



4th Meeting of Equitable Education Alliance (EEA)
การประชุมพันธมิตรเพื่อความเสมอภาคทางการศึกษา (EEA) ครั้งที่ 4

Economic, Livelihood, and Social Impacts
of Equitable Education

ประโยชน์ทางด้านเศรษฐกิจ การดำรงชีวิต และสังคม
ของความเสมอภาคทางการศึกษา



Why Language Matters for Equitable Quality Education



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Date | วัน

27 JUL 2022 | 27 กรกฎาคม 2565

Time | เวลา

19.00 – 20.05 (for the public)
20.10 – 21.00 (only for EEA members)
19.00 – 20.05 (สำหรับบุคคลทั่วไป)
20.10 – 21.00 (สำหรับสมาชิก EEA เท่านั้น)

*UTC+7/Bangkok time

*เวลาประเทศไทย การประชุมจัดเป็นภาษาอังกฤษ และมีคำแปลภาษาไทยตลอดการประชุม



Coral Way Elementary Experiment

Bi-Lingual Teaching 'Works,' Or... Si Aprenden en Dos Idiomas

By GEORGIA MARSH
Times Staff Writer

Take a group of Cuban youngsters who speak only Spanish and a group of North American children who speak only English, and put them in the same classes.

The result, at Coral Way Elementary, is not confusion but a model school teaching in both languages that:

RECENTLY drew praise from a top U.S. education official.

HAS drawn visitors from almost every part of the world.

HAS a principal, Joseph Logan, whose original reluctance has been converted to all-out enthusiasm. He now recommends bilingual teaching as "overpriced."

Five years and some controversy later, Coral Way's experiment in total pupil bilingualism is registering as a success. It recently won praise from U.S. Education Commissioner Harold Howe.

Under the bilingual program, all students spend part of the day learning in Spanish and part learning in English.

Three years ago a group of Coral Way parents objected to a combination fifth and sixth grade class formed for students who did not want to participate in the bilingual plan. The parents wanted separate classes for the two grades but the size of the individual classes did not justify hiring two fulltime teachers. The students have since gone on to junior high.

Logan said about a dozen parents also transferred their children out of the school when it went bilingual but said these resulted from "individual problems."

Coral Way's entry into the bilingual education field is but one of several new educational programs which are the result of the huge influx of Cuban school children here.

The influx started out as a "crisis" in the early 1960s but is now viewed as a "boom" by Paul W. Bell, supervisor of bilingual education.

Faced with the "fantastic educational challenge" of absorbing thousands of Spanish-speaking children, Dade schools responded by providing significant new educational programs.

In addition to Coral Way, Dade's projects include a native language curriculum for Spanish-speaking children. Under this program, about 30,000 Spanish-speaking students study Spanish just as North American stu-



PROJECTOR Aids Language Instruction
... Teacher Josefine Sanchez works machine

Federal aid this year is \$10 million, given so Dade can provide without higher taxes the same education for refugees as is provided for children who are permanent residents.

The influx also led to the development of special first and second grade reading books for non-English speaking pupils known as the Miami Linguistic Readers. It is now used nationwide.

Dade's school population of 212,000 includes 22,500 Cuban children and another 7,300 from other countries where the native language is Spanish.

In 25 of Dade's 213 schools, the native Spanish-speaking pupils make up half, or more than half, the total school enrollment.

And the number of Cuban children increases by 300 each month as daily flights bring refugees to Miami.

"The influx was the catalyst for developing new programs," Bell said. "The needs were not new but the crisis and federal assistance made it both imperative and possible to meet these needs."

Studying in a second language has not hampered the student's learning ability either, Bell and Logan say.

Mrs. Josefine Sanchez, a bilingual teacher, said test grades show a normal curve following the ratio of five Cuban students to every two North Americans enrolled at the school. "For every five poor Cuban students we have two poor North Americans," she explained.

Coral Way starts its bilingual program in first grade. As the pupils progress they spend more and more time learning in the second language so that this year's sixth graders are working equally in both languages.

Bilingual teaching does present some problems. Teachers work in teams of three and sometimes find their schedule forces them to move to next subject though they would prefer passing home a particular lesson a few minutes longer.

Principal Logan said students don't sacrifice anything but "busy work" the non-essential material often used just to fill out the school day.

Logan, who originally was apprehensive about the bilingual plan, now is convinced that "any child can learn a second language."

Coral Way's program has been adopted in modified form in schools throughout the nation.

In Dade, bilingual education has spread to Fernberg and Mae E. Walbert Elementary schools. Shernardsah Junior High now offers two hours of bilingual teaching to students coming from Coral Way.

At Fernberg, Principal Bernard Nissman is sold on the idea but cites "lack of space and materials" as some of bilingual teaching's special problems.

"We have to adapt rather than adopt materials," Nissman said.

Still another need is in-service training for teachers. "With 13 per cent of our school population speaking Spanish, more of our teachers should at least be aware of the instructional needs of the bilingual student so they can help with regular classroom work," said Bell.

Bell considers money spent on the bilingual program "a good investment." One of the fascinating things we are discovering is that the total spectrum of education can be bilingual. Anything we can do in one language we can do in two."

