

“Transformative” commitments in the Region

- In the Asia-Pacific Region: The 2nd Asia-Pacific Regional Education Minister’s Meeting (June 2022):
 - Calls for the reimagining and rebuilding a more resilient, effective, equitable, inclusive and adaptive education systems
 - Reaffirm the commitment to transform education
- **Bangkok Statement 2022:**
Sets out two ‘priority actions’:
 - 1) Safe School Reopening, Learning Recovery and continuity of learning
 - 2) Transforming Education and education systems



Global Initiative to transforming education

- The Transforming Education Summit (September 2022): Rethinking the purpose and content of education
- Reposition education in national laws, policies, budgets and governance of education
- Rethinking and transforming “the what and the how of education systems” focusing on **Four key areas:**
 - Ensuring a **learning environment** that supports the development of all learners
 - Enabling **teachers** to transform themselves and become agents of change
 - Harnessing the **digital revolution** for the benefit of public education
 - **Investing more, more equitably, and more efficiently** in education

KEY COMPETENCIES AND SKILLS THAT WILL DEFINE TEACHING AND LEARNING IN THE FUTURE

UN Secretary-General vision statement – Member States need to rethink the purpose and content of education.

To be transformative, education must support learners in four key areas :

- Learning to learn
- Learning to live together
- Learning to do
- Learning to be



APREMC-II and TES Follow-up

I. Capacity building in assessment for learning and learner-centered approached

- **Regional guide for teachers on diagnostic assessment of learning gaps and differentiated teaching learning**, *“Addressing the learning needs in the Asia-Pacific region: Teachers’ guide on diagnostic assessment”*
- **National capacity building** in diagnostic assessments and remedial strategies learner-centred pedagogies in Bhutan and Bangladesh
- Two **national guides/resources documents** for teachers on addressing learning needs developed by Bangladesh and Bhutan (Assessing Learning Losses and Ensuring an Effective Recovery)
- **Policy dialogue** on using assessment to inform teaching and learning in schools.

II. Capacity building in TES follow-up and operationalization of TES commitments

- **Capacity Development Workshop** for Education System Transformation through Policy and Sector Plan Revision and Reform (Southeast Asia)
- **National Capacity Development Workshop** – Planning for Education System Transformation (Brunei)
- **A regional guide and toolkit** for planning TES implementation at country level (under development)

The 7th International Conference on Language and Education “**Multilingual Education for Transformative Education Systems and Resilient Futures**”, 4-6 October 2023

- **Main sub-themes** on Education and the International Decade of Indigenous Languages, foundational learning in first languages, and teachers in multilingual contexts
- **Bangkok Priorities for Action on First Language-based Multilingual Education (L1 MLE) (launch February 2024)**
 - Outcome document **endorsed by 20 country delegates** officially nominated by MOEs
 - Priorities for **accelerating learning with learners’ first languages** to address the learning crisis, transform education systems, and achieve SDG 4



ASIA-PACIFIC
MULTILINGUAL EDUCATION
WORKING GROUP



2024

- Regional roadmap for the Bangkok Priorities
- Regional paper on digitalization of L1 MLE
- Regional guideline on assessing multilingual learners