENT

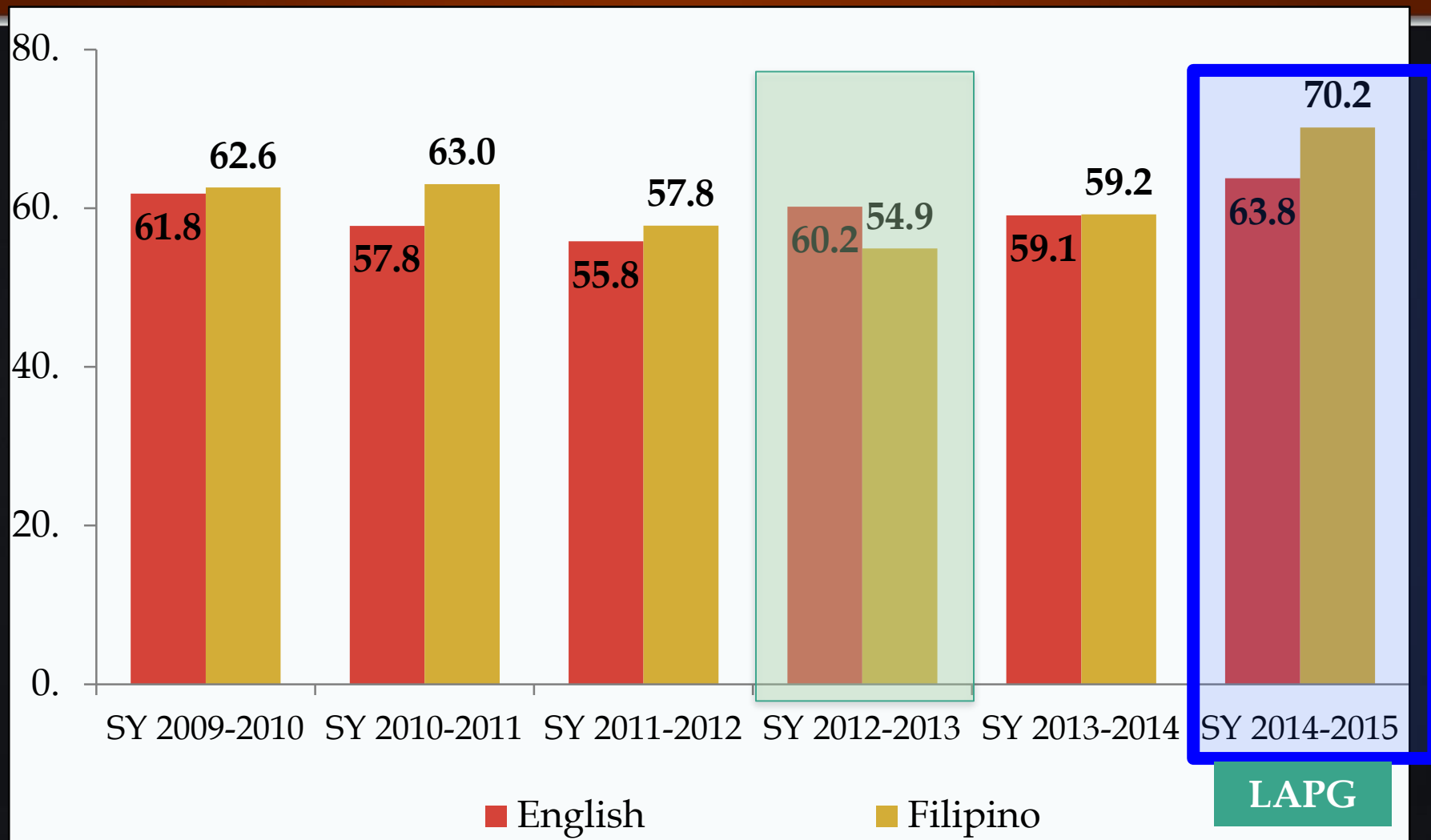


# Grade 3 2015 National Performance per Mother Tongue

Akeanon	13,395
Bikol	40,996
Botolan Sambal	811
Chavacano	24,338
English	2,340,691
Hiligaynon	158,718
Ibanag	3,754
Ilokano	128,159
Ivatan	432
Kapampangan	49,225
Kinaray-a	40,671
Maguindanaon	27,473
Maranao	31,003
Pangasinan	34,648
Sinugbuanong Binisaya	658,637
Surigaonon	14,808
Tagalog	2,340,691
Tausug	23,513
Waray	63,266
Yakan	4,492



# The MTB-MLE program is taking root.



**How do we strengthen ECD?**

**We need to do the research!**

# *Enhancing Access to Quality Education Services for Young Children in Poor Communities in the Philippines (2013-2015)*

1. Silid Pangarap – child health, growth, development and learning outcomes
2. Gabay Guro – teacher training; assessment of the quality of the learning environment
3. Aruga – parent education, support for supplementary feeding, livelihood

16, 020 children

60 beneficiary schools from the Bicol Region, Negros Occidental and Negros Oriental.