Equal Access

- Facilities
- Books
- Teachers



Equitable Education

- Burden of learning in a "foreign" language

MONOGRAPHS
ON
FUNDAMENTAL
EDUCATION

THE USE OF VERNACULAR LANGUAGES IN EDUCATION

U N E S C O



CHAPTER II

THE REPORT OF THE UNESCO MEETING OF SPECIALISTS, 1951

INTRODUCTION

From the foregoing survey it can be readily appreciated that the language problem in education is world-wide and therefore a proper field of investigation for the educational agency of the United Nations.

Moreover, in many of its own activities and projects Unesco has been continually confronted with one aspect or another of the problem, chiefly in relation to fundamental education. To mention but one example, the educators entrusted with carrying out the pilot project in the Marbial Valley of Haiti found that little or no progress could be made before a decision had been reached as to what language should be used as the medium of instruction.¹ Similarly the Unesco advisory missions sent to Thailand, the Philippines, Afghanistan and Burma, had to take into consideration the local version of the same problem; the reports of these missions contain useful supplementary information to the present volume and recommendations that repay careful study.²

Since therefore the question of the medium of instruction is a recurrent problem in fundamental education and in the development of adequate systems of schooling in so many countries, the General Conference of Unesco at its Fifth Session in 1950 recommended that it should be made a subject for separate study on a world-wide scale. This decision was strengthened by a resolution previously passed by the General Assembly of the United Nations, asking Unesco to take action.

Accordingly, towards the end of 1951, specialists from all parts of the globe met at Unesco House, Paris, to discuss in particular

¹ Unesco, *The Haiti Pilot Project: Phase One 1947-1949*, 'Monographs on Fundamental Education', IV, Paris, 1951, 83 pp.

² Unesco, *Report of the Mission to Thailand*, Paris, 1950, 56 pp.; *Report of the Mission to the Philippines*, Paris, 1950, 75 pp.; *Report of the Mission to Burma*, Paris, 1952, 91 pp.; *Report of the Mission to Afghanistan*, Paris, 1952, 83 pp.

"We take it as axiomatic...that the best medium for teaching is the mother tongue of the pupil"

-UNESCO, 1953

"UNESCO discovered mother tongue, then forgot about it for 50 years."

-Sheldon Shaeffer

Education in a multilingual world



UNESCO
Education
Position
Paper



“UNESCO supports mother tongue instruction as a means of improving educational quality....[and] promoting both social and gender equality and as a key element of linguistically diverse societies.”

-UNESCO 2003



Revision of the UNESCO “Education in a multilingual world” position paper - Language expert meeting

 **When, Local Time** From Jul 15, 2022, 2:30 PM To Jul 15, 2022, 5:30 PM

 **Contact:** --

 **Event Type:** Working group meeting

 **Where:** Online from Paris, , Paris, , France



Experts on language and education will discuss key issues in languages and education with a view to revise and update the UNESCO [Education in a multilingual world” position paper](#). The overall aim is to support language policies in favour of inclusion in education, the development of multilingual education based on mother tongue(s), multilingualism, and linguistic diversity.

The process of revision and the revised position paper output contribute to the international community’s efforts to achieve Sustainable Development Goal 4 of quality education for all by 2030. The position paper will support the implementation of the Global Action Plan of the UN International Decade of Indigenous Languages (2022–2032).



Welcome to the International Decade of Indigenous Languages

Building a global community for the preservation, revitalization and support of indigenous languages worldwide



#IDIL2022-2032: a global ...

VIDEO



The Global Task Force for Making a Decade of Action ...

DATA



Global Action Plan of the IDIL2022-2032

DATA



Key Resources related to linguistic diversity and ...

