

Multilingual education towards social inclusion of the ethnic minority children in Bangladesh

**Multilingual education towards social inclusion of the ethnic minority children in
Bangladesh**

A thesis submitted in fulfillment of the requirements for the degree of
Doctor of Philosophy



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I, hereby declare that this thesis has been prepared in accordance with the university's guidelines on the presentation of a research thesis and conforms to the regulations for the degree of Doctor of Philosophy. The contents of this thesis are my own work and have not been submitted for the award of any other degree.

Signature:

Date: 13 November 2025

DEDICATION

This thesis is dedicated to:

My parents, Md. Saidur Rahman and Rawshan Ara Begum

And

My husband Waliur Rahman,

My sons Tameem Ur Rahman and Tamzeed Ur Rahman

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LIST OF ABBREVIATIONS

AUEO	Assistant Upazila Education Officer
DPEO	District Primary Education Officer
EMC	Ethnic Minority Children
FGD	Focus Group Discussion
GPS	Government Primary School
IE	Inclusive Education
LEA	Local Education Administration
LC	Language Community
LCs	Language Communities
MLE	Multilingual Education
MT	Mother Tongue
MoE	Ministry of Education
MoPME	Ministry of Primary and Mass Education
NEP	National Education Policy
NCTB	National Curriculum and Textbook Board
PPC	Pre-Primary Curriculum
PTI	Primary Teachers Training Institute
SI	Social Inclusion
SRM	Supplementary Reading Material
UEO	Upazila Education Officer
URC	Upazila Resource Centre
UN	United Nation
UNICEF	United Nations Children's Fund
UNESCO	United Nation's Educational Scientific and Cultural Organisation

ABSTRACT

Persistently multilingual education (MLE) has gained increasing attention around the globe. Research shows that mother tongue as a school language benefits children's early years of learning including cognitive, social development, and identity formation of ethnic minority children (EMC). This qualitative research investigated how MLE enhances the social inclusion process of the EMC in Bangladesh. The purpose of the research was to understand MLE as a phenomenon from the perspectives of its policy, design and implementation in the Bangladesh context. The research study used the lenses of a constructivist philosophical perspectives and Bronfenbrenner's (1979) Ecological System Theory which provided the theoretical basis to conduct this qualitative study.

This study employed several research data collection tools, including document review, interview schedule, classroom observation guidelines, FGD guidelines, and field notes. Considering two different geographical regions (plain and hilly areas) and a set of different criteria set for the research, I have purposively selected two language Communities-Garo and Chakma- out of the five language communities (Chakma, Marma, Tripura, Sadri and Garo) where MLE is being implemented. Including document review, data were collected from assistant teachers, head teachers, students, parents, and community people, and local education administrators representing two government primary schools located at two language communities. The thematic analysis technique of qualitative data was used.

From the perspective of macro-system, the results indicate that a number of elements pertaining to social inclusion of ethnic minority children through MLE have been included in national policy documents. The development of the MLE Bridging

plan that can be considered a Bangladeshi version of the "transitional model" of MLE is evidence of significant policy progress at the national level. It is a clear indication of the belief and commitment of Bangladesh at the national level towards SI for EMC through MTB-MLE. From an exo-system standpoint, the results show that the policy guidelines were unable to link local education administration and communities with the schools adequately when it comes to the implementation of MLE. As a result, the process of social inclusion of ethnic minority children (EMC) was obstructed at this level. The meso-system creates and extends different kinds of new relational dimensions between EMC and parents, teachers, and peers which contribute social inclusion process. However, the school practice and relationship between home and school remain traditional and the application of MLE did not result in the development of strong relationships among communities, schools, and homes.

From micro-system perspectives, the research findings indicated that, despite the systematic development of the MLE bridging plan, the implementation process did not adhere to the sequential language allocation. While joyful teaching-learning strategies were observable in practice, the perspectives of MLE in teaching-learning were notably restricted. The overall school environment was found to be rooted in Bengali and English culture, rather than adopting a welcoming approach for EMC through cultural adaptation.

Overall, although ecological connection was not fully established within the ecological system layers of macro-exo-meso-micro systems policy level initiatives in favor of MLE, MLE bridging plan and their implementation enhanced the process of social inclusion of EMC, and created scopes throughout the process. However, a context-based realistic strategic plan having ecological orientation for successful

implementation of MLE at every stage of the ecological systems towards social inclusion of EMC is yet to develop in Bangladesh.

This research has potential implications for theory, policy and practice. It demonstrated a comprehensive theoretical framework to the audience who work in the field of MLE as well as social inclusion. This research opens up the horizon to think about MLE design and by using the ecological system theory. This study also demonstrated how an ecological theoretical framework could be used in MLE implementation. It provides insights into the strengths and limitations of existing policies of MLE towards social inclusion of ethnic minority children in Bangladesh context. In addition, it showed how a context-based realistic and comprehensive MLE strategic plan could be developed and more functional at different stages to enhance the social inclusion of ethnic minority children in Bangladesh.

Key Words: Multilingual Education, MLE Bridging Plan, Language Community Chakma and Garo, Social Inclusion, Pre-primary and Primary Education of Bangladesh.

Chapter 1

Introduction

1.1 Overview of the study

Although the government of Bangladesh has taken many initiatives for the inclusion of all children in educational settings several children remain out of school (Directorate of Primary Education [DPE], 2023; 2019; 2009; Nasreen & Tate, 2008). The primary education sector of Bangladesh has struggled with its high dropout rate for many years (Begum et al., 2019), and ethnic minority children (EMC) are within this group. A report, (Directorate of Primary Education [DPE], 2006) indicated that the “language barrier” is one of the reasons behind the drop out of the EMC (p. 8). Although recently, the government has reduced the dropout rate significantly, the rate still continues to be 13.15 % (DPE, 2023).

In 2014, the Ministry of Primary and Mass Education (MoPME) of Bangladesh officially introduced Multilingual Education (MLE) for Ethnic Minority Children’s (EMC) inclusion in education (Ministry of Primary and Mass Education [MoPME], 2014). Since then, MLE has started to be implemented in the mainstream government primary schools of Bangladesh through textbook distribution in the Mother Tongue (MT) (National Curriculum and Textbook Board [NCTB], 2017).

Around the globe, people live in a multilingual society that consists of 7,151 languages (Eberhard et al., 2022) in its heritage. Globally, multilingualism is growing day by day for many reasons including ethnicity, immigration, migration, work, study, refugee, and others. This research is based on, particularly multilingual education consequences of the EMC among various groups mentioned above, which come from their belonging to the ethnic minority community of Bangladesh. As we know, multilingualism is the ability to understand and speak two or more languages (United Nations Education,

Scientific and Cultural Organization [UNESCO], 2016) then multilingual education is the educational implication of multilingualism to maintain one's mother tongue in the educational context.

Although generally, Bangladesh appears to be a mono-cultural, mono-lingual nation, the country consists of 1% people from ethnic minority communities (Bangladesh Bureau of Statistics [BBS], 2022). There are 45 ethnic minority communities in Bangladesh currently living in both plain land and hilly areas of the country (Kamal et al., 2014). At least 43 of these communities have their distinct language, although not all have a written script (Kamal et al., 2014). Initially, five ethnic languages, Chakma, Marma, Tripura, Sadri, and Garo were selected for the MLE plan and implementation in primary education in Bangladesh. This qualitative research purposively investigates the language communities of Garo and Chakma.

In Bangladesh, language is considered the biggest barrier to the educational achievement of the EMC when 'Bengali' (the majority language) is the medium of instruction (Shakhawat & Farhana, 2013; Sarkar & Deva, 2009; Rahman, 2010). Consequently, ethnic minority children's bonding with the school is weakened which eventually leads to grade repetitions, drop-outs, and lower cycle completions. Above all, the tendency of school drop outs has social implications in the long process of social exclusion for EMC. MLE introduced EMC in their pre-primary and primary education that would support to cope up them in mainstream government primary schools with children from diverse social groups.

Existing literature reveals that MLE is significant for children's development in the early years including cognitive development (Kioko et al., 2008), cultural identity (Cummins, 1989) and academic development (Dutcher & Tucker, 1995). It is often argued that equitable access to the language of instruction is crucial to educational

outcomes (Bianco et al., 2016,). According to Bianco et al. (2016) MLE improves children's cognitive skills, educational outcomes, and opportunities. Moreover, fostering inclusion through recognition of differences not only improves children's educational outcomes, it also has social implications (Garcia & Angel, 2017; Mohanty et al., 2009). More specifically regarding MLE, the Fourth Session of the UN Permanent Forum on Tribal Issues held in May 2005, United Nations Headquarters, New York recognised that mother-tongue mediated bilingual education is beneficial for effective learning for ethnic minority children and the reduction of drop-out rates. Therefore, it is significant to introduce MLE to strengthen the social cohesion that also helps diverse groups gain meaningful access to the narratives, skills, knowledge, and practice of the wider society (Bianco et al., 2016, p. 19). It means that MLE is beneficial for EMC from both educational and social perspectives.

This qualitative study has been guided by Uri Bronfenbrenner's (1979) 'Ecological System Theory'. A range of research tools were used in the study including document review, interview schedule, classroom observation guidelines, and focus group discussion (FGD) guidelines. Two language communities- Garo and Chakma, were purposively selected out of the five. As key informants, I interviewed the head teachers, assistant teachers, and key officials of the district administration of the Directorate of Primary Education (DPE). I observed the teaching-learning activities from pre-primary to grade 5. Finally, I did focus group discussions (FGDs) with parents, community members, and children studying at grades 3, 4, and 5. The researcher's field notes and still images were also used as valuable data sources in this exploratory research.

This chapter presents the context in which the research is based. Then I have problematised the topic and discussed the rationale for the study. I also share my motivation for doing this research and its significance. With research aims and objectives, I have mentioned the scopes and challenges of the study and the operational terms used. Finally, I have presented organisation of the thesis.

1.2 Context of the study

In this section, I discuss the global and national context of MLE as a means of social inclusion of ethnic minority children considering that these contexts provide a broader perspective and foundations of the research topic.

1.2.1 Global context

Multilingual Education (MLE) for promoting learning opportunities for all children as well as social inclusion has gained huge attention in recent years. However, from the inception of the Universal Declaration of Human Rights (UDHR), 1948 (United Nations [UN], 1948) to the United Nations' Sustainable Development Goals (SDGs), 2015 (United Nations [UN], 2015) many global documents and declarations provide a strong foundation for MLE and social inclusion of ethnic minority children. Article 2 of Universal Declaration of Human Rights (1948) affirms that everyone, regardless of race or ethnicity, has the right to all the freedoms and rights outlined in the declaration. Article 26 of this declaration emphasises the importance of education in fostering respect for fundamental freedoms and human rights as well as the full development of the individual. International Convention on the Elimination of All Forms of Racial Discrimination (1965) ensures equality before the law, including the enjoyment of social, economic, and cultural rights, and forbids racial discrimination (United Nations [UN], 1965). Again, Article 2 of the International Covenant on

Economic, Social and Cultural Rights (1966) states that the covenant's rights must be upheld by states without any kind of discrimination based on race or ethnicity (United Nations [UN], 1966).

Article 2 of the United Nations' Convention on the Rights of the Child (UNCRC) (1989) protects children's rights without discrimination on the basis of ethnic or social background, language, religion, sex, ethnicity, or color (United Nations [UN], 1989). Article 30 of this Convention stresses the enjoyment of one's own culture, religion, and language by children from ethnic, religious, or linguistic minorities. World Declaration on Education for All (1990) (United Nations Education, Scientific and Cultural Organization [UNESCO], 1990) urges the extension of educational opportunities to ensure inclusivity and participation for all children, especially those from underprivileged and marginalized groups. This EFA movement officially began in 1990 with the World Conference on Education for All, held in Jomtien, Thailand (United Nations Education, Scientific and Cultural Organization [UNESCO], 2018). Delegates from 155 nations decided at the meeting on lowering global illiteracy and provide primary education to all children (United Nation [UN], 2015). Few of the documents from that conference encouraged the use of children's mother tongue (MT) in the classroom, despite the fact that 'language' was acknowledged as a key component of education (UNESCO, 2018).

Regardless of a child's physical, intellectual, social, emotional, linguistic, or cultural circumstances, inclusive education systems that accommodate all students are encouraged by the Salamanca Statement and Framework for Action on Special Needs Education, 1994 (UNESCO & Ministry of Education and Science Spain, 1994). This global document further clarifies that children from remote or nomadic communities,

children from linguistic, ethnic, or cultural minorities, children from street and working communities, children with disabilities and giftedness, and children from other marginalized or underprivileged areas or groups should all be included in education. “Education for All” was once again the focus in 2000 at the World Education Forum in Dakar, Senegal which is called the Dakar Framework for Action (2000) (United Nations Education, Scientific and Cultural Organization [UNESCO], 2000). The 1,100 participants at that conference agreed that by 2015, all children should have access to primary education (UNESCO, 2018). The significance of incorporating students' MT in the formal education system was acknowledged in a number of statements in the ‘Dakar Framework for Action’:

Governments and all other EFA partners must work together to ensure basic education of quality for all, regardless of gender, wealth, location, language or ethnic origin. Successful education programme require: (1) healthy, well-nourished and motivated students; (2) well-trained teachers and active learning techniques; (3) adequate facilities and learning materials; (4) a relevant curriculum that can be taught and learned in a local language and builds upon the knowledge and experience of the teachers and learners; (5) an environment that not only encourages learning but is welcoming, gender-sensitive, healthy and safe; (6) a clear definition and accurate assessment of learning outcomes, including knowledge, skills, attitudes and values; (7) participatory governance and management; and (8) respect for and engagement with local communities and cultures. (UNESCO, 2000, p. 17).

Article 21 of the UN Declaration on the Rights of Indigenous Peoples (2007) (United Nations [UN], 2007) guarantees the right of indigenous peoples to better economic and social circumstances, including health and education. Article 14 of this declaration

acknowledges the right of indigenous people to create and manage their own educational systems in their native tongues, according to their own traditional teaching and learning methods. Moreover, The United Nations' 2015 adoption of the Sustainable Development Goals (SDGs) offers a solid foundation for promoting multilingual education and the social inclusion of children from ethnic minorities. A number of goals, such as Goals 4, 10, and 16, provide a route toward a more diversified and fair society where all children, regardless of their background, have the chance to succeed by emphasizing inclusive education and reducing inequalities (UN, 2015).

Many countries in the world paid significant attention to create inclusive societies through education, and MLE has been considered as one of the effective strategies. Examples of policies highlighting the need for creating inclusive societies through MLE can be traced in Australia (Jessner & Mayr-Keiler, 2017), Finland (Wolff et al., 2021), Norway (Shchukina et al., 2018), Estonia (L'nyavskiy-Ekelund & Siiner, 2017), Spain (Buda, 2015; Chireac & Devís, 2017), South Africa (Serfontein, 2013), Turkey (Aydin & Dogan, 2019), Indonesia (Bin Tahir, 2017; Hamied & Musthafa, 2019; Rogers, 2014), Philippines (Dagalea et al., 2022), India (Panda, 2020), Nepal (Ahonen, 2020; Hough, 2020; Malone, 2020; Taylor, 2020; Yadava, 2020), and Vietnam (Thi et al., 2023).

Based on the above discussion it is evident that MLE has been stressed all over the world indicating significant progress in expanding learning opportunities for all in the Asia-Pacific region (United Nations Education, Scientific and Cultural Organization [UNESCO], 2024). However, as much as 40% of the world's population lacks access to education in a language they can comprehend or speak, despite these advancements and the quick expansion of research and data on the advantages of mother tongue-based multilingual education (MTB-MLE) (UNESCO, 2024). UNESCO (2024) further notes

that a large number of children live in the Asia and Pacific. As a South Asian developing country this issue is relevant for Bangladesh since substantial evidence in terms policy initiative and success, practice, and research related to MLE for social inclusion of EMC are yet to be found. This research, therefore, aims to contribute to this area.

1.2.2 National context

MLE is a recent introduction in the primary education sector of Bangladesh. The main issue of this research is how MLE is presented in the government policy documents and how it is implemented in the teaching-learning that enhances EMC's social inclusion process. While investigating this issue, this section provides some demographic, historical, and policy background related to MLE for contextual understanding of the research.

Figure 1:

Map of Bangladesh on the Globe



Source: <https://www.google.com>

Bangladesh is a South Asian country that had a long colonial experience during British rule (1857-1947) and experience of deprivation under the Pakistan regime

(1947-1971). Bangladesh became an independent country in 1971 through a nine-month liberation war against Pakistan. It covers an area of 147,570 square kilometers. The country is densely populated with 165.16 million people (BBS, 2022) of which 99% are Bengal and the remaining 1%, or 1,650,159 lacs people (BBS, 2022), belong to ethnic minority communities.

This research area is relevant to the works of the Ministry of Primary and Mass Education (MoPME), Bangladesh which was established in 2003. The MoPME executes its functions through the Directorate of Primary Education (DPE) established in 1981. It's a large size department that spans from the central administration to the field level administration including 8 divisional offices, 64 districts level and 510 upazila/thana level offices, 65,620 government primary schools. A huge number of people are served by this Ministry including 3,54,722 government primary teachers and 16336096 school enrolled children (DPE, 2019). Within this department, this research is specifically situated in two different regions of Bangladesh, the Mymensingh Division and Chattogram Division. The following regional map of Bangladesh shows the research locations alongside all other administrative divisions.

Figure 2:

Divisional Research Locations Mymensingh and Chattogram (Starred)



Source: <https://www.google.com>

After becoming independence from Pakistan in 1971, Bangladesh drafted its constitution in 1972 with a number of sections pertaining to equality, nondiscrimination, cultural rights, and education. The Constitution of Bangladesh addresses the issue of ethnic minority children's social inclusion (Ministry of Law, Justice and Parliamentary Affairs [MoLJPA], 1972). According to Article 17 of this Constitution, all children, regardless of their linguistic or ethnic background, must receive free and compulsory education from the state. Since education is one of the main ways that children from ethnic minorities can be assimilated into mainstream culture, this is considered an essential component of social inclusion. Article 27 of the Constitution ensures that every citizen has the right to equal protection under the law and equality before it. Children from ethnic minority groups are included in this, which secure them the same legal rights and safeguards enjoyed by other citizens.

Discrimination on the basis of religion, race, caste, sex, or place of birth is prohibited by article 28 (1) of the Constitution of Bangladesh. This implies that children from ethnic minorities cannot be denied access to education, healthcare or other social benefits, nor may they be subjected to discrimination. Further articles 23(A), 28(4), 29(3), 32, 34, and 41 of this Constitution are supportive to MLE and social inclusion of EMC.

However, at least three decades after the independence, the educational focus of this country was to achieve quantitative development in terms of increased enrolment, school construction, and rehabilitation of the damaged school, textbooks, increased number of teachers, create physical facilities and many others (Planning Commission, 1983). Immediately after the independence “educational development primarily was an expansion of the existing system to meet exigencies” (Planning Commission, 1983, p. 282). Acknowledging the importance of primary education for all children, the government nationalised 36,165 schools through ‘The Primary Education (Taking Over) Ordinance, of 1973’. It was a big step to take control over the primary education structure of the government.

As the country faced 9 months of liberation war and the infrastructure was almost broken, the early decades during the 70’s and 80’s witnessed many harsh realities in the education system. During these decades’ primary education faced many challenges including resource constraints, lack of preparation, administrative weakness, insufficient schools and teachers, low student enrolment, lack of teacher training, fragile building conditions, and lack of school facilities (Planning Commission, 1973; 1983). As a result, the literacy rate was very low and the dropout rate was very high. During the 80s the literacy rate was around 24% (Planning Commission, 1983), and

even after 4 decades of independence, in 2010, the dropout rate was 39.8%. As a result, a significant number of school-aged children were out of school or, in other words, excluded from schooling.

This situation led the government of Bangladesh to think about how to include such out of school children in the primary education system. The government initiated a project named “Universal Primary Education (UPE)” with particular emphasis on the development of cognitive skills (Planning Commission, 1983, p.288) during the 80’s. “UPE meant that primary education was open to the relevant age-group population without any barrier” (Planning Commission, 1995, p. xv). This struggle to bring all children under education continues up to the 1990s. In this condition, the “government formulated the Compulsory Primary Education Act of 1990” to bring all children under education (Planning Commission, 1995, p. xv).

Besides the constitutional obligations, and initiatives for primary education, Bangladesh is a signatory to many universal as well as international declarations, conventions and protocols such as the Universal Declaration of Human Rights (UDHR), 1948 (UN, 1948), International Convention on the Elimination of All Forms of Racial Discrimination, 1965 (UN, 1965), International Covenant on Economic, Social and Cultural Rights, 1966 (UN, 1966), the United Nations’ Convention on the Rights of the Child (UNCRC), 1989 (UN, 1989), World Declaration on Education for All, 1990 (UNESCO, 1990), the Salamanca Statement and Framework for Action on Special Needs Education, 1994 (UNESCO & Ministry of Education and Science Spain, 1994), the Dakar Framework for Action, 2000 (UNESCO, 2000), the UN Declaration on the Rights of Indigenous Peoples, 2007 (United Nations [UN], 2007), and the United Nations' the Sustainable Development Goals (SDGs) (UN, 2015).

Overall, the constitutional obligations, and consequences of initiatives for primary education, and commitments of Bangladesh to many international declarations, conventions and protocols influence the government of Bangladesh to take further initiatives for ensuring quality primary education for all the children. The MLE for EMC is one of noble outcomes of these initiatives in primary education sector of Bangladesh. The Second Primary Education Development Programme (PEDP-II, 2003–2011), the Third Primary Education Development Programme (PEDP-III, 2011–2017), the Fourth Primary Education Development Programme (2018-2024), the National Education Policy 2010 (Ministry of Education [MoE], 2010), and the National Pre-primary Education Curriculum, 2011 (National Curriculum and Textbook Board [NCTB], 2011) are some examples of such initiatives. For examples, multilingual education came into the planning stage in PEDP-II and was formally inaugurated during PEDP-III and PEDP-IV which is still continuing. After the completion of PEDP-II, the Third Primary Education Development Program (PEDP-III) integrated IE in its component two, Participation and Disparity which emphasised the inclusion of EMC in the mainstream government primary schools (Directorate of Primary Education [DPE], 2011).

The main policy direction for MLE comes from the National Education Policy 2010. This policy reflects the constitutional commitment in Article 17 to develop a “uniform, mass-oriented and universal system of education” (p.6) in which all children of Bangladesh will participate including ethnic minority children. Article 28 proclaimed more specifically about ethnic children’s inclusion in education,

This long-awaited policy embodies the nation’s verdict and aspiration to ensure the rights and the opportunities for education for all eradicating all differences (MoE,

2010). It also incorporates language-related provisions [provision no. 3 (b)] of the Chittagong Hill Tracts Peace Accord, signed on December 2, 1997 between the government of Bangladesh and the Parbattya Chattogram Jana Samhiti Samiti that stated for primary education in the mother tongue for the EMC (Ahmed et al., 2013); International Labour Organisation [ILO], n.d.)

In connection with the nation's values, NEP-2010 preserves the EMC's education in its aims and objectives. NEP-2010 has emphasised the need to adopt special measures for the EMC to promote their education through their mother tongue. NEP-2010 mentioned that “measures will be taken to ensure the availability of teachers from ethnic groups and to prepare texts in their languages so that ethnic children can learn their indigenous languages” (MoE, 2010, p. 8).

Out of 30 aims and objectives of NEP-2010, 5 aims and objectives (MoE, 2010) are relevant to the ethnic minority children's culture, language, and education. Briefly, they can be summarised as below-

Table 1:

EMC-related aims of the National Education Policy 2010

Aim-2	Maintain moral, human, cultural, and social values
Aim-4	Promote the continuity of national history, tradition, and culture
Aim-7	Remove discrimination irrespective of race, religion, and creed
Aim-8	Equal opportunity irrespective of geographical, and social situation
Aim-23	Promote and develop the languages and cultures of EMC

Adapted from MoE (2010)

The policy specifically gives instruction for ethnic minority children to be educated in their mother tongue at primary schools (MoE, 2010). These instructions

indicated that ethnic minority children's education will be provided in their mother tongue at the primary education level. It has even instructed to take special measures for the marginalised ethnic children among all ethnic minority children. Moreover, the policy has given some more instructions which are related to the implementation of MLE.

The most important and immediate outcome of the NEP-2010 was the pre-primary curriculum (PPC) of 2011, which recommends that MLE helps overcome the language barrier of the EMC towards inclusion in the classroom settings. As the PPC stated-

The medium of instruction in primary schools is also Bangla, which is the second language of a tribal child. Since the tribal children do not have enough command over the Bangla language, they face difficulties in receiving instruction offered through Bangla in the schools. The dropout rate of & repeating classes by tribal children is much higher than that for other children...the tribal children will gain learning experiences through their mother languages at the pre-primary level of education. The mother tongues of the children will be the medium of instruction in the classrooms. (NCTB, 2011, pp. 85-86).

This curriculum direction recommended MLE for the EMC in mainstream primary education in Bangladesh. At first, the National Curriculum and Textbook Board (NCTB) developed a 'Bridging Plan for Mother Tongue-based Multi Lingual Education' under the Material and Textbook Development Technical Committee (NCTB, 2014). NCTB is the government-recognised authority in Bangladesh, responsible for addressing all curriculum matters including curriculum preparation from

pre-primary to the secondary levels of the education system. Based on the 'Bridging Plan for Mother Tongue based Multi Lingual Education', NCTB developed necessary teaching-learning materials in 5 selected ethnic languages. Since 2017, MLE has been implemented in the mainstream government primary schools. Currently, among 64 districts of Bangladesh, MLE is operating in 19 districts (DPE, 2023). Ongoing Fourth Primary Education Development Programme (2018-2023) is also working with an MLE-inclusive approach for mainstreaming EMC (Directorate of Primary Education [DPE], 2018).

The current research is based on these demographic interventions with respect to various programme and policy contexts in Bangladesh. The following section formulates the problem statement of the current research.

1.3 Statement of the problem

In Bangladesh, MLE is a new educational approach introduced in the primary education sector. Literature shows that MLE is a complex phenomenon (Ball, 2010; Cenoz, 2009; UNESCO, 2007) as well as it should be addressed through context-based programme (Mohanty, 2009). Being such a new, complex, and context-based programme, how it has been designed and implemented, is currently a big issue for investigation.

For this research, according to the research area, my objective is to understand how MLE enhances the social inclusion process of the EMC. Social inclusion, also a contested term (Rawal, 2008), includes multilayer (European Agency for Special Needs and Inclusive Education, 2018) variables. Many researchers considered social inclusion as the positive outcome of inclusive education (Currington et al., 2012; Misson, 2008; Slijepcevic, 2016). I want to link the idea to my research that- school has great

potentials in promoting social inclusion. This means that the idea of social inclusion is not only providing excellent educational outcomes, but also acting as hubs where children and young people come into contact with the wider community, and a broader range of support, and begin to develop their pathways into the world of work (Mission, 2008).

Earlier, Sparks (1999) stated more specifically that educational attainment is strongly related to unemployment and earnings across the developed world which has a vital role in one's social life. From this discussion, it is understood that children's education and social inclusion or social exclusion is directly related. Although, education and social inclusion have a connection, the issue is how MLE as an educational approach would foster social inclusion for EMC in Bangladesh. This is because, as mentioned before, MLE itself is a complex phenomenon. Its complexity is heightened by various factors. Several MLE models were developed by different practitioners and academicians from different perspectives, which problematised the phenomenon to a significant extent. Some examples of MLE models are "Transitional-Maintenance-Immersion" (Wright & Baker, 2017, p. 68-69), "Subtractive-Additive" (Cenoz, 2009, p. 26), "Recursive-Dynamic" (Cenoz, 2009, p. 27), "Elite-Folk" (Cenoz, 2009, p. 27), and five "MT Early-Medium-Late-Very Late-No Exit Model" (Chumbow, 2013, p. 44-46). Jacob (2016, p. 3) summarised different academician's views of the model development whereas-

"Susan E. Malone emphasises an effective bridge between children's mother tongue (L1) and the national/international language(s). Benson and Kosonen argued that the most successful MTB-MLE programs follow a participatory evaluation process, emphasising the need for continual improvement. Finally, Jacob (2016) emphasises how important it is for all stakeholders in the MTB-

MLE process to understand and strive to eliminate the stigma so often associated with indigenous and ethnic minority languages”.

Accordingly, Bangladesh also developed a planning framework for the implementation of MLE called ‘Bridging Plan for Mother Tongue based Multi Lingual Education’ (henceforth called MLE bridging plan) in which the government also reflects its views.

Apart from different models of MLE, the experiences of MLE programmes that are operating all over the world show that many obstacles and challenges are involved in MLE related programme implementation process. As Tripura and Banu (2016) argued, the implementation design for MLE is much more complex than the envisaged policy intentions. For example, firstly, MLE is regarded as an expensive programme (Ball, 2010) for instance in Bangladesh (Jacob, 2016) and, therefore, sufficient fund is a factor to run such a programme. Secondly, the teacher becomes the most important issue in MLE implementation, because MLE is a language-based programme. Therefore, teachers need to be proficient in minority languages (United Nations Children’s Fund [UNICEF], 2019). This is because the teaching-learning process is an important issue in MLE implementation to make children competent in several languages. In reality, qualified and trained teacher is not available (Ball, 2010; Jacob, 2016; Mtenje, 2013; UNICEF, 2019; Yoasa, 2013). Similarly, several Non-Government Organizations (NGOs) are implementing MLE programmes in Bangladesh (Kamal et al., 2014). Jacob, (2016) reviewed four NGO-run MLE programme. Findings of the NGO run MLE programme is similar to global issues identified that include, lack of qualified teacher, proper teacher training, sufficient available teacher, teacher drop out. Thirdly, research on school effectiveness has revealed that leadership is highly important. Principals, head teachers, and other senior staff can “encourage high

expectations among staff and students” (Wright & Baker, 2017, p. 74). Fourthly, parents and community participation is also a challenging issue in MLE implementation (Ball, 2010; Jacob, 2016; Tripura & Banu, 2016). Finally, teaching-learning materials and resources are also an issue in India, Nepal, and Bangladesh MLE project implementation (Jacob, 2016; UNICEF, 2019; Wakumelo, 2013). How these stated challenges associated with MLE implementation in Bangladesh are relevant to the current research problem? These aspects have problematised the area of the research significantly.

In response to the problem, the objective of this qualitative study is to understand the MLE model in Bangladesh and how this MLE model has been implemented at the primary school level to promote social inclusion of the EMC. This research would contribute to the literature and practice of multilingual education in Bangladesh for EMC.

1.4 Rationale of the research

Since 2003, Bangladesh government has strived for the inclusion of all children and ensured quality primary education for them through its inclusive programme approach (Directorate of Primary Education [DPE], 2003). Through these initiatives, the National Education Policy 2010 has given policy directives for introducing MLE, and in the following year (2011) the pre-primary curriculum outlined the guidelines of MLE. Based on these two policy and curriculum documents the Bridging Plan for Mother Tongue-based Multi Lingual Education was developed in 2014. After that, in 2017 textbooks in 5 ethnic languages were developed and distributed at the school level. As we see, MLE started in Bangladesh in the recent past between 2010 to 2017. It took seven years for policy formulation to embark on the programme at the school

level. It has been implemented at the school for eight years running in 2025.

Considering the time, current research on MLE is timely because the department has been trying for 20 years towards inclusion (2003-2023) and specifically MLE has been implementing for 8 years towards inclusion of the EMC. Therefore, to investigate an issue, considering the ‘time’ perspective, MLE is a timely research area in Bangladesh.

Moreover, existing literature shows that, no empirical research found on government initiated MLE. There is only some literature found in the area mostly based on secondary data. For example, Kamal et al. (2014) conducted a mapping of the multilingual education in Bangladesh that include all private initiated MLE activities in Bangladesh as background information. Although Tripura and Banu (2016) and Shikder (2010) discussed government initiated MLE in their study, they worked with secondary data rather than empirical research. In addition, Jacob (2016) discussed 4 MLE programme implementations by different NGOs in Bangladesh. Some independent researchers included their research areas that revolve around the ethnic minority community issues, and discussed the importance of learning in mother tongue. However, they did not directly investigate government initiated MLE programme, for instance, Tuhin (2020) investigated the Garo ethnic minority community. A large number of research articles are available on different issues related to ethnic minority communities that are advocated for government MLE programme however they did not demonstrate research findings on government -initiated MLE programme.

Internationally, Chakma (2021) investigated a case study of diasporic indigenous Chakma in Melbourne, and Islam (2017) researched equity and diversity issues in primary education of the EMC. Moreover, United Nations (UN) agencies, for instance, UNICEF conducted some education-based research for their member

countries. Bangladesh as a case study is still missing in research initiatives by UN agencies which are a good source of new knowledge. Regarding MLE, UNICEF and UNESCO conducted case studies on different country contexts. For example, in Thailand a research study focused on the ‘The Patani-Thai Multilingual Programme’ by UNICEF, in partnership with Mahidol University (United Nations Children’s Fund [UNICEF], 2018). The case studies on MTB-MLE programmes for pre-primary and primary school children conducted by UNESCO in five Asian countries include Pakistan: Sindh Literacy and Development Programme, Afghanistan: Pashai MTB BE Programme, Nepal: Rajbanshi-Nepali-English MTB-MLE Programme, Viet Nam: MTBBE Action Research Project, Philippines: MTB-MLE Pilot Programme (UNESCO, 2016). India: Odisha MTB-MLE programme, Nepal: MTB-MLE programme (UNICEF, 2019).

Reviewing of all existing national and international literature indicates that a clear literature gap exists regarding government initiated MLE programme using empirical data. The above discussion about the present literature indicates that the current research is expected to unfold a new academic area regarding MLE in Bangladesh. As the objective of this research is to understand MLE design and implementation, this rationally significant research is timely, befitting, interesting, and challenging.

1.5 Motivation for doing this study

Research can be greatly influenced by a researcher's personal, cultural, and professional interests (Creswell, 2013). Bazeley (2013) distinguishes three types of goals that can influence the motivation and interest in conducting a study: intellectual, practical, and personal. My professional, academic, and personal experiences influence

me to do this research however, mostly my professional work experiences serve as this study's vital source of motivation. Therefore, I have shared my evolution as a researcher from a practitioner to present my motivation of this study.

I have worked for Directorate of Primary Education over twenty-five years, during this time I worked at both district-level field administration and central administration. I also worked in pre-primary and inclusive education for more than 20 years. During my involvement with the Directorate of Primary Education, I experienced how the government's approach to primary education gradually changed in the previous decades. In particular, the government started to run a large-scale sector-wide approach in primary education, and during that period, the government's focus was shifting towards quality issues, access, participation, universal primary education, early childhood education, and inclusion. An Access and Inclusive Education Cell (AIEC) was established in the Directorate of Primary Education (DPE) in 2005 and I was employed there as a member. Inclusive education and early childhood education were a very new area for me. I worked very closely with several national and international consultants which was an opportunity to learn about world trends, equity issues, and children's rights. Working with these new, unfamiliar, development agenda, I have learned that the disadvantaged, marginalised, underprivileged children are the key groups who are not only victims to school drop outs but also often repeat their grades and finally excluded from mainstream society through the exclusion from school. Moreover, my role as an AIEC member and as a government counterpart made me aware of the importance of early childhood education and inclusive education towards inclusion in education. Over time, interest grows in me to know more about the reasons behind the exclusion of the marginalised groups from the mainstream society.

Regarding social exclusion, I was particularly interested to know, how it is possible to include them.

Secondly, the knowledge and experience I gained from my professional endeavors led me to learn about this new discipline and encouraged me to obtain higher study abroad. I completed a Master of Education (Early Childhood) at Monash University, Australia with an Australia Awards Scholarship in 2009-2010. During my master's course, I was aware of selecting courses, assignment topics, and minor thesis topics, so that I could learn and utilise my knowledge after returning home. Language, Society, and Cultural Differences (EDF-6236) and all early childhood courses greatly influence my thinking about children's rights, learning theories, and quality primary education issues. As a part of my Master of Education at Monash University, I conducted a minor thesis and reviewed the early childhood curricula of New Zealand and Australia. Since the pre-primary curriculum of Bangladesh was yet to develop, it was beyond the scope to review the Bangladeshi curriculum. I came to know how New Zealand's bi-lingual curriculum 'Te Whariki' embarrasses all children of the society in the same curriculum. This learning influenced me to think, know and conduct further study in this area, especially in Bangladesh context.

Thirdly, after returning from Australia, the Director General of the Directorate of Primary Education of Bangladesh selected me to represent as a member of the 'Pre-primary Curriculum Working Group' commissioned by the National Curriculum and Textbook Board (NCTB). It was a big opportunity for me to participate in a high-level curriculum development body and write a national curriculum, gaining experience as well. Using my knowledge and experience in inclusive and early childhood education, I contributed to the development of national pre-primary curriculum 2011 (available at

www.nctb.gov.bd). In that pre-primary curriculum, MLE advocated for the inclusion of the EMC in mainstream primary education. This experience motivated me to learn and explore more about the implementation of MLE in Bangladesh towards social inclusion of EMC.

Finally, my personal and professional experiences as the superintendent of the Primary Teacher Training Institute (PTI) were a source of motivation for this study. I met some colleagues of ethnic minority background and learned that their communities have many compelling issues including the issues of quality education, using mother tongue as medium of instruction, and the issue of social exclusion. Therefore, I intend to conduct this research to look at how MLE promotes the social inclusion of ethnic minority children in the context of Bangladesh.

1.6 Purpose and research questions

The purpose of this research is to understand the role of MLE for the ethnic minority children of Bangladesh for promoting social inclusion. I have investigated various aspects of the implementation of MLE at the school and local education administration context, for instance, implementation of education policy, curriculum, MLE bridging plan, teacher training, teaching material, teaching-learning process, and parents/community or local education administration's involvement. Based on this key objective, I have developed the following research questions:

Research questions

1. How does the MLE model used in the government primary schools for EMC look like?

2. How do the teaching-learning activities used in the school based on the MLE model promote the inclusion of EMC?
3. How does the children's learning at home support their social inclusion at different levels?
4. How are the parents, community, and local education administration involved with the school toward promoting social inclusion for the EMC through MLE?

1.7 Significance of the study

Ball (2011) informed that, research on MLE gains momentum (p. 21) however, in Bangladesh literature review shows that, regarding MLE, currently a clear gap exists. Therefore, this research is significant for several reasons. Firstly, from theoretical perspective, the current research has significant insights to generate. The objective of this research is to understand MLE, how it has been designed, and how it is implemented at the field level at school. To understand the whole MLE programme at school level, this research is theoretically informed by Uri Bronfenbrenner's ecological system theory. Using the lens of Bronfenbrenner, this research explains MLE implementation structure from different system's perspectives. Therefore, the acquired new knowledge would contribute to having an idea about MLE from Bangladesh context. Moreover, the result added to Bronfenbrenner's theoretical discussion that an explanation of applying the ecological system theory in a South Asian country context.

Secondly, the research findings are a good source of knowledge for the government as MLE is a recent initiative. Therefore, findings from the empirical data would support government to gain practical features of the implementation of MLE. At this moment lack of conception and managerial experience exists within the government (Tripura & Banu, 2016). The qualitative study based on two ethnic

minority communities involves two different regional contexts in this research. The study investigated the role of primary education officials, teachers, parents, and community people and explained the way EMC is participating in all curriculum domains observed in the classroom situation. Different research methods are designed to capture the real situation. The acquired knowledge from both theoretical and practical would potentially contribute to the government and other relevant authorities in policy formulation, programme review, developing strategic framework, teacher training, teaching material, and other functions.

Thirdly, although nationally and internationally many organisations have been working for the EMC all over the world for many years, this issue is still unsolved and international organisations have been supporting it continuously for decades, looking for a way forward. Therefore, the current study outcome is significant in addressing educational consequences from the context of Bangladesh for the EMC of this country. Ethnic minority groups are special for their unique characteristics and they have the national-international hub, and forum which would benefit from this empirical research finding.

Finally, this research offers the replication opportunity in conducting further research. Bangladesh has started MLE for five ethnic languages. In this study, two ethnic language communities are investigated. This investigation of two languages would be beneficial for the other three languages as potential research areas. Besides the Garo and Chakma language communities of the current research, this research design would be replicated for the other three language communities which include, Tripura, Marma, and Sadri.

1.8 Operational definition

Garó language community: The community who inherits the Garó language as their mother tongue.

Chakma Language community: The community who inherits the Chakma language as their mother tongue.

Community: People who are not parents of the research school, who live within the Upazila, and who represent a particular ethnic group. For instance, the Garó community means those who live in Durgapur Upazila not including Garó from other parts of Bangladesh or Indian Garó. For the Chakma community, community means only the Chakma community, it does not mean other communities who might use the Chakma language also, for instance, Tonchangya.

Multilingual Education (MLE): Using two or more languages in the educational system.

Mother Tongue Based-MLE (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.

Mainstream School: Schools in which the curriculum is designed primarily to meet the learning needs of students who are fluent in the official school language when they begin formal education.

National Language: Language that is considered the chief language of a nation-state

Official Language: One of the languages selected by national or sub-national government to be used for specific purposes, including education.

Urban School: Urban school refers to the school situated within municipalities. Upazila headquarters may be near the school.

Remote School: Remote school refers to a school, located outside of the municipalities and geographically in difficult areas in terms of roads, transportation, and natural environment.

Social Inclusion (SI): Social inclusion involves a process in which all members of society can equally participate according to individual choice in different spheres of life.

1.9 Scopes and challenges of the research

As a research area, although ‘ethnic minority community’, ‘multilingual education’, and ‘social inclusion’ are very vast, the objective of this research is confined by academic persuasion rather than discussing any political issues concerning the ethnic minority communities in Bengali society and the country of Bangladesh. Moreover, according to the research design, the research will not measure the academic achievements of ethnic minority children through MLE rather the investigation will be kept limited in interpreting the process of the implementation.

The research design of this research includes several methods and includes participants from various aspects; however, this research focused more on ‘school’, and it does not include visiting ethnic minority children’s homes for data collection. The research design connects home through parents FGD which is to some extent a limitation of this research.

Most importantly, some challenges were also associated with this research. The pandemic due to the Coronavirus spread in 2019 (COVID-19) also added challenges to this research. I started this research in January 2020 and COVID-19 spread in Bangladesh in March 2020. The pandemic and lockdown started all over the country and schools were closed down from 18 March, 2020. I conducted the first seminar (confirmation seminar) to present my research proposal in March 2021. After official approval of the research proposal, during the preoperational stage for data collection, schools were closed due to the pandemic. I had to wait longer for data collection even for several months. Moreover, when schools were re-opened, it was functional for partial grades which added a significant challenge for this research.

1.10 Organisation of the thesis

The thesis includes 9 chapters that are briefly summarised below-

Chapter 1 Introduction: This chapter introduces the current research, its context, objective, and research questions, including the rationale and significance of the research. It also discusses the scope, limitations, and challenges associated with this research and the operational terms used. Finally, it shares the researcher's motivation for this research, scopes of this research, and challenges.

Chapter 2 Literature Review: This chapter presents a comprehensive review of relevant literature as an essential part of research work. This review involves identifying, evaluating, and synthesising high-quality research evidence. This chapter explains pertinent topics from the study and maps out their relationships. Moreover, this chapter explains how the conceptual and theoretical frameworks were chosen using a literary narrative related to the research topic. The first section of this chapter presents both the conceptual and contextual understanding, which includes three major

interrelated concepts: ethnic minority children (EMC), multilingual education (MLE), and social inclusion (SI). The second section discusses the theoretical and the conceptual framework of the research.

Chapter 3 Research Methodology: This chapter presents the methodological approaches adopted for conducting this research in details. First, it discusses the philosophical stance that underpinned the overall research design. Then it discusses the procedures of selecting participants, methods and tools used to collect data, techniques of data analysis, and presentation of findings. This chapter also explains the strategies of addressing ethical issues raised by the research, and trustworthiness and rigorous. Finally, methodological challenges and limitations of the study are explained.

Chapter 4-Towards social inclusion of Ethnic Minority Children (EMC) through Multilingual Education (MLE) programme at the statelevel: Based on the qualitative content analysis of documents this chapter (firs chapter of findings) explores the state level initiatives and features of MLE towards social inclusion of ethnic minority children studying at the pre-primary and primary education level in Bangladesh. By analysing three significant national policy documents this chapter attempts to understand how state-level initiatives that Bronfenbrenner identified as a macro process of social inclusion for the EMC in Bangladesh were initiated.

Chapter 5- Towards social inclusion of Ethnic Minority Children (EMC) through Multilingual Education (MLE) programme at the locallevel: This Chapter (2nd chapter of findings) presents the analysis of data that demonstrates how local education administration and ethnic minority communities play role for the implementation of policy initiatives and instructions of MLE from the perspective of exo-system.

Chapter 6- Towards social inclusion of Ethnic Minority Children (EMC) through Multilingual Education (MLE) programme in home-school interrelationship: This chapter presents the interrelationship developed through various interactions among different settings, individual and organisations that include, home (EMC and parents), school, local education administration, ethnic minority community from meso-system perspectives. By analysing multisource data, this chapter demonstrates how different individual and settings of the EMC create interrelationships among them that contribute in the development process.

Chapter 7-Towards social inclusion of Ethnic Minority Children (EMC) through Multilingual Education (MLE) programme at schoollevel: This chapter presents the findings of the school level implementation scenario of MLE towards social inclusion of the EMC from micro-system perspectives. Based on the analysis of data this chapter shows how MLE bridging plan is implementing in the actual teaching-learning context designed towards social inclusion of the EMC.

Chapter 8-Discussion: The overall results of the study to comprehend MLE as a tool for social inclusion for children from ethnic minorities in Bangladesh were presented in this chapter. Following analysis and discussion, the research findings were interpreted using Bronfenbrenner's ecological system theory, and scholarly literature. A few suggestions for the successful and efficient implementation of MLE towards the social inclusion of EMC have also been discussed.

Chapter 9-Conclusion: This concluding chapter re-visits the research to sum up the research purpose, questions and overall research process. The main conclusions are then summarized, and the implications of the research for theory, policy, and practice are discussed. It also discusses the research's implications and recommendations for additional study.

Chapter Two

Literature Review

2.1 Introduction

This chapter presents a comprehensive review of relevant literature as an essential part of research work (Chigbu et al., 2023; Merriam & Simpson, 2000; Randolph, 2019). According to Merriam and Simpson (2000), literature review is beneficial “to develop a conceptual framework or to explore a topical area for study” (p. 10). This review involves identifying, evaluating, and synthesising high-quality research evidence (Fink, 2005). This chapter explains pertinent topics from the study and maps out their relationships (Rocco & Plakhotnik, 2009). Moreover, this chapter explains how the conceptual and theoretical frameworks were chosen using a literature narrative related to the research topic.

This chapter is divided into two main sections. The first section presents the conceptual and contextual understanding, which includes three major interrelated concepts: ethnic minority children (EMC), multilingual education (MLE), and social inclusion (SI). The second section discusses the theoretical and the conceptual framework of the research. The theory I adopt for this research is Ecological System Theory’ of American scholar Urie Bronfenbrenner (1917-2005).

2.2 Section one: Concepts and context of the study

2.2.1 Distinct features of the EMC

In Chapter 1, I have discussed the ways MLE as a strategic measure was initiated for social inclusion of the EMC in Bangladesh from the policy and programme perspective. This section elaborates on the idea of how EMC become socially excluded over time, to understand the nature of their exclusion towards inclusion.

The history of the ethnic minority community of Bangladesh is around 1000 years old. As we know, ethnic minority community is a group of people who share the same value system: language, values, beliefs, attitudes, norms, customs, or traditions, and accordingly, they behave across social situations to meet their human needs (Kamal et al., 2007). These groups are ‘culturally distinct’, but they are an essential part of the main population of the country's main population (Ministry of Chittagong Hill Tracts Affairs [MoCHTA], n.d).

Culturally, the ethnic minority community has distinct features from the mainstream Bengali community. Literature on ethnic minority communities shows that they have their history, religion, and culture (Haq, 1995) which construct their own identity. Over a thousand years, they have lived in this country with their rich social, cultural, rituals, religious, linguistic, and ethnic identity. Their governance history, social customs, geographical environment, physical-mental construction, economic condition, and religious lifestyle are completely different from the Bengali community (Chakma et al., 2015). They are culturally unique and rich in their festivals, folklore, songs, poetry, dress, food habits, life and lifestyle which all impact their mind and have influence on their education also. These cultural activities helped form their distinct cultural identity (Islam & Miah, 2012). Their religion, festivals, dresses, folklore, literature, music, food, and lifestyle all are different compared with Bengali mainstream society. These different characteristics construct the community as a ‘distinguished’ group within the wider Bengali social perspectives.

The most prominent distinct aspects of the ethnic minority communities are the linguistic diversity that creates the main difference between communities. From the surface level, Bangladesh seems monolingual as the majority of the population speaks

one language, Bengali, however, multilingualism and linguistic diversity exist in this social perspective. Bengali (officially written) or Bangla (commonly spoken) is the most commonly used language in this country. It is widely spoken and is the world's 6th-ranked language (New World Encyclopedia, n.d.). However, many ethnic languages co-exist with Bengali all over Bangladesh. Eberhard et al. (2022) informed that ethnic minority communities of Bangladesh use 36 languages while Shikder (2010) claimed that these languages belong to 4 language families of Austro-Asiatic, Dravidian, Indo-European and Sine-Tibetan.

Among these 36 languages, some languages are very similar and have close characteristics which act as the sub-language of another language. For example, Tonchangya is regarded as the sub-language of Chakma language, Hajong is the sub-language of Bengali, Lalong is the sub-language of Garo language. Languages such as Khasi, Koch, Mundati, Santali, and War Jaintia belong to an Austro-Asiatic family, while Kurux and Sauria-Paharia are Dravidian languages that are mostly spoken by ethnic groups living in the northern districts of Bangladesh. Indo-European languages such as Chakma and Tanchangya are spoken by the ethnic groups bearing the same names in the Chattogram Hill Tracts and speakers of Bishnupuriya are found in the north-western districts of Sylhet, Moulovibazar, Habiganj, and Sunamganj. There are also Sine-Tibetan languages like Marma, Bawm-Chin, Chak, Khumi-Chin, Koch, Pankhua, Tippera, Mru and Mizu spoken by indigenous communities who live in the Chattogram Hill Tracts, Garo spoken by the Garo community in the Greater Mymensingha area and Rakhain by the Rakhain in the south-western district Patuakhali (Lewis, 2009, as cited in Rahman, 2010). All these languages are the mother tongue (MT) for particular EMC and they communicate with their mother tongue at home as well as in the external world.

Language created a clear boundary between EMC and Bengali mainstream society. Two general features of language use would support understanding how language creates its cultural boundary for EMC. Language acts as the primary communication between people. Language is not only a spoken media rather it is a thinking process. Socio-cultural theorist L. S. Vygotsky argued that during knowledge construction, an individual goes through a two-way process they are, inter-psychological and intra-psychological, this process named as “internalisation process”. Vygotsky (Vygotsky, 1978, p. 57) referred internalisation process as the social interactions that are personalised, internalised, and mentally transformed by the individual. In this process, he recognised language as a ‘cultural tool’ through which cognitive development occurs (Bone & Rivilland, 2010). Therefore, “individuals first use language to communicate with other people and it then becomes children’s internal thinking process and action”. Carroll (2008, p. 395) extended this concept and argued that language is not only a thinking process rather it influences and shapes our thinking process. In this thought process, people think according to their language, it means that if anyone speaks two languages, then he/she thinks differently in each language. Carroll’s argument is, that people’s thought processes vary from language to language (2008, p. 396). Accordingly, if EMC speak both their mother tongue and Bengali, then they would think in both their mother tongue and Bengali. Thus, ethnic language creates one’s unique cultural boundary. This language attribute significantly influences EMC’s social inclusion in school settings.

Following these two arguments made by Vygotsky and Carroll, EMC has distinct ethnic languages having their way of thinking and expression. This is because these ethnic languages emerged from different language families that have specific characteristics. For instance, the previously mentioned 36 ethnic languages of

Bangladesh from 4 language families have different characteristics. Following Carroll's argument, children from Garo and Chakma children would think two different ways according to their language pattern internally in the intra-psychological stage (following Vygotsky's argument) and express in their inter-psychological stage (following Vygotsky's argument). In this circumstance, language creates a clear boundary in the thinking process between two languages which is unique for EMC. As a result, EMCs encounter this language boundary when they interact and participate in the social process in other words in a new setting like 'school'.

Beyond different cultures and languages, ethnic minority communities are also different on the basis of their religion in this Muslim majority (91.04%) country. Some of them like the community Kuki (God name-Pathiyan), Khashiya (God name-Ublai Nangkhau), Oraon (God name Dharami or Dharamesh) have their religion for instance. Besides these, several communities such as Chakma, Tanchangya, Marma, Mru, Rakhain, follow the Buddhist religion. Again, Christianity is followed by Garo and Hinduism is followed by Tripura, Hajong, and Rajbangshi (Haq, 1995). These religious differences significantly influence shaping their mind and belief system because MLE recognises that EMC would carry much pre-knowledge to the classroom from their previous experience at home (UNICEF, 2018).

The distinct cultural, religious, occupational, and agricultural systems led them to live in geographically isolated remote places in the country. They tend to live together with their community people in hilly and forest areas. They like to build their village on the top of the hill, in an open space near to canal or waterfall (Chakma et al., 2015). In Bangladesh, geographically Chattagram Hill Tracts, Sylhet are hilly regions where ethnic minority communities are mostly concentrated, on the other hand,

Mymensing, Potuakhali, and North Bengal districts are plain land where ethnic people also live (Kamal et al., 2007). However, living in remote and isolated places has much impact on their lives. Remote living (Chakma, 2019; Chakma et al., 2015), long live in an isolated place (International Republican Institute [IRI], 2020) causes backwardness of the educational access and other social services for the community and EMC.

Literature shows that, due to living remote geographical location, access to the school becomes difficult for the EMC. As a result, the living location of ethnic minority communities recognised as one of the reasons for their social exclusion.

2.2.1.1 Consequences of ethnicity: lower educational achievement and poor socio-economic condition contribute to social exclusion

Although primary education in Bangladesh is well structured from central to field administration (DPE, 2019) and under this large department, many educational achievements were gained in the last two decades (see section 1.2.2), access to quality educational opportunities is still lower for EMC. Even though some ethnic minority communities had access to modern education and achieved higher education, some communities are still lagging behind in education. For instance, Chakma, Mag, Lusia, Chak, Garo, Monipuri, and Santal communities are more exposed to participate in higher education (Haq, 1995). On the other hand, Mro, Bom, Pangon, Rajbonshi, Hajong, and Rakhain communities are recently trying to focus on education while literature shows Khang and Hajong communities are still unaware of their educational rights (Haq, 1995).

As a result, the percentage of educational achievement is still low for the ethnic people which is unequal within the society. It is worth mentioning that, for comparative analysis of the socio-economic condition of the ethnic minority

communities, authentic data from both government and non-government is not available (Chakma et al., 2015).

