2ND ASIA-PACIFIC REGIONAL EDUCATION

MINISTER'S CONFERENCE (APREMC II)

5-7 JUNE 2022 | BANGKOK, THAILAND

#APREMC2022

Education
2030

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Introduction

The COVID-19 pandemic caused an unprecedented disruption of education globally and in the Asia-Pacific region, severely impacting education delivery, learning outcomes, student engagement and their health and well-being, affecting vulnerable learners the most, resulting in a significant setback in progress towards achieving the SDG 4. It also caused a global and regional economic crisis, deepened poverty and inequities, coupled with global security concerns, environmental degradation and climate change to which Asia-Pacific countries are particularly prone. Overall, while the situation is diverse between and within countries of the region, the pandemic not only exacerbated pre-existing deep inequalities in access to education and a pre-existing learning crisis, but exposed significant existing weaknesses in the quality, relevance and inclusiveness of education and the overall fragility of education systems.

The majority of countries in the region experienced school closures of varying length. Learners experienced major learning loss and drop-out rates have increased, in particular among the most vulnerable and marginalized learners. The crisis revealed education system fragilities and limits in terms of inclusion, flexibility and resilience to shocks.

As an urgent and immediate action, countries need to ensure that all learners return to school and recover lost learning, 'to prevent this generation of students from suffering permanent losses in their learning and future productivity, and to protect their ability to participate fully in society'.[1] At the same time, this needs to go hand in hand with a rethinking and transformation of education and its systems to be resilient to withstand future shocks, and to become more equitable, inclusive, relevant and flexible to address the learning crisis and respond to shifting learning and training requirements, build more peaceful, inclusive, and sustainable societies, and deliver on the SDG4-Education 2030 commitments.

Against this backdrop, the Second Asia-Pacific Education Minister's Conference (APREMC-II), held in Bangkok from 5 to 7 June 2022, is organized at a critical moment as most countries in the region have recently reopened their schools or are planning to do so, and are setting up learning recovery measures while also commencing reflections for a broader transformation of education systems, including through the preparatory processes towards the Transforming Education Summit.

APREMC II is co-organised by the UNESCO Asia and Pacific Regional Bureau for Education and the UNICEF Regional Offices for East Asia and the Pacific and for South Asia. The conference is co-hosted by the Ministry of Education of Thailand and organised with the kind collaboration of the Ministry of Education, Culture, Sports, Science and Technology (MEXT) of Japan. It is convened under the umbrella of the Asia-Pacific Learning and Education 2030+ (LE2030+) Networking Group.

The overarching theme of APREMC-II is '**Education Recovery and Transformation towards more Responsive, Relevant and Resilient Education Systems: Accelerating progress towards SDG 4-Education 2030'**. The Conference is framed around three interlinked themes:

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

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[1] The World Bank, UNESCO and UNICEF (2021). The State of the Global Education Crisis: A Path to Recovery. Washington D.C., Paris, New York, p. 4

2. Achieving a deep transformation of education systems and building resilience (e.g., more flexible, more inclusive, resilient, more digital, more environmentally friendly and sustainable systems);

3. Achieving increased and better investment in education and enablers for transformation.

APREMC II will discuss and make recommendations on how to achieve learning recovery and at the same time strengthen and transform education and its systems to become more equitable, inclusive, responsive, relevant and resilient with the overall objective to accelerate SDG4 implementation.

The conference will have two segments, a **Technical Segment on Day 1 (June 5th 2022)** and a **High-level Segment on Days 2 and 3 (June 6th and 7th 2022)**.

The Technical Segment includes ten parallel thematic sessions, which aim to discuss and agree on priority action areas and strategies as well as policy pointers for the immediate learning recovery and for transforming education and its systems. Findings from the technical segments will feed into the discussions and dialogue at the High-level Segment the next day.

The high-level segment gives space for ministers and high-level officials to discuss, exchange ideas and good practices and identify priority areas for action in the region and their countries for learning recovery and transforming education and its systems.

This brochure presents the agenda of the Conference, provides an overview of each of the sessions as well as background information and links to policy briefs to inform the discussions. The brochure also includes some practical information and a statistical fact sheet.

