

MLE Advocacy: opportunities and strategies – Indigenous Peoples Organizations & MLE movements- Thailand

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Rights based & Need based approach towards a common goal

Ips & Self-determination

- by self-determination, we mean, our rights to participate in the democratic process of governance and to influence our future politically, socially and culturally in order to
 - have improved access to self-determined development, to live with dignity and to contribute to the progress and development of Thailand-our home and country.
 - For this purpose and to serve as our participation mechanism, we formed a network, since 2007 known as the Network of Indigenous Peoples in Thailand (NIPT)
 - Global solidarity with indigenous communities worldwide and to raise public awareness re-affirming the indigenous peoples' existence, as guaranteed by the adoption UNDRIPs in 2007.

MTB-MLE & equity access to quality education for all

- MTB-MLE means Mother Tongue Based Bi/Multi-Lingual Education which is an education approach that utilizes mother tongue as a language of instruction in early years and National language as their second language, and another third or fourth language such as English, Chinese, etc.
- From the experiences of Foundation for Applied Linguistics (FAL), Mahidol University in cooperation with Office of Basic Education Commission (OBEC) and the affiliated indigenous communities in Thailand, MTB-MLE approach has proven to be one of the successful models for appropriate education for indigenous children in formal schools and in other settings.

Parallel and cross paths timeline

IPs



MTB-MLE

Development of FAL MTB-MLE



Timeline of the movements

Ips movement

2007 – the adoption of United Nations Declaration on the Rights of Indigenous Peoples (UNDRIPS)

-Celebration of World Indigenous Peoples Day every year since 2007

-2007-2022=From 17 ethnic groups to 40+ ethnic groups joined Network of Indigenous Peoples in Thailand-NITP

MTB-MLE movement

2007 –MTB-MLE pilot projects in Southern Thailand and in Northern Thailand

10 MTB-MLE Schools to 20+MTB-MLE schools (Full MTB-MLE)

-2007-2022= 60+MLEschools (Partial Adopting MLE approach)

IPs Timeline



Development of FAL MTB-MLE



Relevant main actors of the movements

Ips- CSOs & Social & Political Movement

Actors: IPOs, IP communities & Networks

- IMPECT, IPF, Ethnic groups associations (Karen, Hmong, Ahka, Lahu, etc..)

Relevant networks-

Regional – AIPP; INTL-IIFB/IIFCC

-Network of Indigenous Peoples in Thailand (NIPT)

-Indigenous Women's Network in Thailand (IWNT)

-Indigenous Media Network (IMN)

-Ton-Kla Indigenous Children and Youth Network (TKN)

-Indigenous Education Network

-IEN Alternative Report submitted to ICESCR Committee

https://tbinternet.ohchr.org/Treaties/CESCR/Shared%20Documents/THA/INT_CESCR_CSS_THA_20418_E.pdf

Members of the House of Representative (2 from Move Forward Party)

MLE – Education and Innovation Movement

Actors: NGO & Academics & GO:

- FAL
- MU-RILCA
- Bi/MLE schools Club (they are also members of Highland schools club)

• (MoE)- OBEC

-MLE club; Highland schools Club

-School Committee

MTB-MLE in Thailand Lessons Learned:

https://www.pestalozzi.ch/sites/pestalozzi.ch/files/documents/downloads/new_dawn_over_the_mountains_mtb-mle_in_thailand_-_pestalozzi_childrens_foundation.pdf

Goal-Recognition of the rights of indigenous peoples – approval of draft laws

- Draft Indigenous Peoples Council Act – submitted through the House of Representative- it is waiting to be considered-the 23rd of the 30 draft laws on waiting list. Submitted by 50,000+ voters.
- Draft law by Princess Maha Chakri Sirindhorn Anthropology Centre (Public Organisation) on Protection of the way of life of ethnic groups in Thailand

Goal-MTBMLE to be fully supported

- National Education Act 1999
- Area-based Education Innovation Act 2019 –Education Sandbox 2019-2026 in 8 provinces (including Chiangmai) to create innovations & scale up systems to improve access for all and sustainability.

Cooperation on the ground with local authorities at provincial level

IPs

- Provincial Administrative Organization
- Committee for Chiangmai Reform
- Committee for provincial education reform – provides platforms
- **Sub-district Administrative Organization**

MLE

- Provincial Administrative Organization
- Committee for Provincial Education Innovation
- Sub-district Administrative Organization

IPs Day



ML Day



School Committee & MTB-MLE-Soblan School Example

School committee consists of:

Representatives of parents, teachers, community leaders, religious organizations, local authority, community organization and school director served as secretary of the committee.

- School Committee annual plans and implementation
- Observe MTB-MLE classrooms & share with others
- Shared about MTBMLE in the church & community events
- Advocate for resources allocation from the Sub-district administration office to adopt MTB-MLE for pre-school under its support/responsibility.
- In 2022-the committee plan MTB-MLE awareness in nearby villages
- Exposure trip to other MLE schools



Recommendations

- **THA-MTB-MLE Working Group with representatives of both Ips & MLE movements and networks**
- **Strengthen the roles of school committee with ensuring representation of the different groups of communities as stated in the regulation.**
- **Scale up BLE to MLE and from grade 3 to primary and secondary levels with different innovative models-hybrid models using/integrating ICT**
- **MTB-MLE to take advantage of IK-traditional forests related knowledge, bio-cultural diversity (culture and environment content)**
- **Strengthen the roles of indigenous children and youth in MLE advocacy**
- **Supporters/Donors/IPOs/NGOs/GOs**
 - Provide different types of platforms at different levels including local community levels for joint Ips-MLE movements
 - Support collaboration efforts, professional/strengths exchange and institutional cooperation
 - IPOs to return advocacy information back to communities **in mother tongue** in appropriate formats (audio, videos, visual, written forms)