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MULTILINGUAL EDUCATION  
WORKING GROUP

Fostering Multilingualism for Inclusion in Education and Society:  
Translating Policy Dialogue on the Bangkok Statement into Action

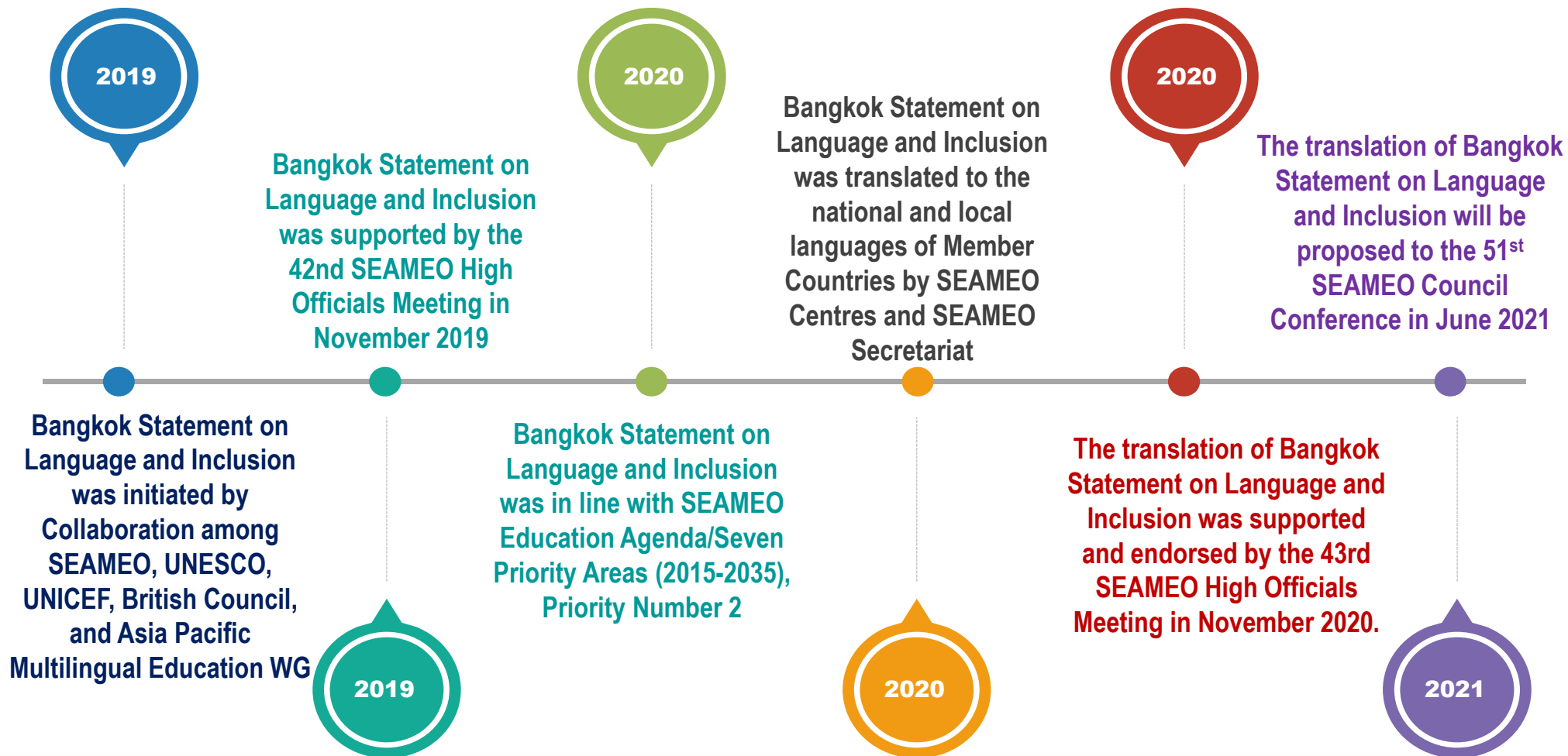
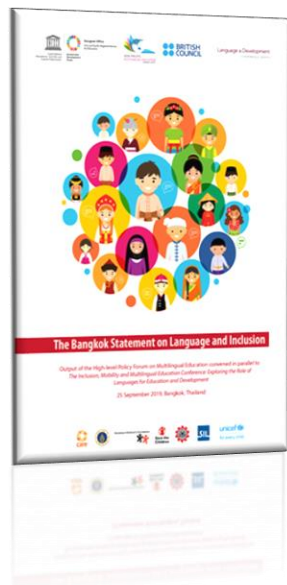


# “Fostering Multilingualism for Inclusion in Education and in Society: SEAMEO Response and Actions

Dr Ethel Agnes Pascua-Valenzuela  
Director, SEAMEO Secretariat



# How does SEAMEO Secretariat support the Bangkok Statement?





# The Translation of Bangkok Statement on Language and Inclusion

- Collaboration among SEAMEO Secretariat, UNESCO Bangkok and SEAMEO Regional Centres to translate the Bangkok Statement on Language and Inclusion into several languages, for example, Bahasa Indonesia, Malay, Sundanese, Lao, Burmese, and Khmer.
- All finalised versions of the Bangkok Statement on Language and Inclusion have been uploaded to the UNESCO website: <https://bangkok.unesco.org/content/bangkokstatement-language-and-inclusion>





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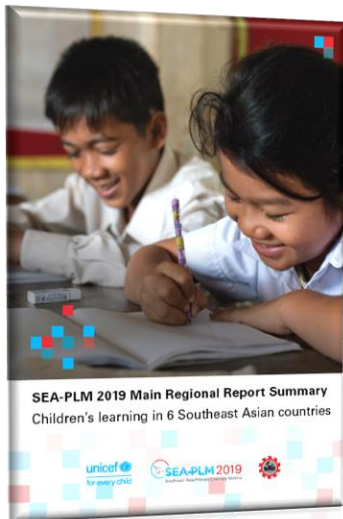
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# Equity in learning outcomes on Mother- Tongue Based Instructions



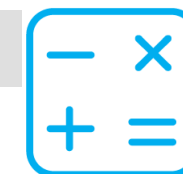
## SEA-PLM 2019 Main Regional Report, Children's learning in 6 Southeast Asian countries



### Factors influencing student learning

Children's Background	School Environment	Attitudes to School
Gender	School Size	Children's Attitude to School
Age	School Location	Parental Engagement
Pre-School Education	Access to textbooks	Issues Affecting the Classroom
Socio-Economic Status	Teacher preparation	
Grade Repetition		
School Readiness		
Grade Repetition		
Language of Instruction		

Equity in learning outcomes on mother-tongue based instructions





## SEA-PLM 2019 Main Regional Report, Children's learning in 6 Southeast Asian countries

### Test Language

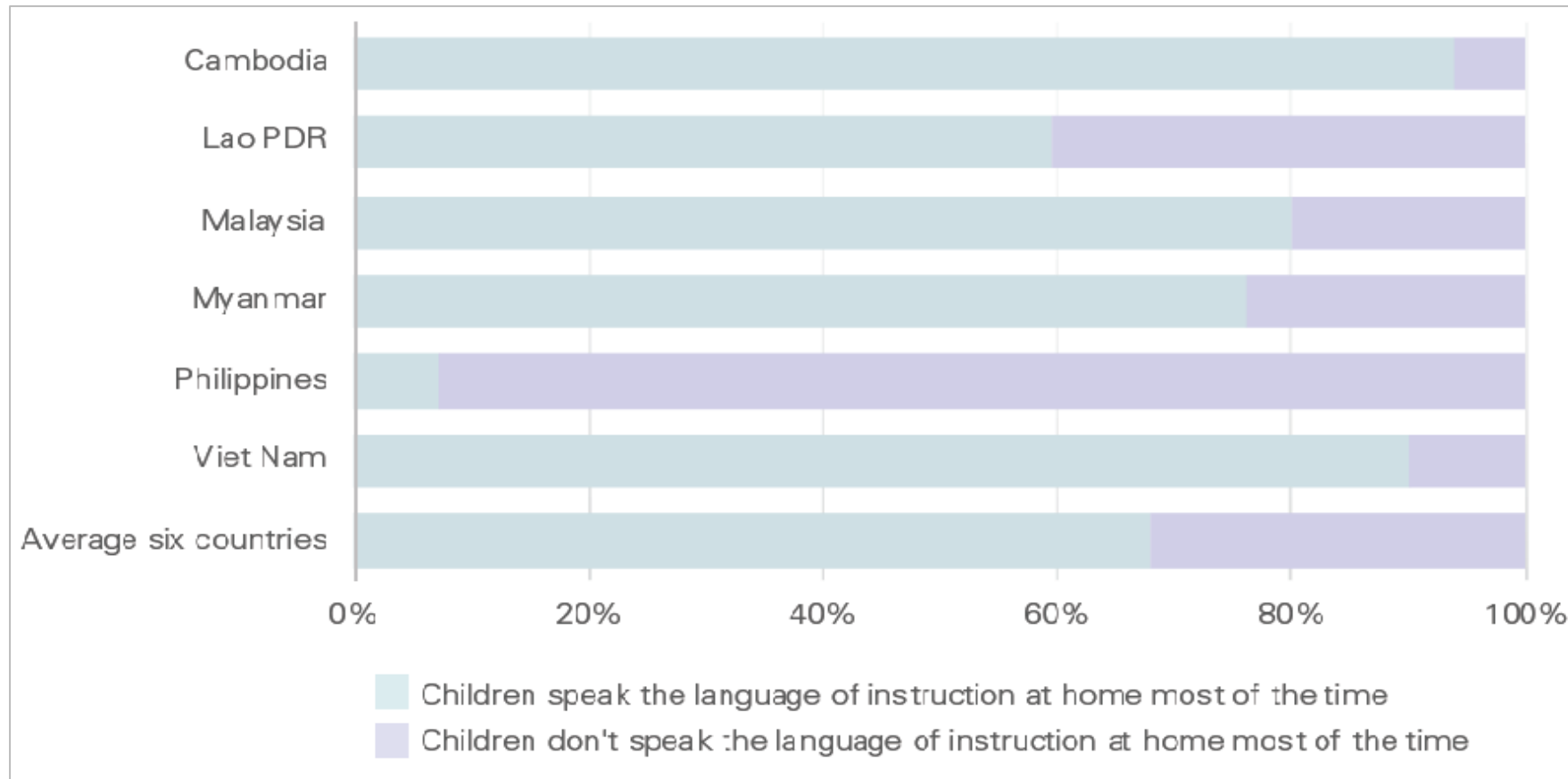
Country	Language
Cambodia	Khmer
Lao PDR	Lao language
Malaysia	Chinese, Malay and Tamil
Myanmar	Myanmar language
The Philippines	English
Viet Nam	Vietnamese

- Test was prepared in English but administered in the official languages of instruction in Grade 5 in each country;
- The official language was determined by the respective education ministry.



## SEA-PLM 2019 Main Regional Report, Children's learning in 6 Southeast Asian countries

Figure 3.8: Percentage of children by whether the language of instruction is spoken at home