DATA

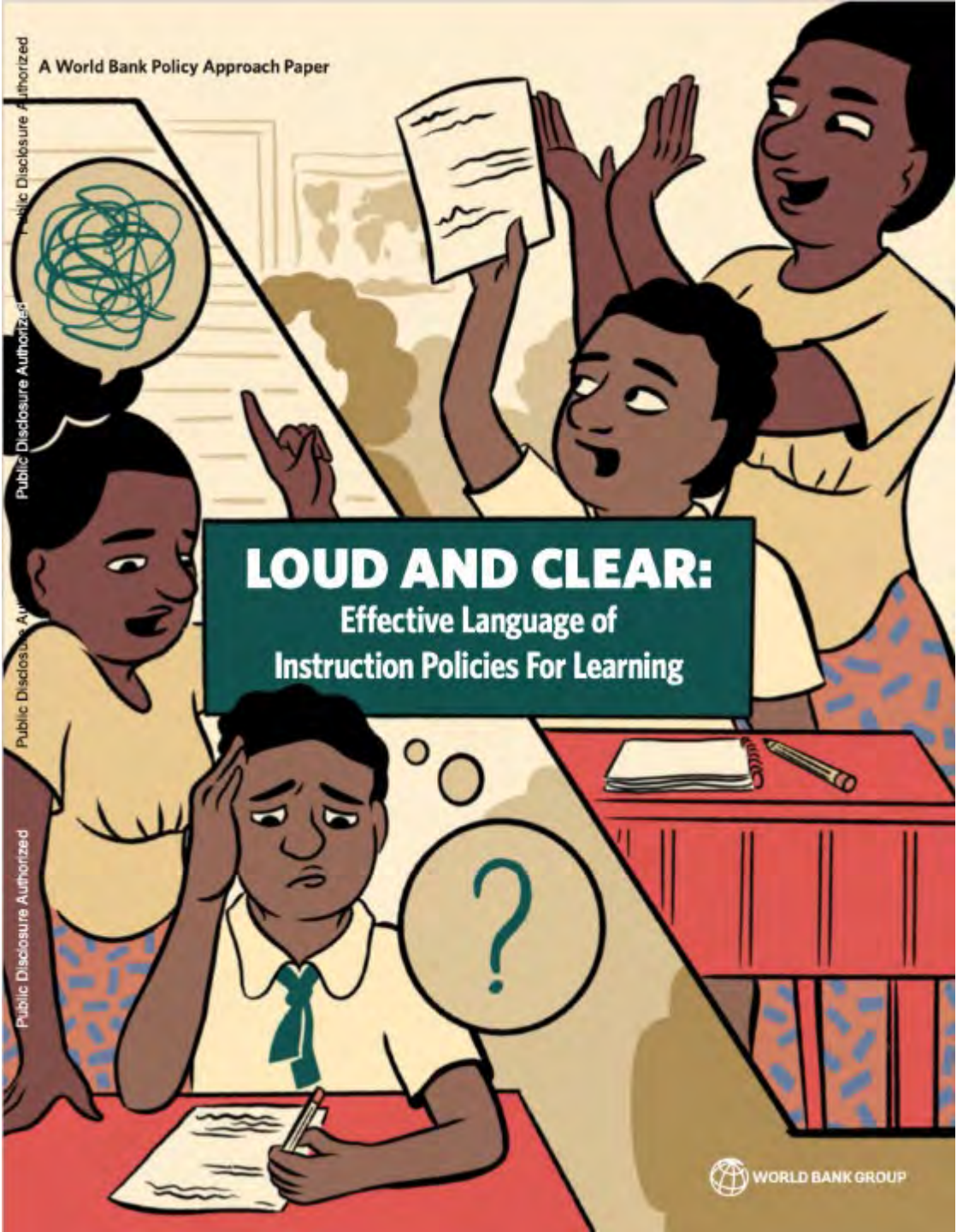


617
MILLION

Children and youth will not develop basic literacy & numeracy skills
(UIS, 2017)



Public Disclosure Authorized
Public Disclosure Authorized
Public Disclosure Authorized