Provisional Agenda

Saturday, 4 June 2022 (DAY 0)	Venue
14:00 – 18:00	**Registration**	**Shangri-la Wing In front of Grand Ballroom, Lobby-level**

Technical Segment (5 June 2022)

Sunday, 5 June 2022 (DAY 1)		Venue
08:00 – 09:00	**Registration/Coffee**	**Outer Foyer**

09:00 – 09:15	**OPENING SESSION**
	• Welcome and Opening remarks
	   ✓ Mr Shigeru Aoyagi, Director, UNESCO Asia Pacific Regional Bureau for Education (UNESCO Bangkok)
	   ✓ Dr Suphat Champatong, Permanent Secretary, Thai Ministry of Education
		Ballroom 1-2

09:15 – 09:40	**PLENARY I**
	• Presentation and adoption of the agenda (Thematic Segment) and introduction to the thematic sessions (10')
	   ✓ Ms Margarete Sachs-Israel, Chief, Inclusive Quality Education Section, UNESCO Bangkok
	• Presentation of the Status of SDG4 in the APA region (15')
	   ✓ Mr Roshan Bajracharya, Senior Regional Advisor, UNESCO Institute for Statistics, Bangkok
		Ballroom 1-2

09:40 – 09:55	*Coffee break*	
10:00 – 12:00	**PARALLEL SESSION I**	
	Session 1 – Learning Recovery and Addressing the Learning Crisis	**Ballroom 1-2**
	Session 2 – Equity, Inclusion and Gender Equality	**Ballroom 3**
	Session 3 – Digital Transformation	**Next 2 Chao Phraya**
	Session 4 – Higher Education and Adult Learning	**Corundum**
	Session 5 – Financing and Governance	**The Study**
12:00 – 12:30	**PLENARY II** **Moderator:** Ms Mitsue Uemura, Regional Education Advisor, UNICEF EAPRO Report of recommendations of the break-out sessions to plenary (30')	**Ballroom 1-2**
12:30 – 14:00	*Lunch break and side events*	
14:00 – 16:00	**PARALLEL SESSIONS II**	

	Session 6 – Transformative Education (ESD, GCED, Health and Wellbeing)	**Ballroom 1-2**
	Session 7 – Early Childhood Care and Education	**Ballroom 3**
	Session 8 – Adolescents and Youth Learning and Skills Development	**Next 2 Chao Phraya**
	Session 9 – Teachers	**Corundum**
	Session 10 – Data and Monitoring	**The Study**
16:00 – 16:15	*Coffee break*	
16:15– 17:30	**PLENARY III** **Moderator:** Mr Peter de Vries, Regional Education Advisor, UNICEF ROSA Report of recommendations of the break-out sessions to plenary (25') Plenary discussion	**Ballroom 1-2**
17:30 – 17:35	**Wrap-up of the Thematic Segment**	**Ballroom 1-2**
17:35 – 19:30	**Registration**	**Outer Foyer**
18:00 – 19:00	Side events	

High-level Segment (6-7 June 2022)		
Monday, 6 June 2022 (DAY 2)		**Venue**
7:00 – 8:00	Registration	**Outer Foyer**
8:00	All participants to be seated in the Ballroom	

9:00 – 10:15	**High-Level Opening Ceremony**
	
	• Welcome Statements
	   ✓ H.E. Ms Treenuch Thienthong, Minister of Education, Thailand (10')
	   ✓ Mr Shigeru Aoyagi, Director, UNESCO Bangkok (5')
	   ✓ Ms Debora Comini, Director, UNICEF East Asia and the Pacific Regional Office (EAPRO) (5')
	• Royal Special Lecture and Opening of the Conference (20')
	   ✓ HRH Princess Maha Chakri Sirindhorn
	• Remarks:
	   ✓ H.E. Mr Shinsuke Suematsu, Minister of Education, Culture, Sports, Science and Technology, Japan (video message) (6')
	   ✓ Ms Jayathma Wickramanayake, UN Secretary-General Envoy on Youth (video message) (5')
	   ✓ Ms Stefania Giannini, Assistant Director-General for Education of UNESCO (7')
	   ✓ H.E. Tamara Rastovac Siamashvili, Chairperson of the Executive Board of UNESCO (7')
		Ballroom 1-2-3

10:15 – 10:40	*Opening of the on-site Exhibition by HRH Princess Maha Chakri Sirindhorn*	
10:40 – 11:00	*Coffee break*	