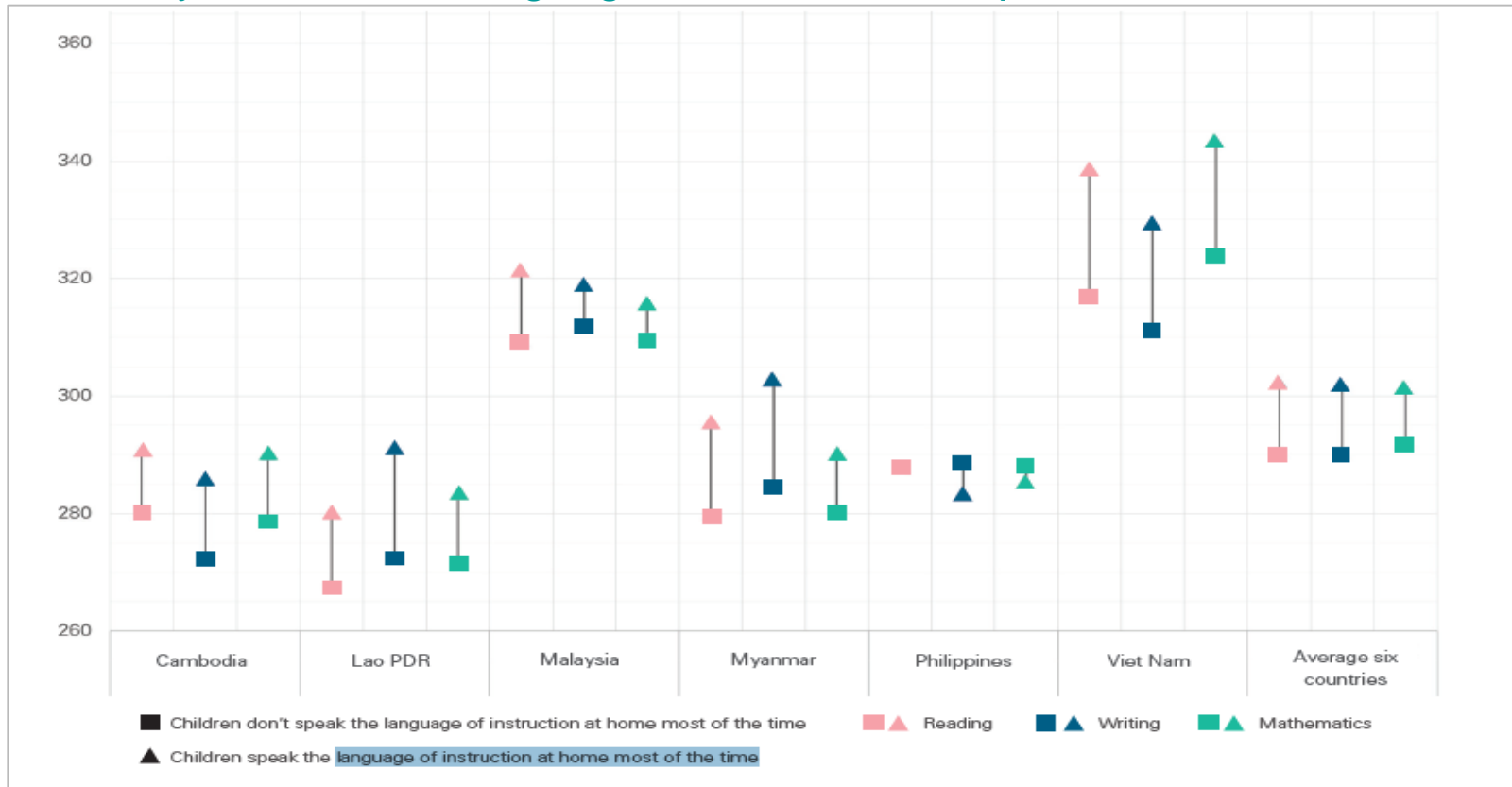


- In 2 countries, 90% or more of children reported speaking the language of the test at home
- Compared with less than 10% of children in 1 country and approximately 60% to 80% in the 3 remaining countries.



## SEA-PLM 2019 Main Regional Report, Children's learning in 6 Southeast Asian countries

Figure 3.9: Differences in average reading, writing and mathematics scores by whether the language of instruction is spoken at home



