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

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

**Global**

- **9th Asia-Pacific Forum on Sustainable Development (APFSD) – SDG 4 Roundtable**
  - 29-30 March 2022

- **Asia-Pacific Regional Education Ministers’ Conference (APREMC II)**
  - 5-7 June 2022
  - Bangkok, Thailand

- **Transforming Education Summit**
  - Week of 19 Sept 2022

**Regional**

- **APREMC II sub-regional consultations**
  - April 2022

- **Pre-Transforming Education Summit Paris**
  - 28-29 June 2022

- **2022 High-level Political Forum on Sustainable Development (HLPF): In-depth review of SDG 4**
  - 5-7 July 2022

- **Regional Mid-term review completed**
  - 2023
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

<table>
<thead>
<tr>
<th>Take stock and reflect</th>
<th>Identify challenges</th>
<th>Share and learn</th>
<th>Identify and agree on priority areas of action and strategies</th>
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</thead>
<tbody>
<tr>
<td>on the first 7 years of progress towards <strong>SDG4-Education 2030</strong> in Asia and the Pacific</td>
<td>in progressing towards SDG4 in the region, with a focus on the impact of COVID-19 and COVID-19 responses</td>
<td>from effective policies, practices and innovations for education recovery and system transformation</td>
<td>and <strong>key steps going forward</strong> for education/learning recovery and system transformation beyond COVID-19 to accelerate SDG4 and generate recommendations for action</td>
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</table>
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

<table>
<thead>
<tr>
<th>5 June</th>
<th>6 June</th>
<th>7 June</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thematic segment</strong></td>
<td><strong>High-level segment</strong></td>
<td><strong>Thematic Segment opening session</strong>&lt;br&gt;<strong>Presentation of the outcomes of the sub-regional consultations and discussion</strong>&lt;br&gt;<strong>Introduction to thematic discussion Session I</strong>&lt;br&gt;<strong>Thematic Parallel Sessions: Session I</strong>&lt;br&gt;<strong>Report of recommendations of Thematic Parallel Sessions: Session I to plenary</strong>&lt;br&gt;<strong>Mid-day: side events</strong></td>
</tr>
<tr>
<td><strong>Morning</strong></td>
<td><strong>Afternoon</strong></td>
<td><strong>Afternoon</strong></td>
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<tr>
<td><strong>Introduction to thematic discussion Session II</strong>&lt;br&gt;<strong>Thematic Parallel Sessions: Session II</strong>&lt;br&gt;<strong>Report of recommendations of Thematic Parallel Sessions: Session II to plenary</strong>&lt;br&gt;<strong>Plenary discussion</strong>&lt;br&gt;<strong>Wrap-up of the Thematic Segment</strong>&lt;br&gt;<strong>Side events</strong></td>
<td><strong>Presentation of outcomes of thematic discussions and sub-regional consultations</strong>&lt;br&gt;<strong>Introduction to Ministerial roundtable</strong>&lt;br&gt;<strong>Ministerial roundtables I (plenary)</strong>&lt;br&gt;<strong>Ministerial roundtables II (parallel by theme)</strong>&lt;br&gt;<strong>Presentation of recommendations from each roundtable</strong>&lt;br&gt;<strong>Wrap-up of the High-level Segment</strong>&lt;br&gt;<strong>Side events</strong></td>
<td><strong>Presentation of outcomes of thematic discussions and sub-regional consultations</strong>&lt;br&gt;<strong>Introduction to Ministerial roundtable</strong>&lt;br&gt;<strong>Ministerial roundtables I (plenary)</strong>&lt;br&gt;<strong>Ministerial roundtables II (parallel by theme)</strong>&lt;br&gt;<strong>Presentation of recommendations from each roundtable</strong>&lt;br&gt;<strong>Wrap-up of the High-level Segment</strong>&lt;br&gt;<strong>Side events</strong></td>
</tr>
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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)

<table>
<thead>
<tr>
<th>Segment</th>
<th>Description</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>The moderator will introduce the session and provide a summary of the key messages of the background paper and proposed recommendations</td>
<td>10 mins</td>
</tr>
<tr>
<td>Panel segment</td>
<td>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</td>
<td>50 mins</td>
</tr>
<tr>
<td>Dialogue segment</td>
<td>Reactions from the floor: Get clarifications of the interventions and the audience interaction with the panelists</td>
<td>12 mins</td>
</tr>
<tr>
<td>Discussion segment</td>
<td>The discussion for consensus on the priority actions and policy recommendations with guiding questions</td>
<td>40 mins</td>
</tr>
<tr>
<td>Closing</td>
<td>Summary of key messages and agreements</td>
<td>3 mins</td>
</tr>
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</table>
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

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Factors of exclusion (SDG indicator 4.5.1)</th>
<th>Barriers and risks to equity and inclusion in education</th>
<th>Multi-level policy/strategy recommendations</th>
</tr>
</thead>
</table>
| • The learning crisis  
• The impact of COVID-19 on learning  
• The need to “build back better and equal” | • Gender  
• Developmental delays & disabilities  
• Social-economic status  
• Urban/Rural  
• Refugee/Migrant/Em ergency status  
  • Language & ethnicity  
  • Compounding impact of COVID-19 | • Barriers to “building back better and equal” post-COVID-19  
• Risks from failure to overcome these barriers | • 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

<table>
<thead>
<tr>
<th>Children in MLE programmes…</th>
<th>MLE students used to locally-created, culturally-relevant materials…</th>
<th>Linguistic minority children in non-MLE programmes…</th>
</tr>
</thead>
<tbody>
<tr>
<td>…experienced <strong>loss of access to sound MLE pedagogy</strong> in the mother tongue and the national language</td>
<td>…experienced switch the centrally-developed emergency materials in the national language, which might not be understood at home</td>
<td>…experienced <strong>loss of opportunity for exposure</strong> to the national language</td>
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</table>
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

<table>
<thead>
<tr>
<th>Region/Role</th>
<th>Central Asia</th>
<th>East Asia + Southeast Asia</th>
<th>South + West Asia</th>
<th>Pacific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultation</td>
<td>12 April (confirmed)</td>
<td>19 April (confirmed)</td>
<td>26 April (confirmed)</td>
<td>14 April (TBD)</td>
</tr>
<tr>
<td>Participating Countries</td>
<td>Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan</td>
<td>Brunei Darussalam, Cambodia, China, DPRK, Indonesia, Japan, Lao PDR, Malaysia, Mongolia, Philippines, Republic of Korea, Singapore, Timor-Leste, Thailand, Viet Nam</td>
<td>Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, Sri Lanka</td>
<td></td>
</tr>
<tr>
<td>UNICEF Offices</td>
<td>Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan</td>
<td>Cambodia, China, DPRK, Indonesia, Lao PDR, Malaysia, Mongolia, Philippines, Timor-Leste, Thailand, Viet Nam</td>
<td>Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, Sri Lanka</td>
<td>Fiji</td>
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**Note:** TBD = To Be Determined
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/