11:00 – 12:30	**PLENARY IV**
	
	• Presentation of the Agenda (5')
	   ✓ Ms Margarete Sachs-Israel, Chief, Inclusive Quality Education Section, UNESCO Bangkok
	• Setting the scene: Regional perspective of SDG4 progress and COVID-19 impact (15')
	   ✓ Mr Manos Antoninis, Director, Global Education Monitoring Report (GEMR)
	• Presentation of the NGO Statement: *Learning Recovery and Transforming Education in Asia Pacific* (5')
	
	   ✓ Ms Cecilia Soriano, Asia South Pacific Association for Basic and Adult Education (ASPBAE)
	• Presentation 'All for Education: Advancing Equitable Education' (5')
	
	   ✓ Dr. Krissanapong Kirtikara, Advisor to the Equitable Education Fund's Governing Board, Thailand
	• Youth presentation: 'My education, my future' (15')
	
	   ✓ Ms Elana Wong, Global Focal Point, Migration Children and Youth Platform, Major Group for Children and Youth (MGCY)
	   ✓ Ms Yuki Hosoya, Leader, Youth Committee of the Japanese
		Ballroom 1-2-3

	National Commission for UNESCO ✓ Ms Maria Nguyen, International Education Officer, Family Planning New South Wales & Youth Representative, SDG4Youth Network • Presentation of the outcomes of thematic discussions (30') • Presentation of the sub-regional consultations (15') ✓ Mr Mohamed Djelid, Director, UNESCO Jakarta ✓ Mr Eric Falt, Director, UNESCO New Delhi	
12:30 – 14:00	*Lunch break and side events*	
14:00– 14:35	**PLENARY V** • Introduction to the Session ✓ Ms Margarete Sachs-Israel, Chief, Section for Inclusive Quality Education, UNESCO Bangkok • Dialogue on 'Reimagining the Futures of Education - toward Transforming Education in Asia Pacific' (30') **Moderator:** Ms Maki Katsuno-Hayashikawa, Director, Division for Education 2030. UNESCO ✓ Introductory remarks: President Sahle-Work Zewde of Ethiopia, Chair of the International Commission on the Futures of Education (online) ✓ Mr Robert Jenkins, Global Director, Education and Adolescent Development and Participation, UNICEF (video message) and Mr. Myo-Zin Nyunt, Deputy Director, UNICEF EAPRO ✓ Ms Stefania Giannini, Assistant Director-General for Education, UNESCO ✓ Mr Leonardo Garnier, UNSG Special Advisor, Transforming Education Summit (TES) • Introduction to the Ministerial Roundtables ✓ Ms Margarete Sachs-Israel, Chief, Section for Inclusive Quality Education, UNESCO Bangkok	**Ballroom 1-2-3**
14:35 – 15:00	*Coffee break*	
15:00– 17:15	**Ministerial Roundtable** *Transforming education for our future in Asia and the Pacific* (Organized in parallel by theme: 1. Learning Recovery and addressing the learning crisis 2. Transforming Education and its systems) I. Ministerial Statements (video recording) (10')	
	II. Parallel break-out sessions (in-person - hybrid) (120') Policy dialogue on:	
	1. Learning Recovery and Addressing the Learning Crisis **Moderator:** Ms Debora Comini, Director, UNICEF EAPRO	**Ballroom 1**
	2. Transforming Education and its Systems **Moderator**: Mr Shigeru Aoyagi, Director, UNESCO Bangkok	**Ballroom 2-3**
19:30 – 21.30	*Dinner hosted by the Ministry of Education Thailand*	**Ballroom 1-2**

Tuesday, 7 June 2022 (DAY 3)		Venue
09:00 – 09:20	**PLENARY VII** **Chair:** Mr Shigeru Aoyagi, Director, UNESCO Bangkok Presentation of the recommendations from the ministerial roundtables **Moderator:** Ms Mitsue Uemura, Regional Education Advisor, UNICEF EAPRO • Learning Recovery and Addressing the Learning Crisis (10') • Transforming Education and its Systems (10')	**Ballroom 1-2-3**
09:20 – 09:35	*Coffee break*	
09:35 – 11:00	**PLENARY VIII** **Moderator:** Mr Shigeru Aoyagi, Director, UNESCO Bangkok • Summary report of the main outcomes of the Conference (15') • Presentation of the draft Conference Statement (15') ✓ Ms Margarete Sachs-Israel, Chief, Section of Inclusive Quality Education, UNESCO Bangkok • Debate and adoption of the ministerial statement (60')	**Ballroom 1-2-3**