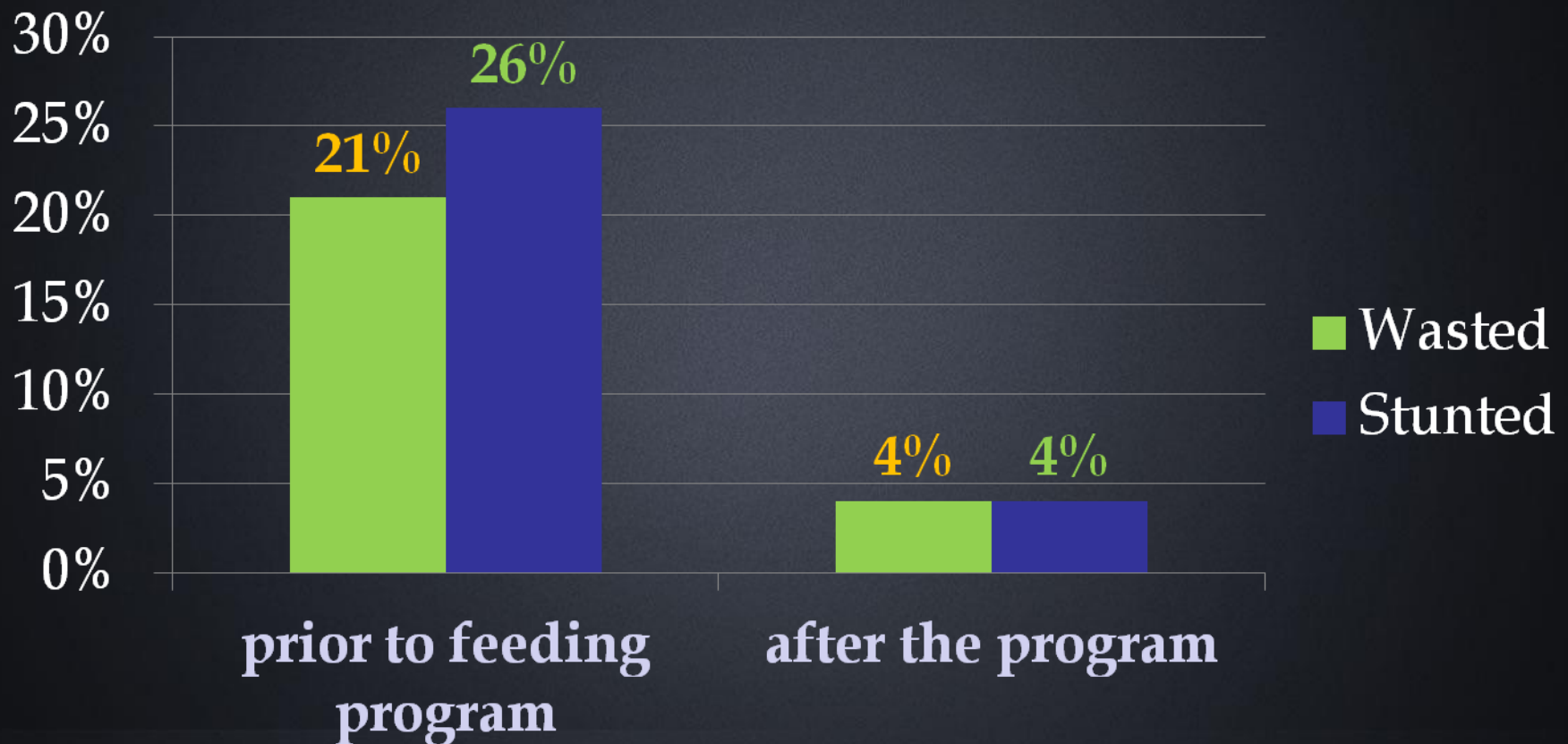


# Measures

1. Philippine Early Childhood Development (ECD) Checklist
2. School Readiness Year-end Assessment (SReYA)
3. Developmental Assessment Sheet for Literacy and Math Form (DA-LM)

# Health and Nutrition

## Child Health, Growth and Development



# Learning Outcomes

Baseline	Results
<p>Baseline results ( 2014) showed <b>beginning reading skills in the mother tongue to be limited.</b></p> <ul style="list-style-type: none"><li>• 10-25% of the surveyed learners could not identify a single letter sound correctly. Instead of saying the sound, they were saying the letter name.</li><li>• In reading fluency, many children still cannot read a single one- or two- syllable word correctly</li><li>• Comprehension skills were also weak and between 8% and 38% of the learners cannot read a single word of a short story</li></ul>	<p>For SY 2014-2015, <b>93% of children assessed for SReYA items on vocabulary and comprehension responded correctly.</b></p> <p>The results for DA-LM on letter-sound identification are as follows:</p> <ul style="list-style-type: none"><li>•90-100% of children assessed could identify 17 letter sounds</li><li>•97% can identify at least 80% of upper and lowercase letters</li></ul>

# Impact Evaluation Study from 2013-2015

*Enhancing Access to Quality Education Services for Young Children in Poor Communities in the Philippines*

## Learning Outcomes

The most significant finding is: by the end of kindergarten year, all children who attended kindergarten classes in the beneficiary schools learned many or almost all of the expected literacy, mathematics and thinking skills.

These enable learners to adjust easily to Grade 1.



# K to 12 Monitoring and Evaluation Framework

## GOAL

All Filipinos are able to realize their full potential and contribute meaningfully to building a cohesive nation

## OUTCOME

All Filipinos are able to realize their full potential and contribute meaningfully to building a cohesive nation

## INTERMEDIATE OUTCOMES

**Learners are well-rounded, happy and smart.**

Learners are in school and learning centers.

Learners access programs responsive to their needs and consistent with their interests and aptitudes.

Learners actively participate in a learner-friendly environment.

Learners complete education and attain learning standards.

## ENABLING ENVIRONMENT

Education leaders and managers practice participative and inclusive management processes.

Investments in Basic Education provides learners with ideal learning environment.

People, internal systems, and processes serve learners better through continuous improvement efforts.

Key stakeholders actively collaborate to serve learners better.



Maraming Salamat po!

Mabuhay!