However, Barkat et al. (2009, as cited in Chakma & Maitrot, 2016) mentioned that the school enrolment rate in Chattagram Hill Tract districts was 73%, which was lower than the national average of 99.4%. The dropout rate was reported as high as 65%. According to the Socio-Economic Baseline Survey of CHT by UNDP–Chittagong Hill Tracts Development Facility (CHTDF) showed that only 7.8% of all household members completed primary education and only 2.4% completed secondary education. About 54% of household heads had no education, about 9.4% completed primary education, 4% completed secondary education, and only 2% completed higher education. The number of school completions is higher for Bengali people (11%) in the CHT areas than among Indigenous peoples (8%). About 77% of female heads of the home had no education while 11% attended school but did not complete their primary level of education (Begum et al., 2019).

Chakma et al. (2015) argued that, various factors act as the reasons for the educational backwardness of the ethnic minority communities which include economic inability to participate in the educational institute. Children of poor ethnic families' work with their parent's and earn money for livelihood. Then, geographically, living in remote locations also acts as a barrier to ethnic minority children's access to school. This is because, inadequate educational infrastructure exists in deep forests, on top of mountains where some ethnic minority communities live. Insufficient schools are another reason for educational backwardness because the lack of accessible schools and lack of teachers from their community creates an obstacle for them to access education. A major problem revealed that ethnic language act as the main barrier to education.

This is because, the medium of instruction, teaching material, and school environment all are different from the cultural aspects of EMC (Chakma, 2019). This different cultural environment resists EMC at school and they do not feel attracted to education. As a result, school dropout tendencies occur as well as lower educational achievement exists among different communities.

Being a small and overpopulated country, Bangladesh has gained remarkable achievement in many aspects for instance, economic growth (8.13%, 2018-19), increased per capita income (2824 in US \$, 2021-2022), increased life expectancy to 72.8 (2020), infant mortality down to 21 per thousand (2020), social safety network expanded, primary education (net enrolment 97.81%, 2021), achieved gender parity, increased literacy rate (75.25, 2020), positive development in women empowerment, digital revolution, food security, power, industry and commerce, poverty alleviation (Ministry of Finance [MoF], 2022; 2019). However, the national-level achievement, literature shows that the socio-economic condition of the ethnic minority community is not in good condition in Bangladesh. Due to multifaceted reasons, socio-economic conditions were not found satisfactory for ethnic minority communities. Existing data is not available to know the actual situation of the socio-economic condition of the community (Chakma et al., 2015). However, they faced various restrictions to access different social services for instance education, health, justice, and politics (Planning Commission, 2014). Educationally they are backward that previous section discussed, therefore they cannot access different opportunities that exist in the social services.

Besides education, the living conditions of the ethnic minority community are poor as their dwelling places are made of mud, tin, bamboo, and thatched materials. Lack of electricity, inadequacy of separate kitchen and washrooms, and lack of safe

drinking water are common features of their living standard. As a result, ethnic communities encounter an unhygienic environment (IRI, 2020). It hurts the health condition and education of the community. Although all people of Bangladesh including the ethnic minority community can access the government health care system which includes divisional hospitals, local health centers, and community clinics, sometimes they do not access social services due to their complex behavioral nature. Instead of accessing government and other social services, sometimes they tend to depend on other community members, and as a result, they are deprived of the existing social services. Still, they are more fatalist than realistic in their belief. They believe in their traditional treatment given by “Ojha, Kabiraj, and Mahat” (means local doctor), and show less interest in getting service from the hospital for treatment (IRI, 2020). Their long-spent lives in isolated areas, geographically remote areas with their distinct culture, languages and ways of life made this situation even worse. These geographically remote areas where they live, lack basic infrastructure such as roads, markets, schools, and health facilities, compared to the mainstream population. Socio-economic conditions are inferior due to various reasons, for instance, dependency on natural resources, overwhelming dependency on agriculture, decrease of the zoom production than before, decrease of land, lack of infrastructure for agricultural product marketing, lack of education, language barrier at school for education, lack of capital for business and many more issues (Chakma et al., 2015).

In sum, ethnic minority communities like to live together in mostly hilly, remote, and isolated areas owing to their ethnicity. Their living, food habits, life lifestyle all are different from other communities. Accordingly, their different religion, culture, and language have an impact on their mind. They are backward in education for many reasons. However, when EMC comes to school from a remote, hilly, backward

location, they encounter ‘school language and culture’ as an obstacle. As a result, schools cannot attract them and they become dropouts (Sarker & Deva, 2009). The consequence of the educational backwardness potentially contributes to their social exclusion process. Considering socially excluded groups in education, the government introduced MLE to mitigate the language barrier of the EMC. I argue in this research that, the application of the mother tongue in education which mitigates the language barrier for EMC would enhance the participation, completion, and further study which ultimately fosters in the long run social inclusion of the EMC.

2.3 Concept of MLE

Multilingual education is the formal use of two or more languages (Ball, 2010; Garcia & Angel 2017; UNESCO, 2003; 2007; 2016). By definition, MLE opens up the use of several languages in the educational context. Kamal et al. (2014) mentioned specifically that MLE requires the use of “at least three languages, the mother tongue, a regional or national language, and an international language in education” (p.9). It means that MLE includes a national majority language, including another language and a foreign language. Here another language means a minority language for MLE. Further, Cenoz (2009) defines MLE as educational programmes that use of “two or more languages in education provided that schools aim at multilingualism and multiliteracy” (p.4). Here children’s first language or mother tongue is the included for operating MLE. Ideally, this begins with developing language one (L1) which is the first language or mother tongue (MT) and gradually adding other languages in the name of language two (L2) or national/regional language, language three (L3) or foreign language. Later Chumbow (2013) and UNICEF (2019, p. 66) defined and added that “MLE is the use of more than two languages for literacy and Medium of Instruction

(MoI)”. It means, in the MLE context, two languages will be used as MoI and also as separate subjects. Jacob (2016, p. 1) added “mother tongue-based multilingual education (MTB-MLE)” and defined MTB-MLE as “classroom instruction that begins in children’s mother tongue and then gradually shifts toward national international languages”. The MLE programme that the government of Bangladesh has planned and is implementing also created the opportunity to learn three languages. Bengali is the official and national language, an ethnic language from five selected languages such as Chakma, Marma, Tripura, Sadri, and Garo, and English, the foreign language.

It is understood from the definition that it is a complex educational arrangement involving more than two languages as a medium of instruction, and the use of diverse teaching materials. Therefore, regarding MLE implementation, a positive environment is a prerequisite for the successful implementation of MLE (Ball, 2010; 2011; Durnnian, 2007; Malone, 2017; UNESCO, 2007).

2.3.1 Significance of MLE

Research shows that children learn best in their mother tongue (Chapter 1, section 1.1). A large body of literature shows that, from many perspectives, MLE has a positive impact on the EMC at school. Worldwide research has demonstrated that-

Ethno-linguistic minority children perform better in school when they develop basic literacy and numeracy skills in the language they speak best mother tongue-before systematically bridging to national and international languages so that learners can fluently use two or more languages for ongoing learning and communication (United Nations Education, Scientific and Cultural Organization [UNESCO], 2008, p.3).

Accordingly, MLE supports EMC to make a 'school bonding'. Starting schooling is a major step in a child's life (Fabian, 2010). Children need to feel secure and emotionally ready for school to meet new challenges with confidence in this stage (Goleman, 1996, as cited in Fabian, 2010). As MLE creates the opportunity to learn other languages alongside their MT, it also creates an opportunity to increase children's participation and makes children's bond with school. This is because, MLE uses children's first language at school for teaching-learning that support ethnic children to interact with other children, therefore MLE has a strong relation with the socialisation process. Language has a great impact on children's lives because they live in a linguistic environment in both family and educational institutions.

Again, MLE would increase children's 'self-prestige' which is an important element of children's growing development of body and mind. Research shows that mother-tongue-based instruction can improve a child's self-esteem (Cummins, 1989). Baker and Jones (1998) argued that apart from the mother tongue if another language is used at the school, it might affect children's minds thinking that their languages are valued differently. When there is a linguistic and cultural discontinuity between home and school, minority language children may perceive that language and culture are not valued—a perception that lowers their self-confidence and self-esteem and interferes with their learning.

Many linguists, psychologists, and educators argue that respecting learner's cultural and linguistic backgrounds in educational settings is crucial in fostering their self-confidence as persons and community members, and in encouraging them to be active and competent learners.

Moreover, MLE has a significant influence on the academic success of EMC that increases educational inclusion, Dutcher and Tucker (1995), argued that the development of cognitive/academic language requires at least 12 years, 6 years at home, and 6 years at school. He also asserted the advantages of MLE in children's educational outcomes are -

1. Individuals develop literacy skills most easily in a familiar language.
2. Success in school depends upon the child's mastery of cognitive/academic language.

Cognitive/academic language skills once developed and content subject material once acquired, transfer readily from one language to another.

As Rubio (2007) expressed those children, learn their language at the very beginning of their life and after that, they encounter another language at school, which becomes difficult when they start to learn academic subjects through a second language. At this point a systematic bridging or transition is necessary otherwise the situation might be difficult for EMC. Strong early language and literacy skills are the basis of all learning in a formal school setting (UNICEF, 2019).

2.4 Overview of the global MLE implementation model

Ball (2011) discussed that the choice of the educational programme largely depends on the political agenda, fund, teacher training, and standardised testing regimes. In this regard, Chumbow (2013) argued for two important factors during the development MLE model in a country, firstly, the constellation of languages targeted in the multilingual education enterprise and secondly, the level of academic proficiency targeted for attainment by the mother tongue. He continued his discussion that, the language constellation depends on the language policy of a country and the target

mother tongue language proficiency involved a question that to what level or grade the mother tongue is expected to be used as a medium of instruction. This is usually determined by the status and function of the mother tongue to the official language and other languages in the constellation.

Ball (2011) distinguished different programme models by its objective of using children's first language period, medium of instruction as the author said,

Debates about bi/multilingual education models centre largely on the degree to which the child's L1 should be used in the instruction of the curriculum. The other side of this debate concerns how and when in the continuum of schooling, children should be expected to learn a second (or additional) language, and at what stage of the learning process children should be expected to receive academic instruction through that second language (p.22).

Based on Ball's (2011) idea, among different MLE model, it has been observed that globally different models are being planned and implemented regarding how, to what extent, in what manner the use of the first language should be encouraged. Some of the models are regarded as strong models', examples of which include maintenance programmes, immersion model, two-way dual model (Benson, 2009) additive bilingualism enrichment model, recursive model. Maintenance programmes generally maintain children's first language while learning, and do not replace their second language (Cenoz, 2009). The objective of the maintenance bi/multilingual model is to maintain the minority language of the student, strengthen the student's sense of cultural and linguistic identity, and affirm their individual and collective ethnolinguistic rights (Garcia & Angel, 2017). After a second language introduction, children's first language and second language become the medium of instruction. The first language continues as

a medium of instruction, often as a subject of study, to ensure ongoing support for children to become academically proficient in their first language.

Another model named additive bilingualism is similar to the maintenance model. It functions in situations where the second language does not replace the first language and would include both maintenance and enrichment programmes (Cenoz, 2009). The term additive bilingualism refers to the form of bilingualism that results when students add a second language to their intellectual tool kit while continuing to develop conceptually and academically in their home language (Mohanty et al., 2009). Here, the recursive model is similar to the additive model. It develops in cases in which the language practices of a community have been suppressed and are reconstituted for new functions.

Literature includes an immersion model, in which the entire education programme is provided in a language that is new to the child (Ball, 2010). This model uses second language teaching methods to teach children beginning literacy and content instruction in the second language but the first language is not ignored. Most immersion programme includes first language literacy instruction, family promoted first language literacy, and oral development at home (Benson, 2009). Learners in immersion models attain high-level receptive skills in the second language within a few years. For instance, in Canada, immersion bilingual school achieved high reputation, children of immersion school (1) become bilingual and biliterate, (2) reach normal achievement levels throughout the curriculum including languages, (3) have an enhanced appreciation of the traditions and culture of both French-speaking and English-speaking Canadians, and (4) potentially have an edge in the employment market (Wright & Baker, 2017).

Moreover, the enrichment model is also known as the developmental model (Baker, 2011) which is a way/dual model. It develops minority language skills to full proficiency (Baker, 2011). Enrichment languages were effective in promoting high levels of language proficiency, academic achievement, and positive attitudes to learning in students. Their aim in language outcome is bilingualism and biliteracy, which is what we want to see in successful bilinguals, like the maintenance of bilingual education, the goal of enrichment of bilingual education is pluralistic: the development of literate and bilingual individuals. Both (or several) languages are valued. The outcomes of enrichment bilingual programs are additive bilingualism, not just for one ethnic group but for majority and minority speakers (Roberts, 1995).

On the other hand, considering programme objectives, some MLE models are characterised as weak model (Benson, 2009) for instance, transitional, submersion. Cenoz, (2009) discussed that the transitional model aims at language shift from the child's first language to the majority language and implies cultural assimilation. Ball (2010) described the objective of the transitional model that, transitional bi/multilingual model plan transition from one language of early instruction to another. The aim is to rapidly transition students to majority language monolingual instruction by increasing the use of the majority language while proportionately decreasing the use of the majority language and it allow children's temporary development and use of students' home languages for literacy and content-area instruction. (Garcia & Angel, 2017). The language aims to move to the dominant language and it is not aimed at the development of the children's home language (Garcia & Angel, 2017). This characteristic is reflected in its name which is often called 'bridging' (Ball, 2010). Example of transitional model is early exit (typically up to 3) and "late exit" (typically up to 5th or 6th grade). The advantage of transitional model is it provides equal opportunities for adjusting to the

mainstream society. Its critics suggest that it is a remedial, compensatory, and segregating program, reinforcing and reproducing differences in power and progress for those from a lower socioeconomic class and essentially assimilationist in political ideology (Wright & Baker, 2017).

In subtractive bilingualism, the first language is seen as an obstacle to academic development and it is replaced by a second language (Cenoz, 2009). In this typology, a non-dominant language has no choice but to receive education in languages they do not understand. For this nature, the model is called ‘submersion’ or ‘sink or swim’ (Ball, 2011).

Based on mother tongue introduction and exit, Chumbow (2013) discussed different mother tongue exit models as described below-

The early ‘Mother Tongue exit model’ is a model in which the mother tongue is used as a medium of instruction for one to three years giving way to the second or official language as a medium (with or without other languages). In this model, the target medium of instruction is the second or official language and the mother tongue is used only to mitigate the negative effect of transition from home to school.

The medium ‘Mother Tongue exit mode’l envisages the use of the MT as a medium of instruction in the school system for four years before the introduction of the second or third language as medium of instruction. This model is better than the early exit model although this model also includes difficulties to maintain mother tongue.

The late ‘Mother Tongue exit model’ envisages the use of the MT as a medium of instruction in the school system for six to eight years in addition to the teaching and use of the second language by specialist teachers.

The very Late 'Mother Tongue exit model' is a model in which the MT as a medium of instruction goes beyond six to eight years and therefore extends from primary school into secondary school (and beyond to the tertiary education system).

No 'Mother Tongue exit model' refers to a model in which the MT never exits as a medium of instruction. It is an extension of the very late MT exit model, extension, and infinitum. This may take two forms: a. The MT is used as a medium of instruction from Years 1 to 6 and the second language introduced earlier as a subject by a specialist teacher is used with the MT as a medium of instruction from the sixth year, resulting in a dual medium of instruction and achieving additive bilingualism (or multilingualism if a third language is added). b. The MT is used throughout the entire school system along with a special provision of the second language as a subject introduced early, increasing the dosage over the years, geared towards the attainment of a high level of proficiency in the second language as well, such that ultimately, additive bilingualism/multilingualism is attained.

In sum, it has been understood that, some models aim to maintain mother tongue and they are used as medium of instruction for several years to make learners competent in mother tongue as well as other languages such as national languages and foreign languages. These programme models are similarly known as "maintenance" "developmental maintenance," "indigenous," "native," and "heritage language" and these programmes maintain an amount of curriculum time in the minority language which is typically between 50 % and 90 % (Wright & Baker, 2017, p. 68). In additive bilingual paradigms (which include bilingual maintenance programmes) minority language and culture are respected and minority language and culture are seen as gifts to not only be maintained, but to be imparted to others (Reyes & Vallone, 2008). On the

other hand, some model aims to replace mother tongue by dominant language, use mother tongue as medium of instruction for few or very few years. In subtractive bilingual paradigms, minority language and culture are not maintained but replaced with the dominant language and culture. Thus, the difference in value placed upon the non-dominant language and culture clearly varies with programme model (Reyes & Vallone, 2008).

2.5 Concept of social inclusion

The connotation of social inclusion is extensive; it may refer to cover all vulnerable groups depending on the individual situation. Several researchers argue that social inclusion is a process to participate in different levels of social life, and depends upon a set of variables. World Bank (2013, p. 194) defined social inclusion as the process of improving the ability, opportunity, and dignity of people, disadvantaged based on their identity, to take part in society. Social inclusion forces individuals to participate equally in various spheres of social, political, economic, work, and culture and describes the ways a society's parts fit together and share values (Silver, 2015, p.143). Therefore, "active social inclusion includes fighting against poverty, promoting the participation of all members of society in the labour market and their access to high-quality social services" (health, housing, education, justice). Pallisera, Vilà and Fullana, 2012, p. 1115 (as cited in European Agency for Special Needs and Inclusive Education, 2018).

Historically, social inclusion discourse emerged through the social exclusion discourse. The social inclusion concept is intertwined with the social exclusion concept (Rawal, 2008). After the emergence of the social exclusion phenomenon, literature shows that, historically social exclusion phenomenon gained widespread applicability

in the development discourse and to the development agencies (Rawal, 2008). Based on the social exclusion phenomenon, concept of the social inclusion originated as the development agenda in policy discourse all over the world during the decade of the 90s. Therefore, to understand the social inclusion of the EMC, it is relevant to analyses the social exclusion of them.

In Bangladesh, social exclusion of the EMC occurred due to many ways and reasons. Klasen (1998) discussed different forms of social exclusions due to different reasons which include economic, social, birth or background, and societal/political. Among these forms of social exclusion, EMC is related to birth and background. Each form of exclusion has an explanation, history, nature, root causes, relational matters, and implications in one's life and society. In this research, EMC is an excluded child from the "Education" due to their "Birth or Background" context for their ethnicity. Their ethnicity and distinct cultural background, distinct mother tongue create obstacles at the school, that result in dropouts. School dropout and being illiterate/uneducated impact their unemployment and the long process of social exclusion. Adamo (2018) argued that language barriers may also create exclusion from the job market. Due to many reasons, for instance, distinct cultural nature, parents' traditional occupation, and living in geographically remote areas, poverty is considered the key obstacle to their education and overall lower standard livelihood. Among these barriers, Bengali as a 'school language' becomes more of an obstacle for their early years of learning. As a result, the contradiction between the home language and the Bengali school language forces some of them to drop out. Literature shows that their educational participation is lower and the dropout rate is higher (Chakma & Maitrot, 2016). The ultimate result of the obstacle to access education resulted in the long run as social exclusion.

This is because a large body of literature claimed that, language is not only a communication tool rather it has some other social, political, and economic role. Verma and Krishnaswamy (2006) characterised language as a “social phenomenon” this is because, “language used by humans, generally live in a society and interact with each other among members of society” (pp. 17, 20). For EMC, different mediums of instructions and content in the early years added sufficient struggle that contributed to their social exclusion. On the other hand, a positive attitude towards MLE improves social cohesion (Maracz & Adamo, 2017).

The exclusion created many years of consequences and the inclusion also took many years to exercise, therefore social inclusion and exclusion both are the results of a longtime process. Literature on social inclusion presents that, “social exclusion/inclusion is intertwined” or “inseparable side of the same coin” and contestable term (Rawal, 2008, p. 171).

2.6 Link between multilingual education and social inclusion

Multilingual education is an educational approach based on the language policy and plan of a country all over the world. Central to the MLE is the need for learning in the mother tongue first then learning a second and more relevant languages. Numerous studies of multilingual education show that, when done correctly and with the right balance, students who are educated first in their mother tongue are more likely to become fluent in their national language. They tend to do better in school and grow up to become educated, multilingual adults who contribute to the society (UNICEF 2019). Although MLE is an educational approach, according to research, it has a social perspective too.

Carrington et al. (2012) argued that school is the place where children would be included as well as excluded. They explained that inclusive education commences when schools recognise and question unequal social relations that lead to exclusion. Schools can create an environment where all students feel safe, a sense of belongingness, and experience equal educational and social opportunities (p. 24). Thus, inclusive education acts as children's social inclusion process, because, a 'sense of belongingness' is one of the aspects of social inclusion (European Agency for Special Needs & Inclusive Education, 2018) children feel ownership in an inclusive school environment. MLE through the application of the mother tongue supports children to think of school of their own. Moreover, they meet peers, and friends at school who play significant roles in their socialisation process and become included within the social unit.

Education is considered an important aspect of the social inclusion and exclusion process. Slijepcevic (2016) discussed more specifically the link between education and social inclusion. He argued that education is the prerequisite for the optimal satisfaction of human needs and it is the mechanism through which individual and social groups are involved in the wider community. The author further discussed that inclusion in the education system is to partake in social inclusion or socio-cultural space. Slijepcevic (2016) mentioned that one could reduce the possibility of social exclusion or overcome it or include it socially through the education system. Recently, Chakma (2021) also revealed from her research the significant role of education and achievements in maintaining and preserving Chakma culture and tradition in her life process in Australia.

Cenoz (2009) informed that,

MLE is both an individual and social phenomenon. The study of multilingualism in education can bring different perspectives together. It is possible to study language processing, language acquisition, and language use by individual learners at schools but schools are necessarily linked to society...schools are not only influenced by society but can also have an important effect on society (pp.2-3).

The above discussion by Cenoz (2009) presents the link between school and society in other words, both phenomena influence themselves like education and social inclusion would also influence one another. School is not only working at one's level but also in his/her social life. Education is an essential human virtue, a necessity of society, a basis for a good life, and a sign of freedom. Moreover, education is important for the integration of separate entities (Bhardwaj, 2016). Social integration is established among people through the educational network from the children's early life when children enrolled in primary school. Thus, educational system works as a hub and "education not only gives us a platform to succeed, but also the knowledge of social conduct, strength, character and self-respect" (Bhardwaj, 2016, p.24).

Moreover, education has a vital role to play in the other components of social inclusion such as being employed, living independently, participating in cultural and leisure activities. In connection with this view, Sparks (1999) argued that educational attainment is strongly related to unemployment and earnings across the developed world which has a vital role in the social life of any person. His research findings indicate that social inclusion has a direct link with education. Aasland & Flotten (2001) revealed from their research in Latvia and Bolivia for ethnic minority communities that, there is a relation between ethnicity and different forms of exclusion; however, they

mentioned that the most important factor of the social exclusion of ethnic people is education. It is more or less similar to the situation in Bangladesh because education is considered the reason for the backwardness of EMC in Bangladesh (Chakma & Maitrot, 2016).

Speech link between people and establishes interrelationships between each other. Here, speech does not work only as an object or entity, speech in terms of language in human relations has other meanings for its interactive functions. Moreover, central to human social life often depends on language and it pervades human social life through its different ways of use (Krauss & Chui, 1998). Thus, language by nature becomes a social phenomenon. The impact of interaction between people through communication tools in terms of language becomes central to many social consequences.

MLE supports EMC to cope with the school and in the initial days of the school encounter the school language with their ethnic mother tongue. Educated bilingual individuals become social contributors as they can confidently communicate and access the social content as the previous section argued that 'language pervades human social life'. As a result, the deeper consequence of learning in the mother tongue that was preserved by MLE resulted in the social inclusion process of the EMC.

2.7 Contextualisation of MLE and SI

Literature on both MLE and social inclusion suggests that these two phenomena are complex and contested by their context dependency which needs to be well understood. The following sections discuss how MLE and social inclusion are contextual based on existing literature.

Skutnabb-Kangas (2009) argued with many scholars and based on massive research on MLE, they claimed that, “MLE needs contextualisation everywhere” (p.39), further “MLE has to be contextualised” (p.43). Skutnabb-Kangas (2009) suggested that for better implementation MLE needs to find out “optimal models for diverse multilingual models” (p. 9) rather than only implement simple bilingual models. This is because multilingual education involves more than two languages including ethnic minority languages also includes more than two community children in a given situation. Moreover, in a multilingual educational context, teachers also may be involved from different language backgrounds. Teachers and students are from different language backgrounds adds more complexities. Besides, complexities in the school context, the sociolinguistic context brought also many issues. In Bangladesh, 45 communities speak in 30 languages. Among these 30 languages, only 6 languages function as school languages including Bengali. However, EMCs from any community would have the possibility to enroll in any school. To mitigate all these situational complexities, MLE should plan and implement based on contextual perspective. Jessner and Kerstin (2017) argued that the concept of context is of constitutive importance when it comes to investigating the complex dynamics of language choice and use and contextual and individual factors concerning language choice and use with the aim of social inclusion are needed.

Popkewitz and Lindblad (2000) discussed that the nature of social inclusion/exclusion depends on the traditional nature of the country. Moreover, what people mean by them and the specific groups and social problems they refer to varies by context. The context-dependency of social inclusion is more than a question of labeling. Indeed, many synonyms – solidarity, cohesion, social capital, integration – are in use in different settings. But it is also the case that the conception of belonging,

membership, and citizenship that undergirds such terms draws upon the history and culture of particular places. Place-specific ideas are embedded in institutions that both constrain individual choices and behavior and shape social cleavages and collective identities (Silver, 2015).

2.8 Enabling factors for implementing MLE towards promoting social inclusion for EMC

Responsibility for the planning and implementation of MTB-MLE is typically distributed among policymakers, educational officials, NGO representatives, school administrators, educators, and community people (UNESCO, 2018). However, numerous studies and international policy documents indicate that some fundamental elements are necessary for an MTB-MLE programme to be successful and long-lasting in order to foster social inclusion of EMC (i.e., Ahonen, 2020; Bandhu, 2020; Caterial et al., 2019; Dagalea, 2022; Dhakal, 2020; Fillmore, 2020; Karan & Morren, 2013; Malone, 2010; Malone, 2020; Mishra, 2020; Pradhan, 2020; UNESCO, 2003; UNESCO, 2007; UNESCO, 2018; UNESCO, 2020b; UNICEF, 2018; UNICEF, 2019). Supportive MTB-MLE policy, preliminary research, realistic implementation plan, awareness raising among stakeholders, cultural adaptation of the teaching-learning materials, teacher recruitment and training, monitoring and evaluation, and supportive partnerships are mostly mentioned in the literature. For example, based on the findings of a study UNESCO (2018) argues in favor of almost all these elements to establish and sustain MTB-MLE programmes. These elements are also considered as enabling factors for a sustained and successful MTB-MLE that can promote social inclusion of EMC. In this section, I briefly discuss these key elements.

2.8.1 Supportive MTB-MLE policy

For ethnic minority children to be socially included, a supportive Mother Tongue-Based Multilingual Education (MTB-MLE) strategy is essential. By acknowledging and appreciating their linguistic and cultural uniqueness, such a policy helps guarantee that children from ethnic minority groups have fair access to school and possibilities for social involvement. Among different scholars, Malone (2017) and Jacob (2016) have emphasised on the policy perspectives that the ‘policy framework’ and ‘supportive policy’ are importance for the implementation of the programme. According to UNICEF (2018) language policy for ethnic minorities can be reinforced by attaching them to a broader national policies framework. UNESCO (2018) stresses that successful and sustained MTB-MLE requires supportive language and education policy. More importantly, UNESCO (2018) suggests that clear guidelines and the participation of policymakers are crucial for MTB MLE to succeed, particularly for these elements: preliminary research, realistic implementation plan, awareness raising among stakeholders, acceptable alphabets, curriculum & instructional materials, reading & learning materials, teacher recruitment and training, monitoring and evaluation, and supportive partnerships.

2.8.2 Realistic implementation plan

Realistic implementation plan is another essential component for MTB-MLE. From a management perspective, Malone (2017) argues for realistic implementation plan for a successful and sustainable MLE programme. Similarly, Jacob (2016) noted that considering the context, a realistic strategic plan is essential since it can provide clear guidelines for the stakeholders involved in MLE implementation. UNESCO (2018) also favors a realistic implementation plan for MTB-MLE. Malone (2010) argues that a realistic implementation plan is essential for many reasons, for examples,

it aids in considering the appropriate course of action at every program level; it is beneficial to consider who ought to be in charge of the various tasks, and when each activity should take place. He also adds that an MTB-MLE programme plan must be flexible. Favoring a realistic plan, Malone (2010) points out the consequences of moving fast for the MLE implementation without having realistic implementation plan. For example, he said:

The danger of moving too quickly, without a plan, is that the people who are responsible for the programme will not have anything to guide them or help them prepare for the next step. A good programme plan should tell you where you have been and where you are going. If you look at successful mother tongue-based education programmes around the world, you will find that most of them began with a good programme plan. (p. 6)

In-terms of stakeholders to be involved in developing plan, Malone (2010) suggests that representatives of the community should be involved in the planning of it. Further, he adds that community members should be the main decision-makers, but NGOs, relevant government agencies, and other stakeholders can help the community organise their programme.

2.8.3 Preliminary research

Conducting preliminary research is another important element of successful implementation of MLE and social inclusion of EMC (Malone, 2010; 2017; UNESCO, 2007; UNICEF, 2018). Preliminary research is essentials for several reasons, namely, the research provides clear ideas and evidence about the languages students understand at specific school and the language they use at home (Malone, 2010; 2017; UNESCO, 2007; 2018). This research helps to identify national, regional, and local resources that

can be mobilised to support MTB-MLE, as well as factors that can delay or hinder programme implementation (Malone, 2010; 2017; UNESCO, 2007; 2018).

2.8.4 Awareness raising among stakeholders

Awareness raising and advocacy at different levels is necessary for the successful MLE programme implementation (Durnnian 2007; Jacob, 2016; Malone, 2010; UNESCO, 2007; UNESCO, 2018; UNICEF, 2018). Awareness is necessary at different levels, for instance, awareness among ethnic minority communities as well as parents. According to Ahonen (2020), in order to establish agreement regarding the necessity of teaching and learning in MT in the early grades and assist parents in making informed choices, a data- or evidence-based a discussion with parents and community leaders is required. Besides, awareness is also necessary at the district level and national level (Durnnian, 2007). A good number of awareness raising strategies have been identified by Malone (2010) and Yadava (2020). The summary of the strategies includes:

1. Dialogue among education policy makers and different stakeholders
2. Utilizing already-existing resources to disseminate information and increase awareness of the benefits of MTB MLE programmes
3. Engaging children in language-related conversations and helping them express their own preferences and experiences.
4. Creating eye-catching posters that explain the programme and distributing them in various locations.
5. Having casual conversations with community members about the programme

6. Promoting the MTB-MLE programme by asking community members who are in favor of it to speak at religious gatherings, women's and youth groups, NGO meetings, seminars, and village markets etc.
7. Creating and distributing short books and other materials in the local tongue at local markets, places of worship, educational institutions, retail establishments, etc.
8. Creating a periodical report on the program that includes images, the titles of the items created, and feedback from community members, parents, students, and others.
9. Using of ICT and electronic media (radio, TV, etc.) for disseminating information about MTB-MLE
10. Setting up effective MTB MLE schools in various language situations to act as "role models" and inspire students, parents, instructors, and local administration to support the MTB MLE program.

2.8.5 Cultural adaptation of the curriculum and teaching-learning materials

Developing curriculum, teaching-learning materials (i.e., alphabet, reading & writing materials) and their cultural adaptation have potential influences on implementing MLE and promoting social inclusion of EMC (Ahonen, 2020; Malone, 2010; UNICEF, 2019; UNESCO, 2018; Yadava, 2020). For instance, Ahonen (2020) contends that local development of teaching and learning resources including supplemental materials is necessary in accordance with the MLE policy. Similar to this, Yadava (2020) stresses that in order to successfully implement MTB MLE programmes local need-based curricula, textbooks, teacher guides, and other supplemental materials

and technologies for both formal and informal education must be developed. These materials and technologies must be developed using the knowledge and creative writing abilities of local language communities and learners, as well as in accordance with the national MTB-MLE policy. UNICEF (2019) stresses that by working with local communities, the curriculum should integrate local knowledge and culture. Malone (2010) proposes some qualities of the writers involved in developing instructional materials, for examples, having ability to speak, read and write the community language as their mother tongue, and understanding and appreciating the community culture. According to UNESCO (2020), policymakers should make sure that qualified and esteemed MT speakers from minority language communities are found and prepared to create graded reading materials and other instructional resources in the students' MT. Additionally, according to UNESCO (2018), policymakers should make sure that enough of those resources are printed, delivered to every school, and stored in safe places.

2.8.6 Teacher recruitment and training

Teachers take the lead in incorporating local languages and customs into the instruction of children (Bandhu, 2020). Appointing local teachers and providing them with sufficient training have been given huge attention in the literature (Ahonen, 2020; Bandhu, 2020; Dhakal, 2020; Mohanty et al., 2009; Malone, 2010; Malone, 2020; Mishra, 2020; Pradhan, 2020; UNESCO, 2018; UNICEF, 2019). UNESCO (2018) recommends that educators proficient in the students' mother tongue and who comprehend and articulate the official school language be appointed to MTB-MLE schools within their linguistic area. In addition to UNESCO (2018), Malone (2010) suggests that teachers should have the ability to comprehend and value the cultural

dynamics of the community. Paying special attention towards teachers' appointment from local community, Bandhu (2020) goes on to say:

Emphasis must be given to appoint the local teachers because the outsiders do not know the culture of the locality and cannot perform the task successfully. The outsiders cannot use the language as the local people do. The experts can tell how efficiently the local language can be used, but only the local teachers know the language. (p. 328)

Mohanty et al. (2009) provides an example of a successful intervention of Mother Tongue based MLE programme in India and they argue that if teachers with the necessary training and credentials are not available, the eligibility requirements for MLE programmes are occasionally relaxed to allow for the recruitment of teachers from the target language communities. It clearly indicates how recruiting teachers from local community is important.

From the perspective of teachers' professional development, it is recommended in the literature that both in-service and pre-service trainings should be provided for the teachers (Ahonen, 2020; Dhakal, 2020; UNESCO, 2018; Yadava, 2020). Ahonen (2020) advocates for a demand-based training system that emphasizes pedagogical requirements, classroom management need, and the provision of orientation of the newly appointed teachers. Bandhu (2020) specifically notes that teachers must be trained at narrating stories, recounting folktales, singing songs, and reciting poems while engaging children with familiar topics. UNESCO (2018) provides few specific recommendations for teachers' professional development: MTB-MLE-specific pre-service teacher training courses ought to be designed and integrated into conventional teacher training programs inside established institutions; MTB-MLE teacher trainees

ought to do their practice teaching in their localities and in institutions that comprehend and endorse MTB-MLE; MT teachers ought to be designated and motivated to stay inside their native language locations and in institutions that comprehend and endorse MTB MLE; school supervisors are tasked with delivering frequent in-service training.

2.8.7 Multilingual teaching and learning strategy

Intending to elucidate the role of teachers Bandhu (2020) emphasises that teachers should facilitate opportunities for storytelling, singing, and poetry recitation while involving children with familiar topics. Further he stresses on scope of storytelling using local language as a part of children's socialization which helps students to develop their power of expression. Similarly, Malone (2010) proposes some ways of sharing ideas in the classrooms such as stories, songs, games, role plays, learning by doing, practical experience, small group discussions, and solving real problems. According to the successful MLE intervention experience, Mohanty et al. (2009) assert that children should be motivated to engage in classroom activities and various other pursuits, with certain activities also conducted in community settings involving community members in the children's learning process. Bin Tahir (2017) pays attention to classroom environment, teacher-student communication, and student-student relationship for promoting an inclusive learning environment. Considering observation of EMC students and assess their progress in the classroom is essential Bin Tahir (2017) also argues that:

When using observations to assess a student's progress, make sure that the student's progress both in the second language and the student's home language is evaluated, along with their attitude towards both languages. Also assess how familiar they are with their home culture and the culture of the classroom. (p.82)

2.8.8 Monitoring and evaluation

Another important aspect of successful and sustained MTB-MLE towards social inclusion of EMC is ‘monitoring and evaluation’. UNESCO (2020) suggests monitoring and evaluation from the perspectives of both students’ progress as well programme components paying attention to following aspects:

1. Visiting classrooms by the supervisors on a regular basis and providing written documentation of their observations
2. Evaluating each component of the programme
3. Using programme evaluation result by the people responsible for MLE implementation to make necessary adjustment to the programme as needed

Ahonen (2020) focuses on establishing a school level database or school level Education Management Information System (EMIS) that can accurately reflect the MT related data of the students. Yadava (2020) argues in favor of effective monitoring of the programme, formative programme evaluation, and action research. Aiming to strengthen MLE implementation Yadava (2020) further urges for conducting regular research in this area. From the perspective of local level administrators in monitoring and evaluation, Ainscow (2020, p.13) notes that “national and district administrators have important roles in promoting inclusive ways of managing schools and education processes. In particular, they have to establish the conditions for challenging non inclusive, discriminatory educational practices. Similarly, the role of school leaders, particularly, the head teachers’ is significant for monitoring and evaluation of MLE implementations. For examples, Óskarsdóttir et al. (2020) argue that “inclusive leaders are responsible for leading schools that build on the principles of equity to raise the achievement of all learners and their families in the local community” (p. 532). In this

regard Ascenzi-Moreno et al. (2016) notes that in the classroom environment, school leaders should endeavor to encourage teachers' adherence to MLE principles.

Besides the role of the school leaders in implementing MLE, there are strong arguments in the literature that effective implementation of educational activities requires responsibility and dedication of head teachers (Fullan, 2007; Gosori, 2023; McLaughlin & Talbert, 2006; Osler & Starkey, 2010). Osler and Starkey (2010) contend that school leadership affects schools and the creation of whole-school initiatives. According to Leonard and Leonard (1999), principals, vice principals, and head teachers, in particular, are valuable in embracing new programs or teaching practices and are considered important sources of incentive. However, they contend that not all school administrators support innovation. Similarly, Fullan (2007) contends that school leadership is a difficult process that does not always produce favorable outcomes.

Since, MLE is a new initiative at school level, it was important to see how the Head Teachers play roles in implanting this programme.

2.8.9 Supportive partnerships among stakeholders

According to Malone (2010), all individuals with a particular interest in a programme are considered stakeholders. More specifically, he adds that stakeholders in a mother tongue-based education programme include the students, their families, anybody else who might be impacted by the program, and everyone who supports it. Literature suggests that supportive partnerships among different stakeholders are essential for promoting MLE and social inclusion of EMC, for example, partnership between schools, parents and local community (Ahonen, 2020; Bandhu, 2020; Hough et al., 2009; Malone, 2010, 2020; Pradhan, 2020; UNESCO, 2018; UNICEF, 2018;

Yonjan-Tamang et al., 2009). For examples, Malone (2010) argues that stakeholders must cooperate as partners in order for the programme to be successful. UNESCO (2018) stresses to foster an atmosphere of cooperation among stakeholders.

A study entitled 'Privileging indigenous knowledges: Empowering MLE in Nepal' conducted by Hough et al. (2009) provide example of community involvement in MLE program and significant positive impacts. The argue that their project:

Takes a bottom-up community-based approach to design and implementation, wherein indigenous knowledge systems, beliefs, values and practices inform both content and methodology. Here, local indigenous and minority communities are empowered to take control of both the content and method of their learning and teaching, and to have voice in framing and further modifying language planning and policy at the national level. (pp.146-147).

They also suggest that community including parents' involvement in MLE programme and teaching learning content and pedagogies grounded in local community values promotes community empowerment through MLE. Similar argument is made by Yonjan-Tamang et al. (2009) as they strongly recommend community based and community empowerment for the sustainability of MLE. These arguments are strongly supported by the United Nations Declaration on the Rights of Indigenous Peoples (UN, 2007) as Article 14(1) states that in accordance with their traditional teaching and learning practices, indigenous peoples are entitled to create and manage their own educational systems and institutions that offer instruction in their native tongues.

In my study, I investigated how these essential elements have been reflected in the MLE policy as well as different level implementation towards social inclusion ethnic minority children using the lenses of ecological system theory of Bronfenbrenner, 1979. For examples, I explored how communities were involved in

policy formulation for MLE in addition, how they are involved in schools in implementing MLE as a way of empowerment and social inclusion. How local and community values, resources are incorporated in the instructional materials and teaching and learning practices have also been investigated. I further explored teachers' social inclusions through their recruitment from same language and communities, monitoring and evaluation of MLE implementation by the local education administrators and school leaders, and parents and local community involvement in schools.

2.9 Associated challenges of MLE obstructing social inclusion of EMC

Many challenges are also associated with MLE implementation. As MLE involves more than two languages, most possibilities of three languages in the programme and at least two MoI involved (1 MoI is in MT and the other is of National Language), therefore how this language aims would be achieved is required an implementation plan. The implementation plan would define the role of the actor as an education manager, training supervisor, monitoring, and evaluation. Mtenje (2013) revealed some factors which is preventing the implementation of the language policy in Malawi, Africa are inappropriate planning, and insufficient research.

Both global examples and local experience in Bangladesh informed that much of the challenges involved with MLE implementation is related to teacher issues (Ball, 2010; Cenoz, 2009; Jacob, 2016; UNICEF, 2019; Yoasa, 2013). These challenges are related with the issues of teacher's number, qualification, and training. In Bangladesh, Dhaka Ahsania Mission has identified from their MLE project that, "It is difficult for us to be able to find local teachers with all of the necessary qualifications to teach in a multi-grade-level environment" Jacob (2016 p. 23). From the context of Bangladesh,

Tripura and Banu (2014) informed that, at this moment MLE programme has a lack of management capacity.

Ball (2010), emphasised the fully elaborated written language that Durnnian (2007) mentioned about the orthographies for the use of MLE programmes. Cenoz (2009), argued that regarding written language-

Using a minority language in education (either as a subject or a language of instruction) implies some important challenges. One of them is the limitations minority languages can have at the corpus level when they are going to be used as the medium of instruction. Major world languages have been codified for a long time and have a standard. Even if there is a standard, minority languages do not have a strong tradition of being used in all areas (p.9).

In Bangladesh, the written form of the ethnic language is also a challenging issue, because very few ethnic languages have the alphabet and written form of language. Among 36 languages (Eberhard et al., 2022) ethnic languages, in terms of alphabet or script, very few languages have their script. The languages that have their scripts are Chakma, Magh, and Marma (Islam & Miah, 2012). Mro (Singyoung, 2015), Tanchangya, Rakhain (Tripura, 2017), Khumi (Chakma et al., 2015). Some ethnic languages are written in the Roman alphabet, they are Kokborok, Baum, Lusai, Pangkhao, and Garo. Besides the Roman alphabet, some languages are written in the Bengali alphabet, for instance, Sadri, Bishnupriya-Monipuri, and Gurkha.

The conceptual ambiguity of MLE brought many implementation obstacles among people who are responsible for implementing the MLE programme. Examples from MLE projects in Odisha, India, Kenya, and Africa could be mentioned in this

discussion that, during the implementation stage, the responsible people for implementation emphasised more technical support and mentioned about lack of implementation guidelines (Kioko, 2013; UNICEF, 2019). Lack of an implementation plan, and absence of any well-articulated framework or clear guidelines, substantial differences have emerged in terms of perceptions and practices of different individuals and organisations (Chumbow, 2013; Tripura & Banu, 2016).

Increasing global practice of MLE led the investigation of models of multilingual education (Hobbs, 2016). As MLE involves several language learning, and practice of multiple languages including the mother tongue at the same time achieve the curriculum goal through regular teaching-learning activities accommodating all languages, therefore schools need a systematic academic plan. Within this planning, targeted multiple language aims, medium of instruction (MoI), all curriculum domains, subjects, teaching-learning process, and teaching-learning materials need to be specified to achieve curriculum goals as well as the MLE objectives. In the field of MLE planning and implementation, a well-recognised set of models is used by researchers and practitioners all over the world (Mohanty, 2009). An overview of these models would contribute to understanding the existing MLE practice in Bangladesh as well as from the global perspective.

2.10 Section B: theoretical framework of the research

In qualitative study, the theoretical lens guides the researcher on the relevant aspects for investigation and recommendation for change to improve the given situation (Cresswell & Cresswell, 2018). Considering the advantages of the use of theory, I have adopted Uri Bronfenbrener's (1917-2005) 'Ecological Systems Theory' to understand my research concepts as well as findings. American psychologist Urie Bronfenbrenner

explained his ecological systems theory in his book named 'The Ecology of Human Development' in 1979. He discussed how human development is influenced by different types of environmental systems. His seminal work on ecological systems theory described the child's ecology in terms of a set of nested levels of the environment which were compared to a set of nested Russian Dolls (Bronfenbrenner, 1979). In his later work, Bronfenbrenner revised his original theory and named the theory as 'Bioecological systems theory' in which he defined the process of human development as the combination of four elements namely, (1) person, (2) context, (3) process and (4) time (Ettkel & Mahoney, 2017). Moreover, he extends another system as 'Chronosystem' which refers to the "dimension of time as it relates to a child's environments" (Paquette, & Ryan, 2001, p. 2). Although, Bronfenbrenner revised and extended his theory, this research used the original theoretical framework considering the research topic and purpose of the research.

One of the main aspects of the current research is multilingual education involving different administrative actors placed in different administrative structures. Bronfenbrenner's theory can be best explained to understand the 'context' of EMC with the larger environmental systems. In recent research, Christensen (2016) argued that Bronfenbrenner's ecological system theory might explain an organisation with its societal perspective, however, the ecological model ignored individual aspects as an individual also can influence their development. Considering the critical review, the current research is based on how MLE is designed and implemented within the primary education department organisational structures in which different actors are placed in different system layers and influence the development of EMC. Here, the research focused on the implementation aspects within an organisational environment rather than individual aspects. Considering the research topic and purpose of the research, the

original version of Bronfenbrenner's ecological system theory can best explain MLE in primary education towards social inclusion of the EMC. The following section presents a general overview of the theory as well as the use of the theory in this research-

2.10.1 Overview of the ecological system theory

The basic concept of the ecological systems theory by Urie Bronfenbrenner is about human development. Bronfenbrenner observed in his childhood when he was living with his father in a big farmland with wooded hills, moss-covered forest, plants, and animals and realised the "functional interdependence between a living organism and their surroundings" (p. xii). Bronfenbrenner shared that, this childhood experience was the seed of the ecological conventions in him, which were planted long before. However, later in his life, he gained much experience during his cross-cultural exposure which has had a significant influence on the current theoretical orientation. Later in the 70s, he proposed "theoretical perspectives for research in human development" (p. 3). He introduced a new concept of "developing person" of an environment. According to Bronfenbrenner (1979), a developing person is one, who exists in the innermost level of an ecological system. The developing person is the center of the discussion of the Ecological System Theory.

Bronfenbrenner introduced the concept of a developing person of the environment and the evolving interaction between the environment and the developing person.

Bronfenbrenner explains development as a person's evolving conception of the ecological environment and relation with the environment-

"The person's growing capacity to discover, sustain, or alter its properties" (p. 9).

He argued that human development is a product of the interrelation between the growing human organism and its environment. According to the author, ecological

environment ‘is conceived as a set of nested structures, each inside the next, like a set of Russian dolls. At the innermost level is the immediate setting containing the developing person (Bronfenbrenner, 1979). There are four interrelated types of environmental systems according to Bronfenbrenner’s ecological systems theory, namely, the (1) micro-, (2) meso-, (3) exo-, and (4) macro systems. These levels range from smaller, proximal settings in which individuals directly interact to larger, distal settings that indirectly influence development. The central point of ecological system theory states that, only by connecting and forming an integral structure, could any system be functional.

Bronfenbrenner defined microsystem as-

A microsystem is a pattern of activities, roles, and interpersonal relations experienced by the developing person in a given setting with particular physical and material characteristics (Bronfenbrenner, 1979, p. 22).

Micro-system is the immediate environment in which the child lives and directly interacts. Micro-system includes any immediate relationships or organisations the child interacts with, such as the family, peer group, or school setting (Ashiabi & Neal, 2015).

Bronfenbrenner defined meso-system as “a system that comprises the interrelations among two or more settings in which the developing person actively participates (such as, for a child, the relations among home, school, and neighborhood peer group: for an adult, among family, work, and social life)” (Bronfenbrenner, 1979, p. 25).

The meso-system is a system of the microsystem. It is formed or extended whenever the developing person moves into a new setting. The mesosystem describes interrelationships between different microsystems (Ashiabi & Neal, 2015).

Bronfenbrenner defined exo-system as “a system that refers to one or more settings that do not involve the developing person as an active participant, but in which events occur that affect, or are affected by, what happens in the setting containing the developing person” (Bronfenbrenner, 1979, p. 25).

Examples of an exo-system in the case of a young child might include the parents' place of work, a school class attended by an older sibling, the parents' network of friends, the activities of the local school board, and so on (Bronfenbrenner, 1979, p. 25).

Bronfenbrenner defined macro-system as “The macro system refers to consistencies, in the form and content of lower-order systems (micro-, meso- and exo-) that exist or could exist, at the level of the sub culture the culture as a whole, along with any belief systems or ideology underlying such consistencies” (Bronfenbrenner, 1979, p. 25).

It involves the society includes cultural values and describes the economic condition in which families live (Bronfenbrenner, 1979, p-25), along with material resources and opportunity structures (Bronfenbrenner, 1994).

2.10.2 Relevance of this theory in my research

In my research, EMC is acting as “developing persons” (Bronfenbrenner, 1979, p.3). Bronfenbrenner examined continuous interaction between developing person or EMCs and their surrounding environment. As EMC is the central and placed innermost

level, therefore in the education system, the uppermost levels could be imagined.

Accordingly, in this research, I adopted the ecological system theory to understand the social inclusion process from the school to the social spheres of their life in which MLE enhances the process. Here, concepts, characteristics, and conditions of MLE matched with the requirement of EMC in their early life of pre-primary and primary education at the school level. More specifically, as MLE preserves the opportunity to learn in the mother tongue at school, therefore this educational approach is supportive of the EMC. Therefore, from the perspective of EMC, as they use their mother tongue at home and encounter another language at school, MLE is suitable for them in the social inclusion process at the school level.

Again, through the ecological lens of Bronfenbrenner, the social inclusion process by practicing MLE for EMC could be connected to the state-level policy also. This is because, macro systems develop and preserve statelevel policy, curricula, plans, and programme with different provisions, and instructions that translate into different functions, and activities at the implementation level. Ecological system theory is suitable for this research to understand what kind of policy instructions are preserved by the state and relevant authorities relevant to MLE for EMC. Macro-system has been “defined as the set of overarching beliefs, values, and norms” (Ettkel & Mahoney, 2017, p. 5) which are described generally in policy, program, and strategic framework. In this research, MLE is executed by different government policy and programme documents. The National Education Policy 2010, pre-primary Curriculum 2011, Bridging Plan for Mother Tongue-based Multilingual Education all of these are relevant to the functioning of MLE.

Moreover, any policy instructions need to be incorporated into the plan and programme for relevant authority for implementation. In implementation, there are some authority or people who might play their role (Bronfenbrenner, 1979) indirectly rather than directly with the developing person or EMC. In the whole process of implementing MLE at the school level, there are such relevant authorities who might not directly interact with EMC but rather in an important role in their social inclusion process. Bronfenbrenner named that level as exo-system. The exo-system has an indirect effect on an individual's developmental outcomes. In this setting, individuals do not actively participate but they are the subjects of the functions that happen. Relating to this view from Bronfenbrenner's exo-system perspective, understanding of multilingual education elements of this level might include, monitoring and evaluation, educational management, teacher training, community participation, parent involvement, ethnic language research, teaching materials, effective pedagogy, funding, and awareness raising. In these listed functions at this level, children are not directly participating with actors; however, children are the target audience for these initiatives. Among these functions, in my research, I wanted to choose the functions that contribute to MLE implementation. I found the local education administration of the school is worthy for MLE because Bronfenbrenner also suggested "activities of the local school board" (p.25) as an example of an exo-system. People within this level include DPEO, PTI Superintendent, UEO, URC Instructor and AUEO. Besides local education administration, I also include ethnic minority communities in particular Garo and Chakma community members because literature shows that community involvement in MLE implementation is necessarily significant (Ball, 2010; Jacob, 2016; Oauane, 2010).

In addition to that, as the ecological system theory is based on the proposition of growing interactions between EMC and the environment, an interrelation also grows between them. Bronfenbrenner argued that development depends on the quality of the interrelation (p. 3). Bronfenbrenner named this system as meso-system because, meso-system “meso-system is formed or extended whenever the developing person moves into a new system” (p. 25). Accordingly, when EMC started to go to school, the meso-system formed or extended in its force. Using Bronfenbrenner’s lens, I understand that if children find their mother tongue at school in the teaching-learning process and the teaching materials used in their mother tongue, they feel psychologically secure to participate in the teaching-learning process. MLE builds the connection between home and school for EMC, children move from home to another school, and relations are built between EMC with teacher, teacher, and parents which lead the meso-system functions for the next level of components.

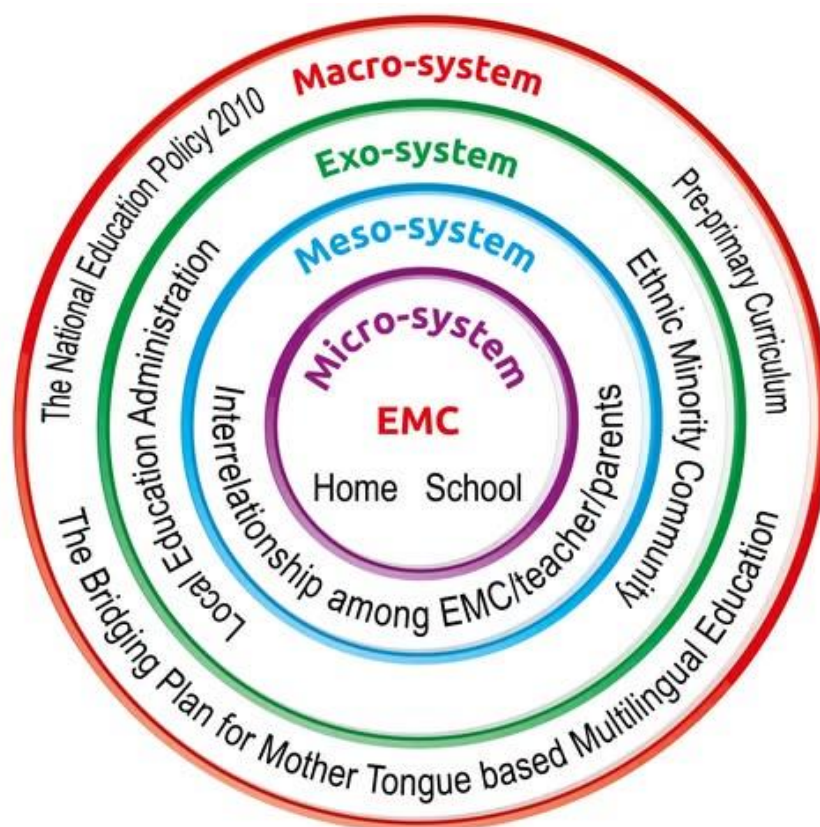
Finally, the developing person is placed at the innermost level which is central to all activities. Bronfenbrenner defined this level as a micro-system which is the basic structural form of the ecological system. Children born and belong to their family, live at home surrounded by parents, siblings, and other members. Microsystem is the immediate system of a child involves, for instance, home, school, daycare center, and nursing home. Over time, children enter into a more extended social life. At this stage, children start to go to school. My research is investigating ethnic minority children’s social inclusion process which starts from home, then the main function takes place at school. Therefore, it is required to understand how the main actors of the home as parents are interrelated with school activity. Bronfenbrenner argued that children’s behavior and participation at school are not only the result of school activities; it is also lie in the relationship established between home and school. This is because parents are

important source of “funds of knowledge” (Wright & Baker, 2017). It means that the interaction between two settings influences each other which affects the developing person in their development. In this research, the home (EMC and parents) and school are regarded as micro-system components.