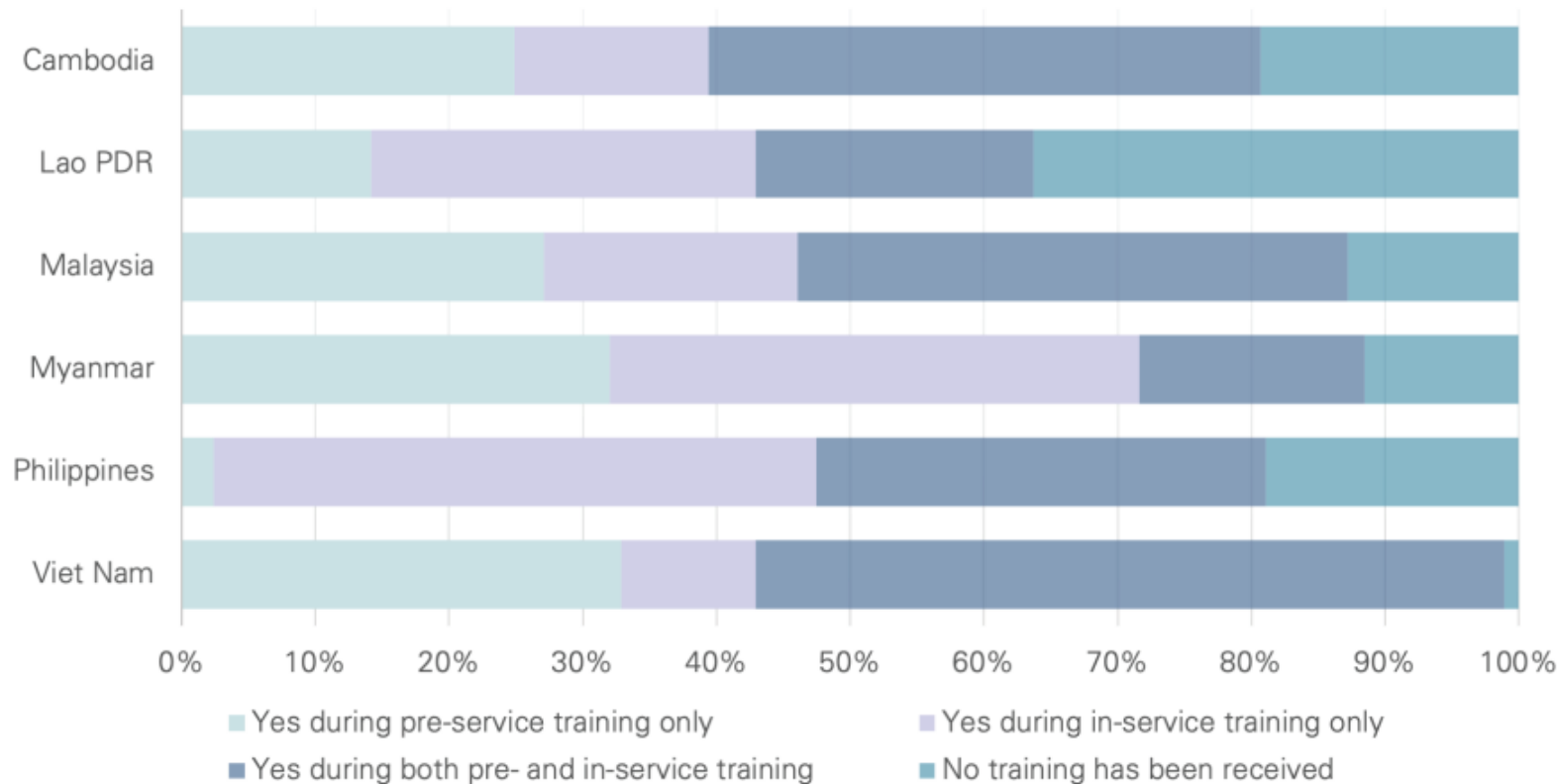
- On average, children who reported that the language of instruction was the same as the language spoken at home outperformed children who spoke a different language at home.
- Higher differences were observed for writing literacy in generally lower-performing countries.





## SEA-PLM 2019 Main Regional Report, Children's learning in 6 Southeast Asian countries

Figure 3.20: Percentage of children by teachers' training in the language of instruction



- The majority of children attended schools where teachers in charge of teaching the language of instruction at Grade 5 reported that they had attended reading training during pre-service and/or in-service training.
- However, in almost all countries, a non-negligible percentage of children in Grade 5 were in class with teachers who had received no training in reading (in the language of instruction used for the SEA-PLM 2019 assessment) before or during their service.



# SEA-PLM 2019 Main Regional Report, Children's learning in 6 Southeast Asian countries

## SCHOOL READINESS

### Early language tasks before entering primary education

- Recognize most letters of the alphabet
- Read some words
- Write letters of the alphabet
- Write some words
- Recognise his/her name
- Write his/her name

### Early mathematical tasks before entering primary education

- Count by himself/herself up to 10
- Recognize different shapes (e.g. square, triangle, circle)
- Do simple addition
- Write the numbers from 1 to 20
- Recognize colours



## Six Policy Recommendations from SEA-PLM 2019 Results for better learning outcomes in the region for more inclusive learning



SEA-PLM 2019 Main Regional Report Summary  
Children's learning in 6 Southeast Asian countries

**Recommendation 1:** Prioritize early learning in disadvantaged contexts

**Recommendation 2:** Guarantee a solid start in primary education through on-time enrolment and progression for all children, especially the disadvantaged.