Thailand

Survey Findings Report

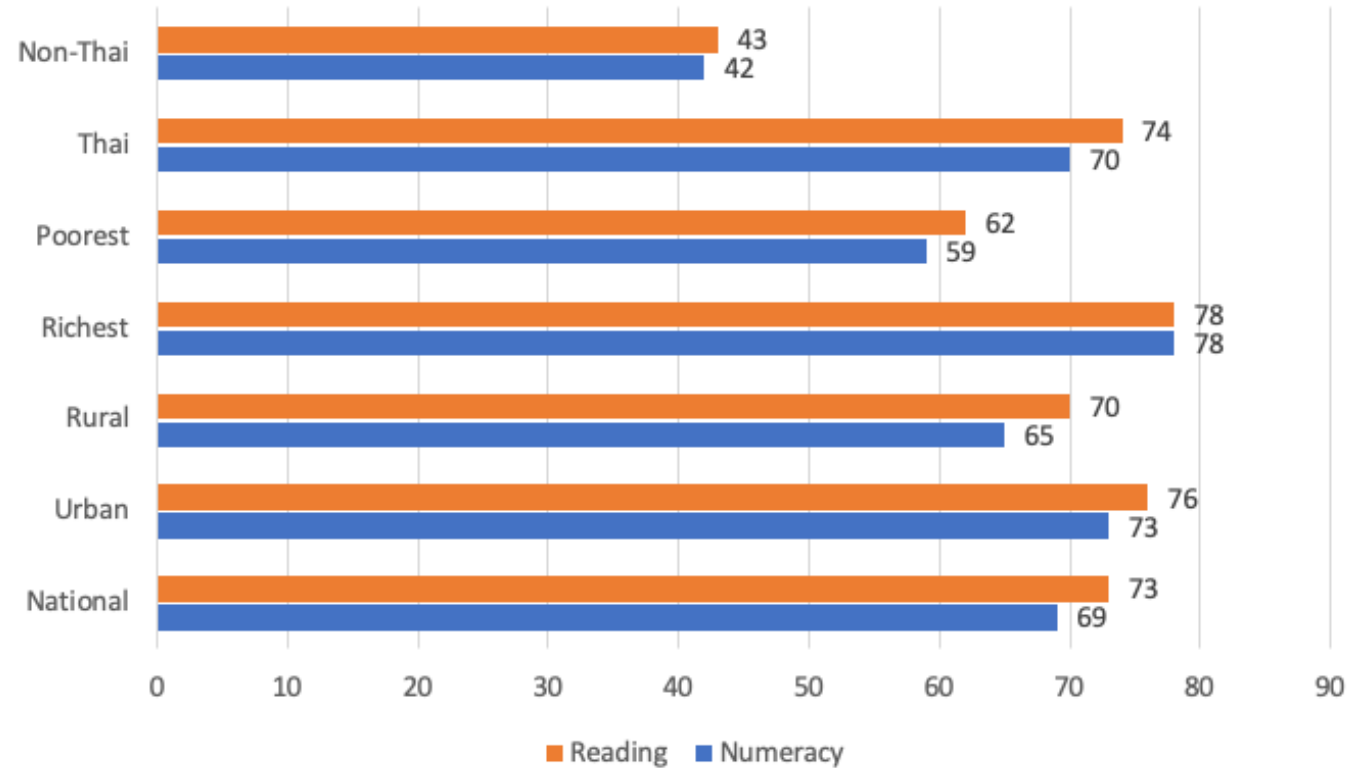
Multiple Indicator Cluster Survey
2019



NSO
National Statistical Office



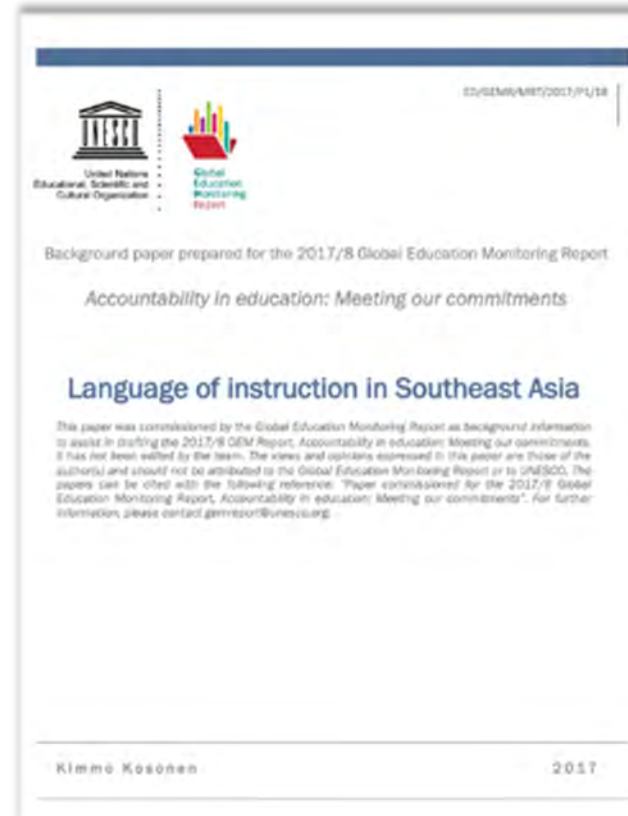
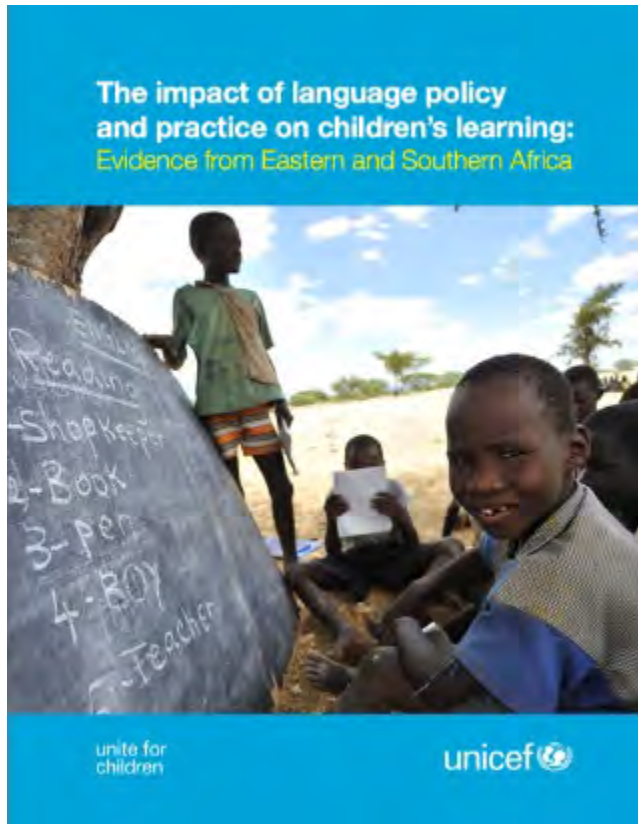
UNICEF
United Nations Children's Fund

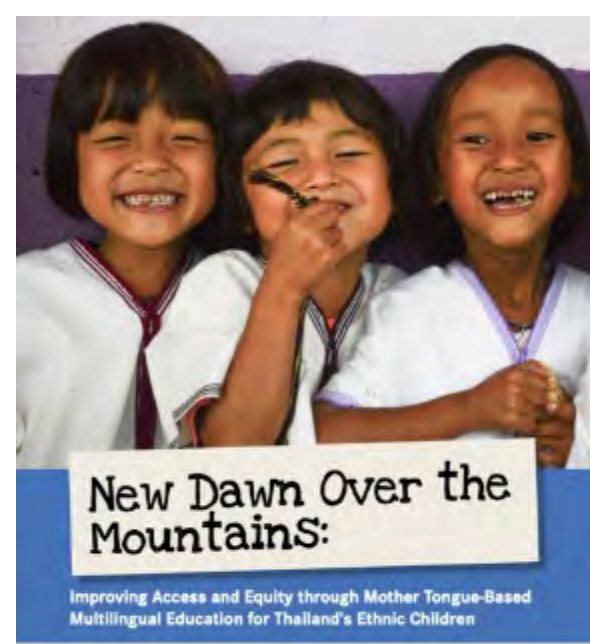


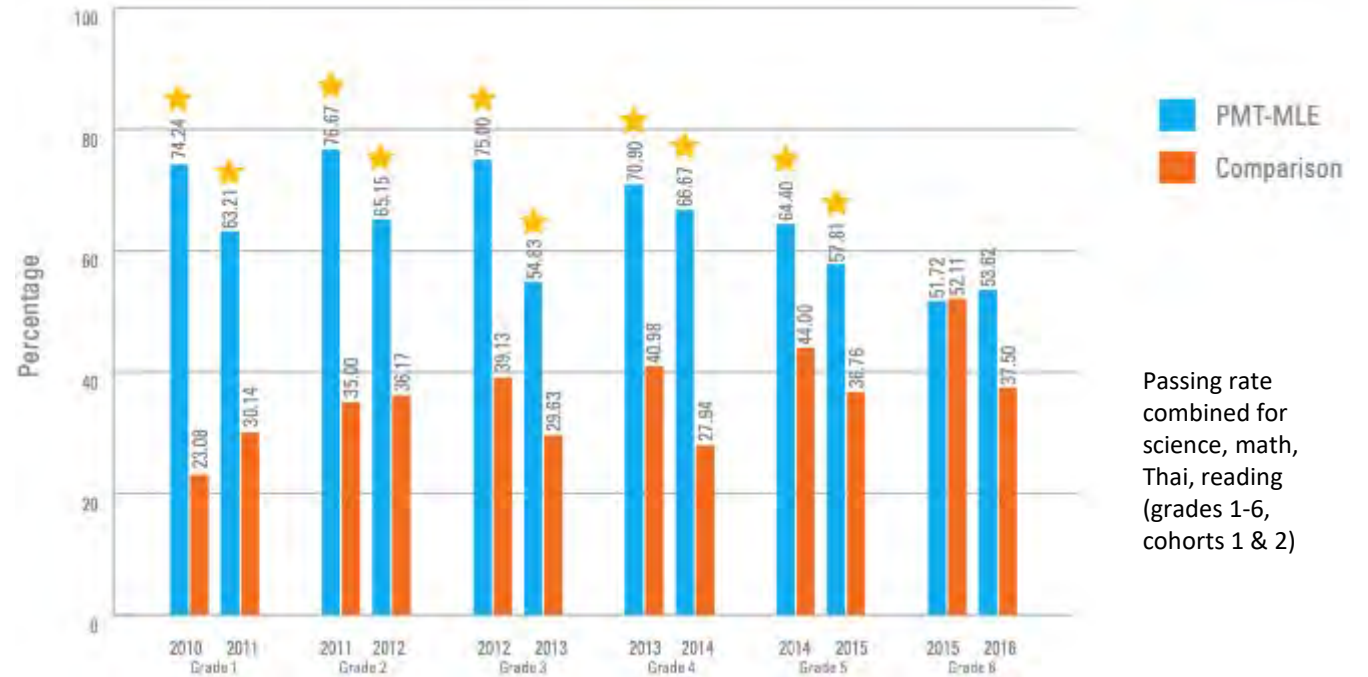
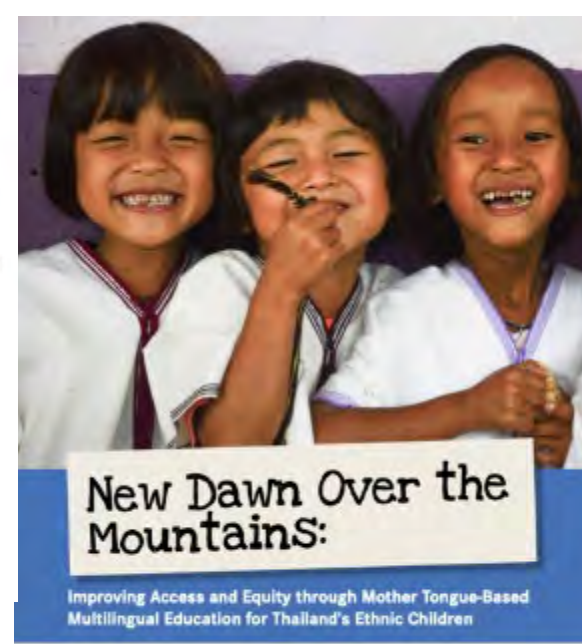
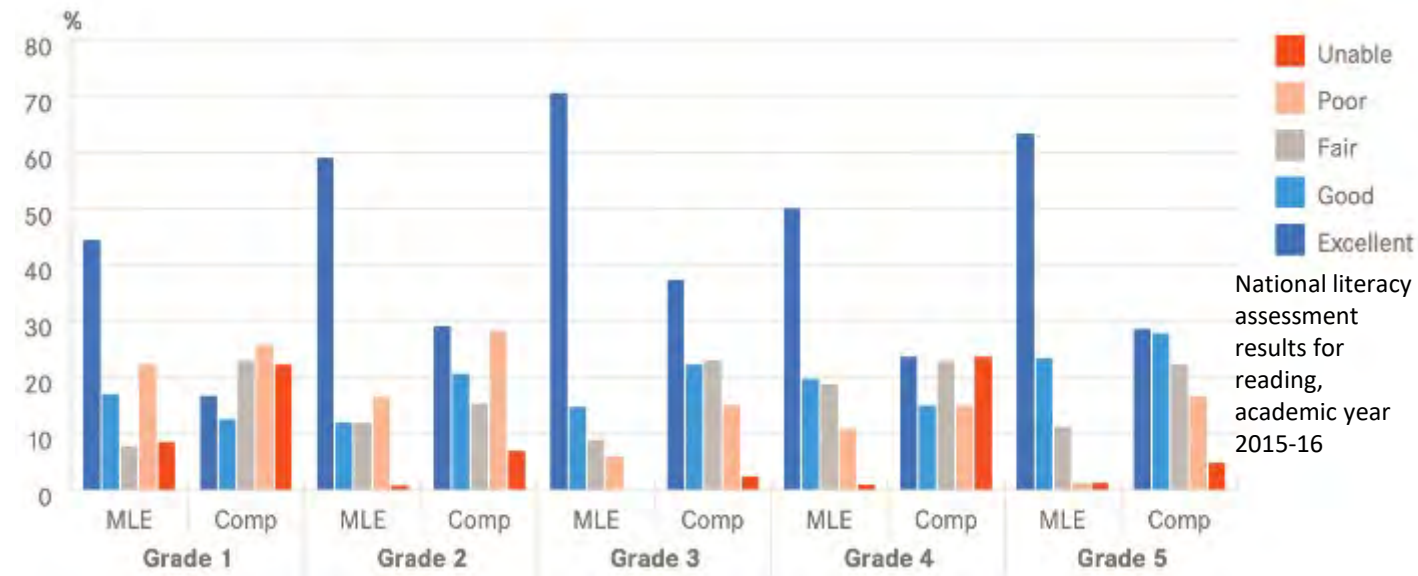
Share of children aged 7 to 14 with foundational reading and numeracy skills (National Statistical Office and UNICEF, 2019)



Growing Evidence Base for Mother Tongue-Based Multilingual Education







Passing rate combined for science, math, Thai, reading (grades 1-6, cohorts 1 & 2)



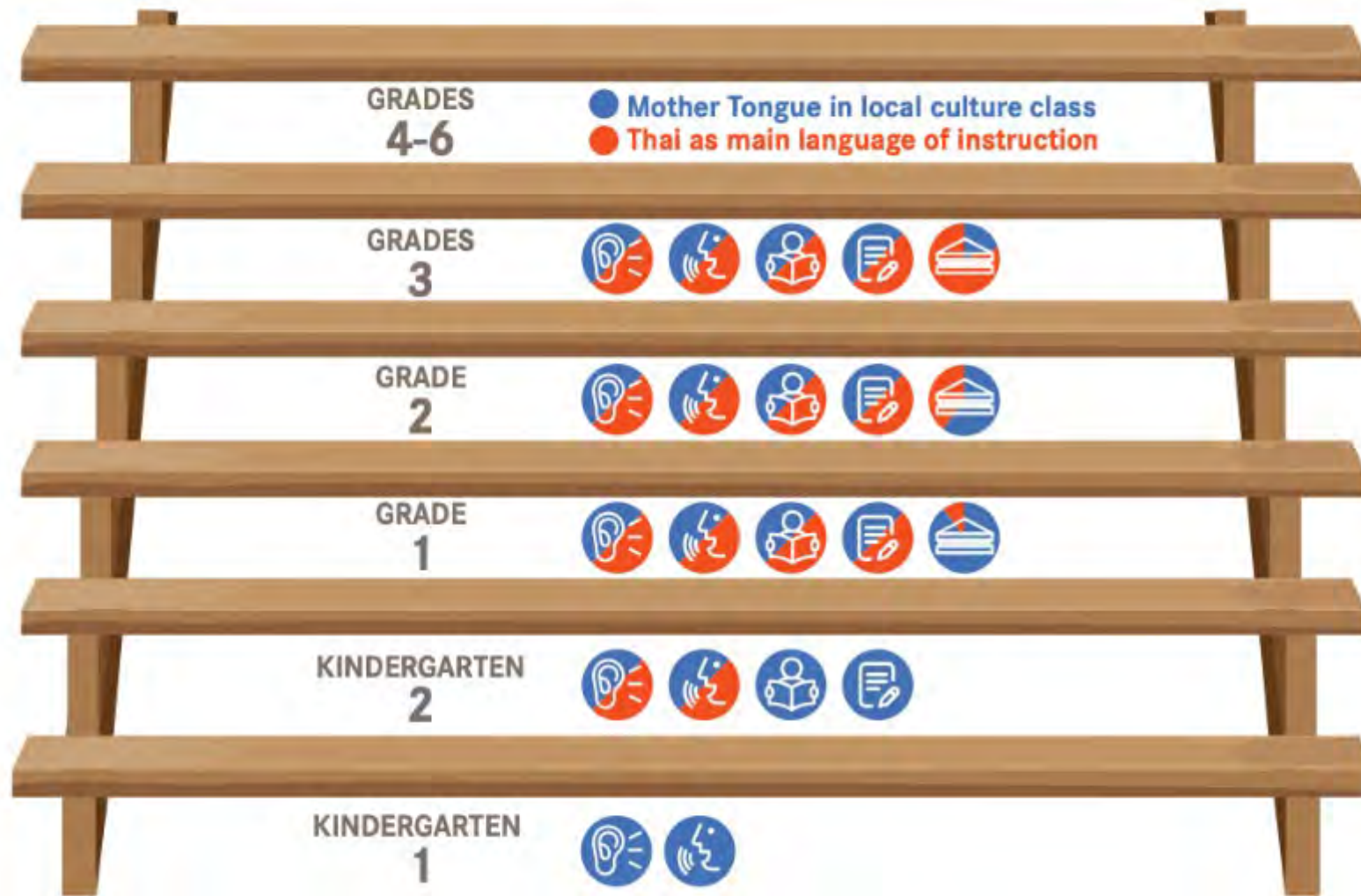
Home

Multilingual Society






Mother Tongue (L1)
Mother Tongue

National Language (L2)
(Thai)

Listen
Speak
Read
Write
Use both languages fluently




-  Mother Tongue
-  Thai
-  Mother Tongue/Thai

-  Listening