Considering both the literature review, relevant concepts of MLE, and Bronfenbrenner’s ecological theory, I have developed my conceptual framework that reflects relevant concepts within the ecological system theory. I have illustrated the conceptual framework below-

Figure 3:

Conceptual Framework of the research



2.11 Conclusion

In this chapter, I have discussed three broad areas related to the research topic. First, I have discussed distinct features of the EMC and the consequences of ethnicity. Due to lower educational achievement and poor socio-economic conditions, over time, they become socially excluded children. After that, I have discussed MLE, its relevant features, and how it is linked with the EMC's social inclusion process. Then, I have discussed the process of social inclusion and the link between MLE and social inclusion. Finally, I have discussed the theoretical approach I adopted for this research. Moreover, based on the literature and theoretical propositions, I have illustrated the conceptual framework of the research.

The methodological strategy and general operating procedures of the methodologies employed in this study are covered in the following chapter.

Chapter 3

Research Methodology

3.1 Introduction

The purpose of this research is to explore MLE for the ethnic minority children of Bangladesh towards social inclusion. In the literature review (Chapter 2) three major interrelated concepts relating to this study namely ethnic minority children (EMC), multilingual education (MLE), and social inclusion (SI) have been charted. The theoretical and the conceptual framework of the research were also explained in the literature review chapter. In this chapter, I present the philosophical stance, methodological justification as well as details of the research methods and procedures employed for conducting this study.

The study has been steered by social-constructivist philosophical worldviews and the methodological approach followed in this research is qualitative in nature. In this chapter, I start by conveying my justification for choosing the philosophical worldviews and methodological approach. Subsequently, the chapter describes the details of the study design, including sampling methods, data settings, data collection instruments, methods of data processing and analysing, and methods used for presenting the results. Next, I also describe how I responded to the ethical concerns relating to this research and the procedures I followed to maintain the reliability and academic rigor of the study. Finally, a discussion of the methodological challenges encountered has been offered to conclude the chapter.

3.2 Research approach

3.2.1 Philosophical worldview

Philosophy means the use of abstract ideas and beliefs that inform our research (Creswell, 2013). Consciously or unconsciously, we always bring certain beliefs and philosophical assumptions to our research which is deeply ingrained in our views about the issues under investigation. A researcher's philosophical views are important for the inquiry as they shape the ways we formulate our research problems and research questions to conduct the study and the ways we seek information to answer these questions (Huff, 2009, as cited in Creswell, 2013).

Different philosophical assumptions would be held by different researchers depending on their educational training (Creswell, 2013). Some of the philosophical assumptions include post-positivism, constructivism, social-constructivism, postmodern perspective, transformative framework, critical theory, pragmatism, feminist, critical theory, queer theory, and disability theory. Among these various philosophical assumptions or research paradigms, I adopted a social-constructivist worldview (Creswell, 2014) for my current research.

A social-constructivist (Creswell, 2014) believes that the source of people's thinking and understanding lies in the surroundings of their living and experiences. Social constructivism is an open view in which individuals develop subjective meanings that may vary and would make multiple meanings. Therefore, researchers need to investigate the complexity of the individual's views rather than narrowing them down to a few categories. Through the lens of social constructivism, the researcher can explain the historical and cultural context of the research.

My research aims to understand how MLE as an educational approach would enhance the social inclusion (SI) process for the EMC. Three major areas are explored in my research which include, MLE, EMC, and SI. All these ideas or concepts are very specific and need to be explained because reality is not the same but rather varied for them. My research topic conveys the views of social-constructivism as perceived by Cresswell (2014) who argued that a social-constructivist philosophical worldview's subjective meaning is “multiple and varied” (p.37). For instance, regarding two MLE programmes for Garo and Chakma are different or similar in their languages, education, socio-economic conditions, geographical locations, cultures, customs, norms, and values, although there is a strong possibility of being opposite. Therefore, these variations of ethnic languages in education encouraged the researcher to interpret their realities subjectively. This research involves children, parents, community people, classroom activities, school setting, different educational functions, implementation of education policies, and government rules which demand the subject matter to make sense naturally as this worldview presupposes “reality is socially constructed” (Robson, 2002, p.27).

3.2.2 Qualitative research

Crotty (1998) argues that the selection of research methodology largely depends on the epistemological stance of the researcher. Epistemology provides the philosophical background that helps the researcher decide what kind of knowledge is justifiable or what kind of “research topic” (p.29) needs to be examined (O’Toole & Beckett, 2010). Flick (2018) recommends “breaking down and deconstructing” (p.6) the research topic at the beginning of the research to conceptualise the topic for determining the whole research process. In this deconstruction process, the current

research found three different areas (MLE, EMC, SI) that are not universal, objective and quantifiable rather these socially-constructed areas are “completely subjective” (Jones, 2007). Thus, my research interest, research topic and my philosophical worldview (social-constructivism) configure a qualitative research approach for this study.

It has already been mentioned and discussed that this research aims to understand MLE, a new educational approach in the primary education sector of Bangladesh. The implementation of any educational functions takes place in the school setting. Bogdan and Biklen (2007) characterised qualitative research as naturalistic because this approach involves the “actual setting in which it occurs” (p.5). Accordingly, the current research also involves visiting schools which is considered as the main data source. Bogdan and Biklen (2007) also discussed three other characteristics of qualitative research as they pointed out that qualitative research is descriptive not number, this inquiry is concerned with process rather than product, and it strides for meaning in an inductive way.

Like Bogdan and Biklen (2007), in recent years, Creswell and Creswell (2018, p. 51) summarised the characteristics of qualitative research approach-

Qualitative research is an approach to exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant’s setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data.

The above discussion of qualitative research matches the aims and purpose of my research and therefore the approach adopted for this study.

3.3 Role of researcher

Collins and Stockton (2022) suggest that a researcher in qualitative research acts as an “instrument of self” who possesses the roles of both the “self” and the “researcher” at a time. Throughout the research, the researcher interplays between the “instrument of self” and the “researcher’s role” (p.1). Researchers are often influenced by their philosophical belief and epistemological stance within the research. As a researcher of this research study, I also interplay between myself as a practitioner of the primary education department of the government as well as the investigator of this research.

I have worked for the Directorate of Primary Education for 25 years. In particular, I have been involved with inclusive education in various capacities for 20 years (since 2005). These long-time involvements with inclusive education potentially influence me to develop my PhD topic as well as to shape the nature of my study. I have described my ‘motivation for doing the study’ in Chapter 1 (section 1.5) where I relate how inclusive education and pre-primary education developed within the government sector which was part of my job responsibilities and later inspired my academic persuasion. From practitioner to researcher, I had to play both the roles during the current research. Cresswell (2014) opines that, as qualitative researchers start their research with various backyard experiences and prior knowledge, they need to recognise their biases, values, and personal backgrounds which influence the overall research process to determine their role as researchers.

In my research context, I was an insider as a practitioner of the Directorate of Primary Education as mentioned earlier. It was quite challenging for me to adopt the position of an insider to becoming an outsider when conducting this research (concept of insider/outsider: Bengry, 2018). To overcome this challenge, I selected the research location in such districts, where I was not posted before because I tried to avoid the districts where I worked earlier. This is because I wanted to avoid people I worked with or the people I already met. By making this attempt, I could choose my research participants in such a way that out of a total of 97 participants, I had four participants who were previously known to me. Out of the four participants already known to me, three were my colleagues and one was an assistant teacher of a research school. Hence, I needed my access to the data field while maintaining my position as an insider or outsider to collect the desired information that was meaningful for my research (Bengry, 2018).

In this research, I had to play multiple roles, for instance, as an interviewer, classroom observer, FGD moderator, and document reviewer. As an interviewer, I had to be particularly aware of all aspects of the research process due to the cross-linguistic nature of this research. I interviewed twenty two research participants, of whom ten participants were from Chakma, Garo, Rakhain and Hajong ethnic minority communities. My effort was to make them feel comfortable so that they share their views spontaneously and the language barrier between the interviewee and interviewer does not become prominent. Like interview, I had to follow the same strategy as an FGD moderator. I conducted ten FGDs of which seventy-four participants were from Garo, Hajong, Chakma, Tripura, Rakhain, Marma, Tonchangya, and Bengali language backgrounds. In addition, the participants in these FGDs belonged to the age range

from eight years to over sixty years and I had to be careful about using an age-appropriate language for all of them.

As an observer, I also had to be cautious about my prior knowledge and experience as a Superintendent of the Primary Teachers Training Institute (PTI). In my eight years of PTI Superintendent work tenure, I had to evaluate trainee teacher's practice teaching. However, in this research context, my researcher's role was to observe teachers to catch up on data based on my research questions. I had to be aware of my "self" to develop a researcher's look overlapping my previous position as a departmental official. I used an observation protocol and continuously took notes to complete my data collection activities.

My insider self supports me in identifying appropriate data for this research when doing content analysis. I have reviewed three documents and in one document I have worked as a working committee member which potentially helped me to understand the relation between policy, curriculum, and practice of MLE.

I discuss in more detail how I maintained ethical concerns to all participants in the later section of this chapter.

3.4 Research design

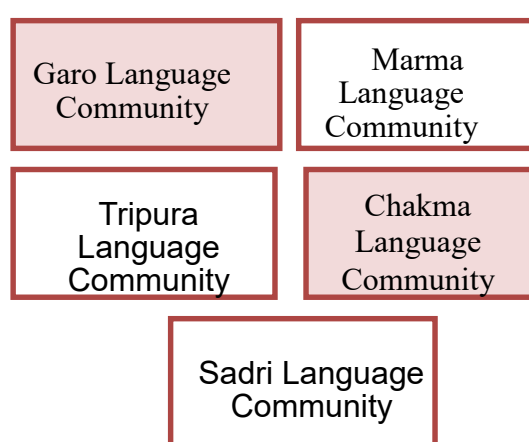
3.4.1 Sampling

Sampling determines the sample size of the research which plays a significant role in qualitative research. Choosing a sample size and sampling design should represent an active process of reflection that is based on many factors, including the context, method of collecting data, and type of generalisation needed (Omana, 2013). In my research, a purposive sampling is considered the most relevant and suitable method based on the research topic and purpose. Neuman (2009) explains that purposive

sampling is a widely accepted special technique, the goal is other than getting a representative sample of an entire population. In my research, considering the nature of the purposive sampling, I have selected two language communities out of five language communities. The whole population consists of five language communities that Government of Bangladesh started MLE for five ethnic language communities.

Figure 4:

Sampled Populations: Garo and Chakma Language Community



Among the five language communities shown in Figure 4, I have purposively selected two language communities- Garo and Chakma. Following table would show the justification for selecting sample-

Table 2:

Justification for selecting sample

Justification for selecting sample			
Sampling Technique	Population	Sampled Population	Justification of the sampling
Purposive Sampling (Neuman,	Five ethnic minority communities	Two communities (Chakma and	• Different geographical area hilly (Chakma), plain land (Garo) • Different language issues, Chakma LC has own script and Garo LC use Roman script in textbook • Different administrative jurisdiction

2009)		Garos)	of CHT (Chakma) and Non-CHT (Garos)
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Table 2 shows that the purposive sampling technique guided this research to select representative sampled population following some factors embedded within the population. In Bangladesh, forty-five ethnic minority communities live in hilly and plain land, living in two different kinds of geographical regions has impact on their education, economy, and social life. Another significant factor of these two selected communities is about their language status. Chakma language has their own script while Garo language has not their own script, therefore they use Roman alphabet for their writing. Based on language script also might potential issues required investigation. Moreover, five selected languages are divided into two administrative jurisdiction CHT (Chattogram Hill Tracts) and Non-CHT under DPE (Directorate of Primary Education) have also an investigating area to implement the whole MLE programme in same tempo. CHT languages are Chakma, Marma and Tripura while non-CHT languages are Garo and Sadri. In order to match hilly and plain land with CHT and non-CHT I have randomly selected two language Chakma and Garo. In this research to develop the representative information-rich instances, sample composition includes a range of research tools for data collection, for instance, interviews, classroom observation, FGD, and documents.

3.4.2 Research site selection

Currently, MLE is implemented in nineteen districts out of sixty-four districts in Bangladesh (DPE, 2021). Therefore, I followed a purposive method for site selection for this research. Literature shows that (section 2.4.1.1) DPE implements MLE in those districts, in which, school-aged EMC are living within the school catchment areas.

Among nineteen districts, the language community (LC) Garo and Chakma MLE programme locations are listed below-

1. Garo Community- Tangail, Sunamganj, Hobiganj, Moulovibazar, Sherpur, Mymensingha, Netrokona
2. Chakma Community– Chandpur, Feni, Chattra gram, Khagrachari, Rangamati, Bandar bun

The above districts list shows some features to take into consideration. These nineteen districts belong to four administrative divisions namely, Dhaka, Mymensingha, Sylhet, and Chittagong. Moreover, these districts represent two geographical locations- plain land and hilly area. Considering these factors, I have selected my research sites following the criteria and steps below-

- At first two different administrative divisions were selected for EMC live, they are Mymensingha and Chattogram.
- After the selection of two divisions, I chose Rangamati district for the LC Chakma purposively from a hilly area. However, for the LC Garo, I avoided Tangail district which was my previous workstation considering the ethical issues, I have chosen Netrokona district purposively as a plain land.
- After district selection, I have chosen purposively the upazila where the research school is located. My purpose was to select one upazila in a remote area and another one from an urban area. I chose Durgapur of Netrokona district as a remote area for LC Garo.
- I also chose Sadar upazila under Rangamati district for the LC Chakma which is an urban area.

Table 3:

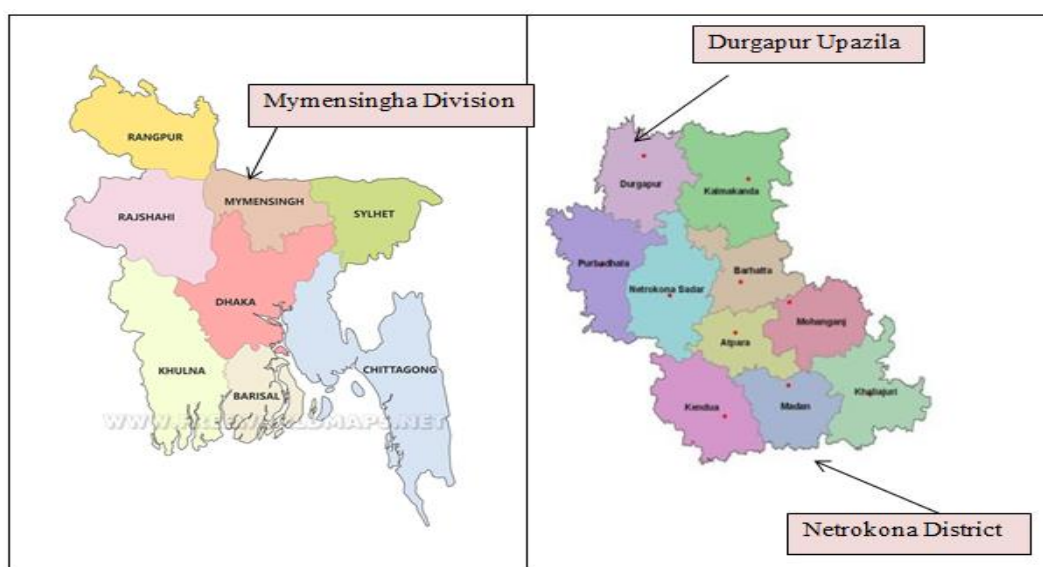
Site selection at a glance

Community	Division	District	Upazila	Features	
Garo	Mymensingha	Netrokona	Durgapur	Remote	Plain land
Chakma	Chattogram	Rangamati	Sadar	Urban	Hilly

3.4.2.1 Research site for Garo: Plain land, Durgapur Upazila-Netrokona District-Mymensingh Division

Figure 5:

Research Site on the Map of Bangladesh (Durgapur)



3.4.2.2 School location: remote school in plain region

After site selection, I followed the procedure below for selecting schools-

1. take consent from UEO as the head of the upazila administration according to the gate pass issued by DPE (Appendix 1). Moreover, within the upazila, all schools did not run MLE, therefore, UEO guided me in selecting the school

according to my research design. With the support of UEO, I selected the MLE research school in which Garo children are enrolled and the Garo version of textbooks are distributed.

- Remote schools within the Upazila.

Following the above criteria, the selected school is given below. I used pseudonym of the participating schools in the research report-

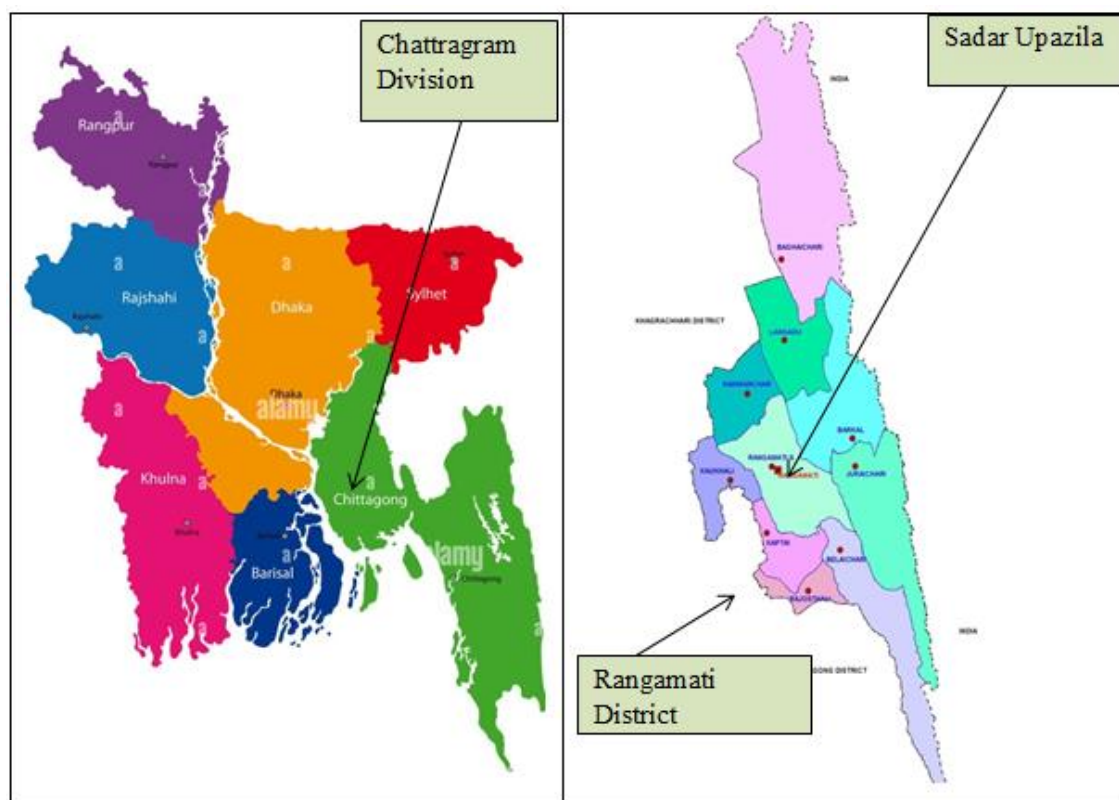
‘Doel Government Primary School (GPS)’.

From different aspects, Doel GPS is considered a remote school. The school is nine kilometer away from the Upazila headquarters which is not located within the municipal corporation. One needs to cross a river called Shomeshwari by boat to reach the school from the Upazila headquarters. Local URC is also on the other side of the upazila and need to cross the river. The local transport includes autorickshaws mainly but people are used to walking and they often have to go places by boat. Although the catchment area of Doel GPS is by the riverside, students and teachers do not need to cross the river. However, the catchment area covering up to the Indian border side of the upazila, is very quiet and considered significantly as a remote area.

3.4.2.3 Research site for Chakma: Hilly area, Sadar Upazila-Rangamati District- Chattagram Hill Tracts

Figure 6:

Research Site on the Map of Bangladesh (Sadar, Rangamati)



3.4.2.4 School location: Urban school in hilly area

Similar to the LC Garo, I obtained consent from UEO and recommended by him a school where EMC from the Chakma community is enrolled and the Chakma version textbooks are distributed which is considered as a MLE school.

Following the above criteria, the selected school is considered as an urban school that is located within the municipality and is 1.5 km from the Upazila headquarters. The school is given a pseudonym in the research report as-

‘Shapla Government Primary School (GPS)’.

3.4.3 Recruiting the participants

The previous two sections discussed my sampling techniques and site selection procedure. After school selection, for recruiting participants, I followed the following approaches-

- 1 I have selected head teacher and assistant teacher as research participants to conduct interview as well as classroom observation
- 2 For conducting students' FGD, with the support of the head teacher, I selected those students who were willing to participate in the FGD. I had to seek their parents' consent to allow their children to participate in the event (students of grade 3, 4, 5).
- 3 For conducting parents' FGD, parents were selected with the support of the head teacher once their consents were obtained.
- 4 For conducting FGD with the community people, participants were selected from my network with local people with supports from the community.
- 5 For interviewing the Key Informant, participants were selected based on the research design which demonstrate to select KII from the whole local education administrative authority that include DPEO, PTI Superintendent, UEO, URC Instructor, cluster AUEO of the selected research school.

The following table 4 summarises the research participants involved in this research and data collection tools used for the participants.

Table 4:

Research Participants at a Glance

Participants	Number of Participants				Data Collection Tools	Ecological System
	Language Community Garo		Language Community Chakma			
	Planned	Actual Attended	Planned	Actual Attended		
Students Grade 3	6-10	7	6-10	7	FGD Guidelines	Micro System at school level
Students Grade 4	6-10	6	6-10	6	FGD Guidelines	Micro System at school level
Students Grade 5	6-10	7	6-10	10	FGD Guidelines	Micro System at school level
Assistant Teachers	6	5 (1 vacant Post)	6	6	Interview Schedule/ Observation Guidelines	Micro System at school level
Head Teacher	1	1	1	1	Interview Schedule	Micro System at school level
Parents	6-10	7	6-10	9	FGD Guidelines	Micro System at school level
Community	6-10	6	6-10	9	FGD Guidelines	Exo at local education administration level
Cluster AUEO	1	1	1	1	Interview Schedule	Exo at local education administration level
UEO	1	1	1	1	Interview Schedule	Exo at local education administration level
URC Instructor	1	1	1	1	Interview Schedule	Exo at local education administration level
DPEO	1	1	1	1	Interview Schedule	Exo at local education administration level
PTI Superintendent	1	1	1	1	Interview Schedule	Exo at local education administration level
Total-	-	44	-	53		

3.4.4 Data collection tools and process

3.4.4.1 Documents

Documents, as a record of human activity, provide a valuable source of data in research. Along with interviews and observations, they comprise one of the main forms of data sources for interpretation and analysis in research. In this research, document is considered as an important research technique for data collection (Cresswell, 2013).

Cresswell (2013) reminds us that documents involve some issues to locate relevant materials. I kept this issue in my mind and identified the most suitable documents for this research. In the selection process of the document, I was guided by the purpose of the study. The purpose of the research is to understand how MLE is designed and how it is implemented. Therefore, it involves the government policy, curriculum, and planning documents. Moreover, the rationale for selecting these documents is three research questions out of four and the theoretical framework drawn for this research are related to these documents-

- The National Education Policy 2010
- Pre-primary Curriculum (2011
- Bridging Plan for Mother Tongue-based Multilingual Education (2014)

(Appendix 2)

Document analysis begins once the documents are identified and/or selected based on their usefulness or relevance as data for the particular research. A parallel step is to validate the source and authenticity of the chosen documents. However, all these documents mentioned above are official documents.

As a tool for data collection, documents have various advantages. Some documents enable large samples to be addressed; they can enable the researcher to

reach inaccessible persons or subjects. However, they have some difficulties also, for instance, they may be highly biased and selective as they were not intended to be regarded as research data but were written for a different purpose, audience, and context. They, themselves, may be interpretations of events rather than objective accounts (Cohen et al., 2007). Considering the advantages and disadvantages I tried to maintain my research ethics throughout the research.

3.4.4.2 Observation

In qualitative research, it is often necessary to observe people, their actions, and the settings (Wasterfors, 2018). Creswell (2013) discussed the observation method as the act of noting a phenomenon in the field setting through the five senses of the observer, often with an instrument, and recording it for scientific purposes.

In my research, I adopted non-participant, direct observation as this type of observation matched with the current research purpose. “observation depends on the project” (Wasterfors, 2018, p. 316), each project is special in its composition of “(a) researcher, (b) setting, and (c) observed phenomena, and each project, therefore, needs careful consideration before even tentatively defining what kind of observations one should strive for” (p.317). Creswell (2013) also suggested that observations are based on research purpose and questions.

Considering the research purpose and direct observation method, I developed an observation plan to capture a complete insight into the pre-primary and primary curriculum currently delivered in the school.

Figure 7:

Classroom observation plan

Grades	Grade 5	Elementary Science					
	Grade 4	Bangladesh and Global Studies					
	Grade 3	Religious and Moral Education	Mother Tongue	Mathmetics			
	Grade 2	Bengali	Mother Tongue	Mathmetics	English		
	Grade 1	Bengali	Mother Tongue	Mathmetics	Music	Arts and Crafts	Physical Education
	Pre Primary	Set Activity					
Subjects							

This observation plan covered all “nine learning domains of the primary curriculum (Bengali, English, Mathematics, Elementary Science, Bangladesh, and Global Studies, Religious and Moral Education, Music, Arts and Crafts, and Physical Education)” (MoE, 2011, p.11) and the integrated curriculum designed for pre-primary education. In my observation plan, I wanted to –

1. Cover all grades from pre-primary grade up to primary grade 5
2. Cover all subjects including the nine domains of the curriculum
3. Observe mandatory subjects where MT is applied, for instance, Mother Tongue as a subject for literacy development (for grade pre-primary, 1, 2, and 3) and Mathematics for numeracy development (for grade pre-primary, 1 and 2).
4. Include bridging point (Grade 3)
5. Include bridging scale-up (Grades 4 and 5)

I have followed the approaches mentioned below in conducting classroom observation-

1. At first, I shared my research topic with head teacher;

2. I discussed a sufficiently detail data collection plan regarding observation. I discussed that during data collection, video recording and still photographs would be taken. I also clarified my sitting position and my role as an observer;
3. I collected necessary information from the head teacher, for instance, class routine, subject teacher's/class teacher's name
4. I took general permission from the head teacher
5. I took consent from each subject teacher before the class starts.

I used an observation protocol (Appendix 11) for data collection during the classroom activity. I did video recording with an Android Mobile Phone and took still photographs within the option in the video. I also took notes of physical settings, participants, activities, and interactions, conversations (Creswell, 2013) in key points on the protocol sheet during class, and after coming back from the field I did fair and typed the observation notes. I made a folder of videos and still images for each grade and subject separately in a computer folder.

I was passive and sitting at the back bench for most of the time and for some time in front of the classroom to take pictures and videos for primary grades. For pre-primary grade, the teaching-learning was flexible and activity-based, therefore my position sometimes varied, however, I was aware of not interrupting the events that were happening (Flick, 2018)

3.4.4.3 Interview

Researchers commonly use the interview method in qualitative research methodology. Creswell and Creswell (2018) discussed the interview method as the researcher conducts face-to-face interviews with participants to identify and elicit views and opinions from the participants. The advantage of the interview is we cannot

observe everything. For example, we cannot observe feelings, thoughts, and intentions, thus the purpose of interviewing is to allow us to enter into the other person's perspectives.

In my research, I also interviewed two categories of participants, firstly, all from the government primary school teachers from each LC Garo and Chakma and secondly, I interviewed the key informants. A key informant refers to the person with whom an interview about a particular organisation, social programme, problem, or interest group is conducted. In a sense, the key informant is a proxy for her or his associates at the organisation or group. Key informants are people who are particularly useful in helping an observer understand what is happening and why (O'Toole & Beckett, 2010). However, as this research is theoretically informed by Bronfenbrenner's ecological systems theory, the recruitment selection for the interview participants is followed by the ecological theoretical model.

Brinkman (2018) discussed three interview patterns such as structured, unstructured, and semi-structured. I used a semi-structured interview schedule for conducting the interview (Appendix 12-18). A more specific definition of the semi-structured qualitative research interview is, "defined as an interview to obtain descriptions of the life world of the interviewee to interpret the meaning of the described phenomena" (Brinkmann & Kvale, 2015, p. 6, as cited in Brinkman, 2018, p.1002). The interview was audio recorded with pre-consent of the participants as well as note taking. I maintained all participant's office hours and a convenient interview place for the interviewee to follow ethical considerations. For instance, I traveled 45 kilometers to interview one key informant for his convenience.

Many forms of interviews are conducted today mediated by the telephone (Shuy, 2002 as cited in Brinkman (2018) or the Internet (James & Busher, 2012 as cited

in Brinkman (2018). These have the advantage that they make it possible to interview people who are far away and perhaps situated in locations that are inaccessible or even dangerous, however, in my research, all interviews are conducted in the physical presence of the researcher.

I have investigated two communities in the same manner. The interview guide supports me in preparing to ensure that the same basic inquiry is pursued with each person interviewed. I used both semi-structured interview questions and some major points in the interview guide. However, within the conversation, situational probe questions arise (Bogdan & Biklen, 2007).

Roulstone and Choi (2018) argued that some researchers conduct interviews with participants of cultures to which they do not belong. Cross-language inquiries add layers of complexity to the already complex interactions of an interview. Cross-cultural interviewing may involve further steps in preparation – this might include the involvement of a translator within the interview, or collaboration with a researcher native to a participant’s culture or relay language or lingua franca (Roulstone & Choi, 2018). I have gone through the lingua franca option as the research participants and I both have shared Bengali as lingua franca.

3.4.2.5 Focus group discussion (FGD)

FGD is used for group interaction to produce qualitative data (Morgan & Hoffman, 2018) as well as generate information on collective views and the meanings that lie behind those views (Gill et al., 2008). The essential part of this interaction involves “sharing and comparing” (Morgan, 2010; 2012 as cited in Morgan and Hoffman, 2018, p.251). The authors extended that, on the one hand, the process of sharing includes discussions of the ways that participants feel similar to each other; on the other hand, comparing gets at the differences between participants. For the

researcher, these ongoing exchanges around similarities and differences provide insights into not just what participants think but also why they think the way they do. Considering FGD as such a research tool that would apply to a group at a time to collect useful data through sharing and comparing, I used this research method in my research design because a focus group is the (a) people who (b) possess certain characteristics (c) provide data (d) of a qualitative nature (e) in a focused discussion (Krueger,1988).

FGD is considered an important tool in my research and I did five FGDs in each LC Garo and Chakma. In this research, I conducted FGDs with grade students of grades 3, 4, and 5, a parent group, and a group of representatives from ethnic minority communities. Morgan and Hoffman (2018) mentioned five critical factors that need to be considered while conducting FGD. One of the critical factors of FGD is group formation, it could be both homogenous and heterogeneous and, in my research, I have formed FGD groups with homogenous group members. Besides this, recruiting participants, and group size are two important factors that the authors remind for the carefulness. The authors suggested five to ten group members for FGD and reminded recruiting the participants with sufficient care because “recruitment is often treated as a clerical issue when the reality is that this initial engagement between the researchers and the respondents can influence the quality of the data acquired later in the focus group” (p.7). Moreover, positive, comfortable environment needs to be created for conducting FGD and aware of “power dynamics, environments where some respondents might feel threatened” (p.7). I have used a semi-structured FGD schedule for conducting FGD (Appendix 19-21).

In this FGD students from grades 3, 4, and 5 participated. Among these children grade 3 children are considered as young children (8 years old). Besides a group of

parents participated who are not very experienced in talking frequently with an unknown person about their children's education in the social context of Bangladesh. MLE is significantly considered a sensitive topic (Cohen et al., 2007). As a consequence, I had to position to set a comfortable tone, elicit interaction between participants, and gently control the discussion so that rich data is produced (Morgan and Hoffman, 2018)

3.4.4.5 Field notes

I have maintained field notes throughout my data collection process and utilised this potential data source for further interpretation and analysis. During my fieldwork, field note points started informal data analysis during my data collection process of observing, writing, and reflecting on field notes (Gai & Airasia, 2000).

In my fieldwork for data collection, I kept notes on both direct research-based points or issues during interviews, observation, and FGD and also kept records on different new understandings, experiences, knowledge, and feelings. As I am from a Bengali community, in this cross-language research, on the spot, I found ethnic minority community people, teachers, parents, and children are different to some extent than me. Moreover, although I work for the department in which the current research takes place, I have never been to these research sites before and did not meet research participants except four people out of ninety-seven participants. Therefore, both culturally and from the research aspects, as a researcher, I experienced much new knowledge and understanding that was reflected in my field notes. I had to take the language support of a local person from my network in interpreting some classroom activities which brought significant challenges and new experiences that provided detail (Gai & Airasia, 2000) information on how the data collection of the fieldwork. These

field notes support such data for interpretation that would not be provided by other research methods.

I have taken notes of the keywords and phrases (Creswell, 2012) immediately after fieldwork and typed in the computer and made field notes folder. I also used a paper diary during data collection and wrote down the keywords (Appendix 22).

3.5 Data process and analysis

3.5.1 Data storage and process

For the systematic analysis of qualitative data, after completion of fieldwork, data storage is an important task. Cresswell (2013) emphasised that the general data analysis process consists of preparing and organising data for analysis at the beginning, and in qualitative research, data storage is much more important. In this data organisation stage, I followed some basic principles, for instance, I maintained backup copies of computer files (Davidson, 1996, as cited in Cresswell, 2013), developed a data collection matrix, and developed a master list of types of information gathered. Further, after data collection, I transferred all data to the computer from the original form, such as video recordings, audio recordings, paper field notes, and still images. I organised them into two master folders, for Garo and Chakma communities following the research methods, for instance, interview, observation, and FGD. I developed a segregated file based on the type of information (Cresswell, 2013), for instance, I saved interview data as audio recordings for teachers and key informants in separate folders. Similarly, I stored FGD data in separate folders labeled as ‘students’, ‘parents’, and ‘community’. I have saved the video recordings by grades and subjects. I made initial sorting of the still images that are related to supporting data to other research methods, for instance, classroom observation or field notes.

Thus, I stored and processed raw data initially for analysis. However systematic data processing is required for thematic analysis. Further, at first, I processed raw data in three ways that suited particular research methods. Firstly, I transcribed verbatim all interview raw data from audio recordings and hand notes. Transcription is a universally indispensable step in research (Kowal & O' Connel, 2018) and refers to any graphic representation of selective aspects of verbal, prosodic, and paralinguistic behaviour. During transcription, all social scientists doing qualitative research must carefully attend to the phase of setting down the verbal research material in writing using transcription (Peez, 2002, as cited in Kowal & O' Connel, 2018). All transcriptions were done in Bengali language because the interview and FGD were conducted in Bengali. Then I translated them into English. I processed FGD data through a combination of transcription and summary writing (Roulstone, 2018). During FGDs, different participants speak on the same issue, and sometimes discussions overlap. Therefore, at first, I transcribed all questions-answers in details. From this detailed information, I produced a summary of discussions for further analysis.

In the social sciences all observations either begin with text or are transformed from the visual and audio to the written text in terms of field notes. Consequently, the simplest way to represent observations is to only describe them and write them down as you see (Marvasti, 2018). I made a description of the observation data. In my research, I also collected some still images, as my research location is in a school and I employed the observation tools for teaching-learning. Therefore, I took the opportunity to gather some still images of classroom activities. Eberle (2018) argued that photography as a research tool requires that the photos contribute toward answering a research question. To utilise the still images, I sorted them according to grades and subjects in separate folders and rest of the images were stored in another folder named 'other'. This is

because different categories of images also demonstrate different kind of data in the analysis phase (Eberle, 2018).

3.5.2 Data analysis: Content analysis

Bryman (2004, p. 392) discussed that qualitative content analysis is “probably the most prevalent approach to the qualitative analysis of documents”. In all research, it is essential to begin by clarifying what the researcher wants to find out, from whom, and who (Bengtsson, 2016).

More specifically, he stated content analysis as-

It is an approach to documents that emphasizes the role of the investigator in the construction of the meaning of and in texts. There is an emphasis on allowing categories to emerge out of data and on recognising the significance of understanding the meaning of the context in which an item being analyzed (and the categories derived from it) appeared (p.542).

The purpose of content analysis is to organize and elicit meaning from the data collected and to draw realistic conclusions from it (Bengtsson, 2016). The benefit of using content analysis as described by Prasad (2008) is, content analysis is regarded as a safe method in the sense that if the researcher finds a portion of the necessary information was missing or incorrectly coded, it is possible to return to the text and supplement the missing data.

Bengtsson, (2016) argued that there are no established criteria when using content analysis for the size of a unit of analysis, neither the number of informants or objects to study nor the number of pages based on the informants own written text or transcribed data. Generally, it largely depends on the aims, purpose, and research

questions of the research. In this qualitative research, the planning discussion begins by establishing the aim, which determines the structure of the study design and sets its boundaries (Downe-Wambolt, 1992 as cited in Bengtsson, 2016). The content analysis conducted for the current research followed the four general principles according to the theoretical framework, the purpose of the study, research questions set for the study.

1. De-contextualisation- Get familiar with data, identify meaning
2. Re-contextualisation -Include “content” - exclude “dross”
3. Categorisation- Identify homogeneous groups
4. Compilation-Draw realistic conclusions

Content analysis of public documents gives an advantage to the researcher to “enable obtaining the language and words of participants” (Creswell & Creswell, 2018, p.303). However, the author mentioned its disadvantages also. The author argued that “the document may not be authentic or accurate” (Creswell & Creswell, 2018, p.303). In my research, I analysed documents that are developed and approved by the Ministry of Education (MoE) and National Education and Textbook Board which are from authentic sources.

3.5.3 Data analysis: interview, FGD, observation, field notes, image

In the beginning, I developed my analytical style which guided my whole data analysis process (Creswell & Creswell, 2018). My research is interpreted by the theoretical propositions of Bronfenbrenner’s ecological system theory. My choice was to conduct data analysis based on theoretical perspectives using thematic analysis.

In terms of interviews, data analysis starts with the process of asking questions of the interviewee and interpreting answers, as researchers commonly punctuate transcriptions to transform spoken utterances into a written text (Roulston, 2018).

Similarly, raw field notes also contain private abbreviations which are also sketchy. Field notes taken during an interview usually contain a fraction of the actual content. However, a formal write-up usually will add back some of the missing content because the raw field notes, when reviewed, stimulate the fieldworker to remember things that happened at that time that are not in the notes (Miles et al., 2014).

I utilised an inductive approach to qualitative data analysis (Creswell & Creswell 2018). As a research tip, I urge researchers to look at qualitative data analysis as following steps from the specific to the general and involving multiple levels of analysis. In particular, I used a thematic analysis approach in my research that build patterns categories, and themes were generated through a bottom-up process by organising the data into increasingly more abstract units of information (Creswell & Creswell 2018). Thematic analysis refers to the process of identifying themes in the data that capture meaning that is relevant to the research question, and perhaps also to making links between such themes (Willig, 2018).

In the first step, to familiarise myself with data I have read the interview transcript, and FGD transcript several times (Cresswell, 2013). I also went through the video and checked the observation description for a better understanding. Accordingly, I also watched relevant still images. To develop themes, codes are primarily used to retrieve and categorise similar data chunks so the researcher can quickly find, pull out, and cluster the segments relating to a particular research question, hypothesis, construct, or theme.

During the coding system, I categorised each interview and FGD transcript into three areas, which are, general category, intermediate category, and specific category (Coffey & Atkinson, 1996) (Appendix 15). Coding at such a very general level is a first

step toward organising data into meaningful categories. In this instance this always may not be true that categories correspond with the thrust of questioning in the interviews and were part of the agenda followed in the semi-structured interviews themselves. In the second stage, I have identified an intermediate category. The third and most specific level of category breaks down those more general themes into more specific and detailed codes. The third and most specific level of category breaks down those more general themes into more specific and detailed codes. After coding, then generate and describe themes from the coded data and finally make descriptions and develop themes.

To analyse observation data, I produced an observation description (Marvasti, 2018) according to the observation protocol that what I wanted to observe. What I observed I have written for analysis. In this analysis, I described the classroom settings, lessons of the observed class, process of teaching-learning, Medium of Instruction, and teaching materials used for analysis.

Morgan and Hoffman (2018) suggested summary-based analysis for FGD data. Accordingly, I have produced transcription for each participant's answer as well as the summary for a particular issue. I have used the same semi-structured FGD protocol for both cases and an open attitude to the participant's sharing opportunities and I summarised those portions of data that best answered my research questions.

For Image analysis, I have followed the compositional interpretation of an image which is a detailed study of the various elements within the image frame (Rose, 2012 cited in Banks, 2018). In this image analysis strategy, I sorted and matched images with the themes included in this research. Images support the themes with their visual rights. Similarly, field notes data support by matching the themes that emerged from the other methods.

After finishing all the data coding, categorising, describing, summarising, and interpreting from specific to generalisation in an inductive way (Appendix 23).

Table 5:

Data Analysis Procedures

Research Method	Steps of Analysis						
Interview	Transcription	Reading-re-reading	Interpreting	Coding	Categorising	Labeling	Themes
Observation	Description	Watching Video	Interpreting	Categorising	Labeling	Themes	-
FGD	Transcription	Summery	Interpreting	Categorising	Labeling	Themes	-
Field Notes	Description	Reflection	Interpreting	Categorising	Labeling	Themes	-
Image	Sorting	Compositional interpreting	Categorising	Labeling	Themes	-	-

After the emergence of all the themes from each source of data as shown in Table 5 above, I analysed all themes according to the research questions and fit them as per the ecological system layers' macro, exo, meso, and microsystems for report writing. Considering qualitative research demands "rich descriptions of the social world" (Denzin & Lincoln, 2000, p.10), I have provided sufficient in research reporting.

3.6 Rigour and trustworthiness

Trustworthiness is considered a more appropriate criterion for evaluating qualitative studies. To ensure the whole process is trustworthy, Guba (1981) proposed four criteria to follow which are credibility, transferability, dependability, and confirmability. However, Guba and Lincoln noted that trustworthiness is never an

absolute proof, but by persuasion one is compelled to accept the findings (Guba & Lincoln, 1985 as cited in Morse, 2018).

In terms of rigour and trustworthiness, in my research, I have followed several aspects from the beginning of the research to maintain the relationship between the phenomenon and data obtained. In this regard, (Bernard et.al., 1986 as cited in Morse, 2018) reminds us that we often forget to place our concern about rigour at first. Accordingly, at the design stage, I was aware of the cultural validity of the research (Cohen et al., 2008) because my research topic involved two ethnic minority communities and they were from diverse cultural backgrounds. It is worth mentioning that qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures (Cresswell, 2014). In this validation process, cultural validity is defined as “the degree to which a study is appropriate to the cultural setting where research is to be carried out” (Joy, 2003, as cited in Cohen, et al., 2008, p.139). Cohen, et al. (2008, p.139) argued that-

Cultural validity entails an appreciation of the cultural values of those being researched. This could include: understanding possibly different target culture attitudes to research; identifying and understanding salient terms as used in the target culture; reviewing appropriate target language literature; choosing research instruments that are acceptable to the target participants; checking interpretations and translations of data with native speakers; and being aware of one’s cultural filters as a researcher.

As the current research involves a significant degree of sensitivity regarding the participant’s cultural background and circumstances, I followed the translation process of the research tools in order to mitigate the barrier of language difference between the researcher and the researched participants. Resch and Enzenhofer (2018) suggested that

there are different language barriers in qualitative research, however, researchers might involve translation to conduct the study. In my research, to conduct the study involving participants from mainly two ethnic communities Garo and Chakma, following the translation process, I translated all relevant research instruments into Garo and Chakma versions.

During this challenging circumstance when I needed to translate the documents, I followed the source of “community translator” (Resch & Enzenhofer, 2018, p.136). I have used my network to find such people who are willing to translate, belong to that ethnic community, experts in translating using all language domains. After completing the translation, I cross-checked the translated version with another person. I have selected two individuals from each language to mitigate translation-related issues.

During data collection, when I was using the translation version for conducting FGD with parents, I became more aware as a researcher, as everyone was from a different language background. The head teacher of the research school Doel and Shapla GPS introduced me to the participants. I found participants are happy and interested to see their mother tongue (MT) version of explanatory statement because I have come to know by the time of my fieldwork settings. I could know that in their daily life, they are used to speaking in their MT, but they do not have access to their written language frequently. Interestingly, during community FGD, one participant read aloud the whole explanatory statement in their MT and the other participants listened carefully to him and further discussion started about their MT before starting the formal FGD. These behavioral aspects of the participants create an atmosphere that reflects their emotions about their language and other life-oriented issues. However, as I believe in a social-constructivist philosophical worldview, my belief was, during the research process individual values should be honoured and I believe that (my epistemology)

reality is co-constructed between the researcher and the researched. In this regard, during FGD, I listened with care and respect to a participant's life story traced between two countries India and Bangladesh since 1947, when India was divided into two countries India and Pakistan, and how she learned the Garo language in her childhood in India and now living in Bangladesh. Her experience as a Garo language expert and opinion about different language issues was not my intended research persuasion. It was my ethics to deal with older people in research as well as cultural validity to maintain the diverse cultural situation (Cohen, et al. (2008). Another example from the Chakma community is that, I had to listen to parents of the Marma and Tripura communities who were interested in talking to me about their language, and their children's education in MT. They were not included in the FGD as participants; however, I listened to them. Besides maintaining the cultural validity of the research process, I am also concerned about the content validity according to my research purpose. Content validity refers that-

The instrument must show that it fairly and comprehensively covers the domain or items that it purports to cover. If this is the case, then the researcher must ensure that the elements of the main issue to be covered in the research are both a fair representation of the wider issue under investigation (and its weighting) and that the elements chosen for the research sample are themselves addressed in depth and breadth (Cohen, et al., 2008, p.137).

Through purposive sampling, this qualitative study I conducted are an effort to gain in-depth knowledge. Moreover, the purpose of the current research is to understand how MLE enhances the SI process of EMC. To understand this phenomenon (MLE), the research design developed a detailed classroom observation covering all subjects of the pre-primary and primary curriculum which was planned for

16 classroom observations. Besides classroom observation, theoretical guidance of the ecological systems also contributes to its detailed design of 12 interviews and 5 FGDs from each language communities. This detailed fieldwork plan required sufficient time for data collection; therefore, I had to visit several times and stay several days in the research setting. This prolonged time spent in the field helped me to not only complete my data collection rather it was also an opportunity to know the place and people. As I am investigating the social inclusion process of EMC and using the ecological lens, spending time at the research location helped increase my understanding in many ways as well as add to the level of the validity of the research (Cresswell, 2014). When qualitative researchers provide detailed descriptions of the setting or offer many perspectives about a theme, the results become more realistic and richer.

Establishing triangulation is another way toward a deeper understanding of an issue under study. Good research practice obligates the researcher to triangulate, that is, to use multiple methods, data sources, and researchers to enhance the validity of research findings (Flick, 2018). I applied the following triangulation method in my research based on the data source (persons, time, places, etc.) and method (Denzin, 1978 as cited in Miles & Huberman, 1994) which will address the validity issues of the research-

- Triangulation of tools (Interview, Observation, FGD, Content Analysis, Field Notes)
- Triangulation of Participants (Children, Teacher, Parents, Community people, Key Informant).

Besides data from fieldwork, I also conduct content analysis for three government policy, curriculum, and planning documents. Regarding the reliability of a document, Cohen, et al., (2007) argued that during analysis “classification may be

inconsistent, because of human error, coder variability and ambiguity in the coding rules” (p.490). However, in this research, for content analysis, I did not hire any coder rather I did the whole document coding, categorisation, and relevant function regarding thematic analysis maintaining the validity of the research.

3.7 Several concerns in the research

3.7.1 Ethical consideration and mitigating power relation

Qualitative data collection brings complex ethical issues to the surface because of the personal nature of this activity when qualitative methods are used (Martens, 2018). Considering the nature of the research, first of all, I have followed the research ethical provision maintained by the Institute of Education and Research, University of Dhaka, Bangladesh. In my research, multiple research methods used for data collection, that are classroom observation, interviews (teachers, key informants), and FGD with students, parents, and community members are directly involved. During data collection using these research methods, I came in contact with children, adults, and elderly persons with diverse backgrounds and perspectives. I have followed the relevant protocol for them.

Most importantly, I took the “gatekeepers” (Creswell & Creswell, 2018, p.300) permission from the administrative authority of the government primary education from the Directorate of Primary Education.

Apart from this, one challenging aspect of maintaining ethical issues of this research was to control the possibilities of power imposition (O’Toole & Bucket. 2010) by my professional identity. Being a mid-level official of the Directorate of Primary Education (DPE), I had to conceal my professional identity by using it as a researcher’s identity,

moreover, I selected those districts for data collection which were never been my duty station. Thus, I had to mitigate the harm of power involved in the research process.

3.7.2 Researching young children

Ethical issues arise in all aspects of research, and they are particularly salient when studying vulnerable members of society (Fliwitt, 2005). In this research, the involvement of young children is treated with much concerned. Researching young children involves many ethical issues because the United Nations Children's Rights Convention (UNCRC) preserves children's rights to express (Article 12) at the same time right to not express (Article 16). Therefore, it is obligatory to maintain the best interests of the child during the research process.

In my research, out of six grades, children of four grades belong to the early childhood age phase (Ministry of Woman and Children Affairs [MoWCA], 2013) from grade pre-primary (Age 5) to grade 3 (Age years 6, 7, 8). Beyond the keeper's permission, I have taken consent from each participant's parents before data collection. In this research, young children were involved in classroom observation and FGD. I have shared explanatory statements with the teacher of the observant class and signed consent for observing the class including videotaping and note-taking. I have taken consent from parent's day before conducting the FGD for participation including audio recording, taking pictures, and note taking (Appendix 7-10). Moreover, I have used pseudonyms and regarding the use of visual images in the public domain, I have control over the degree of visual detail that is relevant to a research claim. I have to obscure on-screen images, such as "fuzzing" participants' faces to protect identity (Fliwitt, 2005, p. 7).

3.7.3 Researching in cross-language context

There is increasing awareness for social research to include participants who are not fluent in the dominant research language, such as ethnic minority groups, refugees, migrants, or people with a bilingual or multilingual background (Resch & Enzenhofer, 2018). Research in the context of multilingualism involves much complexity. I come from a Bengali community and my mother tongue is Bengali, my received education in Bengali medium (in Bangladesh) and English medium (Higher education in Australia). I met seventy-seven participants (Thirty from the LC Garo and forty-seven from the LC Chakma) out of ninety-seven participants from different language backgrounds. The people I met were from seven different ethnic minority communities. They are Garo, Hajong, Chakma, Marma, Tripura, Tonchangya, and Rakhain and they speak their languages. The remaining twenty participants were from the Bengali community. This diversity involves huge challenges as well as complexity in terms of maintaining research ethics as well as the quality of data collection. However, the following section presents different aspects of fieldwork done for this research.

During fieldwork, research methods used for data collection were classroom observation, interview, and FGD in which I met linguistically diverse research participants. I have started my fieldwork with the official letter my research explanatory statement and the researcher's institutional introduction. At first, I prepared the explanatory statement in Bengali, and then acknowledging the multilingual background of different participants, I translated into Garo and Chakma language (Appendix 3-6).

During my fieldwork at school, at first, I gave the explanatory statement of the Garo version to the head teacher. The head teacher was from Garo community. Just after a few minutes of observing her gesture, I gave the Bengali version and shared that

I have both the Garo and Bengali versions, she can use both. The head teacher shared that, she is comfortable with the Bengali version and as the Garo language uses the Roman alphabet, she does not sufficiently know use of Roman script for the Garo language. In the LC Garo, I found two teachers from the Garo community, two teachers from Hajong, and one teacher from Bengali community. Within a short time staying at the research site, I realised that the Doel GPS is grounded in Bengali culture and the whole school is fluent in Bengali language. However, following my research ethics, I used the Garo version and Bengali version (depending on the situation) of the necessary papers.

On the other hand, my field notes recorded the school environment of Shapla GPS of the LC Chakma is mostly Chakma grounded. Although the head teacher's response was similar to the LC Garo's, that head teacher was comfortable reading the Bengali version of the explanatory statement. However, the school is situated in a place where the Chakma community people mostly live, therefore a large number of Chakma community children studied (Chakma students 264 out of 678 students while Bengalis are 340: data from school monitoring board) in the school. Among teachers, Chakma teachers are high (12 out of 16). However, I used both Chakma and Bengali explanatory/consent later for them with flexibility. I used two types of papers; one was the explanatory statement for reading and the other one was the consent paper for reading and signing.

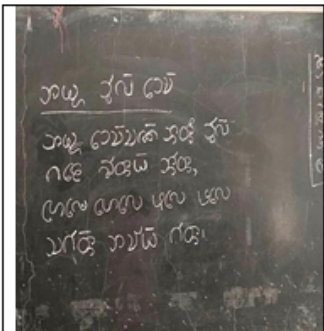
A large portion of data collection involved speaking /conversation in interviews and FGD from different language background people. I had my preparation for using an interpreter from a particular language. However, as they are fluent in Bengali, I use the 'lingua franca' method. In this situation in which Bengali became the "relay language

as lingual franca” (Resch & Enzenhofer, 2018, p.138). During the parent's FGD, the head teacher introduced me to the parents, then I requested the head teacher to read and explain the explanatory paper to the FGD participants in their mother tongue. She explained to them and she used both Garo and Bengali. As I am a Bengali, therefore parents started to speak in Bengali. I observed Bengali work assigned to them as a spontaneous lingua franca. However, from the ethical aspect, I asked them whether they needed to explain or translate the Garo language because I had prepared to use an interpreter. They assured me that they could follow Bengali well. A similar experience happened in the rest of the FGD including grade student's FGD and interviews.