11:00– 12:00	**PLENARY IX**
	
	Moderator: Mr Shigeru Aoyagi, Director, UNESCO Bangkok
	
	Towards the Transforming Education Summit (TES) (30')
	• Presentation of preparatory activities for TES and Q&A
	  ✓ Mr Leonardo Garnier, UNSG Special Advisor, TES
	
	The Way Forward - Follow-up to APREMC II (20')
	Co-chairs of the LE2030+ Networking Group
	  ✓ Ms Margarete Sachs-Israel, Chief, Inclusive Quality Education Section, UNESCO Bangkok
	  ✓ Mr Peter de Vries, Regional Education Advisor, UNICEF ROSA (representing UNICEF ROSA and UNICEF EAPRO)
	
	CLOSING SESSION
	
	• Closing Remarks and Closing (10')
	  ✓ Ms Stefania Giannini, Assistant Director-General for Education of UNESCO
	  ✓ H.E. Ms Treenuch Thienthong, Minister of Education, Thailand
		Ballroom 1-2-3

12:00– 13:30	*Lunch*	
End of the 2ⁿᵈ Asia-Pacific Regional Education Minister's Conference (APREMC II)		

Back-to-back Meetings		
Tuesday, 7 June 2022 (DAY 3)		**Venue**
13:30 – 15:00	*Regional launch of 2021/2 Global Education Monitoring (GEM) Report-Non-state actors in Education: Who chooses? Who loses?*	**Ballroom 3**
14:00 – 18:00	*Asia-Pacific Regional Consultation Meeting in preparation for the 2nd World Conference on Early Childhood Care and Education (WCECCE)*	**Next 2 Chao Phraya**
Wednesday, 8 June 2022		
09:00 – 17:00	*The 4th Meeting of the Regional Network of the SDG 4 National Coordinators*	**Ballroom 3**

The 4th Meeting of the Regional Network of the SDG 4 National Coordinators
(8 June 2022)

8 June 2022	

09:00 – 09:15	**Session 1: Opening**
	Welcome Remarks
	   ✓ Mr Shigeru Aoyagi, Director, UNESCO Bangkok (TBC)
	Introduction to the Meeting and Agenda Overview
	  ✓ Ms Margarete Sachs-Israel, Chief, Section for Inclusive Quality Education (IQE), UNESCO Bangkok

09:15 – 10:45	**Session 2: Follow up to APREMC-II** **Chair:** Ms Margarete Sachs-Israel, Chief, Section for Inclusive Quality Education (IQE), UNESCO Bangkok - Follow-up to the recommendations and commitments for education/learning recovery and system transformation in the region
10:45 – 11:00	Coffee break
11:00 – 12:00	**Session 3: Update on the Regional Roadmap for the SDG-4 Education 2030 Agenda in Asia and the Pacific** **Chair:** Mr Akihiro Fushimi, Education Specialist, UNICEF EAPRO
12:00 – 13:30	Lunch
13:30 – 14:30	**Session 4: SDG 4 Mid-term review** **Chair:** Mr Nyi Nyi Thaung, Programme Specialist, UNESCO Bangkok; Mr. Roshan Bajracharya, Senior Regional Advisor, UIS - Preparation for the national voluntary mid-term progress review of SDG 4 in 2023
14:30 – 14:40	Coffee break

14:40 – 16:10	**Session 5: Preparation for the Transformative Education Summit (TES)**
	Chair: Mr Ivan Coursac, Education Specialist, UNICEF ROSA
	Moderator: Ms. Maki Katsuno-Hayashikawa Director, Division of Education 2030 Support and Coordination, UNESCO;
	  - Pre-Summit of TES and TES
	  - Regional and national workstream

16:10 – 16:20	Coffee break

16:20 – 17:00	**Session 6: Global/regional updates on SDG 4 coordination efforts/initiatives**
	Chair: Ms Maki Katsuno-Hayashikawa, Director, Division of Education 2030 Support and Coordination, UNESCO; Dr Ethel Agnes Valenzuela, Director, SEAMEO Secretariat and Group IV-Asia and the Pacific representative to the Sherpa Group
	  - Global/regional SDG 4 coordination mechanisms and efforts
	  - 2022 High-level Political Forum on Sustainable Development (HLPF) – SDG 4 review

