

EQUITABLE REMOTE LEARNING FOR ALL: USING MULTIPLE DELIVERY CHANNELS FOR REMOTE LEARNING TO SUPPORT ETHNOLINGUISTIC MINORITY CHILDREN'S LEARNING

1:00 PM - 2:50 PM (Bangkok time), 22 June 2021 via Zoom



Speakers' Biographies

FRANCISCO BENAVIDES

Regional Education Advisor, UNICEF East Asia and Pacific Regional Office

Moderator



Francisco Benavides is UNICEF Regional Education Adviser for East Asia and Pacific. Francisco's team support the work of UNICEF in 26 countries in the region on areas such as Early Childhood Development, Early Learning and Education Transitions, Equity and Inclusion, Adolescents Education and Skills Development, Education in Emergencies, among several other areas. Before coming to the region, Francisco worked for 4 years as the UNICEF Regional Education Adviser in Latin America and the Caribbean; and worked for more than 8 years at the OECD Directorate of Education and Skills as Policy Analyst. Francisco was author and editor of some key studies and publication, including: *The Nature of Learning: Using Research to Inspire Practice* (OECD, 2010); and *Equity and Quality in Education: Supporting Disadvantaged Students and Schools* (OECD, 2012). Francisco has also worked as a journalist and in several NGOs.

KHIEU DANY

Educational Technical Advisor, CARE International, Cambodia

“Reaching Ethnic Minority Students during COVID-19 in Cambodia”



Ms. KHIEU Dany specializes in mother tongue-based multilingual education, girls' education, global citizenship education and gender equality and social justice with proven track-record of successful proposal development, programme design and implementation. As an Education Technical Advisor with CARE International in Cambodia, Khieu is responsible for driving CARE Cambodia's Education Strategy in alignment with CARE International Vision 2030. Her key role is to provide technical oversights of CARE's long-term programmes and programme quality assurance, apply innovative programme ideas and transformative approaches to education and youth empowerment, and offer technical insights to strengthen ongoing programmes as informed by national and international trends and best practices in education and girls'/adolescent empowerment. Ms. Khieu has more than 10 years of experience working to eliminate gender disparities in education and promote inclusive, equitable and quality teaching practices, 21st Century education, gender equality, ethnic diversity and cultural sensitivity.

EMMANUELA SHINTA

Founder and Executive Director, Ranu Welum Foundation, Indonesia

“Smart Voice: A Digital Offline Learning Kit for Students in the Remote Areas”



In 2014, Ms. Emmanuela Shinta founded Ranu Welum, a Dayak youth initiative that combines Indigenous knowledge and modern technology to empower Indigenous youth to preserve their culture, protect the forest and embolden their communities. Starting with a small group who were eager to use audiovisual media to express their Dayak identities, today Ranu Welum is known globally for its Youth Act green movement in ecological disaster relief efforts and forest restoration, and for its Indigenous film festivals which use storytelling to address Indigenous rights. She has been speaking on behalf of her communities in regional and international forum about public misconception of Dayak people, bringing stories from the ground up to global audiences through short videos and documentaries. With her team that consists of young leaders from different regions and backgrounds, Shinta has trained 157 young Dayaks to use cameras as a storytelling tool, along with creating 77 films and 46 screenings in twelve countries on four continents.

SURAPORN SURIYAMONTON

Country Representative, Pestalozzi Children’s Foundation, Thailand

“Digitalizing MTB-MLE Teacher Training”



Since 2008, Ms. Suraporn Suriyamonton has been the Thailand Country Representative for the Pestalozzi Children’s Foundation (PCF). In her role, she designs, implements, and manages PCF Thailand’s country office and programme which focuses on access to quality education for all children. PCF Thailand’s country programme contributes to PCF’s mission by providing vulnerable girls and boys in pre-primary, primary and secondary school (aged 4-18 years) of ethnic background in rural areas with access to mother tongue-based inclusive and equitable quality education. Therefore, PCF's thematic focus lies in Mother Tongue-Based Multilingual Education (MTBMLE) and Intercultural Education (ICE), while cooperating with specialised local partners. In support of the application of MTB-MLE/ICE, a strong component of the programme is teacher training and enhancing the use of ICT technology for digitalization of instructional materials and scalability. Within Thailand during 2021-2024, PCF is prioritizing its work in the provinces of Maehongson, Chiangmai, Tak, which border Myanmar, and Krabi.

ABDINOOR ALI YERROW

Founder, M-Lugha App, Kenya

“M-Lugha: First Languages First”



Mr. Abdinoor Alimahdi Yerrow is a telecom engineer, education technologist and founder of M-Lugha App and Nomadic Hub. He comes from a nomadic and pastoral community in Wajir county in Northeastern Kenya. Before his switch to education space, he did very well in the telecom industry, worked for 10 years and left it as a regional head. Yerrow could not see himself in the education space, but the level of education inequality and crisis that existed in his region could not put his mind at ease. Since he had no education or teaching background, he enrolled for graduate studies in information and communication technology (ICT) in education and instructional design. The question, “If you don’t understand, how can you learn?” gave birth to M-Lugha, an offline app that helps young and adult learners access basic literacy and numeracy using the language they understand. The app has won numerous awards, and every report released argues that being taught in a language other than their own can negatively impact children’s learning, especially for those living in poverty.