During classroom observation, I found Bengali as medium of instruction (MoI) in 26 classes out of a total of 29 classes. In mother tongue class I take support from one interpreter. The interpreter explained to me the teaching-learning process and also translated board work from mother tongue to Bengali.

Figure 8:

Board work in Chakma-Bengali Pronunciation-Translation-English Translation

	Bengali Pronunciation আমাহ দোল দেচ আমাহ দেচ্চান ভারী দোল গাঙে ছড়ায় ভরা হেলে হেলে ফুলে ফুলে সাগর আশায় গরা।	Bengali Translation আমাদের সুন্দর দেশ আমাদের দেশটি কতো সুন্দর নদী ছড়ায় ভরা সবজি শ্যামলে ফুলে ফুলে অনেক আশায় গরা।	English Translation Our Beautiful Country How wonderful our country is Overflowing the river and rivulet With green, lush and flowers That made of hopes
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3.8 Methodological challenges of the study

In this multi-methods research, I experienced some challenges in the data collection process. Although I found all head teachers, assistant teachers, key

informants, parents, and community people to be very willing and cooperative in my overall data collection process, some challenges were associated with different methods used to collect data from particular participants.

First of all, it was challenging to conduct FGD with grade 3 students due to their young age and experience. Grade 3 students were supposed to be aged 8 years old considered as early childhood age phase. I found they were too shy to talk and share their views, knowledge, and experience with me. I understood that they were not frequently habituated to sharing their thoughts with others. Besides, I was only a stranger to them. This fear was in my mind that they might feel shy to talk with an unfamiliar person. To mitigate this barrier, I planned my data collection maintaining a ‘sequence’ where I put FGD with grade 3 students when I spent already 3-4 days at the school so that students could see me working in their school.

Another challenge came from the community representatives, in particular, during FGDs with the Garo community people. As MLE started in Bangladesh for the Garo community using the Roman alphabet and all teaching-learning materials adopted in the Roman alphabet, participants were debating the consequences of this decision. However, during the textbook adaptation stage, consultative meetings were held between the government and Garo community representatives to decide on the language script. However, as moderator of the FGD, I was aware of ethical aspects as well as the trustworthiness of the process and continued the discussion maintaining a “comfortable tone” (Morgan & Hoffman, 2018, p. 257) with sufficient time.

With methodological challenges, some limitations were associated with this study. I sampled 2 language communities Garo and Chakma out of 5 language communities. Sample sizes do not represent 50% of the population. However, my research design was comprehensive; it contained 5 FGD, 12 interviews, and 16

classroom observations. The number of data collection events used to conduct FGDs, interviews, and classroom observations involve huge efforts to collect data from 2 ethnic language communities. However, as other communities are different culturally, they might have different pictures that were not covered by this current research.

3.9 Conclusion

In this chapter, I have discussed the methodological approaches adopted for conducting this research. I have discussed my philosophical stance that underpinned the overall research design. I have also discussed the procedures of selecting participants, and the tools I used to collect data. I have explained how I analyses the data and presented the findings. I have also explained how I addressed the ethical issues raised by the research and made sure the study was trustworthy and rigorous. Finally, I have discussed the methodological challenges and limitations of the study.

In the next four chapters (Chapters 4, 5, 6 and 7) I analyse the data and present the findings. The first chapter of the findings (Chapter 4) is based on the qualitative content analysis of the documents that showcase the state level initiatives and features of MLE towards social inclusion of ethnic minority children studying at the pre-primary and primary education level in Bangladesh. The following three chapters (Chapter 5, 6, & 7) present thematic analysis of qualitative data collected from teachers, students, parents, community and local education administrators. Chapter-5 presents the analysis of data that demonstrates how local education administration and ethnic minority communities play role for the implementation of policy initiatives and instructions of MLE from the perspective of exo-system. Data analysis is presented in Chapter 6 to show how various microsystem components interact, such as the roles that home-school relationships have in the implementation of MLE and the social inclusion

of children of ethnic minorities. Based on the analysis of data, Chapter 7 presents the findings related to social inclusion of ethnic minority children through implementation of MLE at school level from the perspectives of micro-system.

Chapter 4

Towards social inclusion of ethnic minority children through multilingual education programme at state level

4.1 Introduction

This chapter explores how MLE was initiated at the statelevel in Bangladesh as part of the social inclusion of ethnic minority children (EMC) studying at the pre-primary and primary education level in Bangladesh. As discussed, earlier the National Education Policy 2010 (NEP-2010) (MoE, 2010) recommended introducing MLE at the primary level and following this, the government of Bangladesh adopted a Bridging Plan for the MTB-MLE at the statelevel (NCTB, 2014). Moreover, it is evident that NEP-2010 is the first national policy that pays attention to MLE (Rahman, 2010). Between the NEP-2010 and MLE bridging plan, development of national pre-primary curriculum (PPC) of 2011 is another significant policy initiative for MLE in Bangladesh. These three policy, curriculum and planning documents are the key government documents to help understand how MLE is designed for implementation.

This chapter is developed based on the content analysis of the three above mentioned documents to demonstrate how different policy initiatives for MLE have been taken at state (macro) level to promote social inclusion for EMC and how the features of MLE look like as a whole. In addition, by analysing different state level policies, I attempt to understand how statelevel initiatives that Bronfenbrenner identified as a macro process of social inclusion for the EMC in Bangladesh were initiated.

4.2 State level policy provisions

In the analysis, several themes and sub-themes have emerged from the content analysis which are presented and discussed in the following sections.

4.2.1 Values of SI for EMC through MLE in the national education policy

Values of social inclusion for the EMC reflected in the national education policy that insisted government to initiate MLE as an educational approach in order to ensure their quality pre-primary and primary education. Findings from the analysis of the document indicate that, different values of SI for EMC through MLE have been pronounced in the national education policy. These values are for a group of children who has language and cultural difference and they belong to ethnic minority community in Bangladesh, for whom the policy promotes their ethnic language and culture within the education system. Literature review discussed about the ethnic minority community of Bangladesh about their number, language and culture. As this group encounter language and cultural difference at school that prevent their smooth participation in the teaching-learning, the national education policy preserved inclusive policy provisions for them. Without values it is difficult to plan and implement for inclusion because, “inclusion is based on a commitment to key values and principles” (Carrington et al., 2012, p.7). Therefore, beginning of the programme planning, the national education policy reflected social inclusion values in its aims and objectives to bring all children under the pre-primary and primary education.

In its aims and objectives, the policy stated through aim 23, “to promote and develop the languages and cultures of the indigenous and small ethnic groups” (MoE, 2010, p.10). Doing promotion and development of ethnic language and culture, further the policy set primary education aim for the EMC “to facilitate learning in the mother

languages of the indigenous people and small ethnic groups at the primary level of education” (MoE, 2010, p.12). In my analysis, these two aims and objectives directly act as the basis for MLE planning and implementation of the policy about SI for EMC through MLE. Evidence shows that, on the basis of these aims and objectives, further MLE initiatives in terms of textbook adaptation (NCTB, 2017), development of MLE bridging plan (NCTB, 2014) occurred. Data clearly indicate that the values of “learning in mother languages” (p.12) directly enforce the government of Bangladesh to take initiatives to introduce MLE for the EMC.

On the other hand, some values of the policy, related to SI for EMC, act as the latent values which have indirect impact on the development process of the MLE in Bangladesh. For example, aim-4, “to promote the continuity of national history, tradition and culture through an intergenerational process”, and aim-7, “to develop non-communalism, friendliness, global fraternity, fellow-feeling and respect for human rights” have potentially impact on creating an inclusive environment while the primary objective of the policy reflected the “cultivation of human values” (MoE, 2010, p.8). Accordingly, the promotion of children’s human rights through education also acknowledges the language rights of the EMC.

United Nations Education, Scientific and Cultural Organization [UNESCO] 2021) mentioned some fundamental values for an inclusive society towards social inclusion for everyone which include values of equity, equality, social justice, human rights, and freedom. These fundamental values are the basis of all actions in order to work for the social inclusion of the excluded. These values also set in the national education policy which may be not directly enforce rather indirectly work for the action taken. For instance, aim-7 is “to remove socio-economic discrimination irrespective of

race, religion and creed and to eradicate gender disparity” (MoE, 2010, p.9). In my analysis, aim-7 is committed to remove socio-economic discrimination to reduce the economic difference among mass people of Bangladesh. Accordingly, in order to reduce the difference between people, along with government’s existing support of full free primary education, free textbook, stipend for students from poor family, school feeding (MoPME, 2022) and currently MLE introduced for EMC. The data here indicate the underpinning values of social inclusion of the national education policy. Ultimate objective of government is to reduce difference among people and achieve equity, equality and human rights.

Again, aim-8 is “to create unhindered and equal opportunities of education for all as per learner’s talents and aptitudes, irrespective of geographical, social and economic situations to establish a society that is free from discrimination” (MoE, 2010, p.9). This aim, aimed to remove obstacles and create equal opportunities for all children so that all children can develop themselves with full potential, although they might be in difficult situation. In Bangladesh, for some EMC, apart from ethnic language barrier, additional issues added by their geographical living location. This is because, in Bangladesh, some children face geographical location as obstacles (Begaum et al., 2019) in their education. Geographical remote living also works as dynamic in educational backwardness of the EMC.

Besides the above mentioned aims and objectives, aim-22 emphasised to take special initiatives for the development of “backward in education”. A list of children including EMC, who are still outside of the school for many reasons (see section 1.2.2). In my analysis, the policy finds out these out of children in terms of socially excluded children who considered as backward class. This is because, the aim of inclusive

education is to improve participation and educational opportunities for all individuals, especially those at risk of marginalisation and social exclusion (Riecher, 2010).

Therefore, analysing the factors behind the backwardness, need equitable planning in order to mitigate the problem. For EMC, MLE considered as an equitable measure to reduce the language barrier at school for social inclusion process.

Apart from backward children the policy also mentioned in aim-26, children who are participating at school but “backward in education” (MoE, 2010, p.10) also need to be focused for inclusion in the teaching-learning process. Booth and Ainscow (2002) have developed a typology of six ways of thinking about inclusion, in which they analyse inclusion as response to disciplinary exclusion who need inclusive support. This is because, ultimate value of inclusion is not only accessing the school rather participating in teaching-learning process to achieve objectively.

4.2.2 Strategy for joyful and participatory learning environment having connection with students MT and social context

Both the national education policy and pre-primary education give importance on social inclusion for the EMC for all children and mentioned joyful and participatory learning environment as a strategy. Findings show that, the national education policy recommends the kind of learning environment at school which is “creative, favorable, congenial” in nature and joyful for the children (MoE, 2010, p.9). Literature shows that, “joyful learning is a series of pleasant and enjoyable learning experiences in which the teacher as well as the learners participate in active, personally fulfilling and successful learning episodes” (Waterworth, 2020). Therefore, classroom need to be equipped through variety of teaching materials, aids and supplementary reading materials to ensure their active participation and develop inner qualities. In this regard, the policy

emphasised on “persuasion for interactive teaching-learning pedagogy by the creative teachers as well as support children to participate in the exercise through individual or group work” (MoE, 2010, p.15). This stated environment by the policy would be more joyful through “pictures, colours, attractive and simple education materials, models, rhymes, songs, games and handiwork” (MoE, 2010, p. 4). Moreover, in a joyful classroom, “teaching will be conducted in a pleasant environment characterised by love and care in appreciation of children’s spontaneous vigour, spirit and their natural inquisitive faculties and curiosity”. Moreover, the policy also aware about safety of the children, “to be ensured to resist any possible physical or mental tortures on them” (p.4). Throughout the NEP-2010, it has discussed about the teachers, classroom environment, teaching-learning strategies, materials which is connected with joyful learning. The policy recommends even for research initiatives for such persuasion towards investigate the appropriate methods for innovation of effective teaching-learning.

Strategy for joyful and participatory learning environment towards social inclusion of the EMC by the national education policy further reflected in pre-primary curriculum (PPC) that developed immediate after the policy in 2011. Pre-primary curriculum, illustrated that “children as an active learner” (NCTB, 2011, p.5), therefore, school need to create an opportunity for children’s active participation by which EMC would become active participants. In this regard, pre-primary curriculum stated that-The environment of pre-primary classroom should be so planned that it helps the child rightly to adapt to the formal environment of the school away from home gradually. Hence this environment should be comfortable, warm and pleasant where the child will feel secure and

never separated from the family. Such an environment will offer the child the scope of spontaneous participation in different activities, and opportunities for physical and mental involvement...the atmosphere of the classroom will be relevant to the child's exclusively own world which gives him/her a feeling of pleasure and a sense of safety and encourages him/her to be involved and to fly high in the world of fantasy (NCTB, 2011, p.49).

Here, the above-mentioned teaching-learning environment instructed by the PPC, help children for smooth transition from home to school. Pre-primary curriculum recognised children's pre-primary age phase, which is five years old children. In this stage, they encounter 'school' as a new, unknown place than their home context. During this age of the children, various development happened, PPC marked them as physical, mental, emotional, social, cognitive and linguistic growth. Research shows that children of pre-primary and primary aged 5 to 10 years old children are in a continuous physical, mental, emotional development. Therefore, children need support from the school as new place for feeling secure that PPC stated in above discussion on appropriate school environment. Moreover, in order to create such joyful environment, PPC also illustrated to plan and organise different teaching-learning activities that encourage children for spontaneous participation. So that children feel pleasure and by this way, develop their interest to come to school.

This stated school environment significantly support EMC to make bridge between home and school. This is because, apart from different development areas mentioned before, children's social development take place at the school when children come contact with other children. Children's cognitive and linguistic development also develop in this stage, when at school, they have the opportunity to participate in a

joyful teaching-learning environment (NCTB, 2011). As linguistic development depends on the continuous planned practice both at home and social context, therefore, both the national education policy and PPC focused on the cumulative development that also connected with children's language background as well as social context by mentioned 'joyful and participatory learning environment' as a strategy of social inclusion.

4.2.3 Role of school leadership for the implementation of MLE

Head teacher considered as the key person to create a firm school environment according to the PPC. PPC follow the values, strategies and instructions stated by the NEP-2010. Previous sections presented findings related to values and principles towards social inclusion and strategy of the joyful and participatory method. In order to create such equitable, joyful and participatory learning environment, PPC identified head teacher as the key person for implementation at school level. In Bangladesh, create and maintain such school environment is mostly associated with the job responsibilities of a head teacher in primary education sector (NCTB, 2011).

The findings showed that, PPC mentioned two aspects of school environment which need to be ensured by head teacher in order to implement MLE at school. Firstly, "the head teachers concerned should ensure proper environment for MLE in the schools which should be rightly directed and monitored" (NCTB, 2011, p.88). As MLE is an educational approach which create the opportunity to learn more than two languages as well as learning in mother tongue for EMC, therefore, school environment should also value the language background and cultural aspects of the EMC at school environment. Here, rightly directed needs to be interpreted through the lens of ethnic cultural perspective which expresses different aspects of the MLE at the school premises. PPC

instruction also include school monitoring for head teacher to create and maintain the MLE academic aspects as well as school environment. In this situation, the leadership of head teacher play a critical and central role in MLE implementation. Literature shows that, leadership is highly important in MLE implementation. Effective multilingual schools create such an environment, that convey the enrichment ideology that embrace diversity so that children from different cultural background do not feel themselves as problem rather as an opportunity (Kirss et al., 2021).

Secondly, from academic perspective, as MLE involve several languages, therefore “head teacher should have the skill in MLE and particularly in the multilingual teaching methods” (NCTB, 2011, p. 88). As head teacher is the supreme authority to govern the school administration, therefore, educational implementation mostly depends on the head teacher’s leadership. Along with mainstream curriculum implementation, in MLE context, head teacher needs to fulfill the MLE learning outcome achieved by the EMC. In this situation, in order to proper implementation of MLE, as leader of the school, Wright and Baker, (2017) suggested that, head teacher can encourage high expectation among staff and students which carries much significance. This is because, PPC recommended that head teacher should have the skills about multilingual teaching methods and in order to practice various innovative participatory teaching-learning methods, head teacher need a very careful leadership that “encouragement people” (p.74) would be a strategy of achievement.

4.2.4 Bridging Plan for the Mother Tongue Based-Multi Lingual Education: Key features

It was mentioned previously that, MLE bridging plan is the core document which is the basis for MLE implementation at the school level. Therefore, this

document contains some components which are integral parts of MLE implementation. The whole document is divided into two parts. The first part presented the overview of the whole planning regarding MLE. Six specific instructions have given in first part and, in second part, a bridging plan for the MTB-MLE attached is included. This section presents different aspects of the bridging plan in six sub-sections in thematic analysis and include development of the bridging plan, language aim, MLE model, different instructions for MLE implementation. Following sections presents the whole MLE bridging process-

4.2.4.1 Community representation and development of MLE bridging plan

MLE bridging plan is the core document based on which, MLE implementation take place at the school level. Literature review discussed that, MLE bridging plan is the result of the policy instruction of the national education policy 2010 and pre-primary curriculum of 2011. These two documents recommend how MLE would be envisaged in primary education sector of Bangladesh. Accordingly, MLE bridging plan for mother tongue based multilingual education (MTB-MLE) was developed through the leadership of NCTB, collaboration with many relevant individuals and organisations. Findings show that, during the development of MLE bridging plan, a collaborative process was followed between government and ethnic minority community representatives. Literature review informed that, the direction given in the education policy was to involve representatives of the relevant ethnic minority communities; therefore, government collaborate with community representatives in the development process of the MLE bridging plan.

Here, MLE forum represent on behalf of all ethnic minority communities as their common platform. MLE forum works as non-government organisation's network

to introduce and implement MLE programmes in Bangladesh (Kamal et al., 2014, p.3). Different members of the organisations contribute to develop the MLE bridging plan using their knowledge and experience regarding MLE, some examples of them are, BRAC, Save the Children, Bangladesh, SIL International Bangladesh. Accordingly, through government invitation, MLE forum was played a significant role in developing the bridging plan. MLE bridging plan has developed and proposed by the MLE Forum of Bangladesh (NCTB, 2014) which represented the community representation of the ethnic minority communities of Bangladesh.

4.2.4.2 Language aim: ‘Bridging’ between mother tongue and Bengali

Analysing the overall bridging plan, finding shows that, the language aims of the MLE bridging plan was to bridge between mother tongue and Bengali. Here, bridging (Malone, 2010, p.7) supports children to build a bridge between two languages so they can become fluent readers and writers in both languages. Accordingly, MLE bridging plan planned to bridge for selected ethnic languages, for instance Chakma, Marma, Tripura Sadri and Garo with national language Bengali. In this bridging plan, three kinds of languages accommodate and aimed for acquire, they are-

Chakma, Marma, Tripura, Sadri and Garo- as Mother Tongue

Bengali- as Official Language

English- as Foreign Language

Chumbow (2013) argued that, during planning stage, one important factor needs to be decided whether the level of education intend or aimed for learning first language of the EMC. Determined the language aim is a significant as well as integral part of the overall planning of MLE, because, many further functions followed by this language

aim. In Bangladesh, MLE planned and designed for six years long pre-primary and primary education. In this six years long pre-primary and primary education, the bridging plan aimed to bridge between ethnic minority children's first language with Bengali in a systematic way. The following figure (Figure 4.1) would demonstrate the bridging plan for MLE in Bangladesh –

Figure 9:

MLE Bridging Point at Grade 3

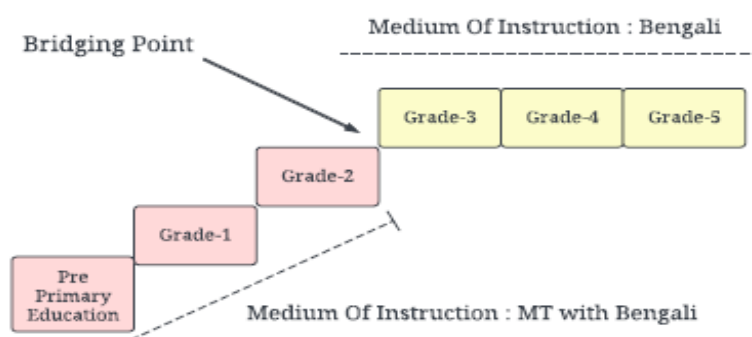


Figure 9 illustrates the bridging plan in order to understand the ultimate language aim of the MLE. According to the bridging plan, mother tongue solely will be the medium of instruction for pre-primary grade student. Mother tongue is also function as medium of instruction for grade 1 and 2, however, in these two grades Bengali also used as medium of instruction in addition to the mother tongue. In sum, in these three grades, pre-primary, grade 1 and 2, mother tongue is used mostly as medium of instruction while Bengali is also used parallelly and gradually along with the mother tongue for teaching-learning. Figure 9 marked these three grade's media of instruction as 'Medium of Instruction: MT with Bengali'. Data indicates that, during this stage, in grade 1 and grade 2, language allocation planned in a way that, Bengali gradually increase in order

to build bridge between mother tongue and Bengali. For example, the MLE bridging plan suggested to introduce Bengali academic key words gradually or use local and cultural aspects in presentation of the teaching-learning so that step by step EMC would learn Bengali and mother tongue in a planned way.

Further, the bridging plan instruction is to complete bridging between mother tongue and Bengali by grade 3. This data indicates that, grade 3 is the bridging point in which location, mother tongue will be marched with Bengali. In this grade 3, mother tongue would be as a subject and medium of instruction only for ‘mother tongue’ as subject. The figure 4.1 marked this state as bridging point located in between grade 2 and grade 3. After cross the bridging point, from grade 3, 4 and 5, Bengali replace the medium of instruction mother tongue and scaled up. This stage marked in the figure 4.1 as ‘Medium of Instruction: Bengali’. Finding shows that, during this Bengali medium bridging stage, the bridging plan suggested to use supplementary reading materials in mother tongue if necessary. Here, the bridging plan instruction is, supplementary reading materials in mother tongue is not mandatory rather optional for grade 4 and 5, if the EMC feel Bengali teaching-learning materials are still difficult to them, then they use supplementary reading materials in their mother tongue.

Overall, language aim of the MLE bridging plan is bridging, mother tongue with Bengali in a systematic way.

4.2.4.3 MLE bridging plan: A Bangladeshi version of ‘transitional model’

The language aim set for the MLE at the beginning of the planning, influence the development of the MLE model design. Analysing the MLE bridging plan and examining the global models are implementing all over the world. In my analysis, this model can be seen as the Bangladeshi version of the “transitional model” (Ball, 2010; Cenoz, 2009) or the “Medium Exit Model” (Chumbow, 2013).

Cenoz (2009) argues that the transitional model aims at language shift from the child’s first language to the majority language and imply cultural assimilation. According to Ball (2010), the objective of the transitional bi/multilingual model is a planned transition from one language of early instruction to another. As per the observation of Ball (2010), in Bangladesh, children’s first language Chakma, Marma, Tripura, Sadri and Garo planned for systematic transit towards Bengali. The aim is to rapidly transition students to majority language to monolingual instruction by increasing use of the majority language while proportionately decreasing use of the minority language (Garcia & Angel, 2017). Moreover, these characteristics reflected in its name that it often called bridging (Ball, 2010). This is similar and matched with MLE bridging plan of Bangladesh also that, it has designed the way to start learning in first language or in mother tongue and gradually increasing second or national language Bengali. The allocation of first language gradually planned for decrease and second language or Bengali planned gradually for increase or replace mother tongue.

In the Bangladeshi version of MLE model, this transition is designed for four years as medium of instruction (MoI) and is scaled up to the fifth to sixth year. In this scaled up years, MLE bridging plan recommended to use supplementary reading

materials (SRM) in mother tongue. Considering this analysis, MLE bridging plan of Bangladesh would regard as transitional model.

On the other hand, this bridging plan could also be termed as the “medium exit model” according to Chumbow (2013, p.45). He discussed five different models based on the exit of the mother tongue from the teaching-learning which are as follows:

Figure 10:

Exit Model of Mother Tongue-MLE

Early Exit Model- Use of MT – 1-3 Years
Medium Exit Model is- Use of MT – 4 Years
Late Exit Model- Use of MT – 6-8 Years
Very Late Exit Model- Beyond 8 Years up to Tertiary Level
MT Exit Model- Use of MT whole School Years

According to the “mother tongue-exit model” shown in figure 10, the Bangladeshi version of MLE model aligns with the “medium exit model” as the MLE bridging plan of Bangladesh was planned for using mother tongue for four years. This model involves using the mother tongue as MoI for four years with progressive introduction of a second language, one of which then takes over as MoI. In Bangladesh, at the beginning years, mother tongue starts as Medium of Instruction and gradually Bengali becomes the Medium of Instruction. This model would be more clearly explained in the following section which discusses the way the bridging plan allocates different languages for different grades and subjects.

4.2.4.4 Specific instructions for implementing MLE towards bridging in different grades and subjects

Data revealed that MLE bridging plan is organised by different grades and academic subjects. In Bangladesh, the total length of pre-primary and primary education is six years long. Pre-primary education is one year, and primary education is five years long programme. Within this six years long pre-primary and primary education programme, MLE planned for four years, that is pre-primary and grade 1, 2, 3 of primary education. Four years MLE bridging plan arranged proportionately using two target languages that is mother tongue and second language as Bengali as MoI. As mentioned earlier, three languages are preserved for the educational purposes in primary education sector in Bangladesh, which are- one ethnic language as mother tongue, Bengali as official language and English as foreign language. Bridging plan has given specific instruction for each language as well as for each grade from pre-primary education up to grade 3 for each subject. Moreover, it has provision for learning mother tongue as separate subjects for pre-primary up to grade 3 that is for four years. English preserved in the curriculum as foreign language from grade 1 up to grade 5 in primary education.

In grade pre-primary, MoI is solely in mother tongue. For subject instruction, in pre-primary grade, among eight subject areas, seven subjects are fully in mother tongue, they are, mother tongue as subject, mathematics, elementary science and Bangladesh and global studies, physical education, Arts and Crafts and music. For mother tongue as subject, learning ability in mother tongue include listening, speaking, reading, writing is introduced. Bengali as a subject generally practices in Bengali medium and introduce national language to the young children includes listening, speaking, reading, writing sound with alphabet. For mathematics, number learning will

be in mother tongue. For combined elementary science and Bangladesh and global studies, mother tongue will be used to gain concept and Bengali will be used for learning key words. For physical education, Arts and Crafts and music, the bridging plan instruction is, all activities will be in mother tongue according to the Teachers' Guide.

In grade 1, MoI is mostly in mother tongue. Learning areas of grade 1 are ten. Among these 10 learning areas, MoI is for 7 subjects is mother tongue. For mother tongue, all domains for language learning for listening, speaking, reading, writing according to the learning outcome for grade one guided by the primary curriculum need to be achieved. For Bengali as subject, MoI is in Bengali however, considering the age phase of the young children, the bridging plan instruction is to use mother tongue to teach Bengali for EMC. Similarly, all domains of language learning for listening, speaking, reading, writing need to be achieved. Another instruction is to use local cultural supplementary reading material in this Bengali literacy development. English introduced from grade 1 in primary education in Bangladesh. The bridging plan instruction is to learn English following the mainstream curriculum instruction for all children following the same teaching methods. For mathematics in grade 1, MoI is in mother tongue with Bengali. The bridging plan instruction is to follow the national curriculum guidance for mathematics learning. In this stage, according to bridging plan instruction, teaching mathematical concept should be in mother tongue. Moreover, introduce academic key words in Bengali. For Elementary Science and Bangladesh and Global Studies, MoI will be in mother tongue. The bridging plan instruction is to follow the Teachers' Guide detail instruction. Moreover, the bridging plan encouraged to consider local environment and surrounding in presentation in science and Bangladesh and global study's learning. Religion study is the same as Elementary Science and

Bangladesh and Global Studies. For Physical Education, Arts and Crafts and Music, the bridging plan instruction is to follow curriculum and Teachers' Guide. Moreover, in teaching-learning presentation, consider local environment and surrounding. Medium of Instruction in this stage for learning Physical Education, Arts and Crafts and Music will be in mother tongue.

A blended procedure between mother tongue with Bengali is followed for grade 2 while for pre-primary and grade 1 of primary education, mother tongue is used as MoI. In grade 2 the use of mother tongue as the only MoI is proportionately reduced and Bengali replaces the mother tongue and gradually increases towards the higher grades. In grade 2, there are 10 learning areas in total. Among these 10 learning areas, is for two subjects, they are, Mother Tongue as subject and mathematics. Mother tongue includes all domains of language learning of listening, speaking, reading, writing according to relevant learning outcome. Bengali and English as subjects are as usually taught in Bengali and English respectively. The bridging plan instruction is for Mathematics is to follow the national curriculum guidelines. In this grade the bridging plan recommends teaching of mathematical concept in mother tongue along with Bengali. For Elementary Science, Bangladesh and Global Studies, Religion and Moral Education, Physical Education, Arts and Crafts and Music, the bridging plan instruction is the same. The instruction is to follow teachers guide and consider local environment and surrounding in class presentation. For these three subjects (physical education, Arts and Crafts, music), MoI is mother tongue along with Bengali.

Grade 3 is the bridging point specified in the MLE bridging plan. From pre-primary up to grade 3 bridging will be completed by the instruction of MLE bridging plan. EMC will be competent in the official language Bengali by grade 3. However, in

this grade, mother tongue preserves as subject for language learning. For grade 3, among 11 subject areas, MoI is in mother tongue for mother tongue as subject. Bengali and English are as usual in Bengali and English. Remaining 8 subject areas are in Bengali along with mother tongue. In this grade, the use of two languages is reversed than grade 2. In grade 2 mother tongue preferred when use both languages in teaching learning, however, in grade 3, Bengali is preferred when use both languages. Findings indicate that, gradually Bengali replaced mother tongue. In grade 1 and 2 was more emphasised and Bengali was supportive language. In grade 3, gradually Bengali emphasised more than mother tongue and MT become supportive language. Bridging scaled up in grade 4 and 5 according to the MLE bridging plan.

In sum, the bridging plan designed in a way that starts with mother tongue as major and gradually replaces Bengali over a period of four years throughout the teaching-learning process. Grade 4 and 5 were scaled up in Bengali as Medium of Instruction and at this stage supplementary reading materials in mother tongue could be used for literacy practices as optional basis on student's need.

4.2.4.5 Instruction for increasing contact hour and different routine in schools

Analysing the MLE bridging plan, it has been revealed that, a flexible arrangement for contact hour and class routine are preserved for the school which are implementing MLE. According to MLE bridging plan, the schools which are implementing MLE would increase need-based contact hours. Moreover, changes in contact hours have the ultimate reflection on the class routine as well. Contact hour of general government primary school is from 9 am to 4.15 pm. In terms of class routine, mainstream primary school follow almost common routine within the administrative jurisdiction. According to MLE bridging plan, MLE implementing schools can increase

their contact hours and change their class routine, because it is not possible to gauge the number of ethnic children from different communities who would enroll each year in each grade. The MLE bridging plan focuses on this contextual factor and preserves the flexibility to plan and develop their own routine with additional contact hours according to their local needs. In Bangladesh, 19 districts from different geographical parts of the country are implementing MLE, that include plain land, costal area, hilly area, border area. As these areas have different geographical context as well as EMC would have different cultural context, considering all possible contextual factors, the MLE bridging plan maintain this flexibility as basic principle.

4.2.4.6 Use of try-out strategy and action research for the improvement of teaching-learning materials

In order to maintain accuracy and quality, the MLE bridging plan instructed for a ‘try-out strategy’ as its basic principle for MLE teaching-learning materials. As ethnic languages are different from the other languages of the curriculum, during evaluation stage of the material development procedure try out was done as an important step in which already developed materials are tried out in the real teaching-learning situation. This is done in order to understand the suitability and effectiveness of the developed materials for further modification (Harsono, 2007). However, Malone (2007) argued that, sufficient time, at least one year at a time is needed to develop MTB-MLE teaching-learning materials including ongoing evaluation, especially for those locations where MTB-MLE has not been implemented before. Since MLE is introduced for the first time in Bangladesh, sufficient time is required for its successful implementation.

Research is another area that has been focused for the MLE implementation by the MLE bridging plan. The MLE bridging plan suggested for ‘action research’. It is commonly known that; action research is for professional research for the betterment of

the performance during implementation stage. In my analysis, in order to plan and implementation of MLE, other types of research besides only action research might necessary. MLE literature shows that preliminary research is an important function, which provides the necessary information for the baseline knowledge to make plan, implement and for more support (UNESCO, 2007; UNICEF, 2018). As preliminary research or some other MLE purpose, action research is not only method. In order to know language situation in school, which resources could be mobilised for the programme and factors that hinder programme implementation, preliminary research provides information (Malone, 2017), however several research approach, methodology would be suitable for this function that did not focus by the bridging plan.

4.2.5 Cultural adaptation of the teaching learning materials

Cultural adaptation, not translation from the mainstream curriculum of the teaching-learning materials was the main direction of the pre-primary curriculum for teaching-learning materials for MLE. In order to implement any educational activity, the teaching-learning materials are integral part of the learning process. For the implementation of MLE, findings showed that, the textbooks adapted from mainstream curriculum have maintained the main structure of the Bengali textbook and other materials, for instance, the textbooks, supplementary reading materials, Teachers' Guide, training manual during adaptation stage. Here, adaptation means not directly translating Bengali in ethnic language rather adaptation means that-

The systematic modification of an evidence-based treatment (or intervention protocol) to consider language, cultural, and context in such a way that it is compatible with the client's cultural patterns, meaning, and values (Berkeley International Office, n.d.).

Findings also showed that, during the adaptation stage, instruction given in the pre-primary curriculum was to be positively aware of careful presentation of the ethnic minority community's cultural aspects related to the ethnic version textbook. In this regard, PPC emphasised on sophisticated manner of presentation of the ethnic content while presenting the ethnic culture, customs and people in the ethnic version textbook. Literature showed that, ethnic culture and people were not presented in some existing publication as well as in some previous mainstream textbooks in well-articulated manner (Chakma et al., 2015). Moreover, Chakma et al. (2015) reported that, to some extent false information about ethnic minority community have been presented. Against this existing complain from the ethnic minority community people of Bangladesh, pre-primary curriculum (NCTB, 2011) has given much importance and stated that, "care should be taken to include and present enough contents about the small ethnic groups in a way that these groups are adequately depicted in a positive manner" (p. 87). Furthermore, PPC also aware of 'balanced' reflection of ethnic minority communities of their "culture, special characteristics, languages, dresses, food and drinks, festivals, illustrations, pictures/diagrams and planned activities should be ensured.". (p. 87). In my analysis here, balance means fairly distribution of the existing cultural resource for the textbook adaptation. In this adaptation stage, PPC was also instructed that, "when drawing diagrams and creating pictures, care should be taken to include the geographical characteristics and positive depiction of the small ethnic groups. These pictures should clearly depict the correct appearance, size and shape, dresses, homes and location of the small ethnic groups and their nature" (p. 87). In my analysis, the reason behind this awareness of careful cultural adaptation in positive manner in order to show respect for EMC. Besides this, in order to make harmony among all children as PPC stated, "all children from diverse language and cultural background will aware

about their peer group from other background” and “eager to know them” (p. 87). Here, the curriculum goal is to make all children interested to know and experience each other culture and respect everyone to bring ultimate harmony in the society. Therefore, adaptation teaching-learning material is very crucial for MLE.

4.2.6 Monitoring of MLE implementation: Role of local education administrations

Both the national education policy and pre-primary curriculum emphasised on effective monitoring of MLE implementation. Although in Bangladesh, generally monitoring and evaluation are considered as an important function to achieve quality primary education, for MLE implementation this function is given more emphasis by the policy and curriculum documents. Ball (2010) emphasised the critical role of government at different level of education management through monitoring and evaluation in order to ensure effective MLE implementation. Findings showed that, much importance has been given for monitoring and evaluation in the NEP- 2010. The education policy emphasised on to strengthen and make the current mechanism more effective. The policy stated in its strategy 4 that, “school monitoring will be strengthened and make more effective” (MoE, 2010, p.75). With this end in view, the system of school inspection and evaluation will be further improved. Data indicate that, ongoing school monitoring need to be more effective for MLE and new mechanism should identify. Here, further initiatives regarding monitoring needs to be taken in order to develop effective monitoring system according to the policy instruction for MLE. The pre-primary curriculum (NCTB, 2011) illustrated in more details the following policy instruction regarding monitoring and evaluation for MLE -

Along with the operationalisation of an effective pre-primary education system, it is urgently important to complete all the teaching-learning activities suggested

for the classroom level...this needs the creation of a close monitoring and academic supervision environment in the classroom where the teacher will be under close academic supervision along with one-time and continuous training (p.70).

Data indicate that, in order to implement the planned programme for MLE involve close monitoring and evaluation. Moreover, teacher need to close academic supervision as this programme is new introduction in primary education. Besides these, MLE planned in a way to follow the teaching-learning according to the specific language allocation, particular medium of instruction set according to grades and different subjects. Therefore, PPC emphasised on effective monitoring and evaluation as well as close academic supervision for the overall programme intervention. Therefore, previously mentioned that the “head teacher and other supervisors should be skilled in MLE, particularly in multilingual teaching methods” (p.88).

Recognising the importance of monitoring and supervision, PPC recommended to use specific tools and techniques. Moreover, PPC also mentioned that, in order to develop proper monitoring and supervision, conducting appropriate training is necessary. A culture of intensive and close classroom supervision should be developed within the system. Such supervision will encourage good teaching-learning practices, which ensure the effective use of various learning materials and aids. This data indicates that, monitoring and evaluation involve training of the officials also. Appropriate training would support how to use monitoring tools in effective way in multilingual classroom that assist ensure effective MLE teaching-learning.

Again, PPC also discussed the language issues associated within the system in which Bengali officials are the majority. In Bangladesh, the significant responsibility of

academic supervision lies with the head teacher and assistant upazila education officer (AUEO). Among these local education administration officials, current picture shows that, most of the officials are from Bengali community. Ball (2010) argued that monitoring and evaluation includes both educational outcomes as well as language outcomes for MLE. This is because, MLE is not only implement the curriculum delivering at the classroom rather it aims to achieve mother tongue also. Therefore, considering the language barrier of the officials, PPC emphasised on recruit and posting of the officials based on the proficiency of the ethnic language who has assigned at the supervision role. Moreover, PPC argued the officials need to be appointed in ethnic dominating region from ethnic background or who has the proficiency of the particular ethnic language.

4.2.7 Instruction for mother tongue-based assessment for EMC

Although curriculum instruction explained how to assess students learning achievement according to the learning outcomes specified in the pre-primary curriculum. However, for the ethnic minority children's assessment, it has instructed that, much careful and special involvement is needed when EMC learn other subjects in Bengali as their second language.

Findings revealed that, work with empathy for the assessment of the learning outcome of the EMC has been stressed on by the pre-primary curriculum document. As the curriculum document states, "all concerned with curriculum implementation should consciously remember and note that Bangla is their second language. While assessing the learning outcomes of the ethnic minority children in other subjects, their attainment in the skills of the Bangla language (listening, speaking, reading & writing) should be carefully and specially looked into" (NCTB, 2011, p.88). This data indicates that, the curriculum is much aware of the EMC as they learn in Bengali as their second language

and they have their mother tongue as home language. Therefore, the school assessment needs to think about their learning in second language and, therefore, should assess those learners with much empathy until they achieve mastery in second language.

Moreover, findings also showed that, ethnic minority children should be assessed through the medium of their mother languages. This data indicated, as learning in mother tongue involve mother tongue as medium of instruction, accordingly assessment also should involve mother tongue as the assessment mechanism. This is because, curriculum document mentioned that, “their (EMC) attainment of the learning outcomes related to MLE should be rightly assessed” (NCTB, 2011, p.88). Data indicated that, for methodical implementation pre-primary curriculum emphasised on the logical relation between learning in mother tongue and assessment in mother tongue. Here, pre-primary curriculum also mentioned that, “looking the ways by which can assess properly in their mother tongue” (p. 88). This data indicated for investigation or research to find out the best way for creating learning environment that include learning in mother tongue and following all functions with relevant to MLE.

4.2.8 Policy instruction for teacher recruitment from ethnic minority community

Teacher considered as an issue in implementing MLE all over the world. Both global examples and current local experiences in Bangladesh informed that, much challenges involved with MLE is related with teacher issues (UNICEF, 2019; Jacob, 2016; Cenoz, 2009; Ball, 2010; Yoasa, 2013). Findings showed that, both the education policy and pre-primary curriculum instruction is to recruit and appoint teacher from relevant ethnic minority community. It is reported in the NEP-2010 that, “measures will be taken to ensure the availability of teachers from ethnic groups” (MoE, 2010, p.15). For MLE implementation, data indicates that, teacher issue has been clearly addressed

in the policy documents and specific instructions for take relevant initiatives provided for teacher recruitment from ethnic community.

Further, pre-primary curriculum stated in more detail about teaching-learning strategy at classroom level and teacher's role as, "ethnic minority children will gain learning experiences through their mother languages at the pre-primary level of education. Mother tongues of the children will be the medium of instruction in the classrooms. Teachers will use the mother-tongues of the learners to conduct learning-teaching activities" (NCTB, 2011, p. 86). Teacher should have the capacity to conduct lessons using children's own ethnic language and capacity of connecting children's social context in teaching-learning activities. Data indicates that in particular, pre-primary teacher who would conduct the class should able to talk with the particular ethnic language, because they are very young children. PPC emphasised on the "easy, safe entry of the ethnic children in the formal education system, therefore proper pre-primary education programme needs to be implemented in proper way" (NCTB, 2011, p.87). PPC mentioned that "for facilitating MLE based curriculum, the teacher, has a range of responsibilities" (p.87). This is because, PPC recognised that, "pre-primary teacher who would conduct the class should able to talk with the particular ethnic language" (p.88). The reason is, pre-primary students are five years old children who belong to the early childhood age phase (MoWCA, 2013) who need much care and support in early years at school. Research revealed that, early childhood is a critical stage for brain development (Riley, 2007) therefore, in this stage relevant people surrounded with young children need to find out the best ways for young children to reach their full potential. PPC connected these issues of early childhood age phase, linguistic aspects with MLE and discussed that, teachers of MLE should not only talk in

ethnic language, moreover, teachers should know how to conduct MLE teaching-learning methods. Hence, they should have sufficient knowledge and skills of MLE implementation. They should know about multilingual teaching-learning methods. Data indicates that, teacher should not capable only talk with student, they also should know the way by which ethnic children can understand the whole teaching-learning process and achieve the desired learning outcomes.

In order to meet all these above-mentioned teacher criteria, pre-primary curriculum mentioned two measures should take in this regard, firstly, teacher recruitment, in that process, teacher should recruit from the relevant language background and secondly, before teacher recruitment within the system, considering a long process, from existing teachers pool, teacher from ethnic language background would be posted there MLE school.

For the above-mentioned reasons, both NEP-2010 and PPC emphasised teacher appointment from the respective language community. Further, MLE bridging plan preserve respective mother tongue as a subject of language learning. In order to carry mother tongue as separate subject also require teacher from that specific language background. All three policy documents acknowledge significance of teacher arrangement for successful implementation of MLE which clearly indicates the necessity.

4.2.9 An emphasis on community engagement and empowerment for successful implementing of MLE

Community engagement and empowerment have been considered as important aspects for successful implementation of MLE program and its sustainability (Hough et al., 2009; UN, 2007). Similarly, findings from document analysis revealed that the

NEP-2010 instructed with much importance on community representation from the curriculum development to the school settings. In particular, the analysis has showed that the NEP instructed to initiate the programme as MLE and prepare textbook in relevant ethnic language and to include representatives from the ethnic community in these initiatives. As it is illustrated in the NEP-2010, “especially in preparing textbooks the inclusion of respective indigenous communities will be ensured” (p.15). This instruction by the NEP-2010 seems to be very significant to recognise the relevance of the involvement with the overall MLE planning and implementation.

Consequently, PPC reflects the instruction of NEP and argues school as a segment of the community or society. According to PPC, “the school serves the society/community by ensuring the development and learning of the child. So, the community/society should also assist the school in its work and over-all improvement” (pp. 50-51). UNESCO (2007) argues that MLE programmes encourage communication between parents and teachers, enabling more community participation in school activities. Similarly, PPC stated that, as “child’s development is influenced by the three factors of family characteristics, environment and education...that is why there is a need for adjustment and union among family, school and larger society” (NCTB, 2011, pp. 11-12). Therefore, during the critical age phase of young children, both home and school, in other words, family and teacher have an important role in their development. Therefor in this developmental process family need to involve with school activities. Parents, family and school, the community or society have an important part to play in the teaching-learning process for ensuring the child’s learning and development.

Findings indicate that PPC encouraged two-way communication between the school and the family within the community. Considering the critical age phase and

diverse linguistic background, PPC believes that “family has a great part to play in the teaching-learning process” (p.50). Moreover, as the family represent the ethnic community, parents and other members of the family can play in many ways. For instance, they might “provide the teachers with such information about the child (his likes-dislike, special aptitude/skill, weakness, etc.) as will enable the teacher to have a full picture of the child and help him (teacher) assist in the learning process in the best possible way” (p.50).

Apart from the family, from the wider society, the community can also “help the school in various ways; e.g. donating toys and teaching aids, community members serving as para teachers and assisting the school in holding some outdoor events like school fair, annual sports, parent’s day, organising some festivals, introducing social and cultural personalities to the children” (p.51). Beyond the family and community people, PPC emphasised that the school should also establish relations of cooperation with the cultural and social organisations of the larger society so that community resources can be utilised in furthering the child’s learning. From the MLE implementation in Thailand, UNICEF (2018) informed that, for MLE implementation, “a partnership is crucial...multiple stakeholders are needed, since any one stakeholder, whether a university, a government agency, a school, or even UNICEF, would be unable to initiate and operate an MLE programme alone” (p.154).

4.3. Conclusion

In this chapter, I have analysed three major national policy documents of MLE to demonstrate how different policy initiatives for MLE have been taken at state level to promote social inclusion for EMC and how the features of MLE look like as a whole.

Findings suggest that many aspects related to SI of EMC through MLE have been incorporated in the national policy documents. Inclusion of values of SI for EMC through MLE in the national education policy documents, specific instructions for community-based teacher recruitment and teachers' professional learning, instruction for Joyful and participatory learning environment having connection with students MT and social context, cultural adaptation of the teaching learning materials, community engagement and empowerment for successful implementing are some major thematic representations of from the findings. The role of Head Teachers for the implementation of MLE as well as the role of local education administrations for monitoring and mentoring of MLE implementation, instruction for mother tongue-based assessment for EMC, and the MLE bridging plan having specific features have been explored as part of the policies reported in the findings.

Overall, it can be concluded that while there was no evidence for significant initiative for MLE in Bangladesh before 2010, paying attention to MLE in the NEP-2010, pre-primary curriculum of 2011, and the development of the MLE Bridging plan are evidence of significant policy progress at national level which can be called as a Bangladeshi version of 'transitional model' of MLE which creates scopes of SI for ethnic minority children. It clearly indicates the belief and commitment of Bangladesh at national level towards SI for EMC through MTB-MLE. However, some aspects reported in the MLE bringing plan have not been explained in details which indicates a comprehensive MTB-MLE policy is yet to be developed in Bangladesh.

Whatever the existing MTB-MLE for SI of EMC looks like, success of these policy initiatives at macro level depends on successful implementation and practices at levels

which have been defined by the Bronfenbrenner as exo-system, meso-system and micro-system.

In the next chapter, I explore the function of local education administrators towards SI of EMC through MLE.

Chapter 5

Towards social inclusion of ethnic minority children through multilingual education programme at the local level

5.1 Introduction

The previous chapter has presented the state level policy initiatives and instructions towards social inclusion of the ethnic minority children (EMC) through MLE from macro system perspective. This chapter presents the analysis of data to report the roles played by the local education administration and ethnic minority community in implementing the policy initiatives and instructions from an exosystem perspective. The local education administration (LEA) and ethnic minority community are considered as the key influential bodies for primary education who do not directly interact with EMC, rather influence the developmental process of the EMC (Bronfenbrenner, 1979). In this development process, “local school board” (Bronfenbrenner, 1979, p. 25) which can be considered as LEA in Bangladesh context or exo-system has significant “role” (p. 85) to influence different components of micro-system (Berk, 2000).

This chapter presents findings based on the analysis of data collected through interviews and FGDs. Five interviews were conducted with District Primary Education Officer (DPEO), PTI (Primary Teacher's Training Institute) Superintendent, Upazila Education Officer (UEO), URC (Upazila Recourse Centre) Instructor and one cluster Assistant Upazila Education Officer (AUEO) for each LC Garo and Chakma. They were considered as the key informants in this research. Moreover, interviews were conducted with the head teachers and assistant teachers also. Besides interviews, two FGDs were conducted with community participants from both Garo and Chakma

community. Following sections presents different themes emerged from the analysis of data.

5.2 Difference in administrative ‘role’ of local education administration based on geographical context

In Bangladesh, MLE is being implemented for five language communities (Chakma, Marma, Tripura, Sadri and Garo) in 19 districts. Analyses of two language communities Garo and Chakma data, reveals that, these 19 districts fall under two different kinds of administrative patterns. When investigating how local education administration officials play their role in implementing MLE, “Mr. Abdul Alim” (DPEO/Language Community (LC) Chakma) shared that-

After started MLE in this district, separate training for MLE conducted for the ethnic minority community of Chakma, Marma and Tripura. The training venue was Primary Teachers Training Institute. The training was conducted by the District Council of Rangamati. As you know this district is under the Chattogram Hill Tracts Act, therefor all functions operated by the instruction of District Council authority. Therefore, MLE training was organised by district council, I had the role of co-ordination among training venue, trainer, training participants, budget and some other relevance. In this Chattogram Hill Tracts (CHT) districts, we have to do all functions following our mother organisation the Ministry of Primary and Mass Education and the Directorate of Primary Education as well as with the Rangamati Hill District council in a coordinated way.

Similarly, “Mr. Khasru Alam” (PTI Superintendent/LC Chakma) also shared his experience from training perspective,

As Chattogram Hill Tracts district, Rangamati District Council already conducted MLE training for Chakma, Marma and Tripura community teachers. In that training, PTI was the training venue. Training manual also developed by respective community members. At this moment there is no MLE related training is running through DPE or MoPME instruction, because in this district we work under the district council, as well as we follow our mother organisation.

Data collected from both DPEO and PTI Superintendent clearly indicate that, they were involved in conducting MLE training. Both of them mentioned a particular administrative pattern linked with the district and they are required to work under “district council”. This particular administrative pattern is different from rest of the country. The different administrative pattern reported by DPEO and PTI Superintendent in their interview is due to Chattogram Hill Tracts Accord of the government of Bangladesh. It’s worth to mention that geographically in Bangladesh the Chattogram Hill Tracts represents three hilly districts of the country such as Rangamati, Khagrachari and Bandarban (MoCHTA, 2022). These three hill districts located in the southeastern Bangladesh are collectively known as the Chattogram Hill Tracts (CHT). These three CHT districts administrations are work as independent and separate entity within Bangladesh according to Chattogram Hill Tracts Peace Accord. The ministry, its affiliated organisations, transferred government departments follow the Chattogram Hill Tracts Peace Accord. In CHT district, primary education department need to work in collaboration with district council that both DPEO and PTI Superintendent mentioned in their interview. Rangamati Hill District Council is the affiliated organisation of the Ministry of Chattogram Hill Tracts Affaires. Rangamati primary

education department is work as transferred department to the Rangamati Hill District Council (Rangamati Hill District Council [RHDC], 2022).

Findings showed that, the main difference is related with the role of local education administration officials as District Primary Education Officer (DPEO), Primary Training Centre (PTI) Superintendent, Upazila Education Officer (UEO), Upazila Recourse Centre (URC) instructor and Assistant Upazila Education Officer (AUEO). These officials play an important role in the overall implementation of MLE. However, their role was not the same for two implementing districts. Conducting training is the major responsibility for PTI and URC in primary education department of Bangladesh. Findings revealed that, in conducting MLE training, the role of PTI and URC differ significantly from each other in two LCs (Language Communities). The LEA of the LC Chakma differed than the LC Garo. The difference between two LCs was in regards conducting MLE training in the researched districts.

While the LC Chakma conducting training under district council, the LC Garo as non-CHT districts, MLE training did not conducted yet. “Mr. Bayezid Hossain” (DPEO/LC Garo) shared that-

In our district, all head teachers have participated inclusive education training, in that training, there are separate chapter for the ethnic minority children, the training manual explained how ethnic minority children would come to school and participate in the teaching-learning activities of the school, the manual also suggested how the ethnic minority community would overcome different social obstacles, in order to clarify the obstacle situation, some drama play to understand the ethnic minority community’s different situation.

Data indicates that, the training mentioned by DPEO is not particularly for MLE rather this training was for the introduction of general inclusive education to the head teacher. This training did not arrange for assistant teachers who actually deliver the teaching-learning. “Ms Rebeka Rahman” (PTI Superintendent/LC Garo) mentioned,

Currently we are implementing the running training of the government, these training are commonly implementing all over Bangladesh including Diploma in Primary Education, ICT Training, Subject Based Training and other short training. MLE training did not take place yet. Moreover, in the experimental school, there is no Garo or other EMC as student, therefore MLE programme is not running in my jurisdiction.

She added,

Within the district ethnic minority community people live in only two upazilas. The location of PTI is in district, it is not near to those upazilas, therefore PTI has no function regarding MLE as MLE training did not start in this district yet.

Data indicates that, between two LCs, initiatives for conducting training made a clear difference which is significant. It has identified that, in the LC Garo, MLE training has not been not conducted yet while in the LC Chakma, MLE training has already been conducted. Considering MLE implementation organising of training, created a big difference. For this basic difference between two LCs, findings showed the lack of co-ordination within the programme implementation design.

5.3 Lack of integration in programme implementation at local level

5.3.1 Limited MLE attempt

Lack of integration, affected the ‘role’ of district and upazila administration, that resulted limited functions of MLE at local level. LEA could not fully functional regarding MLE due to ‘dis-integration’ within the overall programme plan and implementation. Findings of the previous chapter revealed a number of aspects are associated with MLE implementation from macro perspectives. However, although MLE implementation is running since 2017, still MLE did not implant according to the policy instruction within the setting. A gap identified between policy instruction and implementation setting from the ‘role’ of LEA. My analysis recognised this gap between policy and practice due to “dis-integration” within the administrative structure. First of all, previous chapter presented that the national education policy 2010, pre-primary curriculum of 2011 and MTB-MLE based multilingual education bridging plan has given many instructions in order to carry out MLE on board. However, the actual implementation scenario presents few attempts have been initiated regarding MLE at local level. Among these limited functions mentioned by both DPEOs (district primary education officer) and UEOs (upazila education officer) in their interview, currently their major MLE work includes, student enrolment, ethnic textbook distribution, survey for the EMC, monitoring of the student present.

District administration of both LCs performs some common administrative functions regarding social inclusion of the EMC. DPEO of the LC Garo mentioned about a survey for the EMC at the beginning of the year that,

We have separate survey for the EMC, we know the school aged EMC’s number in this district, therefore we know how many children enrolled in which school,

now government is giving textbooks in their mother tongue, we distribute their particular textbooks according to their ethnicity and religion to them.