17:00 – 17:15	**Session 7: Closing remarks** - UNICEF

TECHNICAL SEGMENT
(5 June 2022)

Technical segment (5 June 2022)

The Technical Segment consists of ten thematic sessions (five sessions running in parallel in the morning and five in the afternoon), covering the following topics: 1.) Morning Session: Learning Recovery and Addressing the Learning Crisis; Equity, Inclusion and Gender Equality; Digital transformation; Higher Education and Adult Learning; Financing and Governance; 2.) Afternoon Session: Transformative Education (ESD. GCED, Health and Wellbeing); Early Childhood Care and Education; Adolescents and Youth Learning and Skills Development; Teachers; Data and Monitoring. Each session will have two parts and start with a one-hour panel discussion, followed by interactive dialogue (one hour) with session participants based on guiding questions with the aim of formulating recommendations on priority actions and strategies (policy pointers) going forward. This section describes the content and objectives of the panels, presents the panelists and lists the policy pointers put forward for discussion in each panel.

Plenary I

During first plenary, Ms Margarate Sachs-Israel, Chief of the Inclusive Quality Education Section, UNESCO Bangkok will introduce the technical segment and the agenda of APREMC-II. Mr Roshan Bajracharya, Senior Regional Advisor for the UNESCO Institute for Statistics (UIS) will present participants of the key trends of education and status of SDG-4 in the Asia-Pacific region.

Sessions

Session 1: Learning Recovery and Addressing the Learning Crisis

Overview

This thematic session will discuss learning recovery and the broader learning crisis within the region and will propose concrete solutions to ensure that all learners return to school and re-engage with their learning at the right level, with a focus on the most vulnerable.

While schools were closed for varying lengths of time across countries in the Asia-Pacific region, many learners experienced a substantial loss of instructional time, or were not able to learn at the same level as they would have in schools. In many cases, teachers and students were not able to cover the depth of the curriculum content required, and some students did not attend classes or completely dropped out. According to estimates by the Asian Development Bank, on average, students in Asia-Pacific lost about a third of a learning-adjusted year of schooling in 2020/2021. However, the extent of learning loss varies tremendously in the Asia-Pacific region. It ranges from 8% of learning-adjusted years of schooling in the Pacific, where schools remained relatively open in 2020 and 2021, to over half a year (55%) in South Asia. This means that as students return to school, they may not be ready for a curriculum that is age- and grade-appropriate, students therefore require additional support and remedial instruction to get back on track.

School closures exacerbated a learning crisis that pre-dates the COVID-19 pandemic. In 2019, less than half of children in Asia-Pacific achieved a minimum proficiency level in reading and mathematics in the early grades of primary education. However, learning outcomes vary widely in the region. While most students in some high-income countries such as the Republic of Korea, Japan and Singapore have achieved minimum proficiency in literacy and numeracy in the early grades of primary and at the end of lower secondary, this is not the case in many countries in the region. For example, the Southeast Asia Primary Learning Metrics showed that at least 80% of learners in Cambodia, Myanmar and the Philippines did not achieve minimum levels of learning in 2019. Addressing the root causes of the learning crisis in Asia-Pacific will require rethinking what is taught in schools (curriculum) and how it is taught (pedagogy) as well as training and supporting teachers to deliver quality teaching and learning.

In the first segment of the session, a panel will present and discuss what effective learning recovery strategies could be put in place to ensure that all learners are reached and continue their learning trajectories at the right level. In this view, the panel will examine assessment policies and practices that can support a timely and accurate identification of learning gaps and needs, linked to effective remediation measures to mitigate learning loss. It will also discuss what adaptations of curriculum and pedagogical approaches are needed to support learning recovery in the short term as well as necessary transformations to improve learning outcomes and addressing the learning crisis in the medium/long-term.

In the second segment of the session, the floor will be opened to all participants to discuss and agree on priority areas of action and policy pointers for the region to ensure learning recovery with a focus on curriculum, pedagogy and assessment as an immediate measure and transformations of the education system to address the learning crisis in the medium and long term.

