



MLE ADVOCACY: OPPORTUNITIES AND STRATEGIES

11:00 a.m. – 12:30 p.m. (Bangkok time/GMT+7), 23 March 2022 via Zoom

‘What is APREMC-II and How can MLE Practitioners Help National Delegations Prepare?’

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#APMLEWG
#WebinarSeriesNo5

Education
2030 

Regional Roadmap for SDG 4 in Asia-Pacific (2015-2030)

Global

2022 High-level Political Forum on Sustainable Development (HLPF):
In-depth review of SDG 4

5-7 July 2022

Transforming Education Summit

Week of 19 Sept 2022

29-30 March 2022

9th Asia-Pacific Forum on Sustainable Development (APFSD) – SDG 4 Roundtable

5-7 June 2022

Asia-Pacific Regional Education Ministers' Conference (APREMC II)
Bangkok, Thailand

Regional Mid-term review completed

2023

April 2022

APREMC II sub-regional consultations

28 -29 June 2022

Pre-Transforming Education Summit
Paris

Regional

The 2nd Asia-Pacific Regional Education Minister's Conference (APREMC-II)

- UNESCO Bangkok, UNICEF EAPRO, UNICEF ROSA, Ministry of Education Thailand, Ministry of Education, Cultures, Sports, Science and Technology (MEXT) of Japan
- 46 Member States
- 5-7 June 2022
- Bangkok, Thailand (hybrid)

THEME: Education Recovery and Transformation towards more Responsive, Relevant and Resilient Education Systems: Accelerating progress towards SDG 4-Education 2030

Achieving a **deep transformation of education systems** (e.g., more flexible, more inclusive, more digital, more environmentally friendly and sustainable systems)

Achieving **learning recovery** and, in the longer term, improving learning outcomes for all (**addressing the learning crisis**)

Achieving **increased investment in education** and enablers for transformation



APREMC-II Objectives

Take stock and reflect

on the first 7 years of progress towards **SDG4-Education 2030** in Asia and the Pacific

Identify challenges

in progressing towards SDG4 in the region, with a focus on the **impact of COVID-19 and COVID-19 responses**

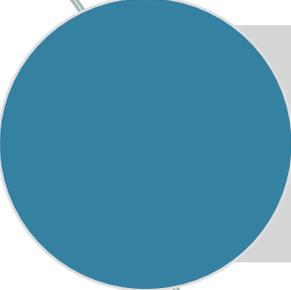
Share and learn

from effective policies, practices and innovations for **education recovery and system transformation**

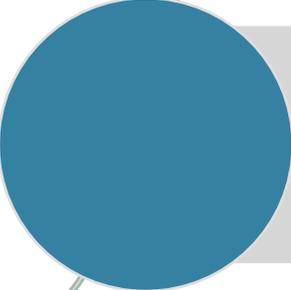
Identify and agree on priority areas of action and strategies

and **key steps going forward** for education/learning recovery and system transformation beyond COVID-19 to accelerate SDG4 and generate **recommendations for action**

Expected outcome document: Regional Ministerial Statement



The **commitment** of Member States to accelerate progress towards SDG4



The **identification and agreement** on priority areas of action and strategies for education/learning recovery and system transformation beyond COVID-19 to accelerate SDG 4 implementation in the region, with **recommendations for action**

Provisional APREMC-II Agenda

| | 5 June | 6 June | 7 June |
|-----------|---|---|---|
| | Thematic segment | High-level segment | |
| Morning | <ul style="list-style-type: none"> • Thematic Segment opening session • Presentation of the outcomes of the sub-regional consultations and discussion • Introduction to thematic discussion Session I • Thematic Parallel Sessions: Session I • Report of recommendations of Thematic Parallel Sessions: Session I to plenary • <i>Mid-day: side events</i> | <ul style="list-style-type: none"> • High-level opening ceremony (Welcome Statements and Opening Remarks) • Opening of the on-site exhibition • Setting the scene • Youth presentation • <i>Mid-day: Side events/exhibitions</i> | <ul style="list-style-type: none"> • APA region within the new global cooperation mechanism for SDG 4 • Presentation of the draft ministerial statement and the revised SDG4 roadmap • Debate and adoption of the ministerial statement, SDG 4 roadmap • Way Forward • Closing Remarks and Closing |
| Afternoon | <ul style="list-style-type: none"> • Introduction to thematic discussion Session II • Thematic Parallel Sessions: Session II • Report of recommendations of Thematic Parallel Sessions: Session II to plenary • Plenary discussion • Wrap-up of the Thematic Segment • <i>Side events</i> | <ul style="list-style-type: none"> • Presentation of outcomes of thematic discussions and sub-regional consultations • Introduction to Ministerial roundtable • Ministerial roundtables I (plenary) • Ministerial roundtables II (parallel by theme) • Presentation of recommendations from each roundtable • Wrap-up of the High-level Segment • <i>Side events</i> | |

Thematic Parallel Sessions

Learning recovery and addressing the learning crisis

Equity, Inclusion and Gender equality

Digital Transformation

Teachers

Financing and Governance

Transformative Education (ESD, GCED, Health and Wellbeing)

Early Childhood Care and Education

Adolescents and Youth Learning and Skills Development

Higher Education and Adult Learning

Data and Monitoring

Equity, Inclusion and Gender equality includes MLE

Format of the Thematic Parallel Session (120mins)

| | | |
|---------------------------|--|---------|
| Introduction | The moderator will introduce the session and provide a summary of the key messages of the background paper and proposed recommendations | 10 mins |
| Panel segment | Each thematic panel will present and discuss key issues and generate recommendations in terms of priority actions and implementation strategies from the perspective of the three key angles/crosscutting messages of the theme | 50 mins |
| Dialogue segment | Reactions from the floor: Get clarifications of the interventions and the audience interaction with the panelists | 12 mins |
| Discussion segment | The discussion for consensus on the priority actions and policy recommendations with guiding questions | 40 mins |
| Closing | Summary of key messages and agreements | 3 mins |

Youth Engagement

Various roles

- Panelists
- Panel moderators
- Floor reaction participants

Especially in the following 5 thematic parallel sessions

- Adolescents Learning and Skills Development
- Higher Education and Adult Learning
- **Equity, Inclusion and Gender Equality**
- Digital Transformation and Blended Learning
- Transformative Education for Sustainable Development and Global Citizenship, Health, and Well-being

Background Paper on Equity and Inclusion

Introduction

- The learning crisis
- The impact of COVID-19 on learning
- The need to “build back better and equal”

Factors of exclusion (SDG indicator 4.5.1)

- Gender
- Developmental delays & disabilities
- Social-economic status
- Urban/Rural
- Refugee/Migrant/Emergency status
- Language & ethnicity
- Compounding impact of COVID-19

Barriers and risks to equity and inclusion in education

- Barriers to “building back better and equal” post-COVID-19
- Risks from failure to overcome these barriers

Multi-level policy/strategy recommendations

- For Ministers of Education
- For senior Ministry officials
- For planners and implementers
- For local education offices and schools

Language and ethnicity: Current situations and practices in Asia and the Pacific

A range of supportive policies and practices regarding MTB MLE

- **Cambodia** supports instruction in 6 languages, and seeks to increase access to education in mother tongues, increase number of MLE teachers, build MLE teacher capacity, and promote local community participation
- **India** supports a range of languages in its various states with instruction in Hindi, English, the official state language, and minority languages, with some MTB MLE used until Grade 5
- **New Zealand** has promoted Māori as a second national language, available through higher education with an important role in education and government
- The **Philippines** MTB MLE policy involves implementation of mother tongues as the language of instruction from KG to Grade 3 (now in 66 languages, including Philippine Sign Language)
- **Thailand's** cabinet approved the National Language Policy Action Plan, which encourages the inclusion of local languages alongside Thai in government schools

Smaller steps in teaching the mother tongue in MLE pilot projects, school subjects (not LOI)

Language and ethnicity: The impact of COVID-19 on MLE contexts

Children in MLE programmes...

...experienced **loss of access to sound MLE pedagogy** in the mother tongue and the national language

MLE students used to locally-created, culturally-relevant materials...

...experienced switch the centrally-developed **emergency materials in the national language**, which might not be understood at home

Linguistic minority children in non-MLE programmes...

...experienced **loss of opportunity for exposure** to the national language

Language and ethnicity: Mitigating policies and strategies

The reinforcement of existing MTB MLE programmes and the establishment of new ones

- Reduce children's learning loss post-COVID-19

Accelerated make-up programmes in the relevant language of instruction

- Ensure learners in both MTB MLE programmes and national-language-based programmes keep up with the designated curriculum

The identification and training of more teachers able to teach in mother tongues

- Provide mother tongue teaching and learning and assist children in making the transition to the national language(s)

The further development (with the local community) of curricula, books, and other materials in mother tongues

- Especially low-cost, digital e-books and other online learning available through the Global Digital Library and the Bloom Library

Sub-regional Consultation Expected Outputs

List of context-specific issues from each sub-region

- Challenges, opportunities, good practices, and lessons learnt
- Related to 3 interlinked messages and 10 thematic areas of APREMC-II

List of 3-5 region-specific recommendations from each sub-region

- Recommendations on priority action areas and strategies/approaches for learning recovery and transformation of education systems
- Region-specific recommendations will inform discussion of APREMC-II and be presented briefly just before the sub-regional Ministerial roundtables on Day 2 of APREMC-II

APREMC-II sub-regional consultations

| Region/Role | Central Asia | East Asia + Southeast Asia | South + West Asia | Pacific |
|--------------------------------|---|---|---|----------------|
| Consultation | 12 April (confirmed) | 19 April (confirmed) | 26 April (confirmed) | 14 April (TBD) |
| Participating Countries | Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan | Brunei Darussalam, Cambodia, China, DPRK, Indonesia, Japan, Lao PDR, Malaysia, Mongolia, Philippines, Republic of Korea, Singapore, Timor-Leste, Thailand, Viet Nam | Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, Sri Lanka | |
| UNESCO Offices | Almaty Cluster, Bishkek Antenna, Tashkent Office, Tehran Office | Beijing, Hanoi, Jakarta, Phnom Penh | New Delhi Cluster, Tehran, Cluster Dhaka, Islamabad Kathmandu | Apia |
| UNICEF Offices | Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan | Cambodia, China, DPRK, Indonesia, Lao PDR, Malaysia, Mongolia, Philippines, Timor-Leste, Thailand, Viet Nam | Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, Sri Lanka | Fiji |

Sub-regional Consultation Participants

National SDG 4 coordinators
+ senior technical experts

CSO representatives

Youth representatives

Development partners

UNESCO FOs

UNICEF FOs

Sub-regional entities (e.g., SEAMEO, ASEAN)

Sub-regional experts

How can MLE practitioners help national delegations prepare?

Inform about the **Bangkok Statement on Language and Inclusion** (possibly translating it into the national language)

Provide information on the general status of **ethnolinguistic minority learners' education**

Share **positive examples of MLE activities** in your nation and lessons learned from other countries

Encourage the **inclusion of MLE in the voluntary SDG Midterm Review Reports** as MLE relates to many SDGs, including SDG 4 (education), SDG 10 (social inequality) and SDG 16 (enduring peace)

Thank you

Learn more about APREMC-II:

<https://apa.sdg4education2030.org/>