The MTB-MLE in Timor-Leste Pilot Project

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Brisbane, Australia, 5 Aug 2014

Legal Basis

- Art. 13.2 of RDTL National Constitution
- Strategic plan 2011-2030 pg. 10 & 27
- Ministerial memorandum dated 28/09/2012

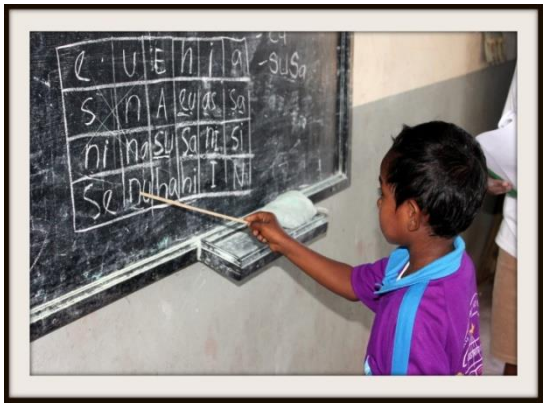
How the schools were chosen?

- These three languages widely spoken by community (TLNCE, UNICEF, n.d).
- Recommended by the Ministry of Education.

Schools and languages

District	Language spoken	Schools name
Lautem	Fataluku	PS Muapitine
		BE Muapitine
		PS Maina 1
		BE Maina 1
Manatuto	Galolen	PS Rembor
		BE Rembor
Oecusse	Baikenu	PS Atoni
		PS Nossa Senhora do Rosario
		PS Boboloa
		EB 28 de Agosto
		EB Boboloa

