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Southeast Asian Roadmap on Multilingual Education

SEA-MLE Roadmap



Southeast Asian Roadmap on Multilingual Education (SEA-MLE Roadmap)

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Introduction

Mother Tongue-Based Multilingual Education (MTB-MLE) contributes toward achieving the 2030 Agenda for Sustainable Development, most directly Sustainable Development Goal (SDG) 4 on equitable and inclusive education for all learners and Target 4.5 on vulnerable learners. Depending on the context, this includes local, ethnic minority, indigenous, migrant, and refugee learners, who do not speak and understand the language of instruction fluently. The globally recognised Fortaleza Declaration, adopted at the 2024 Global Education Meeting, emphasised age-appropriate mother tongue-based foundational learning as a critical lever to accelerate progress on SDG 4.¹

The Southeast Asian Ministers of Education Organization (SEAMEO) Regional Center for Quality Improvement of Teachers and Education Personnel (QITEP) in Language (SEAQIL) has been mandated to enhance the quality of language teachers in Indonesian Language for Foreign Learners (ILFL), Arabic, Chinese, German, and Japanese, as well as education personnel across Southeast Asia. SEAQIL also specialises in MTB-MLE.

SEAQIL’s MTB-MLE programme focuses on using the mother tongue of young learners (i.e., the language used at home) from ethnic minority communities for instruction and as a curricular subject starting from formalised pre-primary education through the early grades of primary school, gradually developing the learning in and of the national language. SEAQIL’s goal for MTB-MLE is to provide quality education to learners from ethnic communities in disadvantaged areas while preserving the vitality of the local or regional languages. Mastery of the mother tongue when learners know it best builds a strong foundation in literacy and numeracy skills for learning across the curriculum, enabling them to more effectively acquire the national language in the upper grades of primary school. Additionally, MTB-MLE enhances learners’ cognitive, socioemotional and affective development, offering them the opportunity to embrace their unique languages and cultures, critically evaluate aspects of other languages and cultures, and develop respect and appreciation for diversity.

UNESCO, as lead agency for SDG 4, promotes MLE by providing policy guidance, practical resources, teacher training support, and advocacy for linguistic diversity. It works globally and regionally to help countries implement inclusive language-in-education strategies aligned with SDG 4. UNESCO provides technical support to MLE through its role as Secretariat for the

¹ UNESCO and Ministry of Education Brazil. (2024). [Fortaleza Declaration: Unlocking the transformative power of education for peaceful, equitable and sustainable futures](#). UNESCO and Ministry of Education Brazil.

Asia-Pacific Multilingual Education Working Group under the Learning and Education 2030+ Networking Group, the SDG 4 Coordination Platform in the region.

SEAQIL has conducted a series of MTB-MLE activities, such as a need analysis, workshops, and trainings during the period of 2009 until 2016 and then continued in 2020 with webinars and video podcasts. SEAQIL's MTB-MLE programme was further emphasised in the SEAMEO Seven Priority Areas in Education, endorsed by the Ministers of Education from SEAMEO Member Countries at the 48th SEAMEO Council Conference held in Bangkok in May 2015. The SEAMEO Seven Priority Areas in Education reflect SEAMEO's commitment to advancing education and human resource development in Southeast Asia from 2015 to 2035. For its seven educational priority areas, SEAMEO identified 93 programs based on recommendations from its Member Countries in its Strategic Plan for 2021 to 2030. Under Priority 2 on addressing barriers to inclusion, multilingual education policy in Southeast Asia² and the Asia-Pacific Multilingual Education Working Group³ are mentioned.

SEAQIL, along with the SEAMEO Secretariat, and with UNESCO's technical support, have collaborated with partners of the Asia-Pacific Multilingual Education Working Group to develop the Southeast Asian Roadmap on Multilingual Education (SEA-MLE Roadmap). The SEA-MLE Roadmap serves to provide a regional mechanism for SEAMEO Member Countries to implement and monitor their efforts in enhancing multilingual education programmes, supporting progress on SDG 4 and strengthening collaboration and implementation within and across countries in Southeast Asia. The SEA-MLE Roadmap implementation is expected to be achieved by 2030, aligning with the timeline of the 2030 Agenda for Sustainable Development.