-  Speaking
-  Reading
-  Writing
-  "Sandwich" for Academic Subjects

The Investment Case for
**EDUCATION
AND
EQUITY**

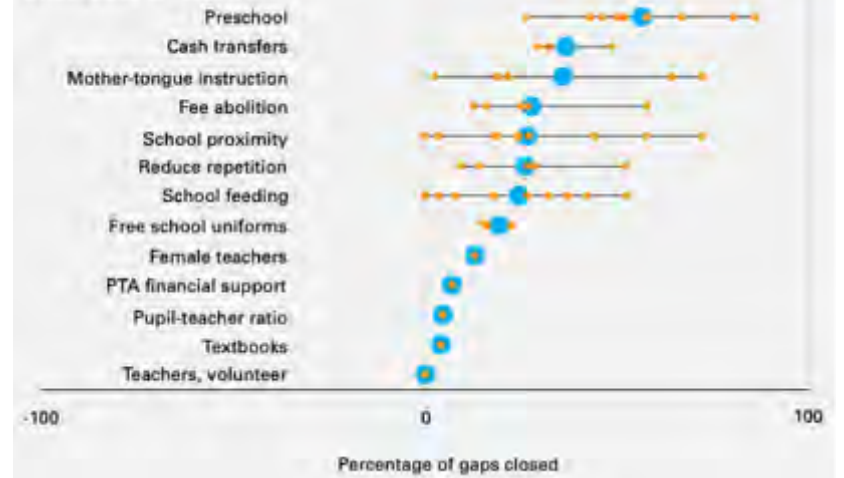


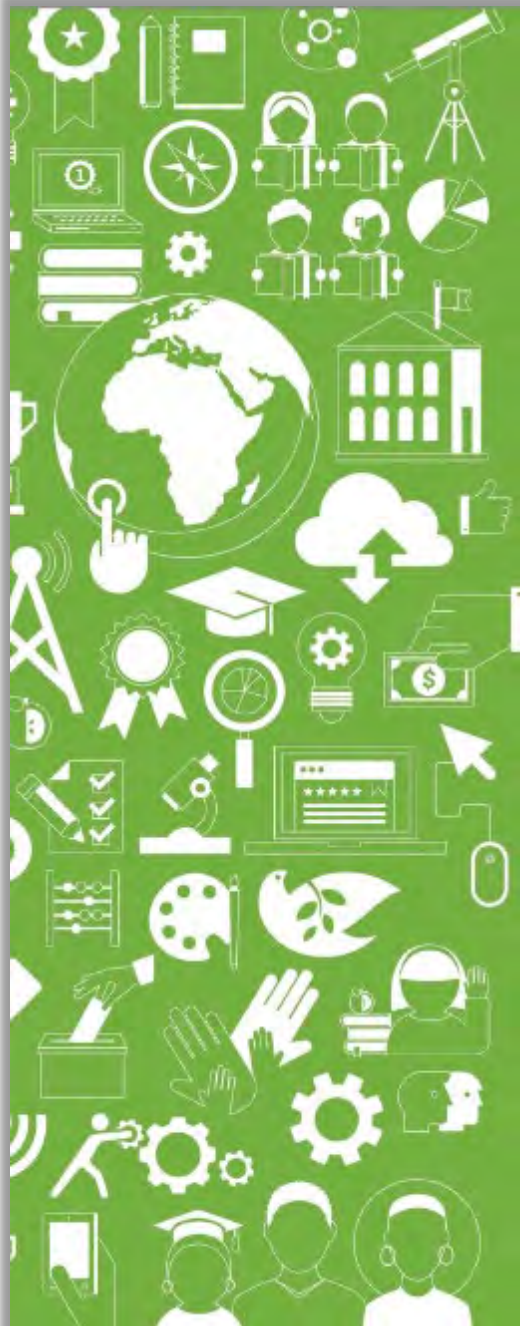
unite for
children

unicef 



Effect sizes on survival





The Learning Generation

Investing in education for a changing world

A Report by The International Commission on Financing Global Education Opportunity