For further information please read the policy brief for this session:
https://bit.ly/APREMCPolicyBriefLearningRecovery

- Identify key issues, opportunities and good practices for learning recovery and addressing the learning crisis in Asia-Pacific;
- Identify priority areas of action, strategies and policy pointers for learning recovery and addressing the learning crisis, in particular for curriculum, pedagogy and assessment;
- Highlight contributing factors and enablers to improve curriculum, pedagogy and assessment to address the learning crisis and implement learning recovery.

Discussion Segment

This session will discuss the following policy pointers:

Learning Recovery
• Undertake assessment of individual students' learning levels to identify both cognitive and socio-emotional learning gaps, and put in place adequate differentiated instruction and remedial programmes; • Adapt the curriculum to prioritize foundational and core competencies at each level, extending instructional time to catch up or adapt the school calendar as needed; • Prepare and support teachers and non-formal educators to carry out learning recovery strategies as well as provide them with professional capacity development in IT-supported teaching and blended learning, accessible digital technology and ensure their well-being; • Provide psycho-social support and ensure well-being of all learners to enable recovery.
Addressing the Learning Crisis (the role of curriculum, pedagogies and assessment in transforming education)
• Re-design curricula to be competency-based and provide learners with foundational, digital, transferable/21st century competencies, including education for sustainable development, global citizenship, and the world of work; • Transform pedagogies so that they are learner-centered and facilitate learning across multiple domains (knowledge, skills, attitudes and values) and are based on the principles of cooperation and solidarity; • Strengthen the effective use of assessment for learning and reducing the negative backwash of tests and high-stake examinations; • Formulate clear competency-based learning achievement standards and strengthen national and regional large-scale assessments to monitor learning outcomes and inform reforms of teaching and learning policies and practices; • Provide blended teaching and learning for all learners, and strengthening preparedness and resilience within schools and other learning institutions for future emergencies and outbreaks;

Speakers' Profiles

Margrete Sachs-Israel, *Chief of Section for Inclusive Quality Education, UNESCO Asia and Pacific Regional Bureau for Education (moderator of the panel segment)*

Ms Sachs-Israel has over 30 years of experience in education and international development. Before joining UNESCO Bangkok, she was the UNICEF Regional Education Advisor for Latin American and Caribbean. Prior to that, she held the position of Chief Programme Coordinator, UNESCO Institute for Lifelong Learning; and was the UNESCO focal point for the development of the United Nations Education 2030 Agenda at UNESCO Headquarters. In her current capacity, she oversees the SDG4-Education 2030 regional coordination, education policy, planning and management, quality of education, inclusive education, multilingual and mother tongue education, ECCE, as well as health education and well-being. She also serves as the co-chair of the UN networking group "Learning and Education 2030+" with UNICEF EAPRO and ROSA.

Ethel Agnes P. Valenzuela, *Director, SEAMEO Secretariat (moderator of the discussion segment)*

Dr Valenzuela is the first woman director since the establishment of SEAMEO in 1965. She is a member of the UNESCO SDG Global Steering Committee and co-chair of ICT and Distance Education of the UNESCO International Teacher Task Force. She serves as a Technical Advisory Board member of the UNESCO Institute of Lifelong Learning and a member of the Global Alliance for Monitoring Learning. She is also a technical advisory panel of the International Standards Classification of Teacher Training Programmes of UNESCO and UIS. She is a member of the ASEAN TVET Council and an ex-officio member of the ASEAN University Network. She has also served as Professorial Lecturer at the University of the Philippines Diliman, College of Education since 2006.

Rukmini Banerji, *Chief Executive Officer, Pratham Education Foundation, India*

Dr Banerji has extensive field experience working directly with rural and urban communities as well as in designing and implementing large scale partnerships with governments for improving the learning of elementary school-aged children. From 2005 to 2014, she led Pratham's research and assessment efforts including the well-known ASER initiative (Annual Status of Education Report). Rukmini is the 2021 recipient of the Yidan Prize for education development.

Roger Chao Jr., *Assistant Director & Head of Education, Youth and Sports Division, ASEAN Secretariat*

Since 2013, Dr Chao has been engaged in the international education development sector, including with UNESCO, UNICEF, the European Commission, DAAD and the British Council. He holds a Ph.D in Asian and International Studies, a European Masters in Lifelong Learning: Policy and Management and a master's in education (Mathematics). His latest publications include higher education in the Philippines, comparative and international education in East and Southