

International Conference on Language,
Education and the Millennium Development Goals (MDGs)
9-11 November, 2010, Bangkok, Thailand

*Efforts to advance
gender-related advocacy and
communications
in Asia and the Pacific*



United Nations
Educational, Scientific and
Cultural Organization

UNESCO Bangkok
Adrien Boucher

UNESCO's rationale for supporting multilingual education

1. Supporting mother tongue instruction as a means of improving educational quality by building upon the knowledge and experience of the learners and teachers.
2. Supporting bilingual and/or multilingual education at all levels of education as a means of promoting both social and gender equality and as a key element of linguistically diverse societies.
3. Supporting language as an essential component of intercultural education in order to encourage understanding between different population groups and ensure respect for fundamental rights.

(UNESCO. 2003. Education in a Multilingual World. Paris, UNESCO)

Targeted and evidence-based advocacy

- Understanding the conditions under which marginalized populations live is a crucial step towards designing a school system that works on their behalf.
- Studies available describe either the effects of mother tongue-based schooling or the results of gender-oriented programmes, but rarely consider both at once.
- Advocacy should utilize research findings that are based on data and information on both MLE and gender issues
- No one size fits all

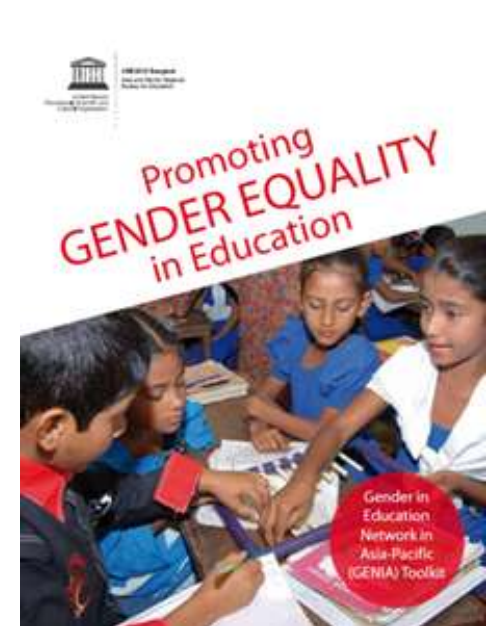
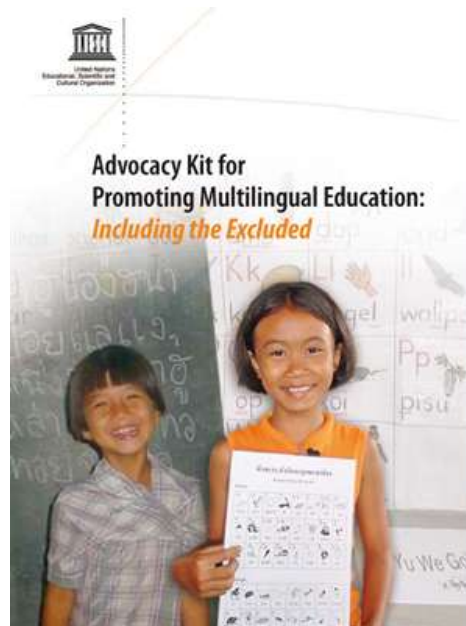
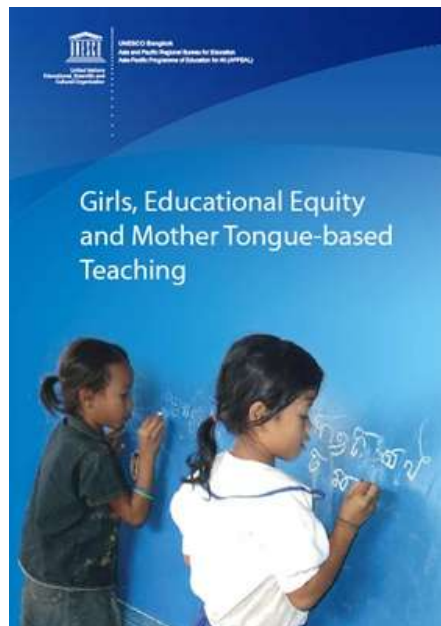


Strategies for advocating both multilingual education and gender equality in education

1. Promoting research and analysis
2. Pointing out inequalities
3. Pointing out benefits of gender-responsive MLE
4. Suggesting actions for change


Selected advocacy materials promoting MLE and gender equality

- *Girls, Educational Equity and Mother Tongue-based Teaching* (Dr. Carol Benson)
- *Advocacy Kit for Promoting Multilingual Education: Including the Excluded*
- *Promoting Gender Equality in Education* toolkit



Target users of advocacy materials

- Policy makers and planners
- Project / programme officers
- Teaching / Learning material developers
- Teachers / School heads
- Community members
- Teacher trainers
- Gender trainers
- Researchers
- Everyone