Figure 13. Highly effective practices to increase access and learning outcomes



Source: Education Commission analysis (2016).¹⁹ Note: The improvements are based on a baseline of 50 percent (of enrollment, completion, or reaching learning targets) and measured as percentage points gained. The costs are estimated relative to average baseline costs – with average class size, materials, support, and salaries. The green bars pertain to those interventions that are related to teaching methods and teacher incentives, while the gray bars pertain to all other types of interventions.





Guidance
Note


Ensuring inclusive education for ethnolinguistic minority children in the COVID-19 era

Compounded disadvantages

Mother tongue-based education is a key factor in both school enrolment and school survivability for ethnolinguistic minority children.⁴ Such children face multiple and compounding disadvantages in their efforts to enrol and stay in school, including:

 **Remoteness**, as many live in areas with limited infrastructure (electricity, internet, television, sealed roads) impacting conventional schooling as well as delivery of print or online distance learning materials;

 **Poverty**, as many ethnolinguistic minority families lack adequate economic resources to either support online learning or ensure that their children (re)enrol in school;

 **Language barriers**, as many of these children will have lost valuable time in learning in their own languages (where mother tongue-based programme are available)



English language and medium of instruction in basic education in low- and middle-income countries: a British Council perspective



4

British Council position on English in mother tongue-based multilingual education

- An evidence-based approach to our work in English is necessary to arrive at an informed position on salient issues.
 - Important research findings show that if young students in low- or middle-income countries are taught in their own or a familiar language, rather than English, they are more likely to understand what they are learning and be more successful academically (including in L2 as a subject) with benefits to education, the economy and society.
 - Students have the right to access both the school curriculum in their own or a familiar language and to receive quality English language learning experiences.
 - Fluency in English is best served through strengthening the teaching of EaS. Therefore EMI at primary school level in low- or middle-income countries is not beneficial nor is it a policy or practice we support.
 - Requests for support for English in basic education can be reviewed using the 'do no harm' principle, focusing on improving the quality of teaching and learning in EaS.
 - At primary level support can be channeled to develop quality teaching and teacher education in English as a subject and to promote equal access to English language learning opportunities. Reaching disadvantaged groups, the poorest or marginalised – rural children, those from ethnic minorities, young female learners, etc. – presents a particular challenge, which all should seek to meet.
 - The Mol debate is complicated and multi-faceted, requiring further research with a particular focus on classrooms and teaching/learning processes. In multilingual classrooms there may be a mismatch between a regional or national language as Mol and students' own language(s), forming a barrier to mother tongue-based multilingual education. Further, there are multilingual education contexts where teachers are not conversant with the language of the students.
 - At times there may be a lack of alignment between the Mol language policies adopted by ministries of education and that of educational partners. In such cases, all may work together to identify ways and means of addressing the L2 proficiency gap, and to enhance the quality of work in English as subject within a mother tongue-based multilingual education framework.
 - The British Council aims to clearly communicate its position on English in mother tongue-based multilingual education, and seeks to prevent misconceptions arising about the British Council seeking to promote English over mother tongue.
- This position is summarised in the short Juba Declaration (Appendix A) and will be reviewed on a regular basis in line with new findings into Mol within the field of language policy, planning or practice.





**High-Level Policy Forum
on Multilingual Education**
26 September 2019 - Bangkok, Thailand

**The Inclusion, Mobility
and Multilingual Education
Conference**

Exploring the role of languages for
education and development.

**24–26
September
Bangkok
Thailand**

Organized in partnership by:



**BRITISH
COUNCIL**

Language & Development
CENTRE FOR INCLUSION



The Bangkok Statement on Language and Inclusion

Output of the High-level Policy Forum on Multilingual Education convened in parallel to
*The Inclusion, Mobility and Multilingual Education Conference: Exploring the Role of
Languages for Education and Development*

25 September 2019, Bangkok, Thailand



A few countries with mother tongue policies...

- Cambodia –MTB-MLE in 6 languages
- Thailand –MBT-MLE in 8 languages
- Philippines-MTB-MLE in 65 languages, including sign language
- Ethiopia-MTB-MLE in 30 languages

- What about famous Finland?
 - Finland is home to many ethnic minority and migrant children. Over 200 Finnish schools operate bilingual programmes, where the student's mother tongue is used as a medium of instruction and Finnish is taught as a second language. Minority languages used in Finnish schools include Arabic, Somali, Russian, Vietnamese, Estonian, Saami and Swedish (Center on International Education Benchmarking, 2017).



ขอบคุณ ครับ *Terima kasih*
謝謝你 *நன்றி*
Thank you

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