The SEA-MLE Roadmap provides the context for multilingualism, multilingual education and learning in Southeast Asia and guidance on flexible approaches across six areas of multilingual education⁴ to improve learning outcomes, preserve cultural heritage and promote inclusive quality education for all learners depending on national priorities and local contexts. The SEA-MLE Roadmap concludes with a results framework for how Member Countries can monitor and report against the SEA-MLE Roadmap for regional coordination.

Multilingualism, Multilingual Education and Learning in Southeast Asia

It is estimated that more than 1,000 languages are spoken across Southeast Asia.⁵ Countries like Brunei Darussalam, Cambodia, Singapore and Timor-Leste have relatively smaller numbers of languages, with between 17 and 30 each. Lao People's Democratic Republic and Thailand have 87 and 75, respectively, while Malaysia, Myanmar, the Philippines and Viet Nam each have between 110 and 184. With the highest number in Southeast Asia, Indonesia has 710 languages, being one of the most linguistically diverse countries globally. Though language counts vary based on factors such as official classification, these estimates underscore the region's rich multilingualism and significantly informs language-in-education policy and practice. Implementation will differ at sub-national and community levels, requiring flexible, adaptable approaches.

² SEAMEO Secretariat. [SEAMEO Strategic Plan 2021-2030](#).

³ SEAMEO Secretariat. [Priority 2: Addressing Barriers to Inclusion](#).

⁴ Inspired by Asia-Pacific Multilingual Education Working Group. 2024. [The Bangkok Priorities for Action on First Language-based Multilingual Education](#). UNESCO Regional Office in Bangkok and Office for UN Coordination for Asia and the Pacific.

⁵ Eberhard, D. M., Simons, G. F., & Fennig, C. D. (Eds.) 2024. [Ethnologue: Languages of the World](#). SIL Global.

Given the high degree of multilingualism across all Southeast Asian countries, multilingual education programmes must be designed to address the appropriate needs for a variety of linguistic contexts. **Two primary considerations are languages for instruction and as curricular subjects.** There are four main multilingual education language contexts discussed below:

- **Multilingual education for non-dominant and ethnic minority languages:** Multilingual education uses the mother tongue (the language used at home) as both the medium of instruction and a curricular subject when it is different from the mainstream language used at school (typically the national or official language). This approach, specifically often called MTB-MLE, enhances academic achievement by building foundational skills for lifelong learning in a language that learners know best.
- **Multilingual education for endangered and heritage languages:** When learners do not know the heritage language, the language which carries cultural significance to them and the community, multilingual education uses the heritage language as a curricular subject to promote language revitalisation and preserve cultural identity. The language is not used for instruction across subjects in this case, or it may negatively affect learning.
- **Multilingual education for migrant or refugee languages:** When the mother tongue (the language used at home) differs from the language of a new school environment, multilingual education supports learners' integration by offering language courses in addition to catch-up learning, psychosocial support and opportunities to socialise with their new peers. Where possible, using the mother tongue for instruction or as a subject can help maintain cultural connections, especially valuable for learners who may feel uncertain about their new environments.
- **Multilingual education for dominant languages:** In situations where the mother tongue (the language used at home) is the same as the school's language of instruction, multilingual education uses the official or national language for instruction and as a subject and focuses on learning regional and international languages. Curricular subjects taught in regional and international languages should follow the MTB-MLE language context where learners have demonstrated sufficient levels of proficiency of the content in the mother tongue before any transition to an additional language. This context also promotes awareness of local languages, cultures and knowledges through social studies, language classes and other curricular areas.

Since these multilingual education language contexts can coexist within a single country and even a local community, comprehensive language mapping is essential to ensure policies and programmes are appropriate, inclusive and responsive for all types of multilingual learners. Countries must also look at data for three important factors to ensure multilingual education can address issues in access to and quality of learning: home-school language match, learning proficiency rates and out-of-school rates.⁶

- The diversity of languages spoken at home versus those used in schools creates significant challenges in education access and quality. Data from SDG Indicator 4.5.2 shows that home-school language mismatch varies greatly across the region. Countries such as Thailand (96%),⁷ Cambodia (94%) and Viet Nam (90%) have high rates of primary-school learners learning in their home language. In contrast, only 7% of primary learners in the Philippines receive instruction in their home language.