**Recommendation 3:** Ensure explicit and progressive learning standards in the curriculum of basic education, including in digital and blended learning options

**Recommendation 4:** Support motivated and experienced teachers with conducive teaching and positive school environments

**Recommendation 5:** Use data, monitoring and research to achieve better learning environments

**Recommendation 6:** Participate in and support SEA-PLM 2023 activities, including the opportunities and challenges arising from the COVID-19 pandemic



Action points of the Bangkok Statement aims to “highlight language(s)-of-instruction issues.”

How is the SEAMEO Secretariat and SEAMEO Centres doing that?



# Include it as an agenda in SEAMEO Regular Meetings



1. Working Paper of the translation of Bangkok Statement on Language and Inclusion in many local and National languages of Member Countries was presented in the CDM, HOM and will be submitted to the 51<sup>st</sup> SEAMEC Conference in June 2021.
2. SEAMEO units promote the Bangkok Statement on Language and Inclusion to their network.



## Why should SEAMEO Member Countries adopt the Bangkok Statement? How would it benefit?

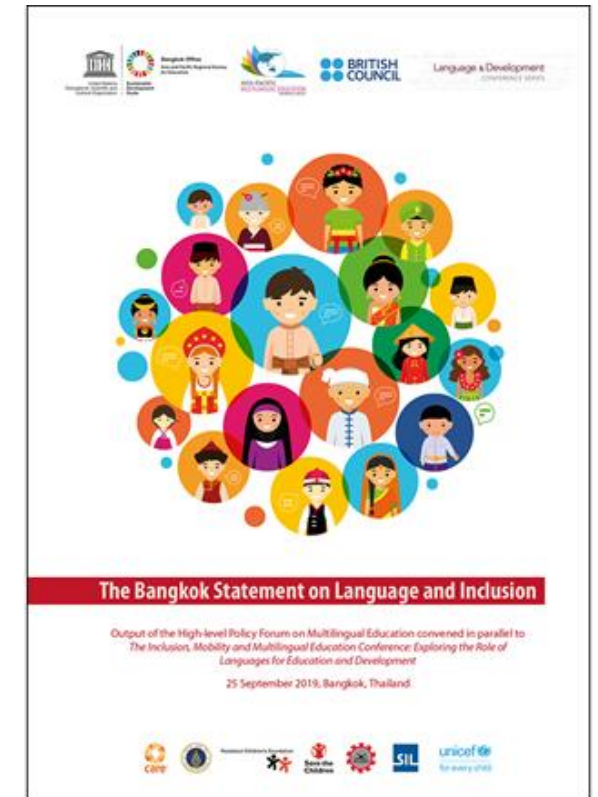
1. The availability of Bangkok Statement on Language and Inclusion in many local and National languages of Member Countries would help to promote SEAMEO Education Agenda/Seven Priority Areas (2015-2035) Priority Area 2: Addressing Barriers to Inclusion.
2. The support from SEAMEO Regional Centres aligned with the Bangkok Statement on Language and Inclusion to the local and national languages will help SEAMEO Member Countries in addressing Priority Area 2 of SEAMEO Education Agenda to provide access to basic learning opportunities of all learners.
3. The support from the SEAMEO High Officials Meeting toward the Bangkok Statement on Language and Inclusion may help Member Countries of SEAMEO in achieving SDG4 by 2030.
4. The support from SEAMEO Member Countries provide to the visibility of The Bangkok Statement on Language and Inclusion in Southeast Asian Countries as one of the keys to unlocking SDG4: Quality Education for All.





# Local languages in SEAMEO Programmes

- SEAMEO CARES – effort to translate essential online learning materials to local languages of SEAMEO member countries.
- Translation of Regional Programme test items such as MaRWA (by SEAMEO QiM) into Bahasa, Malay, Vietnam, Khmer, Myanmar and Lao.





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# Thank you

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