Data indicates that, the survey provides the total number of school aged EMC within the locality. They find out grade wise data of the EMC from that survey. Moreover, the survey data also includes the school location of the EMC in which school EMC are enrolled. The stated survey provides them with the information that they use for different MLE related administrative functions. For instance, information regarding specific grade, subject and religion of the EMC is necessary for textbook distribution. Besides survey and enrolment of the EMC, distribution of textbooks to the particular ethnic language student is another major administrative function at local level. In both LCs, distribution of textbook to the relevant student of the specific language group regarded as an important function of the year.

However, “Ms. Hritika Dewan” (UEO/LC Chakma) focused on the issue and told that, “distribution of MLE textbook is not only the function”. This data indicates that, enrolment of EMC, preliminary student survey, textbook distribution is important functions for primary education however, it is not major function regarding achieving aims of the MLE. In order to achieve the aim of MLE, the other MLE associated functions need to be integrated with planning and implementation which is not happening currently. Ultimate result of MLE implementation is confined with limited preliminary general functions. Moreover, she highlighted some contextual issues related with MLE implementation at school level -

We face some school-based issues that prevent our role in MLE implementation. we need a plan for implementation. Now, we do not know how we will manage students and teachers from different language background because teachers are

trained for implementation for Bengali curriculum. We do not have MLE trained teachers. As class routine are tightly scheduled for Bengali curriculum, so it's an issue, how I will accommodate Chakma learning in the routine. Moreover, how I will co-ordinate both languages, now we have not sufficient infrastructure or teacher to meet all children's language needs, besides urban area, in our remote areas' teacher lacking is much higher.

What is evident from the above data, at local level, some issues exist but they do not have instruction to meet the situation in actual classroom. Therefore, "Ms. Hritika Dewan" (UEO/LC Chakma) mentioned that they need an implementation plan. Without an implementation plan, at local level they cannot mitigate existing issues, as a result, local education administration attempt is limited. "Ms. Hritika Dewan" mentioned in the above speech that, different issues are, students from different language background even teacher from several language background do not match sometimes, therefore need specific instruction for how to meet their language needs within the same classroom for common purpose. Moreover, lack of teacher (matched with MLE language background) and lack of MLE trained teacher are also big issues of concern. It appears that they are only doing some primary functions of MLE; however, they do not have knowledge and experience, how to implement MLE at school level. In similar voice with UEO of the LC Chakma, "Mr. Abdul Halim" (UEO/LC Garo) also shared that,

We need to be informed the programme, we are not enough informed the programme, in this upazila, two ethnic minority communities Garo and Hajong live in two unions. With our much effort, at least we could bring the EMC at school for educational participation.

This data clearly indicates that, local education administration needs programme orientation for effective implementation currently, they are not well informed the programme. Moreover, they also need detail analytical contextual instruction to meet students from several language background which is lacking and resulting limited functions regarding MLE at local level.

“Mr. Tarun Alo Chakma” (AUEO/LC Chakma) also shared an academic issue which indicates lack of integration at local administration-

Now we do not take exam for MLE, like mainstream education. Moreover, we have routine for mainstream subjects but no routine for MLE. Chapter four presented that, MLE bridging plan instructed for flexible routine in MLE school, which is not connected at school level yet.

Regrading this issue that AUEO raised in the LC Chakma, one of the Chakma community participants in FGD expressed similar concern that-

For Chakma teaching, there is no allocated time or routine at school yet, it is necessary to include Chakma teaching-learning in the mainstream routine of the school, otherwise MLE is not possible to implement, because if regularly Chakma class take place, then teacher gives homework, then children learn Chakma regularly, in that case their parents can also help them.

One of the FGD participants of the Garo community also shared similar observations with AUEO of the LC Chakma that, “government should introduce exam, although it will be difficult, but this will be beneficial for children’s Garo language learning”.

However, regarding the implementation plan, AUEO of Garo community did not make any comments. The comments made by AUEO, community participant from the LC Chakma and Garo regarding class routine and introduce exam, as pre-primary curriculum has specific instruction regarding class routine and the national education

policy has given instruction for, “to promote and develop the languages and cultures” (MoE, 2010, p.10) of the EMC, therefore, a clear gap revealed through data analysis between policy and practice is lack of integration within the local education administration. Moreover, in my analysis they require an implementation strategic plan including all these issues, which is lacking currently. As a result, MLE implementation is limited at the local level.

5.3.2 Lack of teachers as well as trained teachers as a barrier to integrate MLE implementation at local level

Findings showed that, limited number of teachers as well as trained teachers in schools contributed as a barrier regarding the integration of MLE implementation at local level. A big number of literatures indicated that trained bilingual teacher is a pre-condition for MLE implementation. Acknowledging existing literature, among different issues stated by different participants, all participants mentioned teacher as an issue. Data indicates that, issues related with teacher have problematised the implementation of MLE significantly. Firstly, lack of teacher who can deliver MLE teaching-learning exist in the system. Both UEO from the LC Chakma and Garo mentioned that, “now we do not have infrastructure or teacher to meet all children’s learning need, therefore we cannot deliver this ethnic language teaching due to lack of teacher”. “Mr. Abdul Halim” (UEO/LC Garo) also shared similarly, “actually we do not have teachers from Garo community to teach the Garo student using the Garo books for teaching-learning in their mother tongue, Garo teacher is necessary”. “Ms. Hamida Begum” (URC Instructor/LC Garo) also discussed similarly that, “for teaching-learning in mother tongue, Garo teacher is necessary”. However, URC Instructor and UEO of the LC Chakma more specifically mentioned that, “lack of teacher is more crucial in remote,

rural, hilly areas of the district”. Regarding teacher issue, all participants recommended for ethnic teacher recruitment from particular language community.

Research participants mentioned not only lack of teacher, they also emphasised on the need for MLE trained teacher, which is missing in the system currently. “Ms. Hritika Dewan” (UEO/LC Chakma) stated that, “we need trained teacher who we do not have currently”. “Mr. Abdul Halim” (UEO LC Garo) also mentioned the necessity of trained teacher and told, “teacher training is necessary”.

However, in the LC Garo, my field notes data indicates that, out of 5 teachers, 2 were from Garo community and they do not have MLE training. As we have known from PTI and URC that, in non-CHT researched district MLE training did not started yet, therefore teachers are untrained regarding MLE. On the other hand, in the LC Chakma, out of 14 teachers from Chakma language background, 3 teachers had MLE training. Teachers who conducted Chakma language class had Chakma training. However, out of 14 teachers, MLE trained teachers were 3, which is not significant. These limited number of MLE trained teacher with specific language background create barrier in teaching-learning.

More specifically, both AUEOs from the LC Chakma and Garo mentioned another aspect of teacher training that is- teacher from ethnic communities need training not only on MLE teaching methods, they also need training on their own language e.g. Chakma and Garo. This comments by both AUEOs exposes another issue. AUEO of the LC Chakma shared on this aspect that, “although the teachers come from Chakma community and Chakma is their mother tongue, but they are not expert in Chakma language; they need detailed training in Chakma language learning”. “Mr. Kartik Chandra Roy” (AUEO/LC Garo) also argued that, “Garo teacher does not know

Garos language and they need language training". These data indicate that, both teachers from Chakma and Garo communities are not fluent users of all domains of the language, brought much complexity within MLE implementation that needs to be identified and taken action. Acknowledging the issue, "Mr. Tarun Alo Chakma" (AUEO/LC Chakma) recommended for a separate training policy for MLE. Moreover, all these matters require strategic integration among MLE plan and implementation.

5.3.3 MLE monitoring and evaluation: effect of the recruitment and placement of local education administration

According to pre-primary curriculum, "proficiency in tribal languages may also be considered while appointing and posting AUEO, UEO, DPEO, URC and RRC in the regions having small ethnic populations". Findings revealed that in hilly areas although officials from ethnic minority communities are posted, this is not followed by MLE implementation function, rather there is a tendency among the officials to be posted in their own localities. This is because there is no relevant circular found regarding posting of those officials concerned with MLE implementation. In the LC Garo, five out of five local education officials are from Bengali community. As this Garo district is a non-CHT district, the officials from Bengali community are posted here which do not follow PPC instruction that recommended posting officials from ethnic community. Similarly, in the LC Chakma two officials are from Chakma community and other three officials are from Bengali community.

However, although, the pre-primary curriculum instruction is to consider ethnic language proficiency to recruit or placement of the officials, however, data indicate that, in practice major local education officials were from Bengali community. All these local level issues are the result of dis-integration that did not address yet. "At this

moment no recruitment considering MLE take place and no circular issued based on MLE implementation, as my home district is in this district therefore, I wanted to posted here” said “Ms Hritika Dewan” (UEO/LC Chakma). Official’s language background affects significantly on teaching-learning implementation. Monitoring and evaluation and academic supervision is considered as an important function in the department of primary education in order to ensure quality primary education for all children of Bangladesh. As MLE involve three languages including an ethnic language in teaching-learning, therefore, acknowledging ethnic language, pre-primary curriculum suggested official’s recruitment and posting should consider their ethnic language proficiency. However, eight out of ten local education administration officials were from Bengali community. Observing the current situation, one Chakma community participant mentioned that, “it is necessary to post officers from ethnic community background, because it is an issue from other language background for monitoring or academic supervision of the school”. As a result, findings suggested that, different issues revealed in the existing system are deeply rooted linguistic issues and some issues are un-addressed and all these issues affect the function of monitoring and evaluation. The following section presents how these issues affect monitoring and evaluation and academic supervision of MLE.

“Mr. Abdul Alim” (DPEO/LC Chakma) discussed that, although school monitoring is an important function, a big challenge is associated with this function. In his interview, he stated-

Although I understand the importance of monitoring and evaluation, however, the challenge is about different language of the EMC. If I visit any school where MLE teaching-learning is going on in Chakma, Marma or Tripura language, it is

difficult for me to understand the whole academic process. Being a Bengali and from a member of Bengali community, it is mostly impossible to follow the teaching-learning process and the content of the lesson. In this situation, if I want to take support from a teacher of that language, then the monitoring does not effective. The language barrier between the MLE teaching- learning and the assigned monitoring officials is a big challenge in my opinion.

Data indicates that, being Bengali, monitoring and evaluation of MLE is challenging for him due to language barrier. Besides language barrier, “Mr. Abul Alim” (DPEO/LC Chakma) recommends for a special monitoring and evaluation tool to be develop particularly used for MLE. Pre-primary curriculum also recommended developing a separate monitoring tool for MLE. However, findings show that, such monitoring tools have not been developed yet. He informed that, at this moment, existing monitoring tool is using for the activity. On the other hand, in the LC Garo, all local education administration officials were from Bengali community. Being Bengali, all assigned officer encounter language barrier. In this situation, “Mr. Kartik Chandra Roy” (AUEO/LC Garo) from Bengali community, stated about his academic supervision-

I am from Bengali community, my main duty is academic supervision of the school, as AUEO, I do monitor academic aspects of the school, I fill up a set monitoring form with information, I do observe teaching-learning process of the lesson, I observe student’s ability/inability then, if necessary, I mentor teacher for their teaching improvement. Currently, school monitoring follows the existing monitoring and evaluation method in Bengali language.

Data indicates that, being Bengali, monitoring and evaluation do not become a problem because, the research school is officially implementing MLE, however, the teaching-learning is conducted in Bengali. He extends his conversation,

In this upazila Garo and Hajong ethnic community live, they study in Bengali language, currently they have Garo language books but we do not have ethnic teacher, as assigned for academic supervision, we do not understand Garo language, we have over twenty school where over three hundred ethnic students, Garos speak Mandi language, they all learn through Bengali language with Bengali students, they face some difficulties to learn in other language but within this problem our teacher teaches them in Bengali. Therefore, monitoring follows the existing method.

Data indicates that, as the teaching-learning run in Bengali medium, the teaching materials are in Bengali, therefore academic supervision also follows the routine method. All these issues that officials from Bengali community mentioned in their interview are still un-addressed which reflects lack of integration within programme implementation bodies.

In sum, findings revealed that, lack of an implementation plan exists in the local education implementation setting. Due to the lack of an implementation plan, various issues experienced by the local officials have not been addressed yet. People who are engaged with MLE implementation are not directly like teachers, however their functions from indirect level are very significant. This gap between policy and practice affects MLE implementation significantly. As a result, MLE attempt is still limited, various un-addressed issues as well as gap between policy and practice are evident. It has been discussed in the literature review (2.3.2.2) that, different scholars, theorist,

practitioners emphasised some conditions which are enable for MLE implementation. In this research findings revealed that, in various aspects of implementation, lack of integration exists at local level in both LCs Garo and Chakma.

5.4 Un-addressed deeply rooted linguistic issues

Findings showed that, at local level administration, MLE implementation involve various linguistic issues, which did not address yet in the programme planning. For instance, LC Garo and Chakma has different linguistic issues regarding language scripts. Findings revealed that, teachers, officials, community members, students from both Garo and Chakma communities are not fluent in using all domains of the language. In planning and implementation, absence of written form of language brought much challenges (Brand, et al., 2002, as cited in Ball, 2011). In this research, findings also recognised this issue in the context of Bangladesh for Garo community.

Community participants from FGD shared in detailed about their Garo language condition for teaching-learning at school-

For Garo language we do not have agreed script, therefore, we use Roman alphabet to write Garo language, you (the research) have also written the research explanatory statement in Garo language using Roman alphabet, I think every nation has a language and that language should have an alphabet, Roman alphabet is not our script, we need to study our alphabet, if I want to use government published Garo version at classroom, then I need to study Roman alphabet first, Garo language is different in written text in Roman alphabet and our oral language (Garo) are different, from Roman alphabet, six alphabet do not use in Garo language to express thoughts, other twenty letters are used in Garo language. However, we have not enough teacher from Garo community,

teachers are not competent in MLE teaching because they are not habituated teaching in Garo language. May be teachers are good but as they are not habituated in that (Garo) language, therefore their teaching might not be good.

Garo community members shared about deeply rooted issues about Garo language and its uses for the teaching learning at the school with Roman script, teacher shortage as well as their teaching quality in MLE teaching. Data indicate that, these deeply rooted issues did not address yet in MLE plan and implementation because it is evident that in the LC Garo at school level, teaching-learning practice conduct in Bengali instead of Garo language. On the other hand, in the LC Chakma, although Chakma language has its own script and all teaching materials published in Chakma script, however UEO and AUEO who were from Chakma community, both discussed about linguistic issues associated with MLE implementation.

UEO of the LC Chakma shared that-

We do not know Chakma written form of language, even I do not know Chakma reading-writing because this language practice was absent during our childhood at school, recently it has started to practice therefore we do not have sufficient trained manpower, gradually it is getting acceptance, one day will come in future when all people could read and write MT. Chakma teacher cannot read and write Chakma.

AUEO of the LC Chakma shared that, being a Chakma, how academic supervision affected by his un-used mother tongue -

Me also from Chakma community, my mother tongue is also Chakma, from 2017 at first PPE grade books distributed then grade 1 and 2, for academic supervision, about support to teacher, now we can give inspiration and

motivation, but cannot give support on teaching in Chakma language because I do not know the language yet, I cannot read the Chakma alphabet, I feel that I need to know the language, I am trying to learn the language.

This data indicates that, posting of the officials is not only the solution to the existing language barrier; rather deeply rooted linguistic issues exist which have not been addressed yet. “Mr. Mohitosh Chakma” (AUEO, LC Chakma) is an academic supervisor and he is from Chakma community, however from the academic perspective, he cannot give support to teachers in teaching MLE. The reason is, they (Chakma community) are only fluent speakers and listeners within their family and community but they do not have access to other domains of language skills beyond speaking and listening such as reading and writing.

One of the Chakma community members in FGD, who also worked as a writer of the MLE text book in Chakma language, expressed similar views UEO and AUEO that-

MLE is part of Chattogram Hill Tracts Accord, through long time exercise MLE is implementing now but, the issue is to teaching MLE at the classroom level that we do not have teacher who is competent in Chakma language, because they did not learn this language in their childhood at school, therefore, teacher need language training at first then they will learn how to teach MLE at classroom.

This data clearly indicates that, linguistic issues are deeply rooted with historical, political, social and cultural perspectives however for MLE, it significantly affects different functions of MLE. This issue needs to be addressed and necessary action need to be taken in an integrated manner.

5.5 Lack of conception and very limited informal community involvement with schools

Literature on MLE showed that, effective implementation involves community engagement in various stages. Hough et al. (2009) discussed about positive impact of community involvement in MLE implementation and suggested that as MLE teaching-learning, content, pedagogies grounded in local community values, therefore MLE promotes community empowerment. In this research FGD conducted for both community representatives to understand how they involve with school at local level in order to its effective implementation. Beyond FGD, interview conducted for local education officials and teachers. Findings from different FGD and interview revealed that, ethnic communities have limited involvement with school. Moreover, research participants have lack of concept about community involvement with school.

Both Garo and Chakma community participants of the FGD mentioned that, some of their community people participated in textbook adaptation stage with the Ministry of Education. Literature shows that, this stated community participation take place at the central level based on the instruction of the national education policy 2010 which clearly urges to involve ethnic community representatives in the textbook relevant functions. However, at this point, my investigation was to understand about community involvement at school level. When I asked particular question about their involvement with school regarding MLE, they answered that, as a whole there is no significant involvement yet with school. Data indicate that, although they have participated in the textbook adaptation in central level, however, community people are not (or limited) involved with school level in implementation.

Findings revealed three different features about community involvement at school level. First of all, lack of conception about community involvement exists among teachers, local education officials and community representatives. All these stakeholders are not sure or not oriented about getting involved in school development. The researcher summarised data from 16 interviews from two LCs (10 Assistant Teachers, 2 Head Teachers, 2 AUEOs, 2 URC Instructors) in order to understand the nature of community involvement at school level. The following figure shows the reflection of research participant's conception about community involvement with school regarding MLE-

Figure 11:

Community involvement with school

Not involve	4 participants
Do not know (confused)	1 participant
Do not know or maybe SMC	2 participants
Community is synonymous with SMC	1 participants
Community is synonymous with Parents	3 participants
Community is synonymous with both SMC\Parents	2 participant
Irrelevant answer	1 participant
Limited	2 Participant

Figure 11 clearly shows confusion of the research participants about community involvement with school. Among 16 participants, 10 participants have conceptual ambiguity, data presented above table. Among these 10 participants, one participant from the LC Garo shared that, she does not know whether community people are

involving with school regarding MLE and mentioned that, “I don’t know may be Garo teacher know”. Her thought was, as she was from Hajong community and as MLE started for Garo community therefore, all MLE functions are related with Garo teacher. This data clearly indicates that, the lack of community involvement exists within the school level among teachers and school do not practice such community involvement activity. Further, two teachers from both LCs expressed that, community as synonym with SMC. The conversation was as below-

Researcher: How do community people are involved with this school regarding MLE?

Interviewee: Yes, Member Secretary of the SMC is from Chakma community, the SMC always supports the school

Researcher: Which committee you mean?

Interviewee: School Management Committee

Researcher: Did they involve in mother language related activities with school?

Interviewee: I don't know much about this.

When the researcher explains about community, then they answer that they do not know about the matter. These teachers mixed up SMC with community, although in SMC, members could be from the ethnic community, however, SMC has specific functions with school and community involvement in MLE has different meaning.

One teacher interviewee from the LC Garo, clearly expressed her experience about community synonym with SMC, in her voice-

In SMC, we have Garo members, they communicate with school and they give advices about different school issues, for instance student’s attendance, school development.

This data is similar with the LC Chakma that, a community representative in SMC does not represent the community involvement with school regarding MLE.

One participant synonym community with parents as she said-

Communities are not very close with the school due to their extreme business, not only parents of EMC, Bengali parents also are not very close contact with school.

This interviewee was talking about community involvement, in his answer after few moments he mentioned parents as community. This data indicates that in practice, he is not used to work collaborate with community and in Bangladesh, generally community involvement is not very common. The practical situation reflected in his answer of the interview question.

One participant from the LC Garo was synonym community with both SMC and parents. Her conversation was as below-

Researcher: How are communities involved with this school?

Interviewee: Father of the Church is involved with the SMC of this school, Good /educated guardians come sometimes

Researcher: What is the mechanism to involve them? How do you involve them?

Interviewee: Parents meeting, mother conference

Researcher: What is the subject of that meeting?

Interviewee: Students regular attendance, academic matters, cleanliness

The teacher in her first answer mentioned both SMC and parents to mean community. She also mentioned the mechanism community involved through parents meeting, mother conference. It is commonly known that in Bangladesh parents meeting, mother conferences are parents related school functions. Further the subjects of the meeting also indicate that this function is not MLE related community involvement. Data indicate lack of conceptions of the teacher about community involvement.

Thus, during interview, most of the participants revealed their conceptual ambiguity on this matter. Similarly, during both FGD of the Garo and Chakma

community participants started to discuss about different issues. During FGD and interview, several times researcher needed to explain the meaning of community. When the researcher explains about community, then they answer that they do not know about the matter. Data indicates that, as they usually do not involve with school regarding MLE, therefore they expressed different issues of their mind. Data clearly indicate lack of conceptions of the most of the research participants about community involvement.

Secondly, data indicates that actual community involvement with the school is no or very low. Table 5.1 revealed that, 4 research participants mentioned that community people were not involved with school and 2 participants mentioned that community people were involved limited way with school. This participant mentioned that, “former parents as currently community member sometimes gives educational materials for instance workbook, pen for support children who need these materials, otherwise very limited involvement of community with school”. Similarly, “Mr. Khondokar Aktaruzzaman” (URC Instructor/LC Chakma) also mentioned about a community member’s involvement, “a community person named Dr Mihir Tonchangya, his father still come in this school to see the teaching-learning of the student of this school, he is very learned person, once upon a time his grandson was the student of this school but he passed from this school, but he still communicates with school regarding school welfare”.

Finally, the way two participants mentioned that community people were involved in limited way, however, this data do not represent their involvement regarding MLE. Moreover, the data did not indicate that, this involvement was institutional. Data clearly indicate that these community people were former parents who were learned, enthusiastic and they involve with school from their personal interest

that have no institutional base. Overall, findings revealed that, yet there is no institutional involvement of community people with school rather limited informal relation.

5.6 Attitudes towards MLE at the local level

5.6.1 Enthusiastic community

Previous section presented findings on community involvement of MLE with school level implementation. Findings show that, limited or no community involvement practice at the school level currently. Moreover, data also revealed that the present school practice have lack of conceptions about community involvement with school. However, finding show another aspect of community in this research. Data indicates that, currently community or local education administration might did not find the way of involvement with school, but community members are very enthusiastic about MLE. During FGD, research participants discussed about many issues, however they expressed their positive attitude and welcoming comments on MLE and thankful to government for introduce MLE in Bangladesh. Ball (2011) argued that, language viability, its function in society and initiative required to maintain the language depends on the attitude of the language community. Accordingly, community members of Garo and Chakma community expressed their enthusiasm regarding MLE.

Reflection of the Garo Community during FGD was as below-

We feel proud government's positive initiatives for ethnic children, we request that, involve us and give us responsibility we will help government, involve private school also along with government school, distribute ethnic version textbooks to private school also, from primary stage MLE need to extend up to

college level and maintain ethnic language as a separate subject of language learning.

Data indicate that the community members are not only positive for MLE they also want to work with government. This data particularly indicates that, community members are will to involve with the school level in implementation of MLE.

Moreover, they want to collaborate also with government. Similar attitude also revealed from the LC Chakma, the reflection of the Chakma Community during FGD was-

When we were children we did not get textbooks in our mother tongue , as our children is getting the MT textbooks, after coming from school our children share their experience in learning mother tongue, sometimes we learn from them, I have learned some pronunciation, If our children can learn MT it will help our children, We do not have institutional learning, our children will get strength from this learning that they can speak, read, writing their mother tongue, as we do not read we feel shame, therefore it is very positive that our children are learning.

Data clearly indicates their emotion about their mother tongue that the parents also participated with their children in learning mother tongue. As the parents did not have opportunity to learn mother tongue at school in their childhood therefore, they are very happy for their children have the opportunity. Findings clearly indicate the positive attitude about MLE.

5.6.2 Enthusiastic local education administration

Besides the positive attitude of community members, government officials were also found very willing to discuss MLE and expressed their supportive thinking towards learning in their mother tongue. Ball (2011) argued that “governmental and

institutional language attitudes have significant role in the viability of language” (p.33). Findings revealed that local education administration officials are positive and showed their enthusiasm towards MLE implementation.

As literature review discussed, from the managerial perspective, District Primary Education Officer (DPEO) is the head of the district primary education administration who act as the representative of the Directorate of Primary Education. Generally, DPEO leads both qualitative, quantitative management (Ministry of Primary and Mass Education [MoPME], 2004) and therefore, positive attitude of DPEO is very important for effective implementation of MLE. In the interview, when DPEO was sharing about different aspects of MLE plan and implementation including different issues, at the same time he also expressed his opinion showing his positive thinking regarding MLE. He went on to say:

At first we need motivation since mother tongue is an emotional state of a person, it is about their identity, objective based training and continuous refresher training is necessary and strong motivation is essential, also need strong monitoring, Rangamati District Council is very willing, community is supportive, their involvement and coordination among different local organisation is important, we need to use this power, it is social revolution, teacher’s recruitment should community based, Chakma, Marma, Tripura communities have unity, we need to use all these power to implement MLE

Data clearly indicates his attitude of understanding about one’s emotional aspects about mother tongue and he also given guidance how MLE should work. DPEO of the LC Chakma even mentioned about social movement for achieving one’s mother tongue. As he acts as the head of the institute, therefore his such positive attitude is

very significant. DPEO, of the LC Garo also expressed with similar tone as DPEO of the LC Chakma,

It is actually like planting seeds in early days in primary education, if any ethnic child is brilliant then positive school environment help him to develop himself otherwise he will stop in his early years, in this case teachers could support them, teacher has a basic role in student's life, if you study successful person's life history, you will see teacher has a vital role on their development and success, and for ethnic child as they have different language therefore they need more support and if they got it from school, it is helpful for them, they are part of our country and we should not avoid them, if we do home visit then they will feel comfortable with us, we are under same policy so they should not feel inferior within the major community. They have government service quota; we should make them informed so that they can access otherwise the whole nation will not achieve the development.

Data indicates that, DPEO of the LC Garo expressed his thinking that, EMC are the part of total national development, stakeholder of same educational policies reflect his thinking about ensure equal opportunity for all children. Moreover, he discussed about teacher's support in one student's life is so important. All his speech is positive attitude towards MLE for EMC. Similar with both DPEO, both upazila education officer (UEO) expressed their enthusiasm and sympathy for learning in mother tongue. UEO act as the upazila head of primary education management. UEO of the LC Chakma expressed her attitude that, "one day will come in future when all people could read and write mother tongue". This kind of thinking shows not only positive attitude; it

also indicates a dream. On the other hand, UEO of the LC Garo shared emotionally referenced to national glorious history of language movement of Bangladesh-

We also fought for our language; therefore, MT is always supportive for education if we can deliver through MT, then their potential will play a great role in nation building, therefore I think it is very good initiative.

This data clearly indicates educational achievement of the EMC through MLE is not only their educational achievement rather it is related with nation building. He also referenced the language movement of Bangladesh and feel for the learning and importance of mother tongue of the EMC. As UEO is the head of the upazila administration of a district and they are very close contact with school. They are nearest school administration authority in primary education. Upazila is the micro unit of the administrative structure for implementation government national agenda achieving quality (Kabir et al., 2020), therefore they are the key official to reach the goal.

Besides these key people, upazila administration placed 1 AUEO for each cluster for a certain number schools, who are solely work for the academic supervision. These key official's leadership, different policy implementation, monitoring and evaluation, academic supervision plays significant role for the school achievement. AUEO Chakma gave his opinion that mother tongue is very important and AUEO of the Garo community expressed that, "EMC should learn their mother tongue". When main academic supervisor believe that EMC should learn in their mother tongue, then this positive attitude accelerates MLE implementation.

Similar with education management perspective DPEO and UEO, from training perspective, PTI Superintendent and URC Instructor also expressed their enthusiasm towards MLE for EMC. In Bangladesh, at district and upazila level, PTI Superintendent

and URC Instructor are commissioned for training management. PTI Superintendent of the LC Chakma observe the mother tongue situation of local trainee teachers of his PTI. On the basis of his long time living in research district (being Bengali), he emphasised on language training on mother tongue-

Ethnic teachers can speak, read, write in Bengali, however, they can speak in their mother tongue, but they cannot read or write their mother tongue, in this situation, if primary level education and also extend MLE up to high school practice, then their mother tongue will live. At this moment as teacher can only speak, therefore, teacher need training in their language. After that ethnic children's learning will be easier.

Data indicates that, PTI Superintendent thought overall goal achievement of the EMC through MLE, before that how can teachers prepare them to use all domains of their mother tongue that not only speaking, also reading and writing through language training. He emphasis on training of teachers and for living mother tongue he suggested for extend the programme up to high school practice. All these thoughtful comments indicate his positive attitude towards MLE.

On the other hand, PTI Superintendent of the Garo mentioned that, "they [EMC] should learn Bengali to get access in Bengali society". While all participants appreciated learning in one's mother tongue at young age is beneficial, however, different thought of PTI Superintendent indicates that, she emphasised on easy access in Bengali society for EMC. Moreover, data also indicates that, as currently for many reasons local education administration are not fully functional in implementation, this comment reflect lack of conception that did not integrated.

URC Instructor of the LC Chakma argued that, “all teachers need to take the MLE training, all teacher means all ethnic teacher and Bengali teacher also”. This data indicates that, he emphasised that all teacher should know about MLE. It is not only ethnic teachers will know about the programme but should all teachers know for better implementation. This data also showed that, as a local level official, he thought widely for overall programme achievement from a training perspective. On the other hand, URC Instructor of the LC Garo, made an emotional comment from a human rights perspective, “we should honour them, everyone is equal”. In the LC Garo, although MLE training has not conduct yet, however, URC Instructor as local level official keeps a positive attitude towards MLE, which the data indicates.

5.7 Conclusion

As local education administration and ethnic community can indirectly influence the development process of social inclusion of EMC, the role of this exo-level is very vital for the implementation at the school or micro-system of the ecological system. In this chapter, I have analysed how local education administration carried out the various policy instructions and play their role to implement MLE towards social inclusion of the EMC. I have also analysed data to understand how ethnic minority communities are involved with the school. Overall, findings revealed that, as the main part of the exo-system, LEA, ethnic minority community connect the policy instructions in a limited way. Within exo-system, lack of ecological connections exists among different local administrators, trainers and community people regarding MLE implementation. The local education administrations did not effectively monitor and supervise the implementation of MLE in schools. Some typical and conventional activities, such as distributing textbooks, surveying students, and keeping track of

student enrollment, have been carried out on a regular basis. Teachers training also did not follow a systematic process among all MLE implementing districts. This discrepancy resulted from the exo-system's lack of coordination in response to the macro-system's instructions. Since the majority of them were from the Bengali population, the pre-primary curriculum did not reflect the instruction to put LEA officials based on their language background (NCTB, 2011). According to this research, there is very little community involvement and empowerment for the MLE implementation among the Garo and Chakma communities as well as parents and the schools. These show that in order to implement MLE, the policy guidelines were unable to adequately link LEA and communities with the schools. As a result, the process of social inclusion of EMC was obstructed at this level.

In the next chapter, I will explore how interrelation developed through MLE between settings, individuals and organisations towards social inclusion of the EMC.

Chapter: 6

Towards social inclusion of ethnic minority children through multilingual education programme in home-school interrelationship

6.1 Introduction

Chapter 4 presented policy provisions towards social inclusion for the ethnic minority children (EMC) through introducing MLE from the macro system perspectives while chapter 5 presented how recommended policy instructions are carried out at the local level administration and ethnic minority community regarding MLE implementation at school level from the exo-system perspectives. This chapter presents the interrelationship developed through various interaction among different settings, individual and organisations that include, home (EMC and parents), school, local education administration, ethnic minority community from meso-system perspectives.

This chapter has been developed based on the data from interview, classroom observation, FGD, field notes and image of the classroom activities. By analysing multisource data, my objective was to understand how different individuals and settings of the EMC create interrelation among them that contribute in the development process. The following sections present how interrelationship developed through MLE between settings, individuals and organisations towards social inclusion of the EMC.

6.2 New relational dimension based on school for ethnic minority children

“A meso-system forms or extends when developing person’s moves into a new setting” (Bronfenbrenner, 1979, p. 25). Accordingly, in this research EMC developed three kinds of direct interrelationship between parents, teachers and peers when EMC moves from home context to school. The following three sections discuss how EMC forms

different kinds of interrelations between different individuals within the settings of home and school.

6.2.1 Schools create new bonding between ethnic minority children and parents

When a child belongs to home setting, home related interactions happen between child and parents within the home boundary. Similarly, when a child moves to another setting, for instance school, another relationship is formed between the child and parents based on school setting. In more detail, at home, when a child solely belongs to home setting, the activity or interaction takes place according to the home related activity, for instance, children's play, sleep, takes bath, takes food and many different forms of other interactions within the home environment. On the other hand, when child move to another setting for example, school, then the nature of the interaction changes according to that particular setting. For instance, if the new setting is school, then the interaction might have been with different school activities. Here, the context has changed to school from home resulting in new kind of bonding between EMC and parents based on school activities.

Findings showed that, when child starts school, following interaction might develop which is new interaction between EMC and parents-

Figure 12:

Child-parents' interaction through a range of activities

Places	Activities
At home	Homework/Notice/Preparation for school
From home to school	Children's school pick and drop
At school	Parent's attendance/Participation at school activity

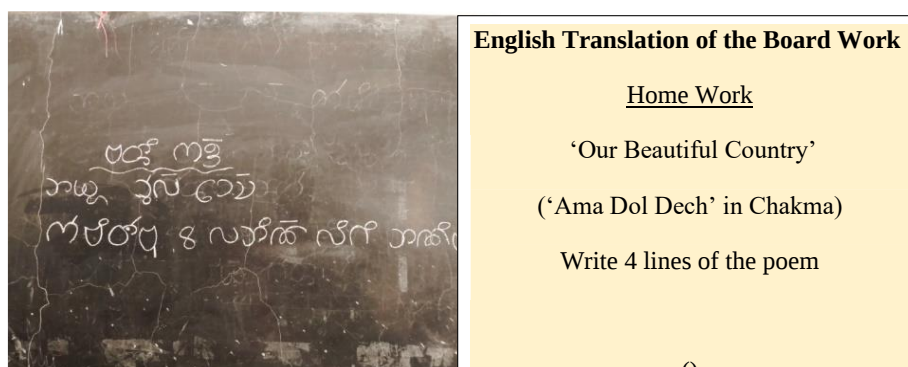
Figure 12 shows that, different interactions between child and parents occur based on the new setting school. In the new context of school, different functions and actions take place. Such functions or actions such as homework, notice from school etc. create the opportunities for interactions between EMC and parents. Moreover, interactions took place in different contexts too, that included home, from home to way to the school and at school between EMC and parents. One of the parents “Ms. Remi Sangma” of the Garo community mentioned that, “my child comes to school willingly, I do not need to force him, sometime I make fun with him that he does not need to go to school, then my son reacts to go for school”. This kind of interaction based on school going during pick and drop happened between EMC and parents that has positive outcome on their bonding related with school. Bronfenbrenner recognised this stage as children's socialisation stage that starts social inclusion process for the EMC. All activities related with the school involved different actions both by EMC and parents, for instance, EMC's preparation for school at home context or at school context parents

can participate in an activity or event that have the opportunities of various interactions. The following section presents some examples of these interactions for more understanding based on data.

Homework created an active interaction between EMC and parents. Home work from school is very common in Bangladeshi school and children’s parents/siblings would help children to do the school task. One of the parents “Ms. Rupali Chambulang”, mentioned that “we need to help our children doing their homework, they do not do it independently”. Homework as an activity has much potential of various interactions between EMC and parents. The image shown below illustrates how mother tongue-based homework from the LC Chakma school influences the EMC and their parents-

Figure 13:

Homework, Language community Chakma



Regarding MLE, when EMC brought mother tongue-based homework and parents acted on that homework at home context, MLE influences their minds. As “Mr. Probir Chakma”, a community participant of FGD, mentioned that, “by establishing formal routine, if home work in Chakma language is given regularly, children will learn Chakma regularly...in that case their parents can also help them”. EMC of the LC

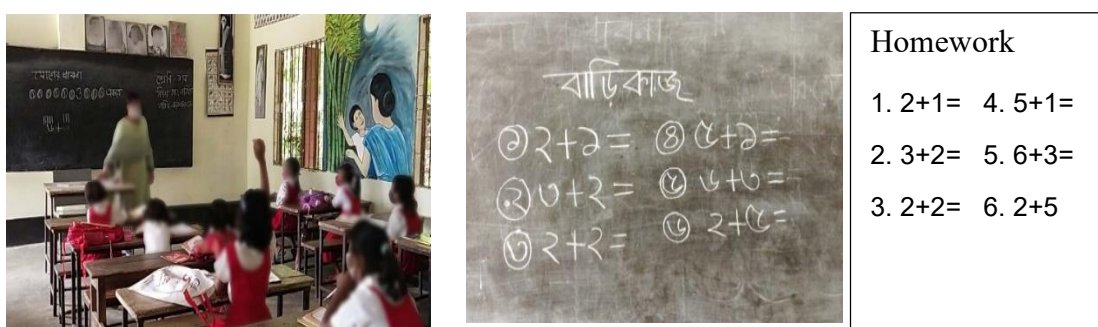
Chakma school also mentioned in student FGD that, their parents help them in their homework. “Amal Chakma”, a student of grade 4 mentioned that “I found Chakma reading difficult and my parents helped me to prepare my homework and then I learned to read Chakma language”. This data clearly indicates the scope of parents-child relation based on home work. The analysis has shown that when children started school then school related different interactions happened at home with parents. School as a new place, new experience, new interaction creates a new form of interrelation between child and parents. Therefore, “Mr. Probir’s” comment is relevant that parents could also help their children in doing homework that has impact on children’s development significantly. Regarding homework, grades 4 and 5 students mentioned that their parents helped them to do homework while grade 3 students of the language community (LC) Garo mentioned that sometimes they did homework on their own or with supports from their siblings. This analysis shows that homework as a flexible activity helped multiple ways of working independently or collaboratively and helped create interrelation among family members. Interaction which occurs during homework has much implications in the development of EMC. For instance, at this age phase of the children, both cognitive/academic development (Malone, 2019; Dutcher & Tucker, 1995) and linguistic development (Caroll, 2008) occur which stimulate by homework, different school activities.

On the other hand, as the LC Garo do not practice Garo version of teaching-learning (discussed in chapter 7), a different situation prevails. For instance, in case of LC Garo, findings revealed that, homework was given Bengali for students with Garo background as a medium of instruction. A group of grade-four students of the LC Garo mentioned during FGD that, “all homework usually we do in Bengali, we do not receive any homework in Garo or Hajong language. For instance, Bengali rhymes,

mathematics, English homework. Our homework was Palkir Gaan, a Bengali rhyme today”. Similarly, students of Grade 5 also mentioned in the FGD, “homework for different subjects is given in Bengali, and English homework is (given) in English”. Therefore, in the LC Garo homework as an activity happened, however, regarding MLE, the interrelation could not have established. This is because, interrelation between parents and child was established, even though the content was in Bengali language. The following picture shows the Bengali medium of instruction practices for Bengali homework in the LC Garo school-

Figure 14:

Grade 1 Mathematics Class



Besides homework, parents received from school different kinds of notice. This kind of interactions also occurred which created significant developmental opportunities for EMC. Findings showed that, parents usually received sports notice, parents meeting notice, admission, and stipend related notice from school. I can cite one example that happened during my data collection. I have sent consent letters for the student’s FGD via the head teacher on the day before FGD was scheduled. When some of the parents came to participate in parents FGD, they shared that they had conversation in their family about my research like ‘what is going on at the school’.

Thus, different kinds of school activity have the possibility to create unprecedented number of interactions between EMC and parents.

Besides homework and school notices, a very common parent's behaviour was to pick and drop their children at school. The head teacher, "Ms. Nilima Sangma" of the LC Garo, mentioned that parents of pre-primary and grade one students regularly dropped their children at school in the morning. An assistant teacher, "Ms. Hamida Begum" (grade 2) of the LC Garo expressed similar views and mentioned that that sometimes parents observed school assembly while they came to drop their children in the morning. Another assistant teacher, "Ms. Sabiha Alam" (grade 1) of the LC Chakma said that some children's residence was far from the school, these parents needed to wait at the school to pick their children till the closing of the school. They used to wait in the parents waiting lounge. Assistant teacher (grade 2) of the LC Chakma, "Ms. Urmee Chakma" mentioned that, "some children came to school crossing a lake by boat, as the lake is located between home and school, in this circumstance parents came with their children in the morning and wait all the day at school lounge to pick their children". Data indicates that, school enrolment of a children create interrelation in many ways to EMC and parents that has implications for social inclusion in which MLE influences as a dynamic element.

In the LC Garo, the teacher, "Ms. Shadhana Areng" (grade 3) mentioned in her interview that, "after MLE was applied in this school, children from the nearby Indian border got enrolled in this school. Earlier due to distance and language barrier these EMC were not very willing to get enrolled in this school but now they are coming to school. As the border area is far from the school, sometimes their parents came to pick

and dropped their children”. Children’s pick up and drop off created a new form of interaction between children and parents towards social inclusion.

Findings revealed another aspect of interaction between EMC and parents in the LC Chakma. Here, parents often participated in Chakma language class with their children. Section 5.4 in previous chapter discussed that even educated Chakma people did not use all domains (listening, speaking, reading, writing) of their mother tongue, therefore, Chakma parents sometimes participated in mother tongue class conducted by school for the Chakma students. Attending the class by parents created a new dimension of interaction between EMC and parents in language class. “Ms. Anita Dewan”, one of the parents from FGD made a comment,

We like Chakma language class conducted for the students of Chakma community, when we see the class is going on, if possible, we participate in that class, because we can only speak Chakma, but we cannot read or write, we are very willing to participate, expert teacher in Chakma language is needed in this school, therefore, teacher training is necessary, we want to learn and use our own language.

This analysis showed the willingness of the parents to learn their mother language and moreover their positive attitude regarding MLE implementation at school level. Moreover, from the meso-system perspective, significant developmental aspects through interaction are associated with this activity for both parents and student participation in the Chakma language class. However, regarding child-parents’ relationship, data indicated that contextually two LCs differ in MLE practice as this kind of language class did not occur in the LC Garo.

6.2.2 Active interrelation between ethnic minority children and teachers based on MLE

In any teaching-learning process both teachers and students become actors and interact with each other. Commonly it is also found in this research that, an active interrelation between teachers and students established within the teaching-learning through teacher's support regarding MLE. Teacher worked both one to one with EMC as well as with the whole class. All these activities created the opportunities to develop interrelation between teachers and EMC that has developmental consequences and impacted the social inclusion process of the EMC.

Data collected from classroom observations revealed that, during teaching-learning process, student and teacher frequently build relationships between them. It was found that, teachers used different kinds of teaching-learning methods based on subjects and grades. The findings show that in MLE class, teachers used both 'one to one', 'teacher with whole class approach' 'collaborative learning', and 'group work' to conduct the class. For instance, teacher work with individual student-

Figure 15:

Teacher's support in Chakma reading and writing

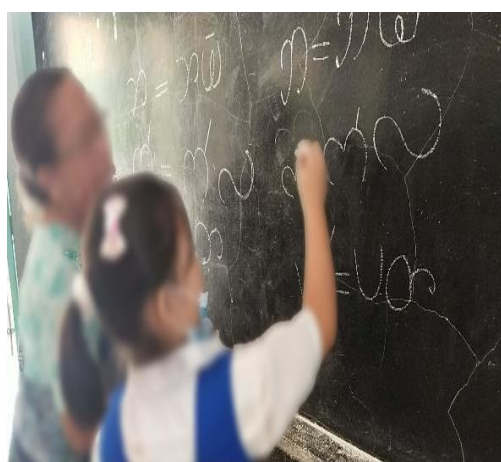


Figure 15 indicate that teacher is supporting individual students to learn to writing and reading in their mother tongue. Analysing these two images in figure 15, it is evident that the teaching-learning process has much opportunity to activate interrelation between teacher and EMC from individual context. The above figure showed that students practiced writing Chakma alphabet in her mother tongue class with the support of the teacher while the whole class was watching. Similarly, it has showed a student read a Chakma rhyme loudly to the whole class with the support of a teacher in his mother tongue class. Moreover, these active individual actions support the multiple developmental aspects of the EMC, such as self-confidence, good mental condition and cognitive development (Lippard & Crosby, 2018).

An example of whole class teaching-learning approach would present how teaching-learning process created the scope for interrelation between teacher and EMC. The following images showed both whole class approach and one-to-one approach-

Figure 16:

Teacher's individual work and whole class work

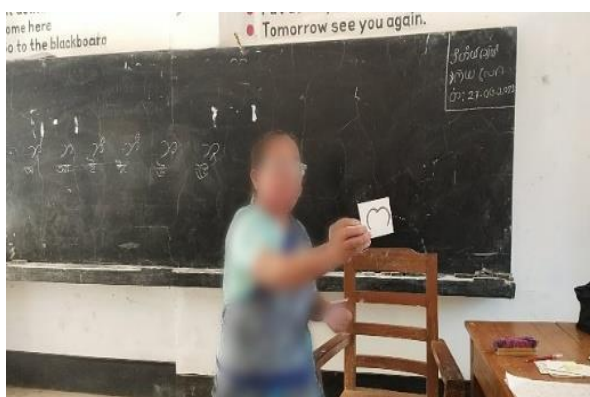


Figure 16 demonstrated that, teacher showed mother tongue alphabet card to the whole class. In this action, teacher made relation not with an individual student rather she was talking to the whole class. In this situation, teacher was the main actor and speaker whereas the student was a passive listener to the teacher. Similarly, it also demonstrated that, teacher was working with an individual student. In these two situations, within the teaching-learning process, huge opportunities are created when teacher and student are interrelated and work together (Hofkens et al., 2023). In this way meso-system activates between EMC and teacher apart from the mother in the home context and the interrelationship is extended to the school context with teacher.

On the other hand, in the LC Garo, a different scenario is evident even though same interrelation happened between teacher and EMC. However, as mentioned before, in the LC Garo medium of instruction is Bengali. Therefore, the interrelation occurred only in the case of Bengali not with MLE. In this situation EMC becomes excluded within the whole teaching-learning process.

Findings showed that, in the LC Garo, mother tongue is not taught as a subject, rather Bengali language is taught as part of language study. Therefore, the same opportunities for building interrelationship occur in the LC Garo, it does not work for the development of the EMC from the MLE perspective.

There are evidences gathered in this research that there are various opportunities for student-student interactions in the form of classroom practices and teaching-learning activities. For instance, pre-primary curriculum designed PPE activities for children considering their age, mental maturation and multiple learning processes e.g participatory work, group work, and games. On the day of observation of pre-primary classroom, children were very happy in the assembly with physical education activity

and they were lively in participation. Both the LC Garo and Chakma school Doel and Shapla GPS, children participated in a common physical education activity where children participate actively in a collaborative group work. In the LC Chakma school, the PPE class conduct an activity named 'Friendship' where all children hold one another's hands and become friends through the exercise (detail discussion in next section). During these activity children were found very happy and active in their interactions and participation.

Collaborative group work was also evident in mathematics class in the LC Chakma school for grade 1 and 3, and group of 3/4 students were asked to come to the front of the class and count for the whole class using stick bundles. Similar activities were also practices in the subjects Religious and Moral Education of grade 3 where a Chakma-teacher asked 3/4 children to come to the front and demonstrate how to do religious practices.

Moreover, for grade 2 Mathematics class, teacher conducted a group work to solve a mathematical problem where a group of children participated in a collaborative interactive method.

The subject Physical Education for all grades from grade 1 to 5 in both the LC Garo and Chakma school involved the assembly and the whole school students and conduct the whole process in a collaborative method with everyone's participation. In the assembly, students participated in the National Anthem (4/5 students sing in front with the whole class), school Oath (an individual student lead the oath with the whole class in collaborative manner), PT and also listen institutional head's speech. These activities were collaborative and participatory.

6.2.3 Active interrelation turns as friendship between ethnic minority children and peer at school

‘Friendship’ is an important aspect for EMC towards social inclusion at school level. Koster et al. (2009) argued that, social inclusion is achieved when learners go through a set of experiences that show that they feel good about themselves and are active participants in the class and school community. The authors mentioned that, friendship/relationship, friendship networks, mutual friendship are related with social inclusion. Moreover, contacts/interactions, playing together, working together on tasks, participation in group activities are part of social inclusion process for the child.

This research finding revealed that friendship is considered as an attractive aspect for EMC. “Ms. Nipa Richil”, one of the parents in an FGD of the LC Garo shared that, her son wants to come to school because he has friends at school. Most of the parents shared that they do not need to push their children to come to school. They came to school out of their own interest. A grade 4 student in the FGD stated that “I have many friends here, therefore, I like to come to school”. Findings showed that, student of grades 3, 4, and 5 of both LCs Garo and Chakma mostly like to come to school willingly. Data also indicated that, the main motivation worked here for ‘friends’ for coming to school. Moreover, findings revealed that, children wanted to come to school willingly because they loved to play with their friends at the school playground.

Friendship grows among children in many ways inside and outside school. Findings showed that one of the features of developing friendship was children came school together. One of the parents, “Ms. Sudipa Cisim”, mentioned in the FGD for the LC Garo that-

Some of our children come to school together and for coming school together they have found a way to meet together ... one of them climbed the hillock and made bird sound and after that he started to count down. When listening to that calling, school partners from different houses come out and meet in a particular point and come to school together.

It is an example of children's coming school together and it is an opportunity to make friendship through various forms of interactions that are unprecedented. Some examples from FGDs with students from the LC Garo report that, like the above group, more small groups are formed within school among children like, "Priya-Rebeka-Tripti" who are friends and they form a small group. "Rana-Protik Richil" is another small group of grade 4, "Srijon-Javed-Sheuly" is the same small group from grade 5. They come to school sometimes by walking, sometimes by cycle or using local transport. In the LC Chakma, students shared that they have become friends mostly at school. They came to school together also, for instance, among them, two students "Rinel Chakma-Jogodish Chakma" went for private coaching and then they came school together. Data indicated that, various interaction might happen among them while they came to school together and ultimately became friends. Data indicated that, schools were places where children and young people spent most of their times and school provided opportunities to experience variety of activities affirming social relationships (MacArthur et al., 2012).

From my field notes, it is revealed that they sat together and had various inside and outside interactions between them which was the source of making friendship through interrelationship. From the perspective of children outside interaction, findings revealed that, daily assembly of the physical education involved outside informal interactions among children. Daily assembly was an important activity of the school

where children got opportunity to interact among them. My observation disclosed that during daily assembly, children had the tendency to call their favourite friends to stand together. Another finding exposed that, children talk in their mother tongue during assembly. It has been observed during assembly that children interacted through both informal and formal activities before and after the activity took place. In Physical Education class in daily assembly talk and interact with each other (Barker et al., 2014) among students which has important impact on children's development.

Class participation was another significant aspect of making friendship through interaction which created interrelationship between students. Findings showed that, in the LC Chakma, one of their exercises is called 'friendship exercise' for pre-primary grade in which student held the hand of the student next to him/her and made friends of each other. In interview, teacher of the grade pre-primary, "Ms. Urmee Chakma" (grade 2) stated that, "this exercise is not from any training manual or any instruction from the authority, it is just we play together and make friendship among us so that children become friends of each other and play together and love each other". The following picture shows the "friendship exercise" of the LC Chakma-

Figure 17:

Friendship” exercise of the LC Chakma



This data indicates that through this kind of ‘friendship’ activities, interrelationships between children would develop. Besides this, all subjects in all grades offer similar possibilities of creating interrelation opportunities. For instance, the following images illustrate such two more examples of student’s participation in class.

Figure 18:

Student’s participation in Doel and Shapla GPS



Besides student’s participation in planned activities for the teaching-learning at the classroom, it is evident that, students frequently interacted through informal contact

with peers which promoted their friendship. The following pictures demonstrate this scenario-

Figure 19:

Student's informal interaction in Doel and Shapla GPS



Data indicates that, this kind of behavior reflects spontaneous natural behavior of children. It was evident that, in the classroom, during formal teaching-learning, student interact informally in transition time. Booren (2012) argued that children interact in transition time as they experience a major transition from one activity setting to another or routine classroom procedures. For example, moving from centers to a whole group, toileting, standing in line, clean-up time, wait time between activities, and/or waiting for materials to be passed out. They supported each other in class work; they talked about personal matter and lesson. Thus, school, classroom and playground were the source of children's development of EMC through MLE.

6.3 Limited interrelation between ethnic minority children and ethnic minority community regarding MLE

Although community did not directly interact with EMC, interrelation happened between them. This is because the result of community involvement with the school has impact on the social inclusion process of the EMC. For instance, when a member of community support or contribute anything to the school that EMC would use, in my analysis, EMC and community create an interrelationship between them. Findings showed that, very limited interactions occurred between EMC and community members, because community is involved in limited way.

In this regard “Ms. Nilima Areng” (Head Teacher/LC Garo) mentioned that, “community members sometimes come to school for different purposes but they are neither much involved with school nor do they support in any academic aspect of the school”. Similarly, four other assistant teachers of the LC Garo also mentioned the same. On the other hand, in the LC Chakma, “Ms. Anamika Khisha” (Head Teacher/LC Chakma) mentioned that, “although very small in number, however, some community people sometimes visit school and want to know about children’s academic progress... one former parent as community member has given pen, workbook for the students. He wishes the best for the school development”. Similar experience was shared by the Head Teacher, “Mr. Khondokar Aktaruzzaman” (URC Instructor/Chakma) who mentioned a former parent who represents as community member currently-

In this locality, a community person named Dr. Amit Tonchangya and his father still come in this school to see the teaching-learning of the student, he is a very learned person, once his grandson was the student of this school but he passed

out and left the school. But he still communicates with the school regarding school welfare, he comes and wants to know about different cultural programs, music, dance, arts and crafts.

Data indicates that, community involvement was not regular or institutional based rather it was personal and irregular from the perspective of community members. However, in my analysis, any single action like EMC's use of the donated pens or workbooks are deemed to establish a form of interrelationship between EMC and community members. This is because, although community members did not meet that EMC directly, from his pens or workbooks or suggestions for cultural events interactions happened for the development of EMC. In this way, EMC and community members also created an interrelationship from the individual perspective. However, the amount of interrelationship between community and EMC was found to be none or very limited in both LCs. Moreover, the interrelation between community and school was not evident regular or institutional.