⁶ All data relating to SDG Indicators are from the [UNESCO Institute of Statistics \(UIS\) Data Browser](#) as of 9 December 2025.

⁷ Percentages are rounded to the nearest whole number. For example, 0.54 would be written as 1.

- Addressing language-in-education issues is crucial for addressing the learning crisis. Learning proficiency rates, as seen in SDG Indicator 4.1.1, vary considerably across the region and further highlight the impact of home-school language mismatch. For instance, 97% of Singaporean learners achieve the minimum reading proficiency by the end of primary education, followed closely by Viet Nam at 82%. In contrast, Cambodia, Lao PDR and the Philippines report reading proficiency rates below 12%. Similarly, for mathematics proficiency by the end of primary education, Singapore (93%) and Viet Nam (91%) have the highest rates, while Cambodia (18%), Indonesia (18%) and Lao PDR (8%) have low rates.
- High out-of-school rates, reported in SDG Indicator 4.1.4, pose further challenges. Lao PDR exhibited 66% out-of-school rate for upper secondary-aged youth, with Cambodia (49%) and Myanmar (36%) also showing high rates. In contrast, Singapore (1%) and Viet Nam (7%) have significantly lower rates for upper secondary-aged youth, reflecting greater educational access and retention. At the primary school level, the Philippines (12%) and Lao PDR (10%) have some of the highest out-of-school rates, while countries like Viet Nam (2%) and Indonesia (1%) report fewer out-of-school children.

Addressing these gaps in Southeast Asia through multilingual education can improve educational access, retention, and quality, especially in countries with low home-school language match rates, low learning proficiency rates and high out-of-school rates, by fostering early foundational learning and engagement in languages familiar to learners. While trends may reveal higher reading and mathematics proficiency rates and lower out-of-school rates when learners are taught in the language they use at home, statistical analyses of national datasets are needed to know the full extent of all factors and tailor multilingual education implementation to the educational realities of each country.

Theory of Change for the SEA-MLE Roadmap

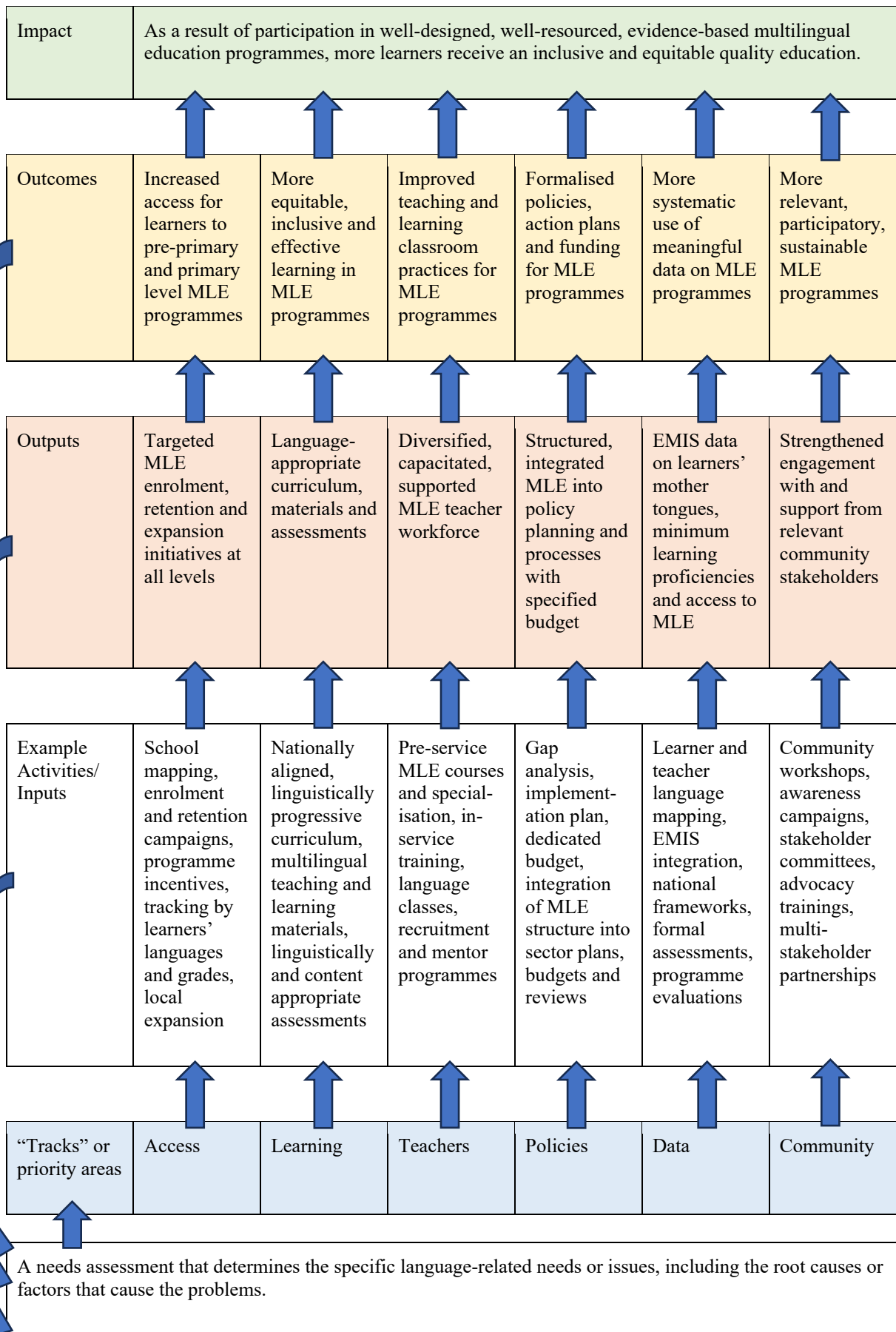
While countries have made progress in multilingual education, some of the biggest barriers are how to implement and sustain a quality multilingual education programme. The SEA-MLE Roadmap is designed to support the implementation and sustainability of multilingual education programmes by providing a framework for action and practical activities to address nationally recognised challenges. It seeks to foster evidence generation, promote policy and implementation alignment and enhance regional cooperation.

SEAQIL, together with the Asia-Pacific Multilingual Education Working Group, can support SEAMEO Member Countries with contextualising and implementing the SEA-MLE Roadmap in terms of capacity development, cross-border policy dialogue, exchange and learning and evidence collection and advocacy promotion to help transform education systems with multilingual education. The SEA-MLE Roadmap was developed with technical support from UNESCO and was informed by an advisory group, the SEAQIL Governing Board Members, SEAMEO High Officials and the SEAMEO Council. It has also undergone a technical consultation with regional stakeholders for validity.

Through well-designed, evidence-based multilingual education programmes, the theory of change for the SEA-MLE Roadmap aims to create inclusive, equitable education systems for linguistically marginalised and vulnerable learners, in line with the SEAMEO Strategic Plan for 2021 to 2030 and the 2030 Agenda for Sustainable Development. Key outcomes include increased access, more effective learning, a better teacher workforce, formalised policy and funding, meaningful data and more participation for multilingual

education programmes. Achieving these outcomes relies on specific outputs: programme enrolment and retention, appropriate curriculum, materials and assessments, capacitated and supported teachers, multilingual education integration in policy documents and budgets, integrated EMIS data and key community stakeholder support. These outputs are achieved through activities and inputs that are based on the “track” or priority implementation area identified as part of a baseline needs assessment. The needs assessment determines the specific language-related needs or issues, including the root causes or factors, required for well-designed evidence-based multilingual education. After beginning, countries can shift “tracks” and/or take on additional priority areas based on further needs assessments.

Theory of Change



Monitoring against the results framework for the SEA-MLE Roadmap

SEAQIL, with technical support from SEAMEO Secretariat and UNESCO, and in consultation with partners of the Asia-Pacific Multilingual Education Working Group, has structured the SEA-MLE Roadmap through a “track” approach, recognising the diverse linguistic, cultural, and educational contexts across Southeast Asia. **Rather than following a rigid sequence or attempt to take on all of the implementation areas at once, this approach allows each country to select a specific “track” or priority implementation area that best aligns with its immediate educational needs and available resources.** This flexible model enables countries to make progress on the SEA-MLE Roadmap by focusing on the aspects of multilingual education that will have the greatest impact within their contexts and providing targeted and practical pathways to quality multilingual education programmes.