Girls, Educational Equity and Mother Tongue-based Teaching brief

- Connections between language and marginality
- Connections between girls, language and marginality
- Proposal: mother tongue-based bilingual education
- Obstacles to girls' participation and strategies that address them
- Mother tongue-based schooling as an effective strategy for addressing girls' school participation

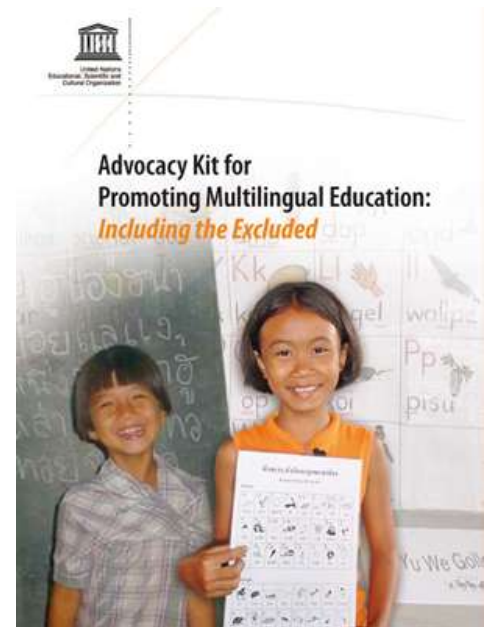
UNESCO gender advocacy and policy briefs

1. Single-Sex Schools for Girls and Gender Equality in Education
2. Strong Foundations for Gender Equality in Early Childhood Care and Education
3. Education in Emergencies: The Gender Implications
4. Getting Girls Out of Work and Into School
5. The Impact of Women Teachers on Girls' Education
6. Mother Tongue-based Teaching and Education for Girls
7. Providing Education to Girls from Remote and Rural Areas
8. Impact of Incentives to Increase Girls' Access to and Retention in Basic Education
9. Role of Men and Boys in Promoting Gender Equality
10. A Scorecard on Gender Equality and Girls' Education Asia in 1990-2000
11. Girls, Educational Equity and Mother Tongue-Based Teaching
12. Gender-Responsive Life Skills- Based Education
13. Gender Issues in Counseling and Guidance in Post-Primary Education
14. Gender Responsive Budgeting in Education
15. Gender Issues in Higher Education

Advocacy Kit for Promoting Multilingual Education: Including the Excluded

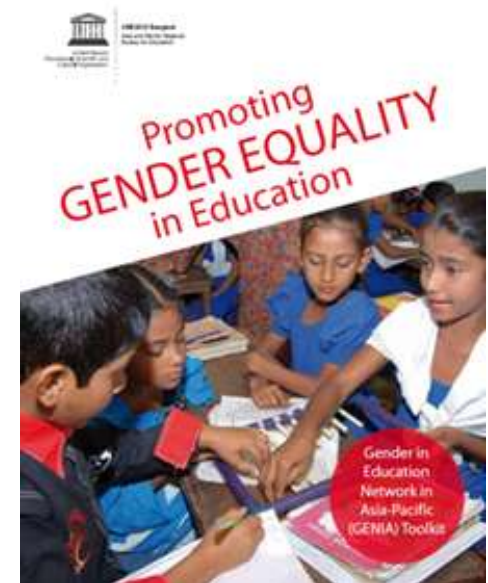
Four booklets:

- Language in education policy and practice in Asia and the Pacific
- Policy makers
- Programme implementers
- Community members



Promoting Gender Equality in Education toolkit

- Part 1: Tools for Raising Gender-Awareness
- Part 2: Tools for a Gender-Responsive Educational Environment
- Part 3: Tools for Gender-Responsive Educational Management



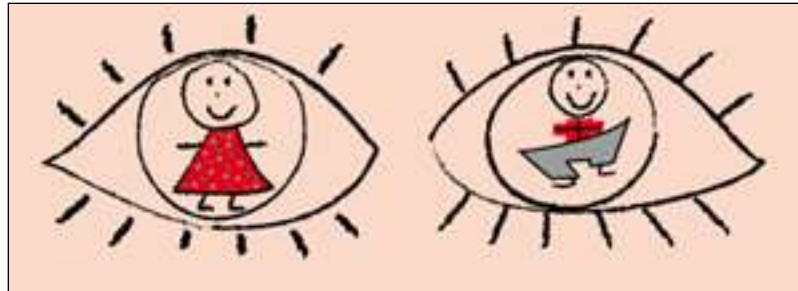
What to do with the toolkit

- Learn
- Analyze
- Act
- Advocate
- Train



Kamtorn Sata, Thailand

Use a gender lens



You see the participation,
interests and realities of
women.

You see the participation,
interests and realities of
men.

Your sight or vision is the combination of what each eye sees.

How the toolkit can be used

- Use tools individually or combine them
- Customize
- Translate
- Copy, print, protect and share
- Download:
<http://www.unescobkk.org/education/appeal/programme-themes/gender/resources/genia-toolkit/>

Conclusion

- No one size fits all
- Advocacy should utilize sound data and information on both MLE and gender issues



Thank you