6.4 Traditional interrelationship between settings: Home and school regarding MLE

It is revealed from the two FGDs with parents from two LCs- Garo and Chakma, interviews with two key informants as cluster AUEOs, two head teachers and 11 (5 from Garo and 6 from Chakma LC) assistant teachers that home and school are interrelated in many ways. However, regarding MLE the interrelationship is reported to be limited. Most of the involvements of home with school was for general school agenda. Data indicated that parents usually came to school or communicated with teacher not for the purpose of MLE functions. The findings were the same for both LCs Garo and Chakma. Few exceptions were there in the LC Chakma regarding MLE as it

was found that Chakma parents participated in the mother tongue (MT) class at school with their children and they donate some teaching aids which are used sometimes for teaching-learning. I have summarised the data from all research participants mentioned in this section and categorised into different sections as presented below.

Firstly, ‘pick and drop’ children are a purpose of the family which commonly connects home and school. It is very common in Bangladesh that parents frequently come to school in order to drop their children and pick afterwards. Section 6.2.1 of this chapter discusses that parents frequently come to school to pick and drop their children. During the ‘pick and drop’ relationship develops between parents and teachers as well as between ‘home’ and ‘school’.

Three assistant teachers, “Ms. Kolyani Hajong” (grade-1), “Ms. Hamida Begum” (grade-2) and “Mr. Shadhona Areng” for grades 3 and 5 from the LC Garo mentioned that, “parents come with their children to drop and sometimes they observe school assembly, during this time, different conversations happened with parents which are mainly academic especially, regarding homework”. One of the FGD participants, “Ms. Gita Richil”, also mentioned that, “we communicate with teachers regarding our children’s homework because we need to help our children in their homework”. Two assistant teachers from the LC Chakma “Ms. Sabiha Alam” (grade-1), “Ms. Avelina Talukder” (grade-4) also mentioned that,

Parents always come to school with their children and the gap between home and school is bridged by communication between us. For instance, we discuss academic condition of the students and also check whether they have any issues regarding their children; we have phone numbers of all guardians. For example, a student was absent because he got his hand broken, then we communicated

with other neighboring guardians and provided them home work; thus, the gap was filled between home and school.

Data indicates that, parents frequently came to school to pick and drop their children in both LCs Garo and Chakma. Although this interaction between home and school was informal, this informal communication potentially contributed to build interrelationship between home and school.

Secondly, in Bangladesh, home and school are institutionally connected with a function named “home visit” (Directorate of Primary Education [DPE], 2004). Findings reveals that home visit is a regular practice in both LCs. Teachers of the LC Garo spontaneously mentioned about home visit against the relation between home and school. On the other hand, in the LC Chakma, teachers also did home visit regularly, however they mentioned other activities with much emphasis which include, parents meeting, occasional event, mother conference. This data indicates a contextual difference between two LC location in urban and remote areas as well as school condition. Researched school of the LC Garo was located in remote area close to Indian border where population density was low. Therefore, in my analysis, teachers did home visit frequently in order to encourage parents to enroll their children in school as well as guard against the tendency of drop outs from the school. For example, in the interview “Ms. Nilima Sangma” (Head Teacher/LC Garo), “Ms. Kalyani Hajong” (Assistant Teacher/grade 1), and “Ms. Shadhana Areng” (Assistant Teacher/grade 1) mentioned that, they do home visit in order to encourage children to get enrolled and in order to reduced drop outs. Assistance teacher, “Ms. Shadhana Areng”, commented,

After introducing Garo books in this school, during our home visit, we have counsel parents and children at border area, Bijoypur, Komolabari children did

not come before in government school, they were used to go Missionary school because they do not know Bangla sufficiently, we share with them that, now government is giving Garo books, they should come to school, government is giving different facilities that include, stipend, we, the teachers from Garo community, after that they got enrolled in PPE class and this year they are in grade 3. In teaching-learning we use Garo with them in classroom to explain the subject matter of the lesson, they are not much familiar with Bangla as they have very few Bengali communities as neighbor, therefore they understand very few Bengalis.

This data indicates that, home visit was an institutional, formal and government mechanism which creates a strong bonding between home and school. On the other hand, in the LC Chakma, along with teacher's home visit, interrelation between home and school become another level that head teacher "Ms. Anamika Khisha" stated-

As you see that the total number of students are over 700 and all the day parents are coming, this school premise is very busy, therefore I have made parents' leader for better communication with them, from each grade I have selected 2 parents who act as the leader of that grade and I have communicated with them for the betterment of everyone, moreover I inspired all parents for higher education for themselves, start education in open university especially for the mothers, we counsel them saying that if all members of a family are educated, it's good for everyone, I feel them as like my sister and brothers, give advice to them, even about religion and meditation.

This data indicates that as this school was in urban area and the research school was highly reputed as a much-expected school of the locality, home visit as an activity

became weaker because home was very connected with the school in that particular context. It is evident that no dropouts were recorded in this school as reported by assistant teacher “Ms. Sabiha Alam” (grade 1), “Ms. Urmee Chakma” (grade 2), “Ms. Avelina Talukder” (grade 4) mentioned in their interviews.

Thirdly, the ‘parents meeting’ was an institutional event in which both home and school are connected to each other. The head teacher of the LC Garo school said that, “we meet parents in parents meeting and we share about multiple issues about school and our students, for instance, student’s regular attendance, student’s academic development, school’s cleanliness and many other issues”. Usually, parent’s meetings are held in the beginning of the year in Bangladesh. Therefore, at the beginning of the year, home and school interacted in many areas that has influenced in building interrelation between them. The head teacher of Chakma school also mentioned that, “parents participate in SMC, PTA, mother conference, yard meeting”. Findings revealed that, in both LCs parents meeting agenda are commonly administrative and academic. The participants of both LCs did not mention any meeting agenda regarding MLE.

Again, from the LC Garo, during FGD, one participant shared the relation and bonding between them and school and said, “our relation with school is like, today teacher asked some of us to talk with you [The Researcher], and we came to talk with you. We are talking with you; we are giving answer to your questions. We come when teacher asks us”. This data indicates that, bonding between parents and school was good because when teacher requested them to come to school for some purpose, they came to the school. This data also indicates the power of the school as an institute to

link people with its activities. In sum, parents' meeting was a potential mechanism to build interrelationship between home and school.

Finally, parents came to school to attend different school events. School organised different occasions in which parents were invited. For instance, annual sports were a yearly event where children came with their parents. Generally, school authority invites parents to participate in the event. Moreover, different national days such as, Birthday of the Father of the Nation of the country, Independence Day, Victory Day, Bengali New Year, National Mourning Day and others are observed throughout the year. Sometimes parents donate also in these events, for instance, assistant teacher "Ms. Shadhana Areng" (grade-3) mentioned that, "in Bengali new year festival, one of the parents donated tent and chairs for the event". Besides these events, cultural programme was another common occasion organised by the school in which parents come and attend, said "Ms. Urmee Chakma" (grade 2) from the LC Chakma. Although findings revealed that in many school occasions or events home and school often came close together and communicate with each other, most of these events were national events beyond cultural aspects of EMC. Data indicates that school has the potential to make interrelations between home and school, however, regarding MLE, strong interrelation that would contribute to the social inclusion of the EMC did not occur yet. This is because all actions are diffracted rather integrated with MLE programme which has been already discussed in chapter 5.

Again, I was interested to know about the parent's involvement regarding MLE. In response to my specific question, parents of the LC Chakma answered that, regarding MLE, they attended the Chakma language class for their children. School conducted the Chakma language class weekly, in that class some of the parents attended

with their children. Chakma parents were also interested to participate and the school authority also encouraged them to participate. One of the mothers shared her participation in Chakma class with her child that-

We can speak Chakma language but we cannot read and write, in our childhood we did not receive such Chakma version textbooks and could not learn our mother tongue... but we all love our mother tongue. Teachers of this school encouraged us to participate with our children in Chakma language class. We participate in this class with much interest, in my opinion, teachers need more training and there is the need for a separate classroom for Chakma class for parents.

The analysis has shown diffracted irregular practices of MLE in both LCs Garo and Chakma however, it has much potential to build interrelationship between home and school regarding MLE.

6.5 Lack of institutional base of interrelation between EMC and local education administration

As an exo-system component, local education administration does not interact directly with EMC, rather their functions impact the social inclusion process of the EMC. Findings of this research revealed that, interrelation between EMC and local education administration was not established institutionally.

Findings revealed that, as part the exo-system, local education administration (LEA) did not work with full support for creating interrelation between EMC and them. Chapter 5 presented data in details regarding MLE from many perspectives that exo-system did not fully functional. Many issues mentioned by DPEOs, PTI Superintendents, UEOs, URC Instructors, AUEOs revolved within exo-system (see

section 5.3/5.4/5.5). As a result, LEA officials could not play their actual role'. For instance, most language background AUEOs cannot monitor and evaluate the teaching-learning owing to various reasons. Regarding training, in the LC Garo, both PTI and URC implement regular ongoing training, however no MLE training was conducted in the LC Garo for MLE. Therefore, the result of local education administration activity had no impact on the EMC of the LC Garo. On the other hand, in the LC Chakma, training for MLE has just started and it is still ongoing, however, they have other language related issues. Findings revealed that, although MLE training for teachers took place in the LC Chakma, the local education administration officials mentioned various issues regarding this training that include, class routine, regular examination, monitoring and evaluation. With these stated contextual issues, LEA could not be deemed to be institutional.

Data indicates that, due to lack of institutional connections between different systems, for instance between macro system and exo-system, or between exo-system and micro-system, interrelationship of meso-system could not sufficiently be established. This is because meso-system occurs when interrelationship is established between different settings of micro system.

6.6 Conclusion

In this chapter I have analysed how interrelation is developed between different settings of the micro-system, between individuals or organisations relevant with EMC towards their social inclusion through MLE. In this analysis, I have used multisource of data from different research tools that include, FGDs, interviews conducted for key informants, head teachers and assistant teachers of the two research schools, classroom observation, field notes and images of the classroom activities.

Findings revealed that, from individual perspective, interrelationship between EMC and parents from the context of home was developed as active mode, these findings were presented in the theme named ‘active interrelation between EMC and parents regarding MLE’. Similarly, interrelation between teacher and EMC and EMC with peer groups was also revealed in active mode which were presented under the theme active interrelation between EMC and teachers regarding MLE and active interrelation turns as friends between EMC and peer at school. Although alternative scenario between LCs Garo and Chakma exists in these three findings, from individual perspective, EMC and ethnic minority community revealed limited interrelationship developed. These findings were presented in the theme named ‘limited interrelation between EMC and ethnic minority community regarding MLE’. Besides individual perspective, meso-system works in developing interrelation between home and school as different two settings, but findings revealed that limited interrelationship was developed regarding MLE although these two settings are active in other activities. These findings were presented in the theme named, ‘limited’ interrelationship between settings: home and school regarding MLE’. Finally, ‘lack of interrelation developed between EMC and local education administration regarding MLE’ findings were presented in the theme named, ‘lack of institutional base of interrelation between EMC and local education administration’.

In sum, as the findings revealed, in meso layer of the ecological system theory of Bronfenbrenner both home and school act very actively in some situation, for instance EMC-parent relation, EMC-teacher relation and EMC-peer relation. However, sometimes these same actors or settings found to be limited due to lack of functionality. These findings indicate that in some areas exo-system layer could not sufficiently be able to connect macro-system’s resources in downward system layers hence, that

impacts the micro-system components as discussed in the previous chapter. As a result, meso-system could not be fully functional although it has potential to be functional.

In the next chapter, I present the findings on how MLE is being implemented at school level towards social inclusion of the EMC from the micro system perspective.

Chapter: 7

Towards social inclusion of ethnic minority children through multilingual education programme at school level

7.1 Introduction

Chapter 4 presented the findings of the state level policy instructions towards social inclusion through MLE for ethnic minority children (EMC) from macro-system perspectives, and chapter 5 presented how these policies instructions carried out in the implementation stage at the local level from exo-system perspectives. Further, chapter 6 presented the findings of the interrelationship developed through interaction between different micro-system settings from meso-system perspectives. The results of the application of MLE at the school level are presented in this chapter, with an emphasis on how it fosters the social inclusion of the EMC from the viewpoint of microsystems. The findings have been revealed from the data gathered from interview with key informants, head teachers, assistant teachers, classroom observation, FGDs with different grade students and field notes. This chapter also used images of the school activity.

The findings revealed from the analysis of data are presented under several themes in the following sections.

7.2 Mother tongue as a subject taught in one LC school while process of the MLE bridging plan does not follow in both LCs

The way pre-primary curriculum and MLE bridging plan is designed in order to achieve the language aim of the three languages (Bengali, Mother Tongue, English) in a systematic manner is not reflected in the classroom practice. Findings revealed that,

mother tongue of Chakma language is practiced in the LC Chakma as a separate subject while the LC Garo do not practice Garo language as a subject. Again, in this multilingual context, mother tongue is not followed as a medium of instruction in both LCs. More clearly, the process of the MLE bridging plan that should be followed to achieve the designed language aims were not followed in both LCs. The overall finding is mother tongue of Chakma language is taught as a separate language in the LC Chakma while the LC Garo school do not practice Garo language as a subject and mother tongue is not used as medium of instruction in both LCs.

Details of the bridging plan presented in chapter 4 (section 4.2.9.2, 4.2.9.4) includes instructions for all grades and all subjects with specific medium of instruction, language allocation, teaching-learning materials and pedagogy. In order to understand the whole process of the MLE bridging plan practices in the actual classroom towards social inclusion of the EMC, classroom observation method was appropriate to explore such teaching-learning process. I have analysed and presented the findings of each grade and each subject under the following sub-themes-

7.2.1. Grade-pre-primary: medium of instruction is Bengali instead of mother tongue only

For grade pre-primary, although bridging plan instruction was to use only the mother tongue as MoI, the classroom situations in both LCs Garo and Chakma, Bengali MoI was used for teaching-learning. As a result, the MoI, teaching-learning materials and Bengali contents did not necessarily include all the children (5 years plus) in the teaching-learning process.

In the LC Garo, on the day of observation, lessons on 4 areas out of the 8 subjects namely, physical exercise, reading alphabet, writing alphabet and Arts and

Crafts for pre-primary grade were conducted. While teaching, the teacher was talking in Bengali all the time and all contents were in Bengali. For instance, there were popular Bengali songs from Bengali culture for young children of Bangladesh like ‘Jhor elo elo Jhor’, ‘Lal jhuti Kakatua” and alphabet reading writing for ‘learning Bengali alphabet’. While for EMC, Garo version teaching-learning materials was available in the system. Findings showed that, Garo language was not practiced as a separate subject in the LC Garo. The images given below show the classroom practices for Bengali literacy lessons-

Figure 20:

Teaching Bengali alphabet and a Garo child practicing Bengali alphabet



Besides literacy, all conversations of the teacher in physical exercise, colouring objects (the national flag), Arts and Crafts sessions was in Bengali, as Bengali MoI was used. Children participated in national anthem in physical education class; teacher helped them in line-file; all the activities were conducted through Bengali. In the interview pre-primary teacher “Ms. Milita Hajong” talked about her the MoI used during classroom practices -

Mainly, I use Bengali in my teaching. I give my students different academic concepts in Bengali and I do not know Garo language very well as I am from Hajong community, I know few Garo words that I use sometimes for Garo

children. I speak Hajong for the Hajong children to interact in their mother tongue to help them in my free time after class. However, children can follow my instruction.

This data indicates clearly that teacher uses Bengali as the medium of instruction when conducting classes for all children and being a member of Hajong community, she speaks Hajong outside the class occasionally which can not be necessarily considered as Medium of Instruction.

Similarly, in the LC Chakma, the same scenario was revealed. It was found that the MoI for pre-primary education (PPE) was mostly Bengali. On the observed day the lessons conducted out of the 8 subjects were – learning numbers 1-5, physical education, mother tongue, drawing fruits, flower. Teacher “Ms. Avelina Talukder” conducted mother tongue literacy class in which the students were s learning Chakma alphabet and she used the mother tongue as the MoI. The following image shows the activity-

Figure 21:

Pre-primary Chakma mother tongue class



In mother tongue class, the teacher was speaking in Chakma with all Chakma students and in Chakma language class, the teacher organised the class only for

Chakma students. Later, in order to make students familiar with the Bengali alphabet, the teacher played an alphabet matching activity with the children. In this activity the teacher was speaking Bengali and MoI was Bengali. In numeracy lesson, teacher “Ms. Avelina Talukder” conducted pre-mathematics class on learning numbers 1-5. The MLE bridging plan gave clear instruction to follow mother tongue as MoI and using the mother tongue version of teaching-learning materials. However, following images illustrate that the classroom practices are conducted using Bengali contents-

Figure 22:

Using Bengali number card



The above images show the pre-mathematic class in which the board work and teaching aids are both shows Bengali as MoI. In the board work numbers are written in Bengali which indicates Bengali MoI and teacher was using the teaching-learning materials of Bengali curriculum followed by Bengali MoI. My field notes data affirms that all teachers were continuously talking Bengali to the students of pre-primary grade. After numeracy, physical exercise, drawing fruits and flower all activities were conducted using Bengali mode of communication. During data collection, it has been observed that a small amount of code switching in mother tongue was used which was not significant or meaningful in both LC schools. The mother tongue practice in this circumstance is in very primary level of conversation, for instance, “Could you follow me?” “Did you understand?”

7.2.2: Grade-1: Medium of instruction is followed by Bengali while mother tongue practices as subject in one LC school

Continuation with grade pre-primary, the bridging plan instruction for grade one was to use the mother tongue mostly as MoI. There were 10 learning areas of grade one. Among these 10 learning areas, for 7 subjects MoI was in the mother tongue. According to the research design, I have observed 6 classes in grade one that included Bengali, mother tongue, mathematics, physical education, music and Arts and Crafts. Among these classes, except mother tongue as subject in the LC Chakma, MoI was solely Bengali for other subjects. The bridging plan had specific language allocation instructions.

For Bengali teaching-learning, in both LC schools, Bengali is conducted as subject as commonly happened in the system that MoI is Bengali. However, MLE bridging plan instruction was to use mother tongue to teach Bengali for EMC. In both LCs, teacher did not use mother tongue in order to achieve Bengali learning outcomes. This data indicates that, there was scope of using mother tongue in learning another language as a second language for the EMC but the teacher did not use that opportunity. The scope was offered for smooth transition from one language to another language or, from mother tongue to Bengali.

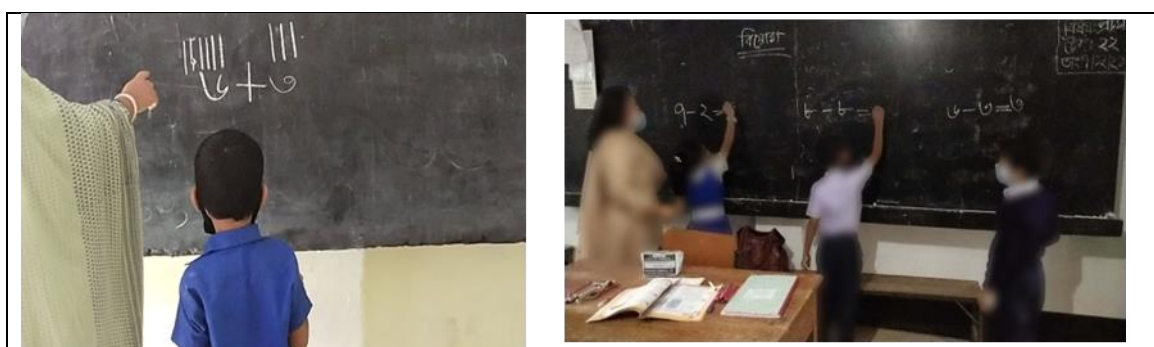
For mathematics, in grade 1, MoI was supposed to be the mother tongue with some exposures to Bengali. The instruction in the bridging plan was to follow the national curriculum guidance for mathematics learning. At this stage, teaching of mathematical concept should be conducted in mother tongue while introducing academic key words in Bengali. However, findings showed that whole mathematics was class conducted in

Bengali as MoI. Therefore, sequential use of the both languages according to the bridging plan was not followed in both LC schools.

Similar examples from both LC schools showed that, students' board work reflects the MoI as Bengali through the following images-

Figure 23:

Math board work in Bengali in both Doel and Shapla GPS in Bengali



In the LC Garo, Ms. Kolyani Hajong (Assistant Teacher/grade 1) conducted the mathematics lesson in Bengali throughout the teaching-learning process, she used Bengali for key academic words, for instance, ‘Conception of Addition’ (in Bengali ‘Zoger Dharona’). However, the use of Bengali key words was not followed by the sequential use of both tongue and Bengali appeared rather due to the Bengali content. Figure 23 reflects Bengali as MoI. Regarding MoI, in her interview, “Ms. Kolyani Hajong” expressed that, “I use Bengali mainly, I use Hajong language to Hajong community students as I am from Hajong community, I do not know Garo, therefore I do not speak Garo, I use Bangali in common”. Similarly, in the LC Chakma, for mathematics, teacher conduct the whole class in Bengali. Student’s textbooks, student’s classwork, home work all activities followed by Bengali. Figure 23 showed the Bengali medium of instruction in student’s board work.

For mother tongue as a subject, findings revealed from the interview, classroom observation and field notes data that, the LC Garo did not conduct classes in the mother tongue. On the other hand, in the LC Chakma, mother tongue as a subject was used as a separate subject. In the LC Chakma, mother tongue (MT) classes take place one or two days in a week. “Ms Anamika Khisha” (Head Teacher / LC Chakma) mentioned that, it is not in the regular class routine, rather teacher managed some time each week for MT class. During my observation, I could find one of those days when MT class was conducted. Following image showed the MT class for grade 1-

Figure 24:

Chakma alphabet learning reflects in the board work



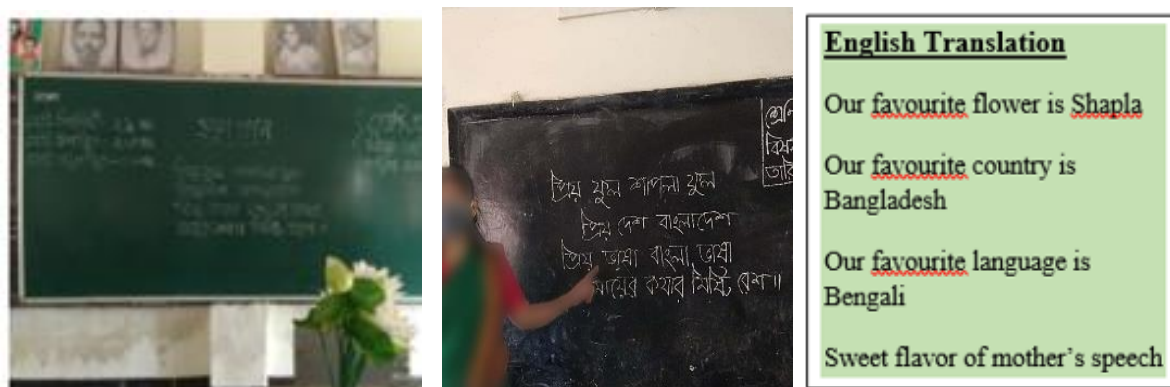
For physical education, Arts and Crafts and music, the bridging plan instruction is to follow curriculum and Teachers’ Guide. Moreover, in teaching-learning presentation local environment and surrounding were considered. MoI at this stage for learning Physical Education, Arts and Crafts and Music were to be in mother tongue. However, as per the MLE bridging plan instruction, the teaching-learning of Physical Education, Music, Arts and Crafts was conduct in Bengali medium of instruction with Bengali content. For instance, the whole process of the Physical Education as daily assembly was conducted in Bengali. Daily assembly has a set content which followed a

step-by-step process, for instance, preparing the group for assembly, showing respect to the national flag, reciting from holy Quran/Bible/Gita, participation in national anthem, oath taking for the nation, using educational slogans and, listening to the speech of the head of the institution. Findings revealed that, the contents of the whole process for instance, oath for the nation and educational slogans all were in Bengali. Both the LC Garo and Chakma schools conduct the activity in the same way using Bengali as the MoI. Findings revealed that no adaptation occurred for daily assembly.

For music, teacher followed Bengali MoI while teacher was supposed to conduct the class through mother tongue. However, the content of the song was in Bengali.

Figure 25:

Bengali song: In Doel and Shapla GPS

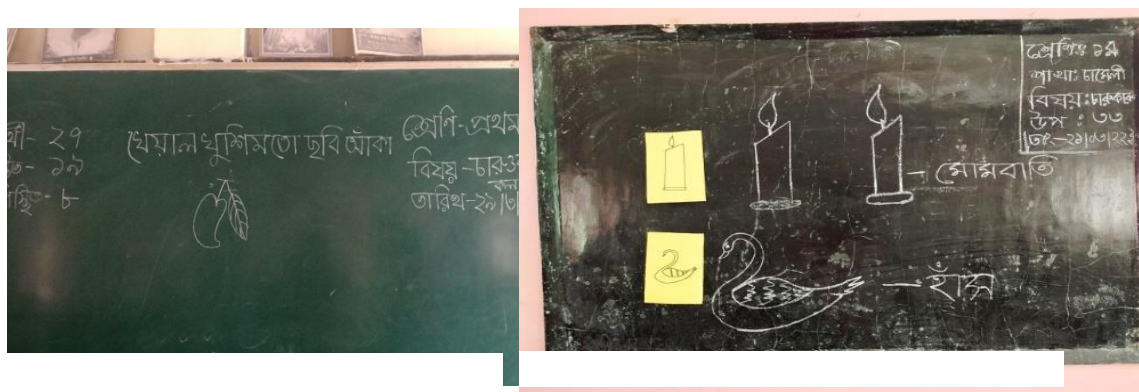


Further, like music, the teaching-learning of arts and crafts was conducted in Bengali as the MoI. On the observed day, in the LC Garo school, the lesson was creative drawing. During the lesson, teacher drew a mango as her wish and students drew houses, birds, and flowers. However, the whole teaching-learning was conducted Bengali. In the LC

Chakma, the content was candle and swan, however the MoI was Bengali that is reflected in the board work by both teachers of the LC schools Garo and Chakma-

Figure 26:

Art and Craft instruction in Bengali



7.2.3: Grade-2: Proportionate use of mother tongue and Bengali were not followed in both LC schools

For grade 2, bridging plan instruction was to follow a blended procedure between mother tongue and Bengali while in pre-primary and grade one, MoI was major in mother tongue. In grade two, the use of mother tongue alone was reduced proportionately as Bengali replaced the mother tongue and gradually increased the use of Bengali. In grade two, total learning areas were also 10. Among 10 learning areas, MoI in mother tongue was for 2 subjects e.g. mother tongue as subject and mathematics. In grade 2, the observed classes were 4, they include, Mother Tongue as subject, Bengali as subject, English as subject and mathematics.

In the LC Garo school, mother tongue as literacy subject was not conducted and Bengali and English were conducted in Bengali and English MoI as well. The Bridging plan instruction for mathematics was to use the mother tongue as MoI; however, mathematics class was conducted in Bengali MoI in the LC Garo school. Teacher used

teaching aids, gave class work, checked class work, set individual practice- all these steps involved much talking which was in Bengali. Regarding teaching in Bengali MoI instead of mother tongue, Grade 2 mathematics teacher “Ms. Hamida Begum” said about her teaching that, “I am from Bengali community, I do not know other languages, except English. I use Bengali in my teaching-learning. Garo children can understand Bengali well, therefore, I use Bengali version book for all children”. This data clearly indicates MoI as Bengali although bridging plan instruction was mother tongue however contextual issues also indicated through this data which will be discussed later.

Similar data was revealed from the LC Chakma that grade 2 mathematics was conducted in Bengali MoI. However, the bridging plan instruction for numeracy development was to use both MT and Bengali proportionately (see section 4.4.2.3 in chapter 4) in order to smooth the maintenance of mother tongue as well as bridging of mother tongue with Bengali.

Figure 27:

Teacher explaining math in Bengali and group work used Bengali textbook



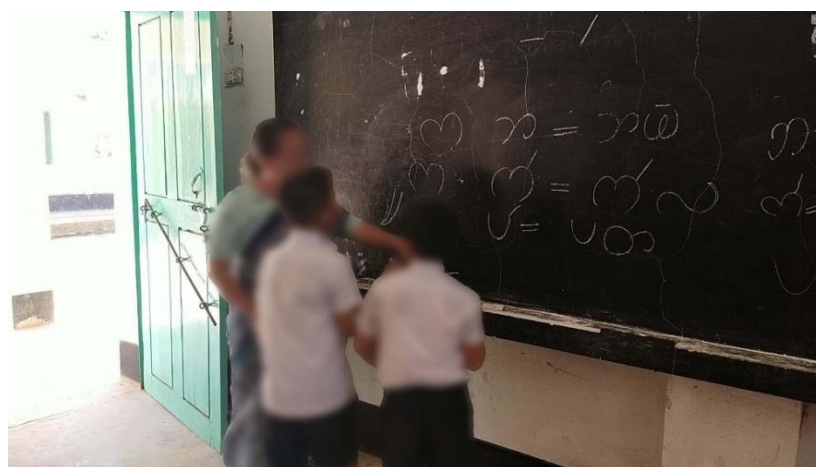
Regarding MoI for mathematics, grade 2 teacher “Ms. Urmee Chakma” stated that-

This area is in urban location, in this area, most of the people can understand Bengali, we conduct the class mainly in Bengali, although different community children study in this class, but they know Bengali from their home, because most of the family is educated, we do not feel much difficulty, we use Bengali for teaching.

This data also clearly indicates that Bengali as MoI while a proportionate use of both mother tongue and Bengali was instructed by the MLE bridging plan. For mother tongue as a subject, teaching-learning was followed by mother tongue as MoI in the case of Chakma. Following image shows the mother tongue class of grade 2-

Figure 28:

Student's board work in MT class



7.2.4: Grade-3: systematic bridging did not happen while mother tongue practices as subject in one LC school

According to the MLE bridging plan, grade three is the bridging point. From pre-primary up to grade 3, bridging will be completed by these 4 years' instructions of MLE bridging plan. It has designed that; EMC will be competent in the official

language Bengali by grade 3. However, in this grade, mother tongue preserved as subject for language learning. In grade three, among 11 subject areas, MoI is in mother tongue for solely for Mother Tongue (MT) as a subject. In the LC Garo school, like other grades, no MT class was conducted for Garo language. In religious education, all students were Garo for Christian religion and the teacher conducted the class in mother tongue- Garo language. Although at that bridging point, the instruction is to conduct Religious and Ethical Education in Bengali, the teaching material used Bengali textbook, classwork was also given in Bengali. Further, mathematics class was conducted in Bengali, except for some Garo students, teacher supported MT when needed to explain mathematics to them. Teacher “Ms. Shadhana Areng” mentioned about MoI that,

If majority students understand Bengali, then I use Bengali and I explain to Garo children in their mother tongue, I use both languages, to the Garo child, if they do not understand Bengali then I explain in Garo, and I speak in Bangla also.

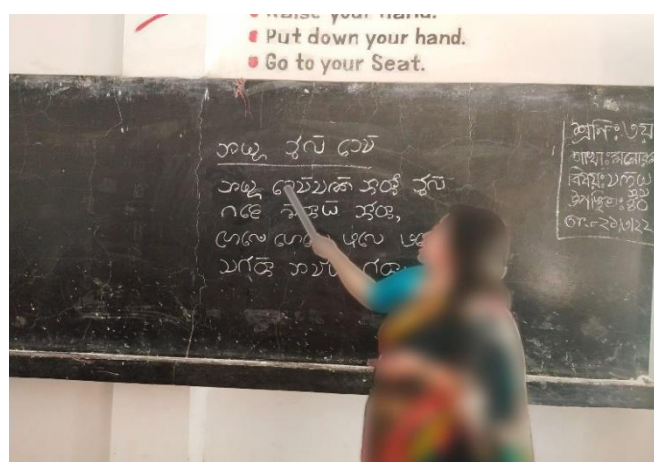
This data indicates that, although in grade 3, for the subject mathematics, MLE bridging plan instruction is to use Bengali as MoI. However, teacher used mainly Bengali as MoI but when a student was struggling with mathematical problem, she used mother tongue to him. My field notes informed that both teacher and the particular student was from Garo community that they shared the same mother tongue. As natural consequences the teacher swiftly code-switched in the mother tongue to achieve learning outcome. Therefore, the teacher uses both languages as a bilingual speaker.

In the LC Chakma school, mathematics and Religious and Ethical Education classes were conducted in Bengali as the MoI. “Ms. Hridita Dewan” (Assistant

Teacher/grade 3) mathematics, teacher mentioned that, “Our main mode of communication is Bengali. If someone has problem in understanding, I explain them in Chakma”. This data also clearly indicates Bengali as MoI. Data from the teacher interview did not reflect teachers were informed about MLE bridging plan. However, in the LC Chakma, mother tongue as a subject conducted in Chakma language-

Figure 29:

Teacher was reciting a poem from Chakma- literature



7.2.5. Grade- 4 and 5: absence of supplementary reading materials in mother tongue

Bridging from mother tongue towards Bengali through 4 years' plan designed to scale up in grade 4 and 5 according to MLE bridging plan. Accordingly, MoI will be solely in Bengali. For continuation of mother tongue practice in these two grades, the instruction was in this stage supplementary reading materials in mother tongue could be used in literacy practice as optional basis on student's need. During classroom observation and researcher's staying several days at the school did not notice any supplementary reading materials in classroom or school preservation. In this regard, both head teacher of the LC Garo, "Ms. Nilima Sangma" and LC Chakma "Ms.

Anamika Khisha” informed that, they did not receive any supplementary reading materials for grade 4 and 5 for use.

In sum, the bridging plan was designed in a way that starts with mother tongue as major which is gradually replaced by Bengali as major over four years of teaching-learning process. However, the overall findings revealed that MLE was not practiced in a systematic way as per the instruction given by the MLE bridging plan rather some practice was ongoing in diffracted way.

7.3 Confined use and limited adaptation of MLE Teaching-learning Materials

findings reveal that in MLE implementation, there were two aspects of existing teaching-learning materials regarding the materials adapted from the Bengali curriculum. Firstly, the existing teaching-learning materials which were adapted and published for use in MLE classroom context were used in limited way and secondly, the teaching-learning materials that are adapted are sufficient. Pre-primary curriculum also gives instruction that, textbook should be developed with much empathy in quality and a balanced representation of the cultural aspects should be maintained. However, these aspects are beyond the scope of the current research because, evaluation of textbook is not relevant with the objective of this research. Therefore, this research focused on the use of MLE teaching materials at classroom level.

In both LCs Garo and Chakma, the existing ethnic version teaching-learning materials were not not used in the classroom. In the Garo, as MoI is Bengali, the Garo version textbook was not used in teaching-learning. According to the bridging plan instruction, Bengali version textbook is used in the classes where Garo version textbooks were supposed to be uses. It is evident that, classroom activities, home work and all relevant functions were conduct in Bengali MoI using Bengali teaching

materials. In this regard, the district primary education officer of the Garo mentioned that, “as we do not have teacher from particular ethnic community, therefore, we encouraged student to use the Garo version books at home”. Moreover, a cluster assistant upazila education officer of the researched school, who was commissioned for academic supervision of the school, stated that, “actually there is no scope to teach the Garo books in the classroom of those schools where we distributed Garo books for the student from Garo community. In those schools, if Garo teacher is posted there, they may use Garo version books but in other school it is not possible”.

These data indicate that, several issues and conditions are revolved with MLE that affect the use of Garo version teaching materials in the classroom. Besides local education administration officials, the head teacher of the LC Garo “Ms. Nilima Sangma” mentioned that, “we conduct class mainly in Bangla, we use the Garo book separately after class or other time”. Other teachers from Garo and Hajong community also mentioned that if any student does not understand the lesson in the class through Bengali medium of instruction, they explain them in Garo language after the class as mentioned by the head teacher earlier.

On the other hand, in the LC Chakma, mother tongue class was conducted and, in that class, all Chakma students and teachers used solely Chakma teaching-learning materials. The following images show the classroom context-

Figure 30:

Classwork using Chakma materials and textbook



Figure 30 given above shows some alphabet cards, word cards, picture cards and textbook. All these handmade teaching aids were developed by the school based on the textbook and are used in teaching-learning for grade pre-primary to grades 1 and 2.

In grade 1 and 2, teachers of both LC schools used dominantly Bengali version textbook were used for numeracy development whereas for numeracy, the textbook published in Garo and Chakma language were used. This data clearly indicates that, existing MLE teaching-learning materials are used in a confined way, because in the LC Chakma schools, the Chakma version of mother tongue textbook is used in mother tongue language class. However, the Chakma version mathematics textbook was not use for teaching. This data also indicates the MoI as a factor to use teaching-learning materials. It means that, at the micro system, as MoI is followed by Bengali for mathematics, teaching materials also follow the Bengali MoI.

Table 6:*Teaching-learning Material of Grade Pre-primary*

Text book, Teaching Materials and Story Books of Pre-primary Education			
Textbook	Teaching Materials	Garo Story Books (10)	Chakma Story Books (10)
Text Book -Amar Boi (My Book)	- <u>Esho Likhite Shikhi</u> (Come to learn writing) -Flash Card -Flip Chart	Language (Roman) - <u>Sonai Bitchi Gipa</u> -- - <u>Gagak Gangsi</u> - <u>Pakmari Aro Bibal Do</u> - <u>Pinchep Aro Uni</u> - <u>Ripengrang</u> - <u>An Sengatani Atchu</u> - <u>Ambe Aro Do Kruni Golpo</u> - <u>Kising Salasa Kusumpuro</u> - <u>Borogoraja O Trivujrani</u> - <u>Awang Bajal Chi Re Anga</u> - <u>Bibal Balankatchaani</u>	Language ১. খুঁজুন ২. গরু গরু চাউন ৩. চাউন ৪. চাউন মাছ ৫. চাউন মাছ ৬. চাউন মাছ ৭. চাউন মাছ ৮. চাউন মাছ ৯. চাউন মাছ ১০. চাউন মাছ
Note-Garo and Chakma version of TEACHER'S Guide did not adapted when data collection done.			

NCTBb (2022) Retrieved 26/9/2022

Besides confined use of teaching-learning materials, limited adaptation of materials is evident during classroom observation. In order to implement MLE and achieve the language aims, findings revealed that, limited teaching-learning materials were developed and adapted. The pre-primary curriculum instruction regarding the teaching-learning materials was urged for adaptation of materials from the mainstream curriculum maintaining the main structure of the Bengali textbooks and other materials such as textbooks, supplementary reading materials, Teachers' Guide. This instruction of pre-primary education has followed the MLE bridging plan as ethnic version of textbooks were adapted for MLE implementation. However, findings revealed shortage of teaching materials at school level. The following teaching materials are adapted for MLE implementation for grade pre-primary-

From table 6, data indicates that, for grade pre-primary education, besides textbook, other teaching materials such as workbook, flash cards, flip charts and supplementary reading materials from Garo and Chakma culture were also adapted and developed. An effort of comprehensive teaching-learning materials made for pre-primary education however revealed that Teachers' Guide for textbook 'My Book' was

not adapted yet. Following figure shows the teaching materials of grade 1-3 which has been adapted and published-

Table 7:

Teaching-learning material of grades 1-3

Grade 3 My Book (Chakma and Garo language)

Grade 2 My Book (Chakma and Garo language), Mathematics

Grade 1 My Book (Chakma and Garo language), Mathematics

The above teaching materials shown in table 7 are textbooks that were adapted. Findings revealed that these adapted teaching materials were not sufficient. “Ms. Shadhana Areng” (Assistant Teacher/grade 3) mentioned that, “we do not have Garo version of Teachers Guides so that we follow to prepare the lesson, we do not know how to use Garo version textbooks in classroom”.

Data indicate that, in order to implement MLE at school level, the overall teaching-learning materials were found to be limited for the implementation of an effective MLE programme. Following section presents the limitations regarding teaching-learning materials related with all subjects-

Regarding Mother Tongue as a subject, grade 1, 2 and 3 adapted textbooks of Garo and Chakma versions were there in order to achieve listening, speaking, reading and writing. There is no Teachers’ Guides published on mother tongue.

Regarding the ethnic version of Mathematics textbooks of grade 1, 2 and 3 adapted however, Teachers' Guides were not publishing yet.

Regarding Physical Education as a subject for pre-primary education as well as across the curriculum, bridging plan instruction is to follow the teaching-learning method prescribed in the Teachers' Guide. For grade one, two and three, general instruction of the bridging plan is to follow the national primary education curriculum and the Teachers' Guide of the physical education. The physical education has no textbook rather it has teacher's edition. However, no Teachers' Guide were published yet in mother tongue whereas the teacher's edition is in Bengali.

Regarding Arts and Crafts as a subject, like physical education for pre-primary education, the bridging plan instruction for Arts and Crafts is to follow the teaching-learning method of the teacher's edition. For grade one, two and three, general instruction of the bridging plan is to follow the national primary education curriculum and the teacher's edition of the Arts and Crafts. Arts and Crafts also have no textbook rather it has teacher's edition and teacher's edition is in Bengali because Teachers' Guide did not publish yet in mother tongue.

Regarding Music as a subject, similar with Arts and Crafts, for pre-primary education, the bridging plan instruction for Music is to follow the teaching-learning method of the teacher's edition. For grade one, two and three, general instruction of the bridging plan is to follow the national primary education curriculum and the teacher's edition of the physical education. The Music has no textbook rather it has the teacher's edition and in Bengali.

The overall data indicate that there is no complete or sufficient package of teaching-learning materials developed and adapt for an effective MLE implementation.

On the other hand, the available teaching materials were not used in teaching-learning, all these contextual issues brought much complexity on the way towards MLE implementation.

7.4 Ongoing routine assessment rather based on MLE

Considering Bengali as the second language of EMC, the assessment instruction of pre-primary curriculum revealed that assessment should be much flexible for them. Chapter 4 discussed that (section 4.2.7) the pre-primary curriculum urged to consider two things while assessing the student from ethnic minority children; firstly, as Bengali is their second language, more care should be taken with the assessment of other subjects and, secondly, these learners should be assessed through their mother tongue as Medium of Instruction.

In practice, the previous two sections presented the findings that revealed that, almost all subjects in all grades follow Bengali as MoI and teaching materials are developed based on Bengali culture and language. Accordingly, the following section discusses that mother tongue as subject was not included within the formal daily class routine yet. The MoI, teaching material, and lack of regular class, have interrelation with assesemnt procedures. Regarding assessment, findings revealed that, accordingly as MoI, teaching materials, ongoing routine assessment for the EMC was evident in the schools. Teacher assesses learning outcomes within the classroom activities through the classwork. Based on the analysis of 16 classroom observations, findings show that, except physical education and music, remaining 14 classes used classwork for assessing students' learning outcome. Among these 14 classes, mother tongue was found using for assessemnt at grade 1, 2 and 3 only. Except these 3 classes, remaining 11 classes were found conducting assessemnt using Bengali. However, findings alos suggset that

the three classes where mother tongue was found using for assessment in one school (Shapla GPS) is not consider as a formal assesemnt. This mother tounge based assesement was done as an informal initaitves by the school, and these classes are not included withing the class routine.

As MoI and teaching-learning materials are developed in Bengali, same language is followed for assessment. In this regard, “Ms. Nilima Areng” (Head Teacher/LC Garo) shared how they assess children’s learning outcome,

We assess learning outcomes in three ways-: daily assessment, assesemnt in every class, and assesemnt within the lessons. Teacher presents the class and assesses the learning outcomes, and when we complete a chapter, we take weekly exam and we have three summative evaluations yearly.

This data indicates both summative and formative assessment in the system; however, this assessment is for Bengali medium curriculum. The pre-primary curriculum instruction is, as Bengali is the second language of the EMC, therefore they need much care and special involvement in their assessment. As the LC Garo school does not use mother tongue based MoI instead use ethnic versions of teaching materials, therefore assessment should also take place as the teaching-learning happened in the school. Because there needs to be a relation among MoI, teaching materials and assessment procedure. Regarding this point “Mr. Tarun Alo Chakma” (AUEO/LC Chakma) mentioned in chapter 5 that the class routine and examination of MLE is necessary for proper implementation.

On the other hand, “Ms. Anamika Khisha” (Head Teacher/LC Chakma) mentioned about assessment in her school,

We evaluate our children's progress in every class for every subject within the lesson for knowledge, attitude, application according to the curriculum. Besides we arrange short written examination twice a week when two chapters are finished and then we take three terminal examinations.

This data indicates that the assessment process is the same for two cases as this process is common for the primary education framework for all school throughout the country. However, a little difference exists between two LCs Garo and Chakma; as the LC Chakma implement MLE to some extent, I asked how they evaluate Chakma Medium of Instruction teaching-learning, then the Anamika Khisha (Head Teacher/LC Chakma) replied,

We also evaluate Chakma learning of our children once in a month, however as our Chakma learning activity is not included in our regular class routine, we do the evaluation informally and we do not include the marks in formal result. The whole process is maintained internally and informally.

This data indicates that MLE was not implanted in the school system as regular activity as reflected in the assessment also. At this moment, through existing assessment mechanism, MLE implementation is much more complex. Overall, it can be concluded that while national curriculum for pre-primary education provides instructions for assessing EMC through the medium of their mother languages, it has not been translated into practice. Therefore, existing assessment system is not supportive towards social inclusion of MLE.

7.5 Absence of MLE reflections in class routine and contact hour

Literature review discussed that, some general instructions were given in the first part of the bridging plan mentioning that the contact hour of the MLE school would be

comparatively higher. As MLE creates the opportunity for several languages and there are many contextual aspects to address, a flexible class routine is required and the bridging plan offered scopes for this flexibility in its design. However, data gathered from the classroom observation, interview for KI and field notes indicate that, class routine and contact hour of Doel GPS and Shapla GPS of the case Garo and Chakma are followed by the same way as they are for the conventional mainstream GPS.

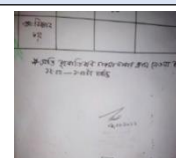
Following images shows the class routine of Doel GPS and Shapla GPS which is based on the mainstream government primary school. The routine was developed to implement the mainstream pre-primary and primary curriculum. The only exception is in the Shapla GPS that on Thursday, there is one hour class for Chakma language. The researcher observed during the data collection period that Shapla GPS started to take grade-wise Chakma MT classes. However, the MT class is not grounded in the regular routing rather offered once or twice in a week.

Figure 31:

Class routine Doel and Shapla GPS

English translation

Every Thursday
Chakma MT
Class



The school timetable is from 9.00 am to 4.15 pm. The contact hour is over 7 hours a day. However, extra hour or flexible routine opportunities preserved by the bridging plan, in practice, the school functions followed the mainstream implementation methods.

In order to understand MLE implementation in Bangladesh, I interviewed the UEO who was placed in exo-system that indirectly influenced the micro-system setting as school. UEO has significant impact on the micro-system through his/her different actions regarding class routine. The school follows the instruction from the UEO office. Therefore, UEO is a key person who co-ordinates the whole primary education in terms of academic and administrative matters. Class routines are usually planned by the head teacher, however, consent of UEO through consultation with AUEO is needed as per the rules in Bangladesh if the contact hour needs to be increased or the routine need to be re-arranged.

During interview, the UEO of Sadar upazila, Rangamati replied to my question-

How do you manage educational implementation while children are from different language background?

Through this question, I wanted to know the implementation modality and what kinds of action have been taken by UEO. The reply was-

We deliver primary curriculum in order to achieve primary education goal, however since 2017 MLE started, but after getting the ethnic book we cannot implement MLE properly because, teachers lacking, besides all Chakma people cannot read write Chakma language... I am also from Chakma community, but I cannot read write Chakma, because it was not practice during my childhood in

education life, because I could not get the chance, however, now it is practicing therefore one day will come when we will be able to use all domains of Chakma language, but now in our school the problem is that, only Chakma and Marma language textbooks are printed, if we want to work with this languages for ethnic children, we need a good implementation plan and teachers need that language background. In Rangamati we have teachers from different languages but they cannot use the language for education, they know only Bengali, because for long days we use only Bengali for education. So, we only teach Bengali. Now, if we want to implement MLE, we need trained teacher which at this moment is not available, besides training is also not sufficient, we received only ethnic textbook but our teachers are not trained, besides mainstream book, curriculum, routine, yearly learning target, the whole syllabus is scheduled, if we want to take after Bengali class, then the mainstream learning goal will be interrupted, many issues need to be resolved.

Similar with UEO, cluster AUEO of the upazila shared that-

I am from Chakma community, since 2017 in this district MLE started, But I cannot use my mother language, I am learning now my language, for this language I think that trainer need to be more experienced, many Chakma, Marma, Tripura teachers get training but there is not much implementation because we take exams in Bengali and English but we do not take exams in Chakma, and that assessment is necessary. Only then both students and teachers will give importance to Chakma MT learning, because we have class routine and grade wise distribution of class in the routine but MT is not within the routine. We did not get any instruction for doing that, so far, I know weekly

some school arrange MT class one day, however, teachers are not expert enough, because they did not learn from their childhood, this MLE programme need a circular.

In the LC Garo, a different picture was revealed regarding class routine. Literature shows that scholars of MLE argued for the contextual planning considering local needs for equitable implementation for MLE (Jacob, 2016). Teacher “Purnima Hajong” conducts religious and moral education classes for grade 3 and she shared that they need to arrange this class as the whole group is from different religious background. For instance, usually, Garos are Christians, Hajongs are hindus, Bengalis might muslim, budhist, Christians and hindus. They have to identify each student’s religious background and distribute the textbook and conduct the class. Both in the LC Garo and Chakma there are three religious background students. However, regarding language issue, the conversation was as below-

Researcher: You are from Hojong community therefore you conduct the Hindu Religious and Moral Education class for them, how do you arrange the class for different religious background student?

Purnima: All Hajong students are Hindu, for Religious and Moral Education class, we divided all students according to their religious background then we conduct class according to our religious background.

Researcher: In delivering religion class, what language usually speak with the Hajong student?

Purnima: As they are all from Hajong community therefore, I speak in Hajong with them

Researcher: If any student is from Bengali Hindu community, then how do you manage his language need in your class?

Purnima: Then I speak in bengali, because all Hajong student understand Bengali but Bengali student do not understand Hajong. If necessary, I explain Bengali students separately.

However, in Garo community teachers from both Garo and Hajong teachers shared that they explain subject matters to the students, when necessary, especially in their MT after class, during off period. However, the question was raised that how and when they managed this extra time for students understanding.

All these data reflect that there are no clear articulations of MT in the regular class routine. As a result, extra contact hours also were not added.

7.6 Joyful and participatory learning environment towards social inclusion of the EMC

Both the national education policy 2010 and pre-primary curriculum of 2011 has given instruction that for overall development of the children, the teaching-learning environment should be joyful and participatory. Overall, findings showed that, teaching-learning environment was joyful and participatory although evidence showed that, to some extent, teaching-learning did not use participatory method for instance, group work, chain drill, project method, outdoor learning. Analyses of 29 (LC Garo 13 and LC Chakma 16) classroom observations, findings revealed that, comparatively a joyful and participatory method was used in the teaching-learning process. However,

the teaching-learning process followed the content of the grades and particular subjects. The following sections presents the findings on how joyful and participatory teaching-learning happened in the classroom situation that impacted the social inclusion of the EMC.

Grade pre-primary contains a significant extent of teaching-learning methods which is joyful and participatory in nature. Following the policy instruction, pre-primary classroom is decorated with pictures, colours, different education materials, models, rhymes, songs, games and handwork (MoE, 2010). Pre-primary classroom is decorated in a way that physical settings data was reported the scenario as below for the LC Garo school-

Pre-primary class is on the ground floor. It is a wide, spacious room with three windows on the two walls. Light and air flow is sufficient. According to pre-primary classroom decoration instruction, it has marked 4 corners, imaginary corner, sand-water corner, reading corner, explorative corner. It uses floor mat, blackboard, different stuff of the classroom is for instance, toy car, play material, carom board and so on. Whole classroom is full of wall painting, for instance, alphabet, animals. Fruits, fish, flower, natural picture, rhymes, national symbol, historical picture, book pages, number counting with picture, computer, laptop, Abraham Lincoln letter.

Data indicates that the pre-primary classroom tried to make colourful and attractive to the young children however, the letter of American president Abraham Lincoln to his son did not add any message considering young age of the pre-primary age phase (5 years old aged) and was found to be irrelevant.

The LC Chakma school is also decorated in the same way as the LC Garo school that-

The pre-primary class is on the upstairs. It is a wide spacious room with four windows on the two walls. Light and air flow is sufficient. According to PPE classroom decoration instruction, it has marked 4 corners, imaginary corner, sand-water corner, book- reading corner, explorative corner. It uses floor mat, blackboard. In classroom different stuff for instance, play material, cradle.

Whole classroom is full of wall painting, for instance, alphabet, animals, birds Fruits, fish, flower, natural picture, rhymes, national symbol, historical picture, number counting with picture, computer, laptop. There is a piano and some extra chair in the classroom. Some Chakma alphabet is in the door.

Data indicates that, pre-primary classroom is also decorated as the LC Garo school, however, field notes data indicates that all decoration content is in Bengali. One exception found on the classroom door where some Chakma alphabets are written along with Bengali letters.

Besides a decorative class for joyful learning, the teaching learning pedagogy revealed that a participatory, interactive and collaborative teaching learning approach practiced by the children and teacher. In both LCs Garo and Chakma, students of the grade pre-primary participated in different activities, for instance, the pre-primary physical education class is considered very joyful by the children. All children participated following teacher's instruction and my field notes recorded children's special gestures, body language, curious eyes, smiles, informal interactions with peers which reflected their happy and joyful minds. Following images show the joyful activities in both schools-

Figure 32:

PT “Fulkoli” in Doel and Shapla GPS



Moreover, overall teaching-learning process was found to be interactive in grade pre-primary that made children engaged in all activities. The pre-primary education teaching method was instruction based and teacher used multiple method, teacher often asked questions to the whole class and used individual task as well. On the observed day, before starting assembly in the LC Garo, teacher interacted with children by questioning some small questions, for instance-

Teacher’s small interactive questions

- Tell me what do we do every day?
 - At first what do we do?
 - How do we start our day?
 - How do we prepare our daily assembly?
 - How do you feel about PT?
 - How many PT we have learned?
 - Which PTs we will do today?
-

Against these small questions, children loudly shared their answered. This kind of small questions also were used in the LC Chakma.

Again, teacher also collaborated in the teaching-learning. When students were singing song, it was evident that the teacher was also singing with them and often clapped with them. Teacher supported to line-file and make cycles. On the observed day, in the LC Chakma, one activity named ‘amra duli’ (in English lets wave) was to create joy and happiness to the children’s mind. The activity was, all children stood up and placed their hands in their waist and moved their bodies as their wish. When children started to wave their bodies, they seemed happy. The following image illustrates the activity-

Figure 33:

Activity “Amra Duli” (Lets Wave)



“Ms. Urmee Chakma” (Assistant Teacher/grade 2/LC Chakma) shared that they do this kind of activity to energise the children’s so that children did not get board in class presented in figure 33 “Amra Duli”. This is because pre-primary education runs for 2 hours 30 minutes of school time and they are very young children. Therefore, they want to engage children in many joyful events. Besides pedagogy, colourful and attractive teaching aids created joyful teaching-learning environment. For instance, on the observed day, in the LC Garo school, “Ms Milita Hajong” (Assistant Teacher/pre-

primary) in her Arts and Crafts class used leaf for crafting watch, crow and glass for the children. My field notes data informed that, children were very happy.