Countries are encouraged to begin by conducting a needs assessment to identify the most relevant track within the SEA-MLE Roadmap. Each country can choose one or more tracks, depending on factors like language diversity, existing multilingual education infrastructure and resources, and stakeholder engagement. The SEA-MLE Roadmap offers six interlinked tracks, presented below in no particular order, that countries can pursue individually or in combination:

- **Access Track:** This track aims to improve access to multilingual education programmes, particularly for marginalised and vulnerable learners from ethnic minority, migrant, refugee, and climate-induced displacement backgrounds who are at a high risk of dropout. Key activities include establishing multilingual education programmes in remote or disadvantaged areas, increasing school enrolment and retention rates among these language communities and ensuring that programmes support mother tongue-based instruction across grade levels, including at least pre-primary through early primary education.
- **Learning Track:** This track prioritises the creation of culturally and linguistically relevant curricula, assessments and educational materials in learners’ mother tongues and bilingually/multilingually. Key activities include multilingual education curricula that align with national standards, reading materials, textbooks, digital resources and other instructional content that align with local linguistic and cultural contexts, and diagnostic, formative and summative assessments that measure language and learning separately.
- **Teachers Track:** This track emphasises the recruitment, training, support, and retention of teachers who receive training for multilingual education and those who are proficient in both the learners’ mother tongues and the language of instruction. It involves teacher language proficiency mapping, mother tongue language training if needed, pre-service and in-service teacher training programmes, mentorship initiatives and professional development on mother tongue-based and multilingual pedagogies.
- **Policies Track:** Countries choosing this track focus on building upon the evidence of successful multilingual education pilot programmes to establish policies that formally integrate language inclusion and multilingual education into the national education framework without conflicting with the teaching in and of the official/national language. This includes drafting supportive policies, plans, strategies and budgets that position multilingual education as a recognised and valued part of the education system across departments, thereby ensuring sustainability through long-term support and funding.
- **Data Track:** While data and monitoring are a cross-cutting theme, this track centres on developing a robust monitoring and evaluation framework to systematically integrate

data-driven decision-making for language in education. Key activities involve setting up systems to collect and analyse data on multilingual education outcomes, assess programme effectiveness and make adjustments based on evidence. This track focuses on the availability of data on learners' languages used at home (SDG Indicator 4.5.2) and minimum learning proficiencies in reading and mathematics (SDG Indicator 4.1.1).

- **Community Track:** This track focuses on fostering strong connections with local communities, families and partner organisations to build widespread support for multilingual education. It includes community workshops, parent engagement initiatives and collaborations with civil society organisations, local leaders and key education stakeholders.

Countries are encouraged to engage in continuous monitoring of activities/inputs, outputs, outcomes and impact as outlined in the SEA-MLE Roadmap's results framework. This process can help countries assess whether they are able to take on other areas or if needs have shifted priorities. Recognising the interconnectedness of each track, countries may choose to focus on one or two tracks and gradually expand or shift to others over time as they build capacity and gain insights from early efforts. For instance, a country could start with the Access Track to improve educational access for remote communities as an immediate need, then add the Teacher Track to ensure a qualified workforce is available to meet these new educational demands.

Results Framework for Implementation and Monitoring

The results framework of the SEA-MLE Roadmap enables SEAMEO Member Countries to track national progress and for SEAQIL and the Asia-Pacific Multilingual Education Working Group to monitor the regional progress and support countries. SEAQIL will oversee the overall progress of countries in achieving the performance indicators of the results framework for the SEA-MLE Roadmap. SEAQIL will submit an annual progress report at the SEAMEO Governing Board Meeting (GBM), which will then forward the reports to the SEAMEO High Officials Meeting (HOM) and SEAMEO Council Conference (SEAMEC) for further processing. SEAQIL, and UNESCO as secretariat and co-chair of the Asia-Pacific Multilingual Education Working Group, will facilitate technical support, provide implementation assistance and help consolidate data related to monitoring.

The results framework of the SEA-MLE Roadmap is organised by the six tracks, at the output level, with specified performance indicators, means of verification, implementers, baselines/targets and descriptions of progress. Each country may add additional performance indicators, means of verification and implementers based on its unique context and needs. Each track includes a list of suggested implementation activities or inputs to help countries achieve the relevant performance indicators. Activities should be collaboratively determined, contextually dependent and aligned with each country's identified needs. SEA-MLE Roadmap implementation is aligned with the 2030 Agenda for Sustainable Development, with full achievement expected by 2030.