Pre-School A Rembor, Manatuto district

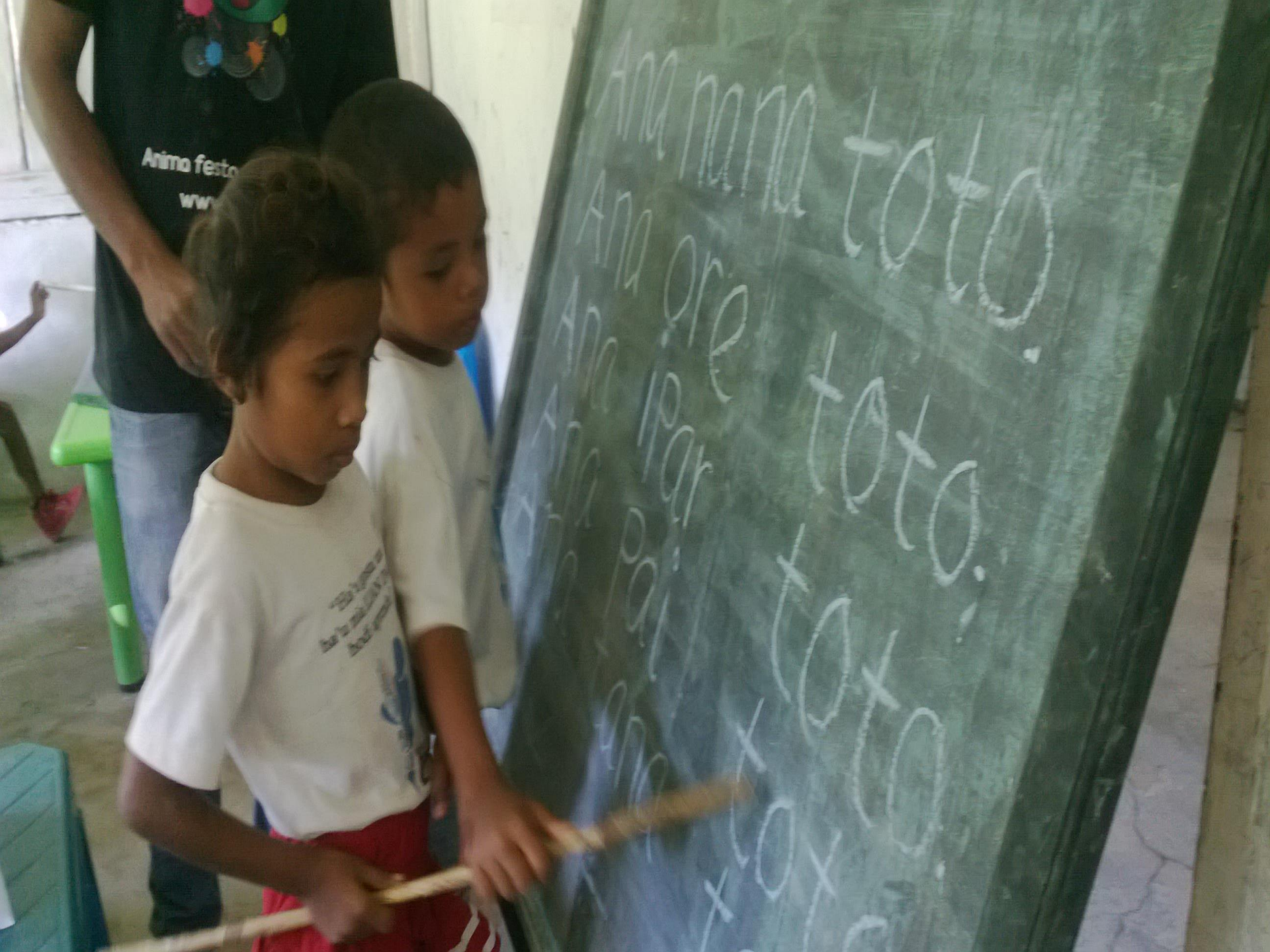


Grade 1, Rembor, Manatuto,

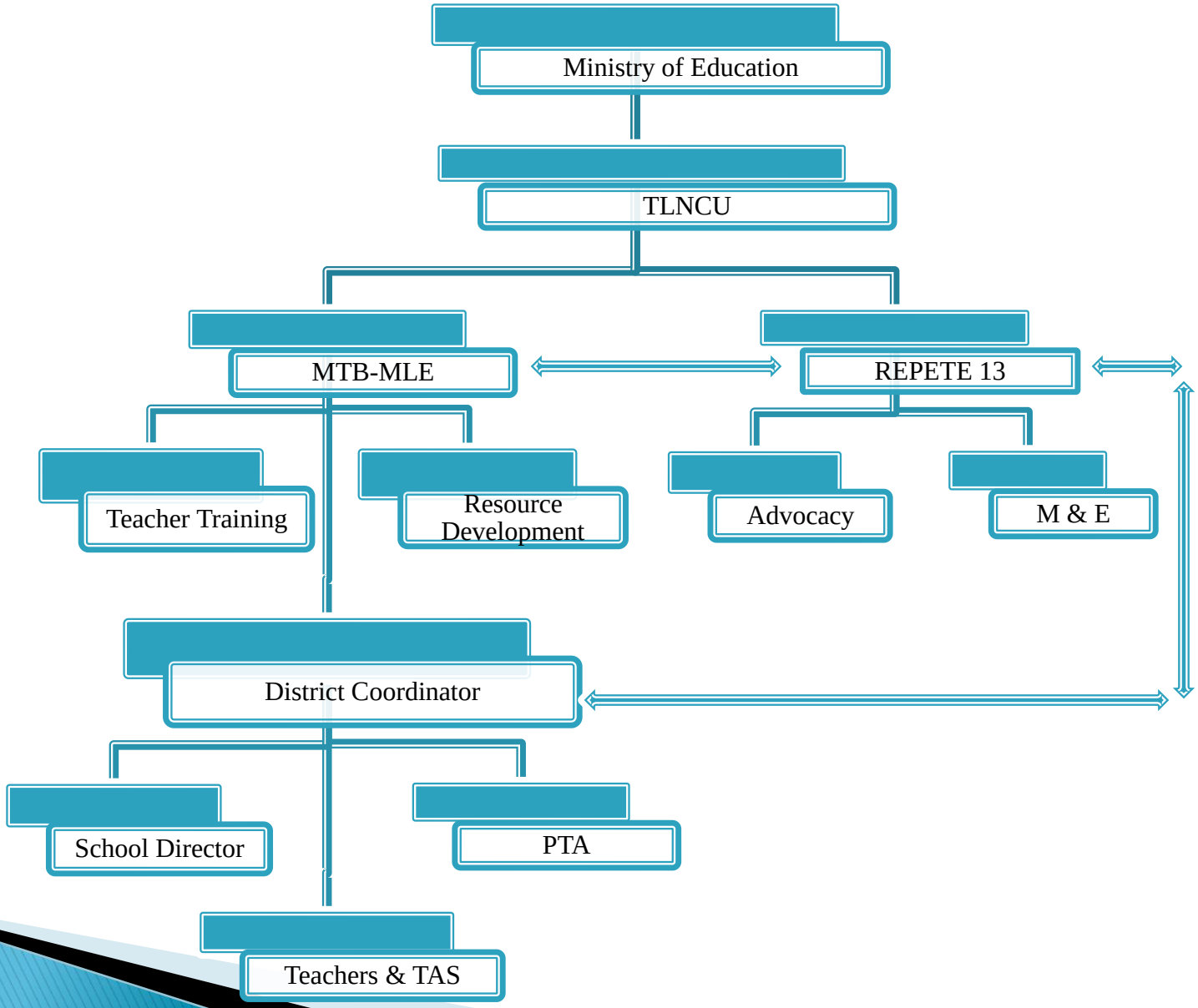
Pre-School, Boboloa, Oecusse district,

Pre-School A, Muapitine, Lautem district,

Pre-School A, Muapitine, Lautem district,


Ana nana toto
Ana ore toto
Ana papa toto

Structure


Ministry of Education
TLNCU
MTB-MLE
REPETE 13
Teacher Training
Resource Development
Advocacy
M & E
District Coordinator
School Director
PTA
Teachers & TAS

Activities

- Planning and reporting
- Staffing
- Advocacy
- Teacher training
- Resource development workshop
- Training of trainers
- Production of reading and learning materials
- Production of instructional materials
- Monitoring and evaluation.

Advocacy

Local leaders, communities, parents and teachers

LAUTEM

MANATUTO

OECUSSE

Some comments during the advocacy

We support our children's learning process

We're happy because our children can write.