Besides pre-primary education, in the grade primary education, teaching-learning process included a range of strategies in order to achieve the learning outcomes based on grades and academic subjects. In this process, joyful aspects were found in an activity named ‘emotion creation’. Before start the class, to create a positive classroom atmosphere this activity usually done in all subjects. This activity was not applied to pre-primary education and physical education. Children were found often happy to participate in this activity. This could be in many ways dependent on teacher’s prepared lesson plan. Out of 11 classes, 5 classes conducted the activity in the LC Garo school. Findings revealed that, grade-1 mathematics, grade 2 Bengali and mathematics and grade 4 Bangladesh and global studies lessons conducted the activity by singing 4 different Bengali songs. Only 1 activity was based on a story telling. In my analysis, Bengali songs by whole class were not very joyful, children participate randomly. In grade 2, an individual student was singing a Bengali song and she was from Garo community. This kind of activity is limited to include all children in an activity towards inclusion as well as make joyful atmosphere. However, the story telling was interesting in the LC Garo in my analysis because teacher was asking small questions based on the story and all children were answering. Thus, interaction, participation and collaboration, different functions happened by a single activity. This example will be discussed later of this section.

On the other hand, out of 14 classes, 8 classes conducted this activity in LC Chakma. In the LC Chakma, grade 2 Bengali and mother tongue classes used a simple exercise to make children happy which was ‘Stand-up, Sit-down’ and in grade 3 mother

tongue was used only for ‘clapping’ that made children happy. Grade 2 mathematics teacher sang a popular Bengali song with whole class and also made a musical atmosphere due to teacher-student collaboration. Grade 1 Arts and Crafts teacher conducted a Bengali rhyme with action in which the last line of the rhymes added the action ‘dancing’ and all students were very happy to did the action and everyone were laughing observing other peer’s dancing. In mother tongue class, teacher asked individual student to come to the front of the class and recite a Chakma rhyme, 4 students came in front and recited the same rhymes and the teacher was showing and doing the action related with rhymes with them so everyone was happy. Thus, a happy emotional atmosphere was created in a planned way.

Figure 34:

Activity-emotion creation through Chakma rhymes



However, two classes of grade 2 Bengali and grade 4 Bangladesh and global studies were conducted by national anthem which was found to be irrelevant to its objective in the classroom context.

Clapping is another aspect when children feel joy. Findings revealed that, almost all grades for all subject's teacher planned for recognition by clapping. Findings revealed that, in particular, in mathematics class when children work individually at blackboard then teacher asked the whole class show their recognition by clapping which created joyful atmosphere. Both the children's face became smiling who achieved clap and who gave the clap. All these are strategies to make joyful teaching-learning.

Finding showed that sometimes using of unusual teaching aids by the teacher created joyful environment for the children. For instance, in music class, both teachers of the LC Garo and Chakma schools used teaching aids. Teacher of the LC Garo used plastic 'the flower Shapla' and teacher of the LC Chakma school use a picture of 'the flower Shapla' as the music was related to Shapla the national flower. However, all children enjoyed and became very happy to see when teacher was using harmonium that is not regularly used. Children were clapping and smiling as they were participating in a joyful music class.

Findings showed that. teacher's attractive class introduction created a joyful teaching-learning atmosphere. For instance, in the LC Garo school "Ms. Hamida Begum" (Assistant Teacher/grade 1) in Bengali class started her class with a story telling that, "Ruby and Ruhy are two little sisters, one day they went a village fair with their mom and dad and they saw many toys, decorative they ride Nagordola, they listened to music and had some sweets and finally they bought two toys for them" after finishing story telling she asked to the children that, "do you want to see the picture of those toys?". Students of grade 1 loudly responded and seen two pictures as teaching aid with much joyful and curious mind. Following two images show picture of two

objects that Rubi and Ruhi bought from the village fair and teacher used these two pictures as teaching aid which was connected with lesson of observed day-

Figure 35:

Pictures of musical instrument and Animal



Similarly, in the LC Chakma school, “Ms. Avelina Talukder” (Assistant Teacher, grade 4) asked children about what they do after waking up in the morning. Children replied that they do get fresh, then she shared that, after waking up from sleep, we need to warm up for sometimes at the bed before go to wash room and then she demonstrated an action with block hands and shared that it is good for health and demonstrated the things we need to do in the morning and then the whole class of students practiced with her. This kind of introduction energized students and created a joyful environment.

Overall, findings revealed that the teaching-learning activities are joyful in both LC schools for the ongoing content. However, regarding MLE, in order to achieve the language as per aim of the MLE bridging plan, the analysed teaching-learning activities has limited impact on inclusion of the EMC.

7.7 Use of different community languages in the classrooms

During data collection, I have identified, teacher used at least 5 languages at classroom formally and informally, they are Bengali, English, Chakma, Garo and Hajong. In classroom, teacher mostly deliver different subjects in Bengali as medium of instruction. Although the bridging plan instruction selected ethnic languages use as MoI, however in teaching-learning findings show that, teacher use Bengali mostly as formal medium of instruction. English also used as formal MoI for English language class in both Doel and Shapla GPS. On the other hand, Chakma language used as formal MoI in Shapla GPS for only conducting Chakma language as subject from grade pre-primary to grade 5.

Different features are observed with language use during data collection, for instance, “Ms. Shadhana Sangma”, assistant teacher of Doel school conduct grade 3 Mathematics class in Bengali, however she used Garo language with a Garo student for several times with sufficient time to explain a mathematics problem as the student were required. Teacher “Ms. Shadhana Sangma” mentioned about MoI that,

If majority students understand Bengali, then I use Bengali and I explain to Garo children in their mother tongue, I use both languages, to the Garo child, if they do not understand Bengali then I explain in Garo, and I speak in Bangla also.

This data indicates that, although in grade 3, for the subject mathematics, MLE bridging plan instruction is to use Bengali as MoI. However, teacher used mainly Bengali as MoI but when a student was struggling with mathematical problem, she used mother tongue to him. My field notes data informed that both teacher and the particular student was from Garo community that they shared the same mother tongue. As natural

consequences the teacher swiftly code-switching in the mother tongue to achieve learning outcome. Therefore, the teacher uses both languages as a bilingual speaker.

Again, in Doel GPS “Ms. Kolyani Hajong” conducted the mathematics lesson in Bengali throughout the teaching-learning process, regarding MoI, in her interview, “Ms. Kolyani Hajong” expressed that,

I use Bengali mainly, I use Hajong language to Hajong community students as I am from Hajong community, I do not know Garo, therefore I do not speak Garo, I use Bangali in common.

The above data indicate that, teacher frequently code-switch in their mother tongue as a natural practice with same ethnic community student. Here, teacher do not follow any language planning for conducting the class. In Mathematics class teacher speak in Bengali and used Bengali version textbook. It means that, teacher used the language which they planned for classroom practice, because although teachers are using Garo and Hajong language to Garo, Hajong children, however as they are using Bengali textbooks, it proved the Bengali teaching-learning and the use of language both of teachers and student. Similarly, in Shapla GPS, for mathematics, teacher conduct the whole class in Bengali. Student’s textbooks, student’s classwork, home work all activities followed by Bengali.

Again, for the subject Religious and Moral Education, teacher used Garo language as both teacher and students were from Garo community. However, the bridging plan instruction was to use Bengali for Religious and Education as grade 3 is the bridging point. This data also indicates that, teacher use language based on situation rather than to follow any language plan e.g the bridging plan of MLE.

7.8 School environment is grounded with Bengali and English culture

When conducting the current qualitative study, the researcher had to visit and stay in research location several times. During the stay, the researcher explored the schools and the surroundings, and the field notes taken on the school environment contributed to understand the overall environment of the school from MLE perspectives. Through these classroom observations and field notes data, findings suggest that, the cultural aspects of the school are grounded with Bengali and English curriculum. These findings do not reflect the Head Teacher's values towards inclusion of all children including EMC.

Peterson and Deal (2002) informed that, all schools have their own distinguished cultural features that are constructed through the complex set of rituals, folkways, and values that shape their behaviors and relationships. In terms of values, Booth (2011) discussed that, "values are fundamental guides and prompts to action. They spur us forward, give us a sense of direction and define a destination" (p.33). Therefore, the school which is committed to implement inclusive education for all children and multilingual educational approach for the EMC, is necessarily should value inclusive core principles in its deeper level belief system.

Schein (2004) argued that surface level of the cultural presentation is artifacts, which includes all the phenomena that one sees, hears, and feels when one encounters a new group with an unfamiliar culture. Artifacts include the visible products of the group, such as the "architecture of its physical environment; its language; its technology and products; its artistic creations; its style, as embodied in clothing, manners of address, emotional displays, and myths and stories told about the organisation; its published lists of values; its observable rituals and ceremonies and so

the school environment is grounded with Bengali curriculum expression. Moreover, in terms of notice, signboard, etc the school used solely Bengali, for instance-

Figure 37:

Classroom and Section Signboard



Some signboards written in Bengali with English words also represent the frequent use of English in daily life that figure 38 presented below-

Figure 38:

Teaching Aid Corner



It was mentioned previously that Schein (2004) described artifact as the “emotional displays, and stories of the organisation” (p.25); it has been observed that in

both schools' images of different historical personalities, poets, heroes of the country are displayed which reflect the Bengali heritage.

Figure 39:

Historical representation of Bengali culture



Through the overall observation, findings show that, there were few instances which reflect the ethnic culture along with Bengali culture. The following images presents those evidences-

Figure 40:

Limited cultural representation in LC Chakma



Few ethnic objects were found as teaching aids from both schools from the LC Garo and Chakma which is not representing for the implementation of multilingual education–

Figure 41:

Few ethnic objects as teaching aids from Doel and Shapla GPS



Overall, data indicate that, school environment is grounded with Bengali and English culture. This school decoration, artifact do not show difference between two LCs. Both school of two LCs expressed in same way that in dominantly in bengali culture. However, some cultural expression exist in both LC schools Garo and Chakma. Figure 40 presented some cultural features of Garo and Chakma communities. Moreover, English is so implant within daily communication that, for advice student (figure 36), noticing a matter, English word written in Bengali. Another aspect of dominant culural expression is shown in figure 39, a classroom decorated with images of all political personalities, and Bengali poets while the LC location Garo has its own renowned ethnic political history which is much known and linked with the Garo and Hajong students. Finally, figure 40 showes that a Chakma expression 'Chigon Chiji' (Tiny Loving) written in Bengali which do not support EMC in learning mother tongue.

7.9 Practices of school leadership for the implementation of MLE at schools

Chapter 4 presented that the policy instructions for head teacher's leadership is mostly to create a cultural environment regarding MLE and to monitor academic implementation involving MLE teaching-learning methods. Findings show that, school environment is grounded with Bengali and English culture. My several times visit in the research site, during the stay I explored the school and surrounding, my field notes collected some features of the school environment which contributed to understand the overall environment of the school that how Bengali and English language aspects exclude other cultural aspects of the students from diverse cultural background. It has evidenced that head teacher habituated to deliver Bengali curriculum. Both inside and outside of the school, reflected its cultural features that construct through the complex set of rituals, folkways, and values that shape behavior and relationships (Peterson & Deal, 2002). Some examples of inside classroom artifacts would support more understanding of this argument-

My analysis includes 3 examples which reflected MLE in school practice. I found figure 40 decorated with Chakma alphabet on the door of the classroom and the classroom was named in a Chakma word. I asked one of the PPE teachers "Ms. Urmee Chakma" about the decoration, she informed that, "when we have started to distribute Chakma books then we were very happy and we have included some Chakma alphabet when we were decorating our PPE classroom. Similarly, 'Chigan Chiji' is a Chakma word which means 'tiny loving' someone, means very little creatures who are very loving we have named our pre-primary classroom.

To answer another question about cultural teaching aids uses in teaching learning, teacher "Ms. Urmee Chakma" showed me a teaching aid which was a cane

made small basket from Chakma community called is 'thurang' or pulleng. She demonstrated me, how they use the basket in their teaching learning. In Chakma textbook, the word 'Thurang' is an adapted Chakma vocabulary, which is practiced with this cultural teaching aid.

However, the few examples of cultural integration within the inside and outside classroom environment do not represent the MLE implementation in both school of Garo and Chakma community. Head teacher's role was not evidence in valuing the policy instructions for some reasons. In terms of values, Booth (2011, p.33) discussed that, "values are fundamental guides and prompts to action; they spur us forward, give us a sense of direction and define a destination". Therefore, the school which is committed to implement inclusive education for all children and multilingual educational approach for the EMC, is necessarily should value inclusive core principles in its deeper level belief system which observed missing.

As a school leader and head teacher has another significant role in academic implementation and monitoring the MLE teaching learning.

Head teacher is considered as the key person to create a firm school environment according to the pre-primary curriculum (PPC). PPC followed the values, strategies and instructions stated by the national education policy 2010. Previous sections presented findings related to values and principles towards social inclusion and strategy of the joyful and participatory method. In order to create such equitable, joyful and participatory learning environment, PPC identified head teacher as the key person for implementation at school level. In Bangladesh, create and maintain such school environment is mostly associated with the job responsibilities of a head teacher in primary education sector (NCTB, 2011).

Findings showed that, PPC mentioned two aspects of school environment need to ensure by head teacher in order to implement MLE at school. Firstly, “the head teachers concerned should ensure proper environment for MLE in the schools which should be rightly directed and monitored” (NCTB, 2011, p.88). As MLE is an educational approach which create the opportunity to learn more than two languages as well as learning in mother tongue for EMC, therefore, school environment should also value the language background and cultural aspects of the EMC at school environment. Here, rightly directed need to interpret through the lens of ethnic cultural perspective and expresses different aspects of the MLE at the school premises. Regarding cultural aspects Schein (1992) discussed organisation values reflected in its most tangible level as visible artifacts, such as the school’s architecture, stories, ritual, and traditions. Therefore, head teacher needs to maintain such environment required necessary knowledge and awareness regarding MLE.

Apart from cultural environment of the school, PPC instruction also include school monitoring for head teacher to create and maintain the MLE academic aspects. In this situation, the leadership of head teacher play a critical and central role in MLE implementation. Literature shows that, leadership is highly important in MLE implementation. Effective multilingual schools create such an environment, that convey the enrichment ideology that embrace diversity so that children from different cultural background do not feel themselves as problem rather as an opportunity (Kirss et al., 2021).

Secondly, from academic perspective, as MLE involve several languages, therefore “head teacher should have the skill in MLE and particularly in the multilingual teaching methods”. As head teacher is the supreme authority to govern the

school administration, therefore, educational implementation mostly depends on the head teacher's leadership. Along with mainstream curriculum implementation, in MLE context, head teacher needs to fulfill the MLE learning outcomes to be achieved by the EMC. In this situation, for proper implementation of MLE, Wright and Baker (2017) suggested that, the head teacher can grow high expectations among staff and students which carries much significance. This is because, PPC recommended that head teacher should have the skills about multilingual teaching methods and in order to practice various innovative participatory teaching-learning methods, head teacher need a very careful leadership.

Head teacher's another function is academic implementation and classroom monitoring. Findings show that, in order to implement MLE, an important task which is centrally related with MLE did has not been initiated yet. As MLE create the opportunity for several languages and there are many contextual aspects may arise, that need extra time, considering these issues, MLE bridging plan preserved flexibility in its design. However, in both Doel GPS and Shapla GPS of the Garo and Chakma community, conventionally followed by the mainstream government primary school. The mainstream school time schedule is from 9.00 am to 4.15 pm. The contact hour is in total 7 hours 15 minutes a day. However, extra hours or flexible routine opportunities preserved by the bridging plan, in practice, the school functions followed the mainstream implementation methods.

Both the head teachers mentioned that, in general the teaching-learning take place in Bengali medium of instruction. In Doel GPS of Garo community, I have observed one class where head teacher conducted the class. The class was Bengali language class for grade 2. According to MLE bridging plan, grade 2 also included

Garo language as a subject, however, head teacher Ms. Nilima Areng shared that, “we conduct class mainly in Bengali language, we explain different necessary subject matters in mother tongue after class to the Garo students, we do not conduct Garo class as routine class”. From the head teacher voice, it has understood that, there is a gap between policy instruction and actual implementation. On the other hand, in Shapla GPS of Chakma community, the school conduct Chakma language class on Thursday for one hour as well as grade wise class when possible informed by head teacher. It means that MT class is not grounded in the regular class routine rather once or twice in a week based on the situation.

7.10 Conclusion

In this chapter, I have analysed how MLE bridging plan is being implemented in the actual teaching-learning context designed towards social inclusion of the EMC. The main objective was to understand how implementation of MLE bridging plan enhance social inclusion process of the EMC.

Analysing all school related data, the results showed that even though the MLE bridging strategy was developed methodically, the sequential language allocation was not followed during the implementation phase. The teaching resources that were converted from the Bengali version to the ethnic versions in Garo and Chakma were also used sparingly. Although there was evidence of joyful teaching-learning strategies in action, MLE's teaching-learning viewpoints were noticeably limited. Assessment system also followed a conventional method. The majority of formative and summative assessment techniques were reported to be traditional rather than MLE-based. Moreover, MLE was not included in the daily class routine. It was discovered that,

rather than embracing EMC through cultural adaptation, the school's general atmosphere was anchored in Bengali and English culture.

Overall, it can be concluded that though the existing practices of MLE the schools have created some scopes of social inclusion for EMC through the teaching-learning practices in the classrooms. However, the schools could not build a foundation for promoting social inclusions of EMC. Although establishing a culturally and linguistically inclusive environment that directly affects EMC's everyday experiences to feel socially included and succeed academically is one of MLE's ultimate aims at the microsystem level from which the schools were still lagging a far way behind.

The next chapter discusses the findings using theoretical framework and relevant literature.

Chapter 8

Discussion

8.1 Introduction

The previous four chapters presented the findings of the research. This chapter aims to summarise the main findings and offer a critical discussion of the findings in light of the theoretical framework to comprehend MLE as a tool for social inclusion of the ethnic minority children (EMC) in Bangladesh.

I have structured this chapter into two main sections. In the first section, I have discussed the key findings. The key argument is that MLE Bridging Plan which can be called as a Bangladeshi version of ‘transitional model’ of MLE opens the door for social inclusion of EMC. However, ecological disconnection between the systems (macro system to micro system) shows concerns for a more comprehensive MTB-MLE policy and a realistic implementation plan to strengthen the process of social inclusion of EMC. In the second section, I have proposed several strategies as well as supplementary elements to develop a realistic strategic plan aiming to reduce the gaps between policy and practice, establish integration among the systems as a whole towards social inclusion of EMC through MLE.

8.2 A Bangladeshi form of MLE having disconnections among ecological systems obstructs the process of social inclusion of EMC

The result of the analysis of three significant national policy documents pertaining to MLE in Bangladesh were reported in Chapter 4. The results indicate that the national policy documents have included a number of elements pertaining to SI of EMC through MLE. All things considered, the creation of the MLE Bridging Plan is a result of national policy advancements and may be referred to as Bangladesh's

adaptation of the ‘transitional model’ of MLE, which expands the scope of SI of EMC. Disconnection between ecological systems hinders the potential of MLE in Bangladesh as a process of social inclusion of EMC, even though the success of these policy initiatives at the macro level depends on their effective implementation and practices at levels that Bronfenbrenner defines as exo-system, meso-system, and micro-system.

In terms of MLE implementation, a lack of ecological ties between different local administrations, trainers, and community members in the exo-system suggests that the social inclusion process of EMC was not completely functioning at this level, which has implications for subsequent levels. While MLE implementation in schools has influenced the interconnected support among families, schools, and communities as a mesosystem, further development is needed to enhance communication and cooperation among these microsystems towards social inclusion of EMC. From the micro-system perspective, practices of joyful teaching-learning activities and the supportive roles of teachers and peers contribute to an environment conducive to social inclusion of EMC. However, many aspects of MLE and the MLE bridging plan were not implemented methodically in schools. A cultural adaptation of MLE for the social inclusion of EMC at the school level has yet to be established.

8.2.1 Ecological connection ingrained at state level political environment for social inclusion of EMC

Chapter 4 outlined the findings related to policy initiatives from state level towards social inclusion of EMC. Following the completion of the content analysis of three national policy documents, this research revealed that, state level political environment of Bangladesh promised to develop an equitable pre-primary and primary education system through envisage supportive policy provision towards social inclusion

of the EMC from macro-system perspective. Hornberger (2010) revealed from her research that, multilingual education often starts from the national policy. During cross cultural research in People's Republic of China, Bronfenbrenner (1979) experienced power of the public policy in his academic and professional life. He stated that, "I learned from work in other societies is that public policy has the power to affect the well-being and development of human beings by determining the conditions of their lives" (p-xiii). In connection with children's development within a given social environment, it is necessary to understand, how their existence legitimate by the higher-level authority. This is because, without public policy support, no action could be happened. Malone (2017) and Jacob (2016), among other scholars, have focused on the policy views that emphasise the relevance of the 'policy framework' and 'supportive policy' for programme implementation. UNICEF (2018) asserts that integrating language policies for ethnic minorities within a larger national policy framework can strengthen them. However, policy formulation is not a purely theoretical activity rather largely depends on political administration (Pinar, 2009).

The findings from the analysis of policy documents show that the government of Bangladesh took initiative to formulate required policy towards social inclusion for EMC. The results indicate that the national policy documents have included a number of elements pertaining to SI of EMC through MLE. Some of the main themes of the findings include the inclusion of SI values for EMC through MLE in national education policy documents, specific guidelines for community-based teacher recruitment and professional development, guidance for a joyful and participatory learning environment that is connected to students' MT and social context, cultural adaptation of teaching materials, and community engagement and empowerment for successful

implementation. Instruction for mother tongue-based assessment for EMC, the role of local education administrations in monitoring and mentoring MLE implementation, the role of head teachers in implementing MLE, and the MLE bridging plan with particular features have all been examined in the policies. From this perspective, education department as sub-sector of overall political entity, gained positive environment regarding MLE in Bangladesh. MLE involve several policies, curriculum, planning documents that took seven years for policy formulation towards embarking MLE at school level. Following timeframe shows the chronological development of MLE from the policy perspectives towards practice-

Table 8:

Chronology of MLE Introduction from Policy to Practice

2010	National Education Policy formulation	Instruction for MLE
2011	Pre-primary Curriculum developed	Guideline for MLE
2014	Bridging Plan for Mother Tongue based Multi Lingual Education	Developed and implemented
2017	Textbook in 5 Ethnic Language	Developed and distributed
Adapted from MoE, (2010), NCTB (2011), NCTB, (2014), NCTB, (2017)		

Considering the above timeframe and volume of the political functions that embodies multiple factors, including the history of the country, culture, the political-administrative culture, social perspectives, and economic conditions (Parvin & Bone, 2017) it can be argued that the government of Bangladesh has given much priority and showed commitment to MLE towards social inclusion of EMC.

8.2.2 A Bangladeshi version of ‘transitional model’ of MLE having lack of comprehensive and realistic guidelines

I mentioned in Chapter 2 (Literature Review) that several MLE models are used in various nations according to the linguistic, cultural, and educational contexts in which they are implemented. Ball (2011) discussed that the choice of the educational programme largely depends on the political agenda, fund, teacher training, and standardised testing regimes. In this regard, Chumbow (2013) argued for two important factors during the development MLE model in a country, firstly, the constellation of languages targeted in the multilingual education enterprise and secondly, the level of academic proficiency targeted for attainment by mother tongue. He continued his discussion that, secondly, the language constellation depends on the language policy of a country and the target mother tongue language proficiency involved a question that to what level or grade the mother tongue is expected to be used as a medium of instruction. This is usually determined by the status and function of the mother tongue to the official language and other languages in the constellation.

Based on the findings, I argue that MTB-MLE policy of Bangladesh, more particularly the MLE Bridging Plan can be called a Bangladeshi version of ‘transitional model’ of MLE for its characteristics. The characteristics of MLE bridging plan indicate that it has been developed through a collaborative manner between government and ethnic minority community representatives. According to the instruction of national education policy 2010, government collaborate with particular community people in order to develop MLE model of Bangladesh. This bridging plan provides the opportunity to develop EMC between two languages mother tongue and Bengali in its transition. Moreover, this MLE model is flexible because it has given scope to schools

to develop their own routine, increase contact hour. It is also explorative because it encouraged conducting research in order to investigate the better way of learning in MLE implementation. Scholars of MLE criticised transitional model as ‘short cut’, ‘early exit’ in other words ‘abrupt’ transition from mother tongue to second language after 2/3 years or weak model (Ball, 2010, p.3; Ball, 2011, p.21). However, Malone (2018) suggested considering various contextual issues that, “planning the bridging process requires knowledge of the political, social and especially the local language contexts in which programmes will take place”. Findings reported in Chapter 4 indicate that several contextual issues have been considered for developing MLE Bridging Plan following the instruction of pre-primary curriculum where community is recognised as important part of children’s teaching-learning process as school is a segment of the community and society (NCTB, 2011). However, several points included in the MLE bringing plan and other policy documents have not been thoroughly described, indicating that a comprehensive and realistic guideline for successful implementation and sustainability of MTB-MLE in Bangladesh is yet to develop. For examples, the literature shows that conducting preliminary research is essential for the successful implementation of MLE and the social inclusion of EMC (Malone, 2010; 2017; UNESCO, 2007; UNICEF, 2018). For a number of reasons, preliminary research is crucial, for instance, it offers data and clear concepts on the languages that children use at home and at school (Malone, 2010; 2017; UNESCO, 2007; 2018). In addition, this research aids in identifying local, regional, and national resources that can be mobilised to assist MTB-MLE (Malone, 2010; 2017, UNESCO, 2007; 2018). Based on data analysis, I found that how preliminary research was conducted and how this research contributed to the development of MLE Bridging Plan is not clearly explained in the policy documents including the Bridging Plan. Moreover, while instruction for

conducting action research is reported in the Bridging Plan, detailed guidelines have not been provided.

The successful implementation of the MLE programme requires advocacy at all levels and the creation of stakeholder awareness (Durnnian 2007; Jacob, 2016; Malone, 2010; UNESCO, 2007; UNESCO, 2018; UNICEF, 2018). Ahonen (2020) asserts that a data- or evidence-based conversation with parents and community leaders is necessary to create consensus on the importance of teaching and learning in MT in the early grades and to help parents make educated decisions. Additionally, awareness is required at both the national and district levels (Durnnian, 2007). According to Malone (2010) and Yadava (2020), awareness raising strategies are: dialogue among education policy makers and different stakeholders; engaging children in language-related conversations; creating eye-catching posters that explain the programme and distributing them in various locations; having casual conversations with community members about the programme; promoting the MTB-MLE programme by asking community members who are in favor of it to speak at religious gatherings, women's and youth groups, NGO meetings, seminars, and village markets etc; creating and distributing short books and other materials; creating a periodical report on the programme that includes images; and using of ICT and electronic media (radio, TV, etc.) for disseminating information about MTB-MLE. They also recommend for establishing successful MTB-MLE schools across a range of linguistic contexts to serve as 'role models' and encourage local government, educators, parents, and students to support the MTB-MLE programme. Findings suggest that none of the policies paid attention towards the awareness building strategies of stakeholders for the MLE implementation which indicate a clear limitation of existing MLE policy of Bangladesh.

‘Monitoring and evaluation’ are another crucial component of an effective and sustained MTB-MLE towards the social inclusion of EMC. According to UNESCO (2020), monitoring and evaluation should be done from the standpoints of programme components as well as student progress. Findings based on the analysis of national policy documents (Chapter 4) reveal that this crucial aspect is detailed out. However, while UNESCO (2020) recommends for using programme evaluation result by the people responsible for MLE implementation to make necessary adjustment to the programme as needed, this instruction was not explored in the policy documents of MLE. In addition, while Ahonen (2020) focuses on to establish a school level database or school level Education, Management Information System (EMIS) that can reliably represent the students' MT-related data, based on my data analysis, I noticed that no policy instruction is provided for this kind of endeavor at school level in Bangladesh. Overall, the focus of this discussion is related to the answers of research question “How does the MLE model used in the government primary school for EMC look like?”. Based on the discussions, it can be concluded while MLE Bridging Plan can be called as a Bangladeshi version of ‘transitional model’, Bangladesh still lacks a comprehensive MTB-MLE policy and a workable implementation strategy for social inclusion of EMC.

Following section discusses findings based on data gathered from local education administration (LEA) officials and ethnic minority community Garo and Chakma, in order to understand the ecological connection made from exo-system perspective.

8.2.3 Ecological dis-connection of MLE implementation at local level as a barrier for social inclusion of EMC

According to Bronfenbrenner's ecological system theory, macro system provide constituent to its micro, meso and exo-system (Bronfenbrenner, 1979). Therefore, these four system layers need to be connected with each other to be functional. In light of this, and based on the findings (Chapter 5) I argue that though Bangladesh has the necessary policy provisions for MLE, exo-system did not evidence ecologically fully functional in holistic or comprehensive way. Dis-connection between system layers (macro-system and exo-system) created a gap between policy and practice. So, in various aspects of implementation, lack of integration exists at local level in both LCs Garo and Chakma.

For overall educational outcome, both policy formulation and policy implementation are important. However, since the National Education Policy-2010 formulated and implementing, however the recent study of Rouf (2022) informed that, in many areas, after ten years of its formulation, several gaps exist between policy instruction and implementation. My current research also revealed a gap between policy instruction and implementation setting from the role of local level administration. For Examples, the NEP-2010 focused on "ensuring quality education through successful implementation of the national education policy and qualitative excellence of the education system depends largely on educational administration responsible for its management" (MoE, 2010, p.71) however it is not evident in practice. In addition, the pre-primary curriculum recommends close monitoring and academic supervision for implementing MLE (NCTB, 2011). In response to these policy level statements; findings of this study suggest that a meaningful monitoring and supervision by the local education administrations for MLE implantation at schools was

not in practice. Although some common and traditional activities, for examples, textbooks distribution, student survey, and monitoring student enrolment have been practices as regular activities, conducting training for the teachers of the schools of language community Garo and Chakma situated in different districts was not done equally. According to findings presented in Chapter 5, while training for the teachers of language community Chakma was conducted, the teachers of language community Garo did not receive training at the same time.

This difference created due to lack of co-ordination within the exo-system following the instruction of macro-system. UNESCO (2020) recommends monitoring and evaluation from the viewpoints of both students' progress and programme components, paying attention to various aspects. For instance, supervisors should regularly visit classrooms and document their observations in writing, and each programme component should be evaluated. Additionally, UNESCO (2020) emphasises that programme evaluation results should be used by those in charge of implementing MLE to make any necessary programme adjustments. Findings presented in chapter 5 suggest that these aspects of monitoring and supervisions were not in practice since local education administrations were involved in completing traditional activities as they do for general education. In addition, while the pre-primary curriculum provides instruction to place LEA officials considering their language background (NCTB, 2011) this was not reflected in the practices at all since most of them were from Bengali community. This picture sufficiently hampered to play the role that Bronfenbrenner (1979) argued for, generally people play in different role and a role is a “set of activities and relations expected of a person occupying a particular position in society and of others in relation to that person” (p.85). Moreover, LEA officials who are from local community do not have equal access to all four domains of language (listening,

speaking, reading, writing). These indicate that the policy instructions did not connect LEA sufficiently with the schools towards MLE implementations and social inclusion of EMC.

Apart from LEA as discussed in the literature review (Chapter 2) ethnic minority community also regarded as distinguished influencer of exo-system in relation to social inclusion for EMC. Literature suggests that supportive partnerships among different stakeholders are essential for promoting MLE and social inclusion of EMC, for example, partnership between schools, parents and local community (Ahonen, 2020; Bandhu, 2020; Hough et al., 2009; Malone, 2010; Malone, 2020; Pradhan, 2020; UNESCO, 2018; UNICEF, 2018; UN, 2007; Yonjan-Tamang et al., 2009). For examples, Malone (2010) argues that stakeholders must cooperate as partners in order for the programme to be successful. UNESCO (2018) stresses to foster an atmosphere of cooperation among stakeholders. Evidence from the study of Hough et al. (2009) provides example of community involvement in MLE programme and significant positive impacts.

This study suggests that community including parents' involvement in MLE programme and teaching learning content and pedagogies grounded in local community values promotes community empowerment through MLE. Similar argument is made by Yonjan-Tamang, et al. (2009) as they strongly recommend community based and community empowerment for the sustainability of MLE. Considering the relevance of community engagement with the MLE initiatives it has already been mentioned that NEP-2010 of Bangladesh has recommended community involvement during ethnic teaching-learning material development and in various relevant purposes. Based on the findings, I argue that community involvement of Garo and Chakma as well as parents

with the schools is very limited. Even the stakeholders are not clear about the concept of community involvement with schools. It was evident that, teachers and LEAs often mis-understand the difference between parents, community and School Management Committee (SMC). It means traditional practice of the SMC, parents and very limited communications between communities and schools.

Overall discussion of this section focuses on the research question “How do the parents, community, local education administration involve with school towards social inclusion for the EMC through MLE?” In conclusion, it can be argued that macro-system’s ‘ideology’ did not transfer to the next step for exo-system sufficiently. Macro-system carried the ideology of the society that provide constituent for exo-system and other subordinate systems, so that ‘developing person’ or EMC influenced by each level content, when they enter into the system level (Bronfenbrenner, 1979, p.277). As the connection did not establish between two system layers, the expected social inclusion process of EMC through MLE obstructed due to lack of system coordination though the responsible people involved in exo-system were willing to bring change.

8.2.4 Limited interconnected support promotes limited scopes of social inclusion for EMC

Meso-system functions when EMC as “developing person” extends or move towards another setting of micro-system (Bronfenbrenner, 1979, p.25). Bronfenbrenner argued in his ecological system theory that, human development is the evolving interaction between environment and developing person; therefore, EMC influenced by all kind of interaction happened within the ecological system layers. As from the macro-system perspective, findings revealed that supportive policy connected EMC ecologically with the social/political environment. However, findings also revealed that

policy instruction did not sufficiently viable in local level administration. As a result, some directions of NEP-2010 are implementing and many instructions remain unimplemented (Rouf, 2010, p.228). This gap may have impact on the social inclusion process of the EMC. This is because Bronfenbrenner argued micro-system's structure and operation "affect processes of socialisation and development at the level of the mesosystem" (p.209).

Bronfenbrenner defined meso-system through the interrelations between two or more settings. When interrelation establishes and meso-system activates, "developing person becomes an active participant" (Bronfenbrenner, 1979, p.209) in both settings home and school.

As discussed in Chapter 2, research indicates that one of MLE's goals is to support ethnic minority children's social inclusion at the meso-system level by fostering positive interactions between the various contexts to which they are exposed, particularly those involving families, communities, and schools. A cohesive support system for social inclusion and multilingual education is created when these settings complement one another. The results presented in chapter 6 showed that the implementation of MLE fostered an active relationship between EMC and parents in the home context by giving parents opportunities to help their children with first language homework. Based on these findings, and considering the research question-3 "How do the children's learning at home support children's social inclusion at different level?", I argue that though the overall dimension of parents-school relationship was traditional the implantation of MLE enhanced the process of social inclusion of EMC. However, the application of MLE did not result in the development of strong relationships between communities, schools, and homes. Consequently, it can be said

that even though MLE implementation in schools had an impact on the linked support system between communities, schools, and families, there is room to strengthen these interconnected supports in order to promote the social inclusion of EMC.

8.2.4 Lack of methodical implementation of MLE at school along with joyful learning environment

School is such component of micro-system which have immense influence on children's development and potential in promoting social inclusion (Mission, 2008). All upper-level system's input from macro system, exo-system affect school in which EMC interact. Bronfenbrenner suggested to observe 'developing person' beyond single setting, he emphasised to pay attention of the development of the developing person through more than one setting because "person's behavior in more than one setting or to the way in which relations between settings can affect what happens within them" (Mission, 2008, p.18). However, observing EMC at school context, findings revealed that, school is not implementing MLE methodically which hampered the overall aims and objectives of MLE and development of EMC. However, beyond various issues, for EMC, joyful learning happened in the school towards social inclusion.

Findings of the content analysis presented MLE bridging plan in chapter 4 as a systematic, sequentially planned model where subject and grade wise instruction placed with specific language allocation. It has also demonstrated medium of instruction, teaching material to use for particular subject and grades. In both researched school in the LC Garo and Chakma, MoI followed by Bengali as official MoI of primary education. The only exception revealed from LC Chakma, Chakma as separate subject conduct once or twice in a week. Without this exception in the LC Chakma, in the LC

Garo, they do not conduct Garo as separate subject also. This data indicates that methodically MLE bridging plan is not implementing at school as micro-system.

Research question 2 was “how do the teaching-learning activities used in the school based on the MLE model promote the inclusion of EMC?”. Answering this research question, literature shows that, successful MLE programme of different parts of the world include effective pedagogy, intensive formal instruction in the language as a subject, number of years of instruction in the primary language, curriculum resources are integral part of MLE implementation (Ball, 2011). Without systematic practice of MoI, major aims and objective will not be achieved. As findings revealed in this research the absence of methodical application of MLE bridging plan at school, therefore the outcome through teaching-learning did not ecologically connect EMC within ‘school’ as micro-system setting.

Again, in order to methodically implement, several functions are related for implementation that are absent in the school initiatives that revealed from the research. For instance, in the LC Chakma school, weekly for one- or two-days Chakma language class take place without include the subject in the formal routine. Chakma as separate subject did not implant within the formal routine. Accordingly, for Chakma language formal examination also did not establish. Chakma language learning assessment, evaluation also affected with this dis-integration that discussed previous sections. Lack of methodically implementation of MLE also reflected in the school environment. The school environment is grounded with Bengali and English curriculum and culture that chapter 7 presented. The overall practice reflects official MoI followed by Bengali curriculum and MLE practice is limited in informal way.

However, findings revealed similar features regarding school as discussed in the previous section in which school is connected with EMC in various ways. At school, findings revealed that joyful teaching-learning happened and school is the place of formal/informal interactions, making friends, increased relationship and socialisation. In the teaching-learning, the curriculum, training, and teachers' guide plans the lessons are organised in a way in which a range of teaching methods were used (see chapter 7) that create bonding between school and EMC. For instance, in Chakma language class, teacher Ms. Avelina Talukder (Assistant Teacher/grade 4) called students to recite a Chakma rhyme with gestures. While teacher and the particular boy or girl was taking part in the reciting rhymes, then everyone seem very happy and smiling; they were clapping with joy and were potentially attracted to EMC at school through MLE. Teacher followed a number of teaching strategies in learning process that made the environment enjoyable. Curriculum also included music, Arts and Crafts, physical education which evidenced that enjoyed by children. Zaatari and Malouf (2022) in recent research using Bronfenbrenner's bio-ecological system theory revealed that effective learning environment include scaffolding/culturally responsive pedagogy/collaborative learning, encourage creativity. Through children's participation, school play role in developing sense of belonging from micro system perspective.

Although, a lack of methodical MLE implementation, joyful learning environment creates attraction and developed a sense of belonging of school for EMC.

8.3 Understanding MLE: inevitable contextual factors

Purpose of the research was to understand MLE as phenomenon towards social inclusion of the EMC. Conducting the overall research process, it has understood that,

MLE is by nature contextual. This is because, for instance, pacific country Papua New Guinea is linguistically most complex nation of the world with 840 extant languages according to ethnologue (Eberhard et al., 2022), the language planning for Papua New Guinea will not fit for Bangladesh with 36 languages. Practically in order to develop objective based MLE programme, this research revealed that ‘context’ is embedded with the phenomenon. MLE programme approach reflect linguistic and socio-cultural aspects and aims particularly for each context (Hornberger, 2010).

The main argument of Uri Bronfenbrenner which made his ecological system theory distinguished from other scholar’s work is ‘context’. Bronfenbrenner studies children’s development placed them within their natural settings. This context based socio-cultural lens supports to plan every child locating within their context. Scholars work with multilingual education strongly suggested to plan MLE consider with its contextual factors (Malone, 2018; Mohanty, 2009). The current research findings also that support existing literature.

In this research, various issues identified which were related to ‘context’ of the LC. Findings revealed that contextual factors significantly influence MLE implementation at local level. As a result, implementation of MLE in two LCs did not go simultaneously with same tempo rather difference created between two LC Garo and Chakma. In this research, two LCs have been selected considering different purposive criterion in two geographical locations. The two LCs are located in two different regions of the country. The LC Chakma is in the hilly region and the LC Garo is located in the plain region of the country. Different LC location or different ‘context’ of the LC has created some basic difference between them (see chapter 5). Two LCs are different in various aspects-

Table 9:*Comparative features of the LC Garo and Chakma*

Chakma	Garo
Chakma community live in hilly areas	Garo community live in plain land
Chakma language has its own script	Garo language uses Roman script for writing
Chakma community follow the Buddhist religion	Garos are Christian
Chakma family led by father	Garo family led by mother

Adapted from: Chakma et al. (2015), Haq (1999)

The above table shows four features which are completely opposite with each other. Malone (2017) suggested for correct information, proper understanding of the situation at local, national level for strong and sustainable MLE programme. Many years' back James et al. (1998, p. 136) emphasised that "the village where the children live, the climate, seasonal fluctuations, farming methods, land tenure and political systems all form an essential framework within which to understand children's lives". I agree with literature that, MLE programme should plan according to need/context based equitable programme.

8.4 Understanding conditional social inclusion through MLE for EMC

Bronfenbrenner argued that- "a child's ability to learn to read in the primary grades may depend no less on how he is taught than on the existence and nature of ties between the school and the home" (p. 3). In line with this proposition, this research investigated how home and school are connected, parents and teachers are interrelated, local education administrator, communities are interacting as well as other

implementing elements of MLE work in the primary education system in Bangladesh towards social inclusion of the EMC. Findings revealed that, due to functional interdependence obstructed within ecological system, home and school could not sufficiently established interrelation towards social inclusion of the EMC. Limited implementation becomes obstacle of EMC towards social inclusion. However, a few examples of MLE practice that become the useful source of social inclusion presented in section 8.2 stated that social inclusion occurred through some actions by the state and at the same time social inclusion did not happen sufficiently for many reasons at local/school level. In this situation, research findings present a ‘dilemma’ and ‘conditional’ features of MLE towards social inclusion of EMC. This is because, dilemma in that sense, from Bangladesh context, MLE is a potential programme with supportive policy, enthusiastic government officials and community indicates having possibility to implement efficiently. On the other hand, it has un-addressed, un-solved linguistic and managerial issues which obstruct the programme implementation. In between these positive and problematic situations, the dilemma includes ‘conditions’ for MLE indicating that if the policy instruction is translated appropriately, then MLE supports social inclusion of the EMC.

Purpose of the current research is to understand how MLE support social inclusion of the EMC through MLE. Theoretical lens of Bronfenbrenner support to understand the whole programme of MLE in primary education in Bangladesh. Towards social inclusion, EMC are included in the national and international level political environment by the state. At this level ethnic minority community also work collaborate to develop MLE bridging plan and ethnic version textbook adaptation. Later, still they are not sufficiently connected to the further exo-system as local

education administration. Here, functional interdependence obstructed that affect the whole programme. Here the conditional feature emerged, because at school level when Chakma language class is conducted, one kind of social inclusion features is created for student and parents. Both student and parents participate in Chakma language learning in a collaborative manner. Koster et al. (2009). argued that, social inclusion is achieved when learners go through a set of experiences that show that they feel good about themselves and are active participants in the class and school community. In these analyses, MLE found as conditional that, if MLE is implemented methodically at school, EMC would access school towards social inclusion as “inclusion in education is one aspect of inclusion in society” (Booth & Ainscow, 2002, p.2). Chapter 5 demonstrates a conditional or interdependent feature between MLE and social inclusion that in the LC Garo, findings showed that one teacher (Ms. Shadhana Areng/Assistant Teacher/grade 3) projected that for Garo version textbook and teacher from Garo community, some far living EMC enrolled in that school. This data indicates the conditional and interdependent behaviour of MLE and social inclusion.

It has discussed earlier that ‘school’ itself a source of inclusion and one’s social life. Friendship/relationship, friendship networks, mutual friendship are related with social inclusion. Moreover, contacts/interactions, playing together, working together on tasks, participation in group activities are part of social inclusion process for the child (Koster et al., (2009). Meso-system impact on EMC through increased relations with their parents, teachers and peers at school that enhance their social relationships towards social inclusion. Joyful learning environment also supports EMC to adapted with school (Zaatari & Maalouf, 2022) from micro-system perspective. However,

meso-system activate when developing person move from one setting to another mean EMC need to access school from home by condition.

8.5 Strategic ecological model for a successful and sustainable MTB-MLE towards social inclusion of EMC

Using theoretical framework and scholarly literature, I have discussed the findings in the previous section and argued that the potentials of MLE in Bangladesh as a process of social inclusion of EMC is hampered by the disconnection between ecological systems (macro-system, exo-system, meso-system, and micro-system), despite the existence of supportive policies at the macro level (state level). I have also argued that gaps between policies of MLE and their practices are evident. Considering the findings, discussions and my professional, academic, and personal experiences (i.e., experiences of work with the Directorate of Primary Education for twenty-five years; having experiences of working at district-level field administration; experience of work in pre-primary and inclusive education), I have proposed a strategic ecological model of MTB-MLE. I have recommended several essential components as well as strategies to be incorporated as parts of this strategic model for a successful and sustainable MTB-MLE in Bangladesh context towards social inclusion of EMC.

8.5.1 Ecological orientations and contextulisation of MLE strategic plans

It is recommended to take into consideration of two fundamental principles: emphasising contexts and ecological orientations of strategic plans. Firstly, all over the world, MLE implementation faces challenges in implementation including Bangladesh. In this research, I have analysed data using Bronfenbrenner's ecological system theory to understand MLE programme from the policy perspective or macro-system as well as 'school' functions from micro-system perspectives. This theory also supports to

understand in-between integral parts of a system, which has significant role in MLE implementation, for example, local education administration from exo-system perspective. Bronfenbrenner's concept of "role" support to understand how LEA occupying a position has a set of activities related to the developmental agenda (Bronfenbrenner, 1979, p.85). The analysis of exo-system within primary education management system made visual through this research that this system layers lacking in role playing which regarded as obstacle. This finding is significant for MLE implementation to navigate and mitigate the problem.

This theory also helps to understand different idea and elements related to MLE which significantly influence to understand MLE for better implementation, for instance, children's participation at school, importance of interaction, making friends, impact of peer, role of Head Teacher/Assistant Teacher, parents, LEA, and community. Considering that ecological system theory is worthwhile and prominent in-between aspects of a programme, this theory is recommended as a core principle in developing elements for 'strategic plan'.

Secondly, MLE programme needs to context focused within its plan and implementation. A number of 45 ethnic minority communities (Kamal et. al., 2007) live in Bangladesh who use 36 languages (Eberhard et al., 2022). Among these language, 8 languages have written orthography (Kamal et. al., 2007) and government started MLE for 5 ethnic languages (MoPME, 2014). These languages have many linguistic issues which is completely different with each other. Moreover, these communities live both hilly and plain land that has different geographical features. Religion also matter in their spiritual and social context. In Bangladesh, most ethnic minority communities follow, Buddhism, Christianity, Hinduism and their own religion. Considering all these

ethnic, linguistic, geographical, religious perspectives, contextual analysis will be supportive to develop the proposed 'strategic plan'.

8.5.2 MLE programme as an open system welcoming different view

MLE programme needs to be an open system to embrace new/contemporary knowledge, learning from others, uses of research. An open system allows for adaptation with new situation and creativity because being a dynamic system, it interact with its environment and allow necessary changes that also promote good governance of the organisation (Ntando & Mofolo, 2024). Therefore, MLE which have diverse, contextual, and constructivist nature where knowledge construct socially requires an open view. It is observed that the government of Bangladesh is currently embracing different ideas from others, for instance government collaborates and introduces Math Olympiad in its system which was practiced by private initiative. While collaboration is essentials in order to enhance technical capacity and utilise resource from other relevant departments (Ball & Smith, 2019), an open view is integral with collaborative initiatives. This research revealed that, currently families and communities work with school in limited and traditional way. From open view, MLE implementation authorities can make school and community closer that pre-primary curriculum ingrained as its principle. Hornberger 1987,1988 (as cited in Hornberger, 2010) that top-down policy is not sufficient for any policy and it may fail if there is no bottom-up approach, for example, local support in its implementation. Incorporating ethnic minority community language in schools can make the schools closure with its community, and increased engagement of family and community with schools is beneficial for EMC (Garcia & Angel, 2017). Therefore, practice of open views can improve the overall MLE plan and implementation.

8.5.3 Sharing and exchange

Considering MLE is not a fixed programme rather explorative, sharing and exchanging knowledge between individuals, and institutions is required. Sharing and learning from different stakeholders within the country would accelerate the programme as ethnic language and culture is distinguished in nature. The government may consult with multilingual education forum (MLE forum) in Bangladesh, Institute of International Mother Language of Bangladesh. Different Universities, ICT Division (digitisation of 40 ethnic language project), relevant national and international NGOs.

8.5.4 Administrative action

Successful inclusive planning involved authorities to take account as well as to be accountable to its population (UNICEF, 2014). Malone (2018) emphasised on careful preparation in order to plan MLE, otherwise the purpose of MLE might hampered. This is because a language policy or education policy do not provide official support rather the department need to viable the policy instruction. In order to translate the policy instruction within the implementing department, administrative action is required. Implementing authority need to take initiatives accordingly by government rules and regulation. MoPME and DPE regarded as the administrative leader of primary education sector of Bangladesh. Many issues of this current research commented by UEOs, AUEOs of both LCs, that include issues with implementation plan, programme orientation, class routine, assessment, monitoring and evaluation require administrative action to solve them.

8.5.5 Collaborative leadership and supportive partnership among stakeholders

Literature suggests that collaborative leadership from policy and administrative levels, and supportive partnership among stakeholders have potentials in implementing

MLE. For examples, (Ball & Smith, 2023) suggested for collaborative leader because collaboration with relevant stake holders is an integral part for developing a strong strategic plan. The Ministry of Primary and Mass Education, and Directorate of Primary Education may act as collaborative leader as the authority of primary education department. Expert opinion of UNESCO (2016) argues for involving a wide range of stakeholders with different expertise. From Bangladesh context, collaboration may happen among ministries (Ministry of Education; Ministry of Women and Children Affaires; Ministry of Chattagram Hill Tracts Affaires; Ministry of Social Welfare; Ministry of Cultural Affaires). Different executive body, for instance, Directorate of Primary Education, , National curriculum and textbook Board, National Academy for Primary Education , Bangladesh Bureau of Statistics, Ethnic Minority Cultural Academy in different regions, Digital Alphabet Project of ICT Division, UN organisations such as UNICEF, UNESCO, SIL International Bangladesh.

Literature also suggests that supportive partnerships among different stakeholders are essential for promoting MLE and social inclusion of EMC, for example, partnership between schools, parents and local community (Ahonen, 2020; Bandhu, 2020; UNESCO, 2018; UNICEF, 2018). However, findings of this study reveal that this kind of partnership was yet to develop targeting MLE implementation towards social inclusion of EMC. Therefore, developing mechanisms for supportive partnership among stakeholders are strongly recommended.

8.5.6 Research for need assessment and continuous improvement of the programme

Preliminary survey is strongly suggested by many scholars (Ball & Smith, 2023; 2018; 2017; Jacob, 2017; Durnnian, 2007; UNICEF, 2019; UNESCO, 2007) before

programme planning from central administration to local level. Preliminary survey provides the required knowledge in order to plan and develop appropriate implementation strategy. This research helps to identify national, regional, and local resources that can be mobilised to support MTB-MLE, as well as factors that can delay or hinder programme implementation (Malone, 2010; 2017; UNESCO, 2007; 2018). In Bangladesh, MLE started for 5 languages in its first phase and it has planned to start for more languages (Tripura, 2017). Considering the significant of preliminary research to identify implementation needs from different perspectives, it is recommended to be conducted before expanding MLE. Local education administration can be involved with research activity in Bangladesh.

The MLE bridging plan suggested for ‘action research’ for the implementation of MLE (NCTB, 2017) though it is not being detailed out in the bridging plan. While action research which is also known as practitioner research have huge potentials for continuous professional development for teachers and educators (Albalawi & Johnson, 2022; Connett, 2020; Mertler, 2012; Miedijensky & Sasson, 2022), findings suggest that it was not in practice at any level of MLE implementation. Therefore, I recommend action research to be in practice for MLE implementation. Including teachers and head teachers, local education administrators, PTI instructors, and URC instructors are strongly encouraged to conduct action research.

8.5.7 Teacher recruitment and training

Teachers take the lead in incorporating local languages and customs into the instruction of children (Bandhu, 2020) which have potentials for social inclusion of EMC. In the literature, a lot of emphasis has been placed on hiring local teachers and giving them enough training. (Ahonen, 2020; Bandhu, 2020; Dhakal, 2020; Mohanty et al., 2009;

Malone, 2010; Malone, 2020; Mishra, 2020; Pradhan, 2020; UNESCO, 2018; UNICEF, 2019). Findings of this study indicate that teachers' recruitment procedure was not fully aligned as suggested in the literature. In addition, the teachers who were involved in implementing MLE was not fully prepared due to lack of sufficient training. Considering several aspects, for examples, teachers should have the ability to comprehend and value the cultural dynamics of the community (UNESCO, 2018; Malone, 2010) which is not possible for the outsiders (Bandhu, 2020), "the experts can tell how efficiently the local language can be used, but only the local teachers know the language" (Bandhu, 2020, p. 328) ensuring teachers' recruitment from local communities is strongly recommended. It is also suggested that if the teachers with the necessary training and credentials are not available, the eligibility requirements for MLE programmes can be occasionally relaxed to allow for the recruitment of teachers from the target language communities (Mohanty et al., 2009).

From the perspective of teachers' professional development, providing both in-service and pre-service trainings for the teachers is recommended (Ahonen, 2020; Dhakal, 2020; UNESCO, 2018; Yadava, 2020). In this regard, aspects of MLE and social inclusion EMC should be incorporated in the existing training programmes of primary school teachers. Different Primary Teacher Training Institutes (PTI), Upazila Resource Centers (URC), National Academy for Primary Education (NAPE), and teacher education institutions can be strongly engaged in promoting training.

8.5.8 Social Awareness

Awareness raising and advocacy at different levels is necessary for the successful MLE programme implementation (Malone, 2010; Malone, 2017; Ambia & Rahman, 2021; UNESCO, 2007; UNESCO, 2018; UNICEF, 2018; Durnnian, 2007; Jacob, 2016). As Bangladesh is trying for equitable educational system for decades,

social awareness is required to implant MLE in its system. Findings reveal that no visible initiatives were taken to increase awareness among the stakeholders at different levels. Considering the findings, and strategies suggested by Malone (2010) and Yadava (2020), a number of strategies are recommended for the context of Bangladesh. Firstly, dialogue among education policy makers and different stakeholders at different levels (i.e. District level, Thana/Upazila level) is necessary to organise and this kind of dialogue should be publicly available through mass media as well as social media. Secondly, eye-catching posters explaining the benefits of MLE for EMC can be created and distributed among the community people at various locations. Local education administrations, community representatives and teachers can be engaged in this activity. Thirdly, considering that the government of Bangladesh established and maintains model government primary schools across upazilas and thanas, these schools are recommended to act as 'role models' and inspire students, parents, instructors, and local administration to support the MTB MLE programme. Fourthly, aiming to promote regular discussion on MLE issues and increasing awareness, schools are recommended to organise regular meeting with parents, school management committee, organise home visit, and conduct survey in catchment area. Monthly meeting among head teachers in specific regions can also be recommended.