To ensure effective implementation of the SEA-MLE Roadmap at the country level, **SEAQIL requests each Member Country to appoint at least two National Focal Points.** The National Focal Points should be officials within the Ministry of Education (at least one being director level and above) with responsibilities directly related to language-in-education issues, including 1) strong knowledge of policy procedures and monitoring and 2) curriculum, material development and teacher training. The National Focal Points will be responsible for overall monitoring, collecting data for performance indicators, building capacity and awareness,

developing partnerships, and reporting progress at the annual meeting of the SEAQIL GBM. The appointment term for National Focal Points will be five years, the duration of the SEA-MLE Roadmap. Countries may change their Focal Points, with notification to SEAQIL.

Results Framework

Impact: As a result of participation in well-designed, well-resourced, evidence-based multilingual education programmes, more learners receive an inclusive and equitable quality education.

| Access Track | | | | |
|---|---|--|---------------------|-------------------------|
| Outcome 1: Increased access for learners to pre-primary and primary level multilingual education programmes. | | | | |
| Performance indicator | Means of verification | Implementers | Baseline and target | Description of progress |
| The percentage of schools implementing multilingual education programmes. | National EMIS, annual reports, etc. | MoEs, local education authorities, school administrators, etc. | | |
| Output 1.1: Targeted multilingual education enrolment and retention initiatives. | | | | |
| The percentage of learners in multilingual education programmes by grade level, disaggregated by mother tongue. | Enrolment data, grade-level records, disaggregated mother tongue data collection tools, etc. | MoEs, local education office, school administrators, etc. | | |
| The availability of a mapping of multilingual education programmes. | Mapping document or database, MoE reports, etc. | MoEs, school administrators, research institutions, etc. | | |
| Output 1.2: Targeted multilingual education expansion initiatives. | | | | |
| The number of mother tongue language classes and the percentage of learners receiving mother tongue-based instruction, at pre-primary and primary education levels. | Attendance records, class rosters with language indicated, mother tongue-based curriculum resources, etc. | MoEs, school leaders, local education authorities, etc. | | |

Example implementation activities/inputs:

- Conduct a national mapping of schools currently offering multilingual education programmes to identify gaps in mother tongue coverage.
- Establish specific enrolment and retention targets for multilingual education programmes, focusing on pre-primary and early primary grades to build foundational language skills.
- Develop policies that incentivise schools to offer multilingual education programmes in learners’ mother tongues, particularly in linguistically diverse and marginalised communities.
- Create community outreach programmes to encourage enrolment in multilingual education programmes, highlighting the benefits of mother tongue-based instruction for early learning.
- Establish data tracking systems to monitor learner enrolment, retention and progression in multilingual education programmes by learner’s mother tongue and grade level.
- Work with local education authorities to gradually expand multilingual education offerings, ensuring that learners have access to mother tongue-based instruction across pre-primary education and early primary grades.

| Learning Track | | | | |
|---|--|--|---------------------|-------------------------|
| Outcome 2: More equitable, inclusive and effective learning in multilingual education programmes. | | | | |
| Performance indicator | Means of verification | Implementers | Baseline and target | Description of progress |
| The learning achievement gap between learners in multilingual education programmes and those who are in non-multilingual education programmes, by mother tongue and by language of instruction. | Standardised learning assessments, annual evaluation reports, learner records, etc. | MoEs, local education authorities, educational research institutions, etc. | | |
| Output 2.1: Language-appropriate, nationally aligned curriculum. | | | | |
| The availability of a comprehensive multilingual education curriculum appropriate for the multilingual context. | Curriculum development resources, stakeholder engagement, implementation readiness, etc. | MoEs, curriculum development teams, educational consultants, etc. | | |
| Output 2.2: Teaching and learning materials in mother tongues and bilingually/multilingually. | | | | |
| The availability and distribution of standardised multilingual education teaching and learning materials. | Printed and digital resources, material distribution records, etc. | MoEs, teacher training institutes, publishers, community contributors, etc. | | |
| Output 2.3: Assessments for languages and learning in mother tongues. | | | | |
| The availability of culturally appropriate diagnostic, formative and summative assessments measuring language and learning separately. | Assessment development resources, assessment tools, distribution records, etc. | MoEs, assessment teams, local education authorities, school administrators, etc. | | |

Example implementation activities/inputs:

- Develop multilingual education curricula that specify language progression from the mother tongue/L1 to the L2 (and potentially to the L3), ensuring alignment with national education standards.
- Create linguistically and culturally relevant materials, textbooks and digital resources in the mother tongue and bilingually/ multilingually, reflecting local traditions, knowledge and linguistic contexts.
- Involve community members in creating instructional content, such as local stories, songs and visual art, to promote cultural pride and engagement.
- Ensure that diagnostic, formative and summative assessments are aligned with the multilingual education curriculum and standards set in curricular subjects (e.g., languages, mathematics, etc.) and are separately measuring language and subject learning.
- Maintain quality control for assessments to guarantee they are culturally and linguistically appropriate for multilingual learners.
- Design assessments to evaluate the mother tongue as a subject, covering skills in listening, speaking, reading and writing at least through primary grades.

| Teacher Track | | | | |
|--|---|--|---------------------|-------------------------|
| Outcome 3: Improved teaching and learning classroom practices for multilingual education programmes. | | | | |
| Performance indicator | Means of verification | Implementers | Baseline and target | Description of progress |
| The proportion of teachers in multilingual education programmes with the minimum required qualifications. | Teacher qualification records, certification and licensing data, school personnel records, etc. | MoEs, teacher licensing and certification boards, local education authorities, teacher training institutions, etc. | | |
| Output 3.1: Pre-service and in-service teachers trained in multilingual education pedagogies. | | | | |
| The number of pre-service and in-service teachers trained in mother tongue-based and multilingual pedagogies, disaggregated. | Teacher training records, EMIS data on training completion, etc. | MoEs, teacher training colleges, local education authorities, etc. | | |
| Output 3.2: Diversified teacher workforce for multilingual education programmes. | | | | |
| The number of teachers fluent in learners' mother tongues. | Teacher language assessments, teacher observations, teacher surveys, etc. | MoEs, teacher training colleges, local education authorities, school leaders, etc. | | |
| Output 3.3: Teachers supporting each other in their multilingual education classrooms. | | | | |
| The availability of mentorship programmes at multilingual education schools. | Mentorship programme documentation, mentor-mentee pairing records, etc. | MoEs, school leaders, teacher support groups, education mentors, etc. | | |

Example implementation activities/inputs:

- Develop and provide teachers with instructional materials in mother tongues that they can use fluently, ensuring each grade has curriculum-aligned resources.
- Incorporate multilingual education competencies and language courses into mainstream teacher training programmes, with a multilingual education specialisation option.
- Recruit teachers who are fluent in the learners' mother tongue, ideally from the language communities they will serve, and provide incentives for those from hard-to-reach areas to stay.
- Implement mentorship programmes, pairing new or pre-service teachers with experienced multilingual education educators to build knowledge and confidence.
- Create incentives for teachers who do not know the local language to improve their proficiency in the mother tongues, including through workshops and community immersion.
- Establish in-service training sessions focused on language-inclusive and multilingual pedagogies to enhance teacher capabilities.

| Policies Track | | | | |
|---|--|--|----------------------------|--------------------------------|
| Outcome 4: Formalised policies, action plans and funding for multilingual education programmes. | | | | |
| Performance indicator | Means of verification | Implementers | Baseline and target | Description of progress |
| The provision of a specific government/MoE budget for multilingual education. | Budget allocations, incentive plans, strategic plans, etc. | MoEs, MoFs, local government offices, etc. | | |
| Output 4.1: Integrated multilingual education into policy. | | | | |
| The existence of structured multilingual education policies into national and sub-national frameworks. | Policy drafts, government approval documents, etc. | MoEs, policy departments, local education offices, etc. | | |
| The integration of multilingual education into sector reviews, analyses and planning processes. | Sector review reports, planning documents, policy briefs, etc. | MoEs, local education offices, planning departments, etc. | | |
| Output 4.2: Budget provision for multilingual education. | | | | |
| The number of policy frameworks or action plans for implementing multilingual education with budget scheme. | Published policy frameworks, MoE circulars, etc. | MoEs, national curriculum or policy development agencies, etc. | | |

Example implementation activities/inputs:

- Conduct a gap analysis to identify the current state of multilingual education programmes and set realistic policy goals and baselines.
- Integrate multilingual education goals and outcomes into national education sector plans, budgets and policy reviews to formalise its place in mainstream education.
- Advocate that all new policies specify the mother tongue (the language the learner uses at home) as the primary language of instruction in early years (from formal preschool education through the early grades of primary school) and provide structured plans for introducing the official/national language.
- Allocate dedicated government/Ministry of Education budget lines for multilingual education, including funding for teacher recruitment, training and retainment incentives, material development and pilot programme expansions.
- Establish a phased approach for implementing multilingual education, piloting in select schools before scaling up based on comprehensive evaluation feedback.
- Assign a designated multilingual education unit within the Ministry of Education to oversee policy implementation and programme sustainability.

| Data Track | | | | |
|--|--|--|---------------------|-------------------------|
| Outcome 5: More systematic use of meaningful data on multilingual education programmes. | | | | |
| Performance indicator | Means of verification | Implementers | Baseline and target | Description of progress |
| The percentage of schools reporting relevant data on multilingual education programmes. | Annual reports, school records, national education statistics reports, etc. | MoEs, local education authorities, school administrators, data collection agencies, etc. | | |
| Output 5.1: EMIS data on learners' mother tongues, minimum learning proficiencies and access to multilingual education. | | | | |
| The availability of learners' data disaggregated by mother tongue (SDG 4.5.2). | EMIS data, language mapping records, etc. | MoEs, national statistics offices, school leaders, etc. | | |
| The availability of learners' minimum proficiencies in reading and mathematics (SDG 4.1.1) with correlation analyses with learners' mother tongue (SDG 4.5.2). | EMIS data, national assessment data, SEA-PLM data, data analysis tools, etc. | MoEs, local education offices, relevant data/statistics offices, school leaders, SEA-PLM Secretariat, etc. | | |

Example implementation activities/inputs:

- Conduct regular school-level language mapping to understand the language needs and abilities of learners and teachers.
- Integrate multilingual education data into the national EMIS to track learner outcomes, programme coverage and teacher performance systematically.
- Develop a framework for monitoring multilingual education implementation, including baseline and target indicators aligned with national, regional and international development goals.
- Appoint a data focal point within each multilingual education programme to oversee data collection, quality checks and analyses of learning outcomes.
- Implement formative assessments in mother tongues and the national/official language that capture both language acquisition and learning progress to inform instructional adjustments.
- Use evaluation results to refine and expand the multilingual education programme, with changes at key stages, such as post-pilot and during scaling.

| Community Track | | | | |
|---|---|--|---------------------|-------------------------|
| Outcome 6: More relevant, participatory, sustainable multilingual education programmes. | | | | |
| Performance indicator | Means of verification | Implementers | Baseline and target | Description of progress |
| The percentage of education committee members from local non-dominant language backgrounds. | Meeting minutes, planning documents, reports on engagement activities, etc. | MoEs, local education authorities, community-based organisations, etc. | | |
| Output 6.1: Strengthened engagement with and support from relevant community stakeholders. | | | | |
| The number of local stakeholders engaged in multilingual education planning and implementation. | Meeting minutes, attendance records, engagement plans, etc. | MoEs, local government, community leaders, etc. | | |
| The number of community sensitisation and awareness information sharing opportunities. | Campaign materials, feedback forms, attendance records, etc. | MoEs, local education offices, community organisations, etc. | | |

Example implementation activities:

- Collaborate with community leaders and parents to increase awareness of multilingual education’s benefits and build long-term support through workshops and local events.
- Organise sensitisation campaigns that explain multilingual education’s role in educational resilience and promote cultural pride.
- Establish local multilingual education committees that include teachers, parents and local leaders, along with learners where appropriate, to support programme planning, feedback and monitoring.
- Develop programmes for parent-teacher associations to foster community ownership of multilingual education programmes and increase parental engagement.
- Identify and train local champions who can advocate for multilingual education within communities, help address challenges and contribute to programme sustainability.
- Form local partnerships with civil society organisations, community groups and other entities to build networks of support for multilingual education programmes.



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UNESCO Document Code:
BGK/DOC/ED/25/018
SEAMEO Secretariat Call Number:
SEAMES/PP/2026/24XX