MTB-MLE preserves culture and identity

Our children can describe what they've learned

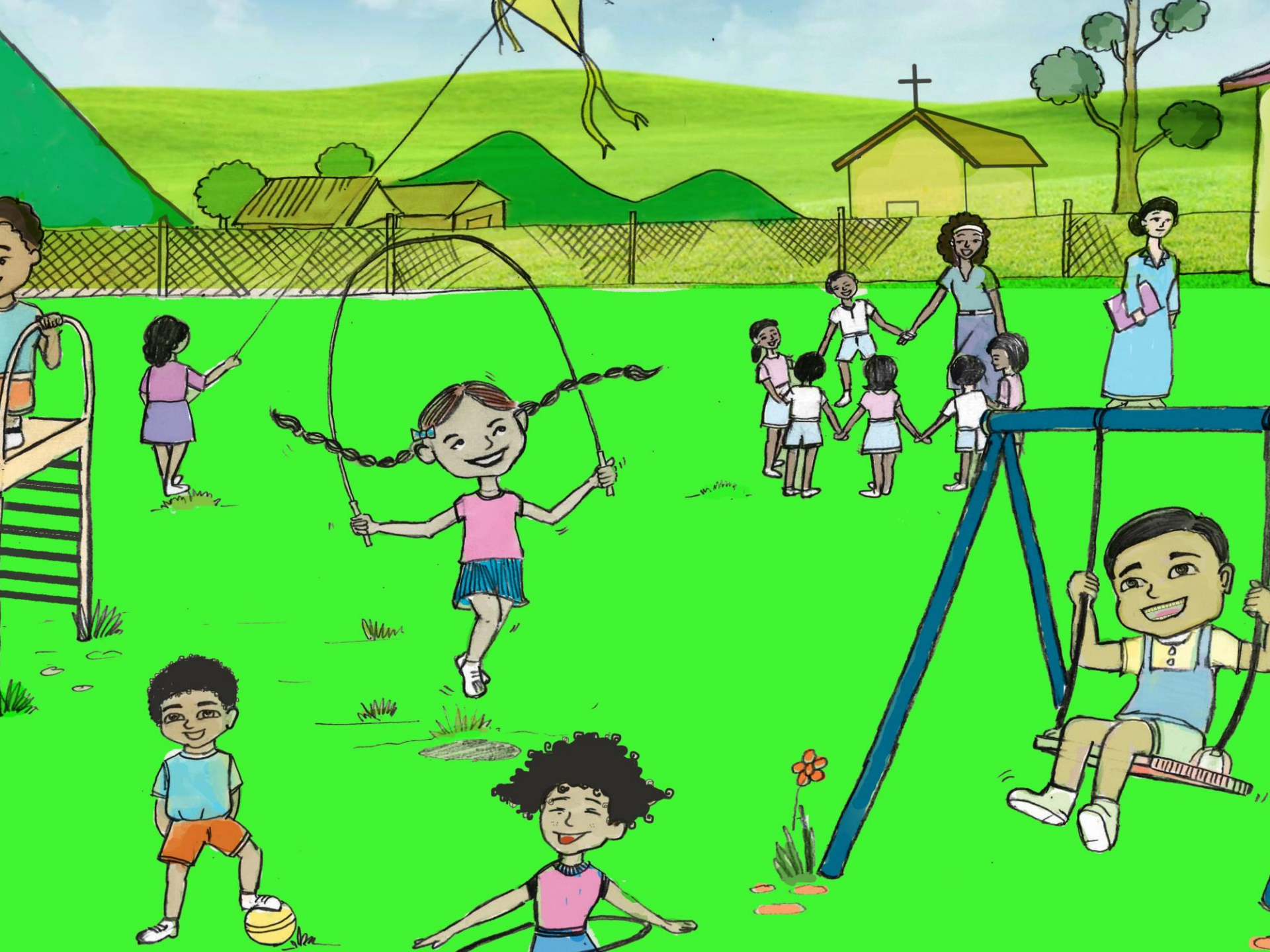
We're happy with the MTB-MLE.

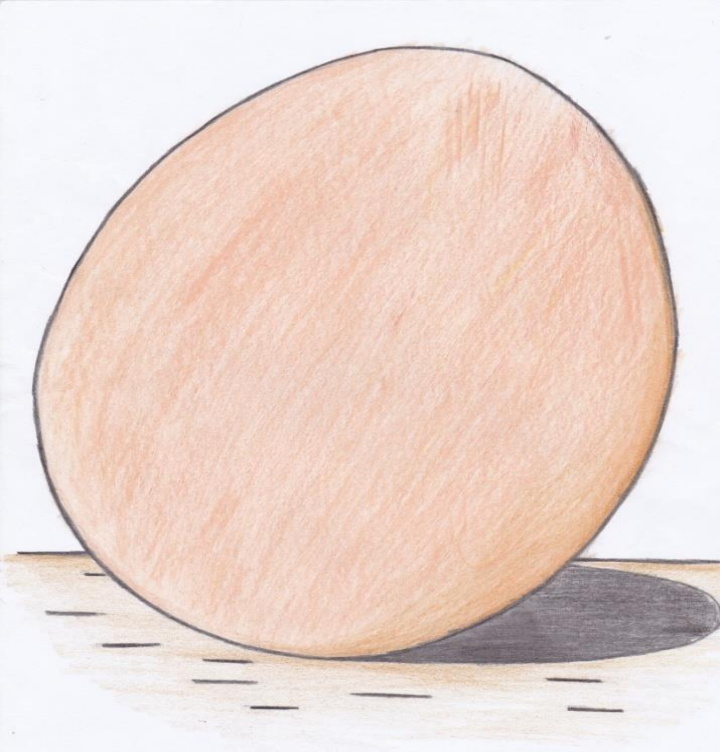
Even though we're illiterate, we're involved in the learning process because it uses our language

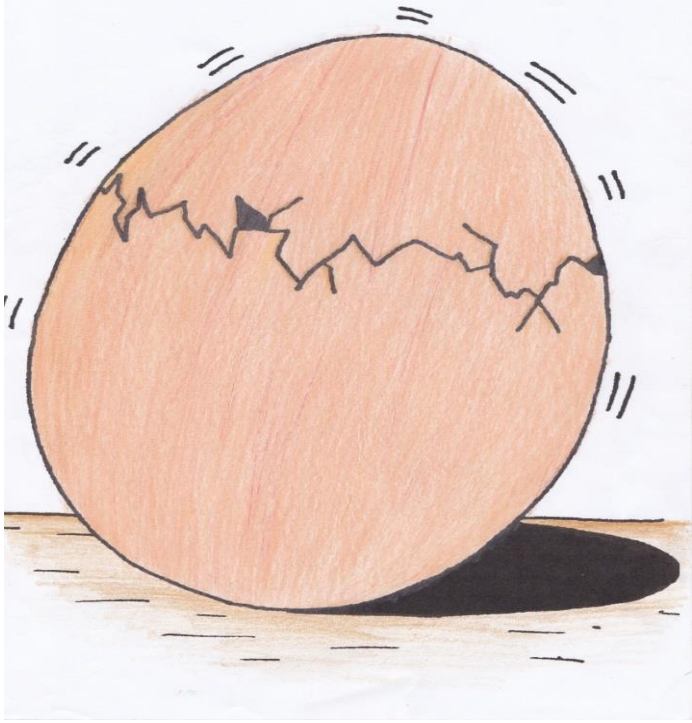
Story making by teachers, parents and communities in the pilot schools

Title	Lautem	Manatuto	Oecusse	Obsv
Primer	1	1	1	Revision
Literacy workbook	1	1	1	Revision
Pre-primer	1	1	1	Revision PSA
Pre-primer	1	1	1	Process PSA
Stories related to alphabet	19	24	19	
Sequence picture	21	21	21	

Big picture	11	11	11	
Numeracy Activity book	2	2	2	Revision
Listening stories	30	31	24	
Teacher Activity Guides	3	3	3	
Lesson Plans	3	3	3	
Big Books	2	2	2	Precess and revision
Graded reading	31	67	31	
Songs	30	30	30	







Some activities in the teacher training

Stakeholders

- SIL International
- Plan International
- Care International
- Alola Foundation
- World Vision
- Mary MacKillop
- Belun
- Child Fund

Shell Books History

- Mike and Donna Trainum – SIL in PNG 1984-1995

Developed the "shell" book method during the village program with the Qoqwaiyeqwase people in 1989.

Method adopted – PNG Elementary (K-2) Reform: materials produced in 435 languages, thousands of communities within those languages- 1993-2003.

"A "shell" is a principled framework in which expert information is provided to communities as a **resource** rather than as a finished product. Within this framework, communities are empowered to apply all of their own knowledge and cultural expertise to create the finished product(s) in their own language, for their own use."

Mike Trainum (2009) GIAL Forum Sept 19

Types of shell books

Animal Stories

Cultural Stories

Mathematics

Health

Business

Environment

Non-Fiction

Fiction

Science

How to books

Bloom

- Let's grow a library
- Bloom makes it easy to create simple books and translate them into multiple languages.
- "Bloom was designed with new computer users in mind, and it has special features to guide them in simple book making, so people need far less training than alternatives such as Word, Publisher, or In Design."

Challenges

- Infrastructure - not enough classrooms
- Teacher behaviour - Hesitating to move from traditional way of teaching to new method.
- Resources e.g. ortography, stories, pictures, etc

Conclusion

The MTB-MLE Timor-Leste has it's legal base and it is a new concept. Parents and community are happy because it has multiple advantages. Teachers are happy too but need lot of training because it is a new concept. More resources need to be developed to facilitate teaching and learning process.