8.5.9 Monitoring and Evaluation

'Monitoring and evaluation' are a crucial component of an effective and sustained MTB-MLE towards the social inclusion of EMC. UNESCO (2020) recommends monitoring and evaluation from the viewpoints of programme components as well as students' progress. The main areas of focus are the supervisors' frequent visits to the classrooms, feedback they give, evaluation of each programme component, and using programme evaluation result in implementing MLE. Findings suggest that a

well-established ‘monitoring and evaluation’ mechanism was not yet developed to support MLE implantation and social inclusion of EMC. Therore, developing a strong monitoring and evaluation system is strongly recommended. Establishing a school level database or school level Education Management Information System (EMIS) that can accurately reflect the MT related data of the students (Ahonen, 2020) is also recommended here. Considering that formative programme evaluation and action research are effective (Yadava, 2020) which have not been in practice in existing monitoring and evaluation are also recommended. In addition, to improve the existing culture of irregular monitoring and supervision in primary education (Ambia & Rahman, 2021), developing a mechanism is recommended to initiate which will support primary education as well as MLE.

8.5.10 Professional development of school leadership

The role of school leaders, particularly, the head teachers’ role is significant MLE implementations since leading schools that uphold equity principles is the responsibility of inclusive leaders in order to improve the academic performance of all students and their families in the community (Óskarsdóttir et al., 2020). Findings indiacte that the haed teachers were involved in playing traditional roles, and initiatives and commitments towards MLE and social inclusion of EMC were apparently absent. Insufficient training on MLE implementation and social inclusion of EMC was identified as one of the significant reasons. Based on the findings, and considering school leadership as a difficult process (Fullan, 2007), head teachers’ professional development for school leadership towards MLE and social inclusion of EMC is strongly recommended.

8.5.11 Utilising strength of existing primary education system

After liberation war to mid-eighties, dropout rate was very high and “literacy rate was only 24%” (Planning Commission, 1983, p. 283). Over the course of five decades, Bangladesh's primary education system has made tremendous progress in a number of areas, including gender parity. As of right now, the country's literacy rate is at 74.23%. Introducing inclusive education, pre-primary education, ICT in education are some examples of initiatives in primary education in in last two decades. This department implemented many new educational approaches within its system. Therefore, the human resource of this department is experienced to established new approaches, for instance scaling up pre-primary education in the mainstream primary education, planning and implementing MLE for EMC to mitigate their language barrier from educational environment. It is evident that the strategic plan needs to analyse the organisational strength of the system as well as strengthen system capacity (Ball & Smith, 2019). Therefore, identifying and utilising existing strength points of the primary education system is recommended to analyse.

8.6 Conclusion

This chapter discussed the overall findings of the research to understand MLE as a means of social inclusion of ethnic minority children in Bangladesh. In the light of Bronfenbrenner’s ecological system theory, I critically discussed how interconnected systems—from the national policy (macrosystem) of MLE to school and family (microsystem)- functioned together towards social inclusion of ethnic minorities children. From the overall discussion, I have argued that MLE Bridging Plan in Bangladesh is evidence of significant policy progress at national level which can be called as a Bangladeshi version of ‘transitional model’ of MLE that creates scope of SI

for ethnic minority children. While every system (macro to micro) indicates initiatives as well as influence of MLE towards social inclusion of ethnic minority children, disconnection among the systems is evident.

From the macro-system perspective, this research shows significant initiatives for MLE in Bangladesh at national level, for examples, paying attention to MLE in the NEP-2010, pre-primary curriculum of 2011, and the development of MLE Bridging plan. However, a comprehensive MTB-MLE policy and a realistic implementation plan towards social inclusion for ethnic minority children are yet to develop in Bangladesh.

Since the ethnic community and local education administration have the ability to indirectly impact the process of EMC social inclusion, their involvement in the exo-system is crucial to the ecological system. Nonetheless, this study made the argument that there lack ecological connections between various local administrations, trainers, and community members in the exo-system with relation to MLE implementation. The social inclusion of ethnic minority children through MLE was therefore not yet completely operational at this level which has consequences for other levels.

Multilingual education (MLE) aims to promote the social inclusion of ethnic minority children at the meso-system level by encouraging good interactions between the several contexts these children are exposed to, especially the relationships between communities, families, and schools. When these environments work well together, a unified support network for social inclusion and multilingual education is formed. This research has argued that though MLE implementation at schools influenced the interconnected support between families, schools, and communities, there are scopes to strengthen these interconnected supports towards social inclusion of ethnic minority children.

From the micro-system perspective, I have further argued that although practices of teaching-learning activities having connection with MLE was evident in the schools, many aspects of MLE were not in practiced in the school level. Therefore, MLE bridging plan was not methodically implementing in schools, and a cultural adaptation of MLE towards social inclusion of EMC at school level was yet to establish.

Lastly, I have argued that the social inclusion of ethnic minority children requires a ‘strategic plan’ for MLE that aims to eliminate disconnection and establish links among the systems. It is recommended to take into consideration of two fundamental principles: emphasising contexts and ecological orientations of strategic plans.

In the following chapter, I summarise the conclusions, implications of the findings, limitations and further scopes of research in this area.

Chapter 9

Conclusion

9.1 Introduction

In this concluding chapter, I have re-visited my research to look back the research purpose, questions and overall research process (philosophical underpinning, research approach, methods). After a summary of the key findings, I have discussed the implications of the research for theory, policy and practice. I have also discussed the limitations of this research and made suggestion for further research. Finally, concluding remarks have been made.

9.2 Re-visiting research focus

In primary education department of Bangladesh, MLE is a recent introduction as a new educational approach. In primary education system, government introduced several contemporary educational approaches such as early childhood education in terms of pre-primary education, ICT in education, inclusive education, school feeding programme, Math Olympiad as well as multilingual education. The government of Bangladesh introduced MLE in order to ensure quality primary education for all children including EMC. Since the ethnic minority children (EMC) are identified as excluded, overly drop out from the system, MLE is introduced as a strategic measure to mitigate their language barrier in receiving education at schools. MLE serves as an open approach for practice across two languages, including the mother tongue. It represents a complex educational approach concerning design and implementation. In a centralised education system of Bangladesh, MLE brought a significant change for officials, teachers, parents and children. Literature shows that MLE is a complex and context-based programme that involved several enabling conditions for its

implementation and sustainability, and it is associated with various challenges.

Moreover, different existing MLE models that are currently being practiced in different parts of the world show that designing MLE is also challenging. Following MLE and EMC in the National Education Policy 2010, Pre-primary Curriculum 2011, Bangladesh also developed a model for accomplishing the aim of multilingual persuasion for EMC. As a whole, how the policy level commitments and initiatives including this model work for the social inclusion of EMC in government primary schools in Bangladesh is an issue which is not substantially explored. Therefore, this new, complex, and context-based problematised issue need to understand and explore. The purpose of the research was to understand and explore MLE as phenomenon from both policy and implementation perspectives. The study was guided by the following research questions:

1. How does the MLE model used in the government primary schools for EMC look like?
2. How do the teaching-learning activities used in the school based on the MLE model promote the inclusion of EMC?
3. How does the children's learning at home support their social inclusion at different level?
4. How are the parents, community, and local education administration involved with school towards social inclusion for the EMC through MLE?

In this qualitative research inspired by the constructivist philosophical worldview, I have employed a number of research tools that included interview, classroom observation, FGD, documents review, and field notes. Whole population included five

language communities (Chakma, Marma, Tripura, Sadri and Garo) for MLE implementation, in which I have purposively selected two language communities: Garo and Chakma. The research covered two different geographical regions that are plain and hilly areas. This research was challenging as young children, age from 5-10 years participated as research participants in FGDs as well as their activities were observed by the researcher. Moreover, this cross-language research was challenging being Bengali that includes 77 research participants from six languages and cultural backgrounds (Garo, Chakma, Marma, Tripura, Rakhain and Tonchangya).

In this study, I have adopted socio-cultural lens of Uri Bronfenbrenner's ecological system theory to interpret research findings. According to Bronfenbrenner, ethnic minority children (EMC) recognised as developing person is the central of this research. Centering EMC at the innermost level of micro-system, I have circled uppermost meso-system, exo-system and macro-system. Accordingly, I have investigated how multilingual education was designed at macro-system in terms of containing social ideology (Bronfenbrenner, 1979) or policy support. From the perspectives of exo-system, I investigated how local education administration and ethnic minority communities play role at local level for the implementation of policy initiatives and instructions of MLE towards social inclusion EMC. From the meso-system perspectives, this study investigated how the implementation process of MLE developed home-school interrelationship through various interactions at social inclusion of Ethnic Minority Children through Multilingual Education (MLE) programme in home-school interrelationship that contribute in the development process of EMC as a process of social inclusion. Furthermore, I have examined the process of EMC's social inclusion through school-level MLE programmes from the perspective of the micro-system. In particular, I made an effort to comprehend how the MLE bridging

plan is being implemented in the real teaching-learning environment intended to promote social inclusion of EMC.

Central of the ecological theory asserts that different systems are functionally interdependent with each other. In this research, my focus was to understand how different ecological systems are functionally connected with each other that implement MLE which ultimately enhance social inclusion process of EMC. I explored different system layers that are contained within the administrative structures of primary education in order to determine the extent to which these layers are associated with the execution of each component of MLE in order to facilitate the social inclusion process of the EMC.

9.3 Summary of Key findings

Considering MLE as a special programme, currently it is implementing in 19 districts in Bangladesh out of 64 districts, and within these districts MLE is implementing in the schools where EMC live and are enrolled in the schools of that catchment area.

Therefore, this programme is not applicable for all schools, local education authorities, trainers, and teachers. However, this programme has been implementing since 2017.

This qualitative study was conducted in two regions of Bangladesh for two language communities. In this section, I discuss the key findings of the study.

Based on the qualitative content analysis of documents Chapter 4 explore state level initiatives and features of MLE towards social inclusion of EMC studying at the pre-primary and primary education level in Bangladesh. By analysing three significant national policy documents this study attempts to understand how state level initiatives that Bronfenbrenner identified as a macro process of social inclusion for the EMC in Bangladesh were initiated, and how the features of MLE look like as a whole. The

results indicate that a number of elements pertaining to SI of EMC through MLE have been included in national policy documents. These include the adoption of social inclusion values for EMC through MLE, community-based teacher recruitment and professional development, joyful and participatory learning environment instruction, culturally appropriate teaching materials, mother tongue-based assessment, community engagement and empowerment, and the role of local education administrations and head teachers. It is possible to draw the conclusion that, despite the fact that there was no evidence for a significant initiative for MLE in Bangladesh prior to 2010, the fact that there was attention paid to MLE in the National Education Policy of 2010, the pre-primary curriculum of 2011, and the development of the MLE Bridging plan are evidence of significant policy progress at the national level. This can be considered a Bangladeshi version of the ‘transitional model’ of MLE, which creates scope for service integration for children from ethnic minority groups. It is a clear indication of the belief and commitment of Bangladesh at the national level towards SI for EMC through MTB-MLE. On the other hand, several factors that were reported in the MLE bringing plan have not been described in detail, which suggests that Bangladesh has not yet developed a comprehensive MTB-MLE policy.

The findings presented in Chapter 5 shows how ethnic minority groups and local education administration contribute to the execution of MLE's directives and policy initiatives from an exo-system standpoint. The results indicate that the local education administrations did not effectively monitor and supervise the implementation of MLE in schools. Some typical and conventional activities, such as distributing textbooks, surveying students, and keeping track of student enrollment, have been carried out on a regular basis. Training for the teachers of the Garo and Chakma schools in the languagae community, which are located in different districts, was not carried out

evenly, though. This discrepancy resulted from the exo-system's lack of coordination in response to the macro-system's instructions. Since the majority of them were from the Bengali population, the pre-primary curriculum did not reflect the instruction in practice to put LEA officials based on their language background (NCTB, 2011). According to this research, there is very little community involvement and empowerment for the MLE implementation among the Garo and Chakma communities as well as parents and the schools. These show that in order to implement MLE, the policy guidelines were unable to adequately link LEA and communities with the schools. As a result, the process of social inclusion of EMC was obstructed at this level.

As discussed in Chapter 2, research indicates that one of MLE's goals is to support ethnic minority children's social inclusion at the meso-system level by fostering positive interactions between the various contexts to which they are exposed, particularly those involving families, communities, and schools. A cohesive support system for social inclusion and multilingual education is created when these settings complement one another. The results presented in chapter 6 showed that the implementation of MLE fostered an active relationship between EMC and parents in the home context by giving parents opportunities to help their children with first language homework. However, the application of MLE did not result in the development of strong relationships between communities, schools, and homes. Consequently, it can be said that even though MLE implementation in schools had an impact on the linked support system between communities, schools, and families, there is room to strengthen these interconnected supports in order to promote the social inclusion of EMC.

Chapter 7 outlines the findings regarding the implementation of MLE at the school level, focusing on its role in promoting social inclusion of the EMC from micro-system perspectives. Findings indicated that, despite the methodical development of the MLE bridging plan, the implementation process did not adhere to the sequential language allocation. Additionally, teaching materials adapted from the Bengali version to the ethnic versions in Garo and Chakma were utilised in a limited manner. While joyful teaching-learning strategies were observable in practice, the perspectives of MLE in teaching-learning were notably restricted. Both formative and summative assessment strategies were predominantly conventional rather than based on MLE. Furthermore, MLE has not yet been incorporated into the daily class routine. The overall school environment was found to be rooted in Bengali and English culture, rather than adopting a welcoming approach for EMC through cultural adaptation.

Overall, although ecological connection was not fully established within the ecological system layers of macro-exo-meso-micro systems policy level initiatives in favor of MLE, MLE bridging plan and their implementation enhanced the process of social inclusion of EMC, and created scopes throughout the process. However, a context-based realistic strategic plan having ecological orientation for successful implementation of MLE at every stage of the ecological systems towards social inclusion of EMC is yet to develop in Bangladesh.

9.4 Research implication on theory, policy and practice

9.4.1 Research implications for theory

The current research examined findings using the lens of Bronfenbrenner's ecological system theory to show how MLE as new phenomenon in Bangladesh was designed and being implemented. Findings revealed hidden, in-between aspects which

potentially affected the goal of MLE towards social inclusion of the EMC. The research applied ecological model within the primary education structure and identified that if all system layers do not connect each other, the whole process is affected. The essential connecting element means developing ecologically informed MLE model to implement MLE objectively. Literature shows that, various unsolved issues revolved MLE at implementation level. This research suggests using ecological model in implementing MLE to identify the hidden loops as well as remedial measures.

Using the ecological model, this research contributes two major aspects to the literature. Firstly, this research demonstrated a comprehensive theoretical framework to the audience who work in the field of MLE as well as social inclusion. This research opens up the horizon to think about MLE design and implementation through using the ecological system theory. This is because MLE is not only an academic aspect for practice rather being a special language related programme it needs strong co-ordination among various components that missed frequently. This study shows how lack of integration in MLE implementation limited the LEA in their commissioned responsibilities in terms of taking decision, academic supervision, assessment, collaboration, training and many other relevant aspects. This study also demonstrated how ecological theoretical framework could be used in MLE implementation.

Secondly, this theory contributes to present the essential elements of a ‘strategic ecological model of MLE implementation’. It ranged from state level to school level from the context of Bangladesh. Based on existing literature, it discussed the philosophical aspects of ‘share, collaborate, context focused’. It also included its ‘open’ nature and most importantly the analysis included all possible functions that support to develop an integrated, comprehensive MLE implementation plan for Bangladesh.

Moreover, this study showed how context could matter for implementing MLE as well as applying theory.

9.4.2 Research implications for policy and practice

This research has potential implications for existing policy and practice of primary education sector of Bangladesh. This research conducted content analysis for the national education policy, pre-primary curriculum and the MLE bridging plan. Therefore, a detailed analytical framework has been developed from MLE perspectives.

Through the analysis, its strength and weak points have been found out for further implication. For instance, findings suggest that, although major aspects of MLE have been incorporated in the national policy documents, however some significant aspects have been apparently ignored. For example, strategies for awareness-raising and mobilisation at local, national and international levels. Besides these, some other issues are similarly important to implement MLE in the ground level. For instance, PPC instructed for the assessment and monitoring from the ethnic language perspectives, however, this instruction did not sufficiently elaborate and incorporate in bridging plan. Therefore, these important functions were not linked with the continuous planning and designing between PPC and the bridging plan. Moreover, PPC mentioned that monitoring tools should be used to supervise the teaching-learning process, however, the bridging plan instruction did not link this for further initiative.

Again, the bridging plan addressed about the ‘try out for teaching materials’, ‘research initiatives’ however, the document did not discuss in detail. It rose how, who, when, what, why question in practice. The policy documents did not recommend pilot programme for MLE. Literature shows the particular districts (19 out of 64 districts) for

implementing MLE, where targeted ethnic minority communities live. However, there is no instruction for planning the labeling of the MLE schools where MLE programme is being implemented.

Overall, this study provides insights about the strengths and limitations of existing policies of MLE in Bangladesh context, as well as how the existing policies promote social inclusion of EMC. Similarly, it showed how a context-based realistic and comprehensive MLE strategic plan could be developed, and how MLE implementation could be more functional at different stages to enhance social inclusion of EMC.

9.5 Research limitation

Although this research has implications for theory, policy and practice of MLE as well as primary education, it has some limitations within the research design and process. For examples, the design developed for this research included several research tools and participants from various perspectives, however, this research paid more focus on ‘school’, rather than including ‘home’ for the analysis of social inclusion of EMC from micro-system’s perspective. In this research EMC and parents represent ‘home’ while the research design confined data collection from school setting only.

Theoretically, this research used Bronfenbrenner’s original ‘ecological system theory of human development’ in 1979 and this original ecological model consists of four system layers, such as macro-system, exo-system, meso-system and micro-system. Over time, Bronfenbrenner extended his idea and added more system layers, such as a ‘chronosystem’ (Ettekal & Mahoney, 2017). Tudge and Rosa (2013 as cited in Zataari & Maalouf, 2022) identified three specific phases: phase one (1973–1979), phase two (1980–1993), and phase three (1993–2006) in the development of Bronfenbrenner’s

Theory. However, I have worked with the first phase of the theoretical framework.

Therefore, the contemporary audience may raise questions about this limitation.

However, I found four ecological layers that can potentially support to understand MLE design and implementation from the context of Bangladesh.

9.6 Suggestions for future research

I have investigated qualitative research for two language communities to understand how MLE enhances the social inclusion process of the EMC. As I have investigated two language communities- Garo and Chakma among five language communities, other three language communities of Marma, Tripura and Sadri remain out of investigation. Literature suggests that each language community has specific context in terms of language issues and culture. As this research finding suggested for planning context-based MLE, each language community is a research area for further investigation. These three language communities have the possibility to reveal similar or more diversified findings. Therefore, further research is recommended for Marma, Tripura and Sadri language community.

This research was limited to investigate social inclusion process through MLE design and implementation. This research did not investigate academic progress of EMC through the application of MLE. Therefore, another study could be conducted in this area.

Literature inform MLE as a complex phenomenon (Cenoz, 2009; UNESCO, 2007; Ball, 2010) and due to lack of conceptual gap, ‘different ideologies lead diverse ways of doing bilingual education all over the world’ (Garcia & Angel, 2017, p. 3). In this situation, Ball (2011) suggested to identify an effective MLE approach which will be able to guide appropriate programme choice. How MLE bridging plan as a

transitional model is appropriate for the betterment of MLE is also an area of investigation. Scholar's critique different models for their various shortcomings (Benson, 2009; Cenoz, 2009), therefore MLE bridging plan could be critically investigated from different perspectives.

Moreover, in this research ecological model explain ethnic minority children's social inclusion from the perspective of educational aspects. However ecological model can be explained beyond the educational aspects and in extended sphere of life. Further research would supplement based on the current research from theoretical perspective of Bronfenbrenner's ecological systems theory.

9.7 Concluding remarks

For several decades, the government of Bangladesh has sought to incorporate all children and ensure quality primary education through its inclusive programme strategy. As a part of this strategy MLE is a recent initiative in primary education of Bangladesh aiming to ensure access to primary education for all children, particularly for EMC. One of the aims of MLE is to foster social inclusion for EMC since this approach of education enables children from ethnic minorities to continue speaking and becoming proficient in their mother tongues and foster a sense of inclusion both in the educational setting and in the society. This study attempted to examine the ways in which MLE was developed and being implemented as well as promote the social inclusion of children from ethnic minorities in Bangladesh.

Based on my research, I have argued that the MLE Bridging plan in Bangladesh, which may be referred to as a Bangladeshi version of the 'transitional model' of MLE that expands social inclusion for children from ethnic minorities, is proof of important policy advancements at the national level. Although all systems,

from the macro to the micro, show efforts and the impact of MLE on the social inclusion process of children from ethnic minorities, there is an apparent disconnection among them. Therefore, social inclusion process of EMC was found obstructed at different stages. The arguments I have developed from this study contribute to the knowledge of MLE policies and their practices as means of social inclusion of EMC. I have argued that a 'strategic plan' for MLE that seeks to end isolation and create connections between the systems is necessary for the social inclusion of children from ethnic minorities. Two basic ideas should be taken into account: the importance of contexts and the ecological orientations of strategic plans.

In overall, this study provides an example of MLE in Bangladesh's context regarding the social inclusion of ethnic minority children at different levels of the ecological system. Nonetheless, more research in this field is required to support the arguments that this study offered.

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Appendix 1: Permission Letter from the Directorate of Primary Education

People's Republic of Bangladesh
Directorate of Primary Education
Mirpur-2, Dhaka-1216
www.dpe.gov.bd

Record Number: 38.01.0000.107.29.009.16-1265 Dated: 30th September 2021

Subject: Cooperation for PhD data collection.

On the above mentioned subject, Ms. Rokhsana Perveen, PhD Researcher, Institute of Education and Research will collect data from two districts. She will visit government primary school, interview relevant government officials, teachers and observe teaching-learning of the classroom. She will visit following districts-

Selected district/upazila for data collection	
1.	Durgapur, Netrokona
2.	Sadar, Rangamati

2. In this circumstance, requesting to cooperate her to visit school, interview officials/teachers and classroom observation.
3. This matter approved by Director General.

Signed
Assistant Director
General Administration

District Primary Education Officer
Netrokona/Rangamati

Record Number: 38.01.0000.107.29.009.16-1265 Dated: 30th September 2021

Copy for kind information and necessary action to:

1. Director (All), Directorate of Primary Education, Dhaka
2. Ms. Rokhsana Perveen, PhD Researcher, (all expenses will be carried by the researcher related to this visit).
3. Upazila Education Officer Durgapur, Netrokona/Sadar, Rangamati
4. PA to Director General (to inform Director General)
5. PA to Additional Director General (to inform Additional Director General)
6. Office Copy

Appendix 2: Bridging Plan for Mother Tongue-based Multilingual Education translated in English

National Curriculum and Textbook Board

Textbook Office, 69-7- Motizheel, C/A, Dhaka-1000

Bridging Plan for Mother Tongue based Multilingual Education translated in English
[Translated in English]

Memo No: NCTB/Pri-edu-dev/154/2012/

Dated: 18-03-2014

Subject: Report on the workshop of Bridging Plan for Mother Tongue based Multilingual Education held in 26-27 February, 2014 at NCTB

A workshop was held at NCTB (conference hall-1st floor) on 26-27 February, 2014 about Mother Tongue based Multilingual Education as part of identifying strategy for textbook development in ethnic minority language., Honourable Chairman of NCTB Mr. Professor Shafiqur Rahman as Chief Guest and Director, Policy and Operation of the Directorate of Primary Education was present as Special Guest in the workshop.

Mr. Tapan Kumar Charya, BRAC Education Programme, Ms. Alpona Janty Kuju, SIL International Bangladesh, Ms. Meherun Nahar, Save the Children Bangladesh and Mathura Tripura, MLE Forum presented the MLE bridging plan. Detail discussion was held on the basis of different organisation's experience and theoretical aspects of MLE in order to develop an appropriate MLE bridging plan from Bangladesh perspective.

Main aspects of the MLE bridging plan is as below-

1. Start bridging up from PPE and complete by grade three
2. Medium of Instruction for grade PPE will be mother tongue
3. Comparatively contact hour of MLE School will be higher and the class routine will be different
4. Action research and try out of all MLE materials are necessary
5. Take necessary policy decisions to bring all language community children under MLE programme irrespective of language script obstacle and find the way how the programme without use of language script.
6. Supplementary Reading Materials (SRM) will be used in Class four and Five
MLE bridging plan attached herewith.

Signed

Member

National Curriculum and Textbook Board **Copy for kind information and necessary action:**

1. Secretary, Ministry of Primary and Mass Education
2. Director General, Directorate of Primary and Mass Education
3. Mr. Tapan Kumar Das, Cono Shakkhorota Ovijan

Bridging Plan for Mother Tongue-based Multilingual Education

Subject	Grades			
	Pre-primary	Grade 1	Grade 2	Grade 3
Mother Tongue	-MoI in MT -Learning ability in MT (listening, speaking, reading, writing) -Follow section- language & communication, PPC	Listening, Speaking, Reading, Writing introduction in MT (Learning Outcome attached)	Listening, Speaking, Reading, Writing introduction in MT (Learning Outcome attached)	Listening, Speaking, Reading, Writing introduction in MT (Learning Outcome attached)
Bengali	-Introduce national language (listening, speaking, reading, writing Sound with alphabet)	-listening, speaking, reading, writing -MoI Bengali with MT - local cultural SRM may add	-follow national curriculum -MoI Bengali, if necessary use MT	-follow national curriculum
English	No English	Follow national curriculum	Follow national curriculum	Follow national curriculum
Mathematics	For mathematics, number learning will be in MT	-Follow national curriculum -Teaching mathematical concept in MT -Textbook of grade 1 could be modify according to the need during bridging -MoI is in MT with Bengali -introduce academic key words in Bengali	-Follow national curriculum -Teaching mathematical concept in MT along with Bengali -use grade 2 mathematics textbook	-Follow national curriculum -Teaching mathematical concept in Bengali, use MT for new and difficult words - use grade 3 mathematics textbook
Elementary Science and	MT will be used to gain concept and Bengali for key words	-Follow teacher's guide	Follow teacher's guide	-Follow teacher's guide and

Bangladesh and Global Studies		-consider local environment and surrounding in presentation -MoI is MT	-consider local environment and surrounding in presentation -MoI is MT alongwith Bengali	textbook -consider local, social and surrounding in presentation -MoI is Bengali alongwith MT
Religion and Moral Education	No Religion Education	follow teacher's guide -consider local environment and surrounding in presentation -MoI is MT	follow teacher's guide -consider local environment and surrounding in presentation -MoI is MT alongwith Bengali	follow teacher's guide and textbook -consider local, social and surrounding in presentation -MoI is Bengali alongwith MT
Physical Education	Activity will be in MT according to the teacher's guide	follow curriculum and teacher's guide --consider local environment and surrounding in presentation -MoI is MT	follow curriculum and teacher's guide -consider local environment and surrounding in presentation -MoI is MT alongwith Bengali	follow curriculum and teacher's guide -consider local, social and surrounding in presentation -MoI is Bengali alongwith MT
Art and Craft	Activity will be in MT according to the teacher's guide	follow curriculum and teacher's guide --consider local environment and surrounding in presentation -MoI is MT	follow curriculum and teacher's guide -consider local environment and surrounding in presentation -MoI is MT alongwith Bengali	follow curriculum and teacher's guide -consider local, social and surrounding in presentation -MoI is Bengali alongwith MT
Music	Activity will be in MT according to the teacher's guide	follow curriculum and teacher's guide --consider local environment and surrounding in presentation -MoI is MT	follow curriculum and teacher's guide -consider local environment and surrounding in presentation -MoI is MT alongwith Bengali	follow curriculum and teacher's guide -consider local, social and surrounding in presentation -MoI is Bengali alongwith MT

Appendix 3: Explanatory Statement

Dear Concerned,

I am Rokhsana Perveen currently conducting my doctoral research in Institute of Education, University of Dhaka. My PhD topic is, “Multilingual education towards social inclusion of the ethnic minority children in Bangladesh”. My PhD supervisor is Professor Dr. Ariful Haq Kabir and co-supervisor is Professor Dr. Khairul Islam, IER, Dhaka University.

2. My research is based on mother tongue based multilingual education in government primary school for ethnic minority children’s teaching-learning. You are already implementing multilingual education in your district Netrokona and Rangamati. My research will be a case study according to research aims and purpose. This research will involve interview, classroom observation, focus group discussion.

3. You have selected as research participant for this research because you have been significantly role playing in order to implement pre-primary and primary education for the ethnic minority children as government officer/head teacher/assistant teacher/parents/community member. In this research you would share your valuable experience, feeling and opinion on how ethnic minority children’s inclusion, their social inclusion through mother tongue is going on according the national education policy.

4. Conducting this research, researcher need highest one hour for interview, classroom observation and focus group discussion.

5. Following research ethics, all relevant information including school’s name, government officer, head teacher, assistant teacher, parents, student’s name will be hide and researcher will use pseudonym instead of real name. Researcher will share the transcription with you and take your approval for use.

Thank you in advance for participation and share your valuable opinion and all information.



Rokhsana Perveen

PhD Researcher, IER, University of Dhaka

Appendix 4: Explanatory Statement translated in Garo language

Mande Ra•na Kragipa,

Angni biming Rokhsana Perveen. Anga IER Dhaka Universityo PhD research kaenga. Angni researchni bimum “Multilingual education towards social inclusion of the ethnic minority children in Bangladesh” Angni Supervisor gitche Professor Dr. Md. Khairul Islam, Institute of Education and Research, University of Dhaka, aro gipingipa Supervisor gitche Professor Dr. Md. Ariful Haq Kabir (former), Institute of Education and Research, University of Dhaka.

1. Angni Research ka•gipa Govt. Primary schoolni (Khudro Nrigosthi) ni studentrangni ku•sikrangko skia•ni programko porichalanani gimin Amani ku•sik-kurang bangbea ku•sik baksa skiani program ong•paenga Netrokona districtko nasimang MLE programko dake angni researchni mangsonga case studyni kri program ongen. Ia researchni ningo mikanggrik onge agangrika, classroom-niroka, focus group discussionrang donggen.
2. Ia research baksa nangko seokani gimin je-dakode, Na•a saksa assistant, officer, teacher, parents aro communityni saksa (Khudro Nrigosthi) ni bi•sarangna pre-primary, aro primary MLE programni bangbea nangchongmotani gnanaha. National primary aro Uamangni bi•sarang dingtang dingtang ku•sik (language) baksa, Angni gam•chatbegipa Uinikaniko apsan dake aganpana manpagen.
3. Ia research ka•anio gronggrika, monitoring, focus group, discussion somai kantasa on•tisa bate nanggen.
4. Research ka•anio niam-rangko rakia/mania baksa, ia researchko dakchakpagiparang; Schoolni officer, teacher, parents aro studentrangni biming dingtang dake codeko jakkalgen.

Nasimang research baksa Uinikanio, gam•chatgipa katarangko apsan-kucholsan nangrime-dakchakao aganpani gimin pilakkon mitelako janapa.



Rokhsana Perveen

PhD Researcher, IER, University of Dhaka
Registration Number-45, Session- 2019-2020

Appendix 5: Explanatory Statement translated into Chakma language

Explanatory Statement in Chakma Language

သံဃာ

[illegible][illegible][illegible]

e. ကတိ ကံတဖန် ယူလေ ပဲနယ်နီ ကံ(ဝါ)အိမ်(ဝါ)နီကံ ဝှပ် ခီပိကံအိမ်ကံ အပိ ကံကံ အိမ်ကံ အိမ်ကံ အိမ်ကံ

[illegible]

विष्णुनाम स्तोत्रम्

ଉତ୍ତରାଞ୍ଚଳ ପଠକପିଣ୍ଡ

විනෝදයේ අලංකාර, සාර්වත්‍රික, සහ විශ්වමානව

అంతర్జాతీయ టె. లి. ధరలు : 2018-2020

Appendix 6: Explanatory Statement translated into Bengali language

মহোদয়,

আমার নাম রোখসানা পারভীন, আমি আইইআর ঢাকা বিশ্ববিদ্যালয়ে পিএইচডি গবেষণা করছি। আমার গবেষণার শিরোনাম "Multilingual education towards social inclusion of the ethnic minority children in Bangladesh". আমার সুপারভাইজার অধ্যাপক ড. খাইরুল ইসলাম এবং যুগ্ম সুপারভাইজার সাবেক অধ্যাপক, ড. আরিফুল হক কবির আইইআর, ঢাকা বিশ্ববিদ্যালয়।

২. আমার গবেষণা সরকারি প্রাথমিক বিদ্যালয়ে ক্ষুদ্র নৃগোষ্ঠী শিক্ষার্থীদের মাতৃভাষায় শিক্ষা কার্যক্রম পরিচালনার জন্য মাতৃভাষা ভিত্তিক বহুভাষা শিক্ষা কার্যক্রমের উপর পরিচালিত হবে। রাংগামাটি/নেত্রকোণা জেলায় আপনারা ইতোমধ্যেই এমএলই কার্যক্রম পরিচালনা করে আসছেন। আমার গবেষণা উদ্দেশ্য, ধরণ অনুযায়ী কোয়ালিটেটিভ পদ্ধতিতে পরিচালিত হবে। এ গবেষণায় সাক্ষাতকার, শ্রেণিকক্ষ পর্যবেক্ষণ, ফোকাস গ্রুপ ডিসকাশন সংশ্লিষ্ট থাকবে।

৩. এই গবেষণায় আপনাকে নিবাচনের কারণ, আপনি একজন সরকারী কর্মকর্তা/শিক্ষক/অভিভাবক/কমিউনিটি হিসেবে ক্ষুদ্র নৃগোষ্ঠী শিশুদের প্রাক-প্রাথমিক ও প্রাথমিক শিক্ষার জন্য পরিচালিত এমএলই কার্যক্রমে অনেক গুরুত্বপূর্ণ ভূমিকা পালন করে আসছেন। জাতীয় প্রাথমিক শিক্ষার লক্ষ্য, উদ্দেশ্য বজায় রেখে মাতৃভাষায় ক্ষুদ্র নৃগোষ্ঠী শিশুদের একীভূত করণ, কিভাবে তাদের সামাজিক একীভূত করণে ভূমিকা রাখতে পারে, এ বিষয়ে আপনার মূল্যবান অভিজ্ঞতা, অনুভূতি ও মতামত আপনি ব্যক্ত করতে পারবেন।

৪. এ গবেষণা পরিচালনার ক্ষেত্রে সাক্ষাতকার/পর্যবেক্ষণ/ফোকাস গ্রুপ ডিসকাশনে সর্বোচ্চ এক ঘণ্টা সময় ব্যয় হবে।

৫. গবেষণা পরিচালনায় নৈতিকতা অনুসরণপূর্বক এ গবেষণায় অংশগ্রহণকৃত বিদ্যালয়ের নাম, কর্মকর্তা, শিক্ষক, অভিভাবক, শিক্ষার্থীদের নাম গোপন/হুজুর নাম ব্যবহার করে রোড ব্যবহার করা হবে। আপনার দেয়া তথ্যের প্রতিলিপি তৈরী করে আপনার অনুমোদন নেয়া হবে।

আমার গবেষণায় অংশগ্রহণ ও মূল্যবান তথ্য/মতামত প্রদানের জন্য আপনাকে অগ্রিম ধন্যবাদ জ্ঞাপন করছি।

রোখসানা পারভীন

রোখসানা পারভীন
পিএইচডি গবেষক, আইইআর, ঢাকা বিশ্ববিদ্যালয়
রেজিস্ট্রেশন নং-৪৫, সেশন- ২০১৯-০২০

Appendix 7 Consent form for Children

(Fill up by parents of the child participant)

Research Topic: Multilingual education towards social inclusion of the ethnic minority children in Bangladesh

This consent form will be preserved by the researcher with University of Dhaka for their records

I understand that my child has been requested to participate in the Institute of Research, University of Dhaka research project described above. I have had the research explained to me and I read the explanatory statement, which I preserved for my record.

In this research my child will	Yes	No
Take part in conversation with the researcher		
Permission for audio recording of the conversation		
Tale picture during conversation		

Name of the participant child:

Name of the participant child's parents:

Signature:

Date:

Appendix 8: Consent form used for children translated into Garo language

Bi•sarangna agan-ku•watani chiti

(Form fill up by parents)

(Ma-Parangni seatani)

Katta bichong: Bangladeshni khudro Nrigusthi B•sarangko Society Apsangipaona
Ra•chapanio Bang•a ku•sikchi skiani [Multilingual education towards social inclusion
of the ethnic minority children in Bangladesh]

Note: Ia watani chiti Dhaka University Researcherchi seatgimin onge donggen.

Anga uina manaha jekai angni bi•sako kosako segimin Dhaka Universityni Researcher
Baksa dakchakchina agan-kuwataniko uina amaha. Researchni gimin angna piprake
aganaha. Anga aganprakani segiminko poraiaha aro ua angchi seatgimin onge donggen.

Ia Researcho angni bi•sako	Onga	Ongja
Researcher baksa katta aganna agan-kuwataha		
Katta aganmiting somaio ODO record ka•china agan-ka•wataha		
Katta aganmiting somaio Researcher photo ka•china aro jakkalchina agan-ku•wataha		
Researchni kamna nangahaode piltai katta aganna manpagen		

Bakragimin bi•sani bimung:

Bi•sani Ma-pagiparangni biming:

Signature

Appendix 9: Consent form used for children translated into Chakma language

শিখর জন্য সম্মতিপত্র
 ചിറുക്കു കുട്ടികൾക്ക് തീ/തീടിൻ പുഷ്പം നാമം
 (অভিভাবক কর্তৃক প্রদত্ত)

যদি আপনি চান, তবে এই চিঠি দিয়ে আপনি আপনার নিজস্ব নামে এবং আপনার নিজস্ব নামে
 দিতে পারেন।

জিজ্ঞাসা: আপনি যদি চান তবে আপনার নামে এবং আপনার নিজস্ব নামে
 দিতে পারেন।

আপনি যদি চান, তবে আপনি আপনার নিজস্ব নামে এবং আপনার নিজস্ব নামে
 দিতে পারেন। আপনি যদি চান তবে আপনার নিজস্ব নামে এবং আপনার নিজস্ব নামে
 দিতে পারেন। আপনি যদি চান তবে আপনার নিজস্ব নামে এবং আপনার নিজস্ব নামে
 দিতে পারেন।

আপনি যদি চান তবে আপনার নিজস্ব নামে এবং আপনার নিজস্ব নামে দিতে পারেন।	তী	তীডি
আপনি যদি চান তবে আপনার নিজস্ব নামে এবং আপনার নিজস্ব নামে দিতে পারেন।		
আপনি যদি চান তবে আপনার নিজস্ব নামে এবং আপনার নিজস্ব নামে দিতে পারেন।		
আপনি যদি চান তবে আপনার নিজস্ব নামে এবং আপনার নিজস্ব নামে দিতে পারেন।		

আপনি যদি চান তবে আপনার নিজস্ব নামে এবং আপনার নিজস্ব নামে
 দিতে পারেন।

আপনি যদি চান তবে আপনার নিজস্ব নামে এবং আপনার নিজস্ব নামে
 দিতে পারেন।

আপনি যদি চান তবে আপনার নিজস্ব নামে এবং আপনার নিজস্ব নামে
 দিতে পারেন।

আপনি যদি চান তবে আপনার নিজস্ব নামে এবং আপনার নিজস্ব নামে
 দিতে পারেন।

Appendix 10: Consent form used for Children translated in Bengali language

Bengali Consent Form for Children

Bengali Consent Form for Children

শিশুদের জন্য সন্মতিপত্র

(Form fill up by parents)

শিশুর নাম: বাংলাদেশের রক্ত নৃশাণী শিশুদের নামাঙ্কিত একীভূতকরণে বহুস্তরিক শিক্ষা।

নোট: এই সন্মতিপত্রটি ঢাকা বিশ্ববিদ্যালয়ের গবেষকের দিকট থেকে প্রস্তুত করা হয়েছে।

আমি বুঝতে পেরেছি যে, আমার শিশুক ঢাকা বিশ্ববিদ্যালয়ের উপরে উল্লিখিত গবেষণায় অংশগ্রহণ করার বিষয়ে সন্মতি জানাতে চাওয়া হয়েছে। আমার গবেষণার বিষয়ে ব্যাখ্যা করা হয়েছে। আমি ব্যাখ্যাগুলক বিবরণটি পেরেছি এবং নোট আমার কাছে রাখক হিসেবে থাকবে।

এই গবেষণায় আমার শিশুক	হ্যাঁ	না
গবেষকের সঙ্গে সম্মেলনস্থানের সন্মতি প্রদান করছি, সম্মেলনস্থানটির অডিও রেকর্ড করার সন্মতি প্রদান করছি		
সম্মেলনস্থানটির অডিও রেকর্ড করার সন্মতি প্রদান করছি		
সম্মেলনস্থানের সময় গবেষকের ছবি তোলা এবং ব্যবহারের সন্মতি প্রদান করছি		
গবেষণার প্রয়োজনে ভবিষ্যতে আমার সম্মেলনস্থানের প্রয়োজন হলে সম্মেলন করতে পারবেন		

অংশগ্রহণকারী শিশুর নাম:

অংশগ্রহণকারী শিশুর পিতা/মাতার নাম:

স্বাক্ষর

তারিখ:

Appendix 11: Observation Guidelines**Observation Grade:****Observation Date:****Teacher's Name:**

Physical Setting of the observed Class:	
Lesson of the observed class:	
Teacher's Work (Whole Class activity):	Student's Work (Whole Class activity):
Process of the Lesson:	
Medium of Instruction used for the class:	
Other language practice:	
Teaching-learning material used:	
Teaching aid used:	

Appendix 12: Interview Schedule for Head Teachers

Teacher's General Information
Name of the school:
Name of the teacher:
Age:
Sex:
Contact number:
Email address:
Length of Service:
Joining date of the research school:
Educational Qualification:
Training received in the past five years (year, title, focus of the training, number of hours, training provider):
MLE training received in the past five years (year, title, focus of the training, number of hours, training provider):
Teacher's Mother Tongue:

1. As a head teacher, what kind of functions usually you do?
2. This area is ethnic minority based; can you please share these ethnic groups?
3. How about students from different ethnic minority community in your school?
4. What kind of strategies you have taken for their learning? Please share.
5. Can you please share this Garo children's learning from teachers' perspective?
6. How do you think about their language aspect?
7. How do you manage mixed classroom of children from different communities?
8. Can you share how do you use different books at the same class?
9. How do parents are involved with this school?
10. What do you know about MT based education?
11. How Garo/Chakma community members are involved with this school?
12. Who usually support you from academic aspect from from the higher authority?
13. Whether you use SRM for grade 4 and 5? What kind of SRM?
14. Please share your opinion /recommendation/challenges about MT based education

Appendix 13: Interview Schedule for Assistant Teachers

Name of the school:
 Name of the teacher:
 Age:
 Sex:
 Contact number:
 Email address:
 Length of Service:
 Joining date of the research school:
 Educational Qualification:
 Training received in the past five years (year, title, focus of the training, number of hours, training provider):
 MLE training received in the past five years (year, title, focus of the training, number of hours, training provider):
 Teacher's Mother Tongue:

1. As an assistant teacher, what kind of functions usually you do?
2. What kind of diversity you observed in your class?
3. This area is ethnic minority based; can you please share these ethnic groups?
4. How do you manage three kinds of students from three diverse communities?
5. How do you prepare your lesson plan for them?
6. What kind of teaching learning strategies you follow?
7. Do you have training to conduct teaching-learning in multilingual context?
8. What kind of materials are available to support MT base education?
9. Do you observe any difference after application of Garo/Chakma books?
10. How mother tongue help student participate/interact/inside class/outside class?
11. How do you create opportunities to use different languages at classroom?
11. How do you use textbook written in different language in teaching-learning?
12. How about parents' relation with school?
13. How or in what ways they are involved with school?
14. How community members are involved with school?
15. Do school invite community people to support in their mother tongue practice?
16. Who support you in academic aspects for better teaching-learning?
18. Your opinion/recommendations/challenges in teaching MT based education

Appendix 14: Interview Schedule for Assistant Upazila Education Officer

General Information
Name:
Age:
Sex:
Length of Service:
Joining date of the research site:
Training:
MLE related training:
Mother tongue:
Place of Interview:
Time of Place:

1. As an assistant upazila education officer what kind of work you have to do?
2. Can you describe how do you do your academic supervision at school?
3. After MLE application what kind of support you gave teacher to implement?
4. In your opinion what kind of support teacher need in implementing MLE?
5. How do you address students' language aspects in your school monitoring?
6. How do you assess students' achievement from your academic supervision?
7. What about MLE training for you as well as teacher?
8. How do parents involve with school?
9. How do community involve with school?
10. Does local authority involve community to work collaborate for ethnic language learning?
11. Do you observe any change after application of the MLE?
12. Please share your opinion/recommendation/challenges?

Appendix 15: Interview Schedule for URC Instructor

General Information
Name:
Age:
Sex:
Length of Service:
Joining date of the research site:
Training:
MLE related training:
Mother tongue:
Place of Interview:
Time of Interview:

1. As URC Instructor, what kind of functions you used to do?
2. Can you share with me about ethnic minority community of your locality?
3. How do ethnic minority children learn at school?
4. Can you share about ethnic minority children's teaching-learning from your school monitoring experience?
5. How do you address ethnic minority children's language aspects in your school visit?
6. How about URC's role in conducting MLE training for teachers?
7. How parents is involved with school?
8. How community is involved with school?
9. Whether you work collaboration with another institute? Who are they?
10. Opinion/recommendation is there any training about MLE/IE?

Appendix 16: Interview Schedule for Upazila Education Officer

General Information
Name:
Age:
Sex:
Length of Service:
Joining date of the research site:
Training:
MLE related training:
Mother tongue:
Place of Interview:

1. As head of the administration of upazila, what kind of functions you usually do?
2. How do you manage mixed community group's children in education as this upazila is ethnic minority based; different communities live here?
3. At present how do you address their educational needs for better learning?
4. What about multilingual education implementation in this upazila?
5. How do you plan and practice school monitoring in this ethnic minority community led upazila?
6. In your educational planning how do you address inclusion of ethnic minority children in school?
7. How do parents involve with school?
8. How do community involve with school?
9. Whether you work with collaboration with another institute of this upazila?
10. What kind of support are needed to implement MLE in this upazila?
11. Please share your opinion/recommendations/challenges.

Appendix 17: Interview Schedule for PTI Superintendent

General Information:
Name:-
Age-
Sex-
Length of Service-
Joining date of the research site-
Training-
MLE related training-
Mother Tongue-
Interview Place-
Interview Time-

1. As superintendent of primary teachers training institute, what kind of functions usually you do?
2. In this district there are some ethnic minority community live and children study in the school, can you please share about them?
3. What about their educational aspects at school?
4. One experimental school in within PTI premise, how about your experience regarding ethnic children's education there?
5. As superintendent of experimental school, how do you address their language aspects for teaching-learning?
6. What kind of training regarding mmultilingual education conducted in your PTI?
7. How about ethnic trainee teacher participating in foundation training, is there any particular module for ethnic minority teaching? Please share?
8. Is there any training regarding teaching in mother tongue at UR?
9. How do you address ethnic minority children in your school monitoring?
10. Please share your your opinion/ recommendation/challenges.

Appendix 18: Interview Schedule for District Primary Education Officer**General Information:**

Name:
 Age:
 Sex:
 Length of Service:
 Joining date of the research site:
 Training:
 MLE related training:
 Mother Tongue:
 Interview Place:
 Interview Time:

1. As the head of the district administration of primary education, what kind of functions usually you do?
2. What kind of academic work usually you do for quality primary education?
3. In this district there are some ethnic minority community live and children study in the school, can you please share about them?
4. How do you plan for their inclusion in education and full participation at school?
5. How about multilingual education in your district?
6. How about you oriented MLE for implementation?
7. As MLE is language based different programme, do you have training?
8. How do you monitor schools that include different language background students?
9. How do parents involve with school?
10. How do community involve with school?
11. What kind of support are needed to implement MLE in this upazila?
12. Please share your your opinion/ recommendation/challenges.

Appendix 19: FGD Guidelines for Students

1. Do you come to school every day?
2. Do you like school?
3. How far your home from the school?
4. How do you come to school?
5. What kind of transport you use? What is the condition of roads/bridges?
6. Are you all friends?
7. Who is whose friend?
8. Do you come to school together?
9. Do you play together?
10. What do you do after school?
11. Do you meet each other after class?
12. Where do you meet each other?
13. What kind of activity you do after class?
14. What about your homework?
15. What kind of homework from school?
16. Homework is in your MT or Bengali?
17. Who help in your homework
18. What language do you speak at the classroom?
19. What language does your teacher speak at the classroom?
20. At class, when teacher speak in Bangla do you feel difficult or easier?
21. Do you receive textbook in your mother language?

Appendix 20: FGD Guidelines for Parents

1. Dear parents can you share your feeling about your children's education in this school?
2. Do your children regular come to school?
3. Do your children willing to come to school?
4. Where do your residence, is it nearby?
5. Do your children know each other?
6. Are they meet after class also?
7. You know that, government is trying to implement different kind of functions, recently observe that, primary textbook has been using, do you know that?
8. Then how MT helps children to learn? What is its future application?
9. Is this language development will help in future?
10. What about home work/study of your children, do you help children study or prepare home work at home?
11. Beside parents, who support your children's study at home?
12. What kind of communication do you have with school?
13. Do you involve with any school function, for instance to prepare teaching aid?
14. Please share your opinion/recommendations/challenges.

Appendix 21: FGD Guidelines for Community People

1. How about your children's education in government primary school?
2. What is the main barrier facing your children at school in teaching learning?
3. Are you aware that government started education in your language?
4. How do you know that?
5. What do you know about this programme, how do you think about this programme?
6. As community member, do you involve to develop this programme?
7. How do you involve with MLE programme at school level?
8. Have you received any workshop, invitation from the school or administrative authority to support school from language aspects?
9. Do you have any new idea how to make effective communication between government and community?
10. Please share your opinion/recommendations/challenges.

Appendix 23: An example of data analysis

Findings	Medium of instruction is followed by mostly official language in Bengali while ethnic teacher uses to some extent their own mother tongue to their ethnic community students.
Methods of data collection	Data
Classroom Observation	I have observed 5 classes, among these classes, 1 is English, 2 Mathematics, 2 Bengali classes Among these classes, in class-1 mathematics and class-2 mother tongue is supposed to conduct in Garo language according to MLE bridging plan. But teacher use official language Bengali in delivering the curriculum instruction. Class-1 mathematics teacher was from Hajong ethnic community and class-2 Bengali teacher was from Garo community.
Image	
Interview with Key Informant	Upazila Education Officer said that, ‘mother tongue is always good for education, if we can deliver curriculum through mother tongue then ethnic student’s potential will play great role in our nation building’. But we have many issues to conduct class in ethnic mother tongue. URC Instructor said that, in my school monitoring I did not see at school and classroom, teachers are using Garo language books rather they use Bengali textbooks.
Interview with Teacher	Teacher Ms. Nasima Akhter said that, ‘I am from, Bengali community, I do not know other language, except English. I use Bengali in my teaching-learning. Garo children can understand Bengali well, therefore, I use Bengali version book for all children’. Teacher Bishakha Areng expressed that, if majority students are from Bengali community, then I use Bengali in teaching-learning and as I am from Garo community, I explain subject matter to Garo student in Garo

	language. Sometimes Garo students do not understand in Bengali, then I help them in Garo language. I use both languages. Teacher Purnima Hajong mentioned that, I use Bengali mainly, I use Hajong to Hajong students as I am from Hajong community, I do not know Garo therefore I do not speak Garo, I use Bangla in common. Monica Sangma mentioned that, 'We conduct class mainly in Bangali, we use the Garo book separately after class or other time'. Milita Hajong said that 'I am Hajong teacher, I give them concepts about subjects in Bengali, I know few Garo words, I try to make ethnic students understanding in their mother tongue after class in my free time.
Field Notes	All teacher conduct class in Bengali except English. Teacher from Garo community use Garo language to Garo student to explain something and teacher from Hajong community use Hajong language to Hajong student. However, all teachers commonly use Bengali in teaching-learning. They also use Bengali textbooks. They do not use Garo textbooks or ethnic cultural teaching material. Teacher use Garo and Hajong ethnic language to make students understanding the subject matters, do not treated as medium of instruction. Ethnic teacher's Bengali proficiency sounds well.

Interview Extract	Coding			Theme	Comment
	General Category	Intermediate Category	Specific Category		
I am from Bengali community, overtime I have learned some Garo words, I can greet in Garo language, I can interact easily, and then they become easy. At first ethnic children have some shyness, but overtime gradually when they come school together, sit together they become friends with each other. In classroom activities, when teacher use their mother tongue, then they feel good. This language-based education has started about two years and after that Covid-19 started, school was closed. In my teaching I do not use the MT book, they can understand Bangla, and therefore I use Bangla in class. In mathematics class, I also speak in Bengali, and Bengali math book, because they can understand Bengali. When some Garo student do not understand in Bangali then our other Garo	-I am from Bengali community -I have learned some Garo words -Ethnic children have shyness. - Overtime all children become friends -Ethnic children feel good when teacher use their mother tongue -This program has started from two years -In my teaching I do not use MT book -Ethnic children can understand Bengali -In math class I also speak in Bengali -If Garo children	Teacher is from Bengali community Teacher uses official language for all subject except English	Bengali community teacher Official language	Teacher from Bengali community dominantly use official language in teaching-learning to attain educational goals.	This interview was conducted with an assistant teacher. She shared that she used to use Bengali language in teaching-learning as medium of instruction. This is because, as she is from Bengali community and her mother tongue is Bengali, therefore she uses Bengali for all subjects except English as a subject. Besides, she does not know other languages, therefore it is not possible for her to use another language at classroom. She has no training regarding teaching ethnic children in their language. She uses Bengali textbook, while Garo version is available. Her opinion is, Garo children can understand Bengali well, therefore, she uses Bengali version book for all children.

teacher help them in different time/at different place. When I see that they understand Bangla, then I use Bangla only As I am from Bengali community and I do not know other language, therefore I cannot use other language.	do not understand then Garo teacher help them in different time and at different place -I am from Bengali community; therefore, I use Benagli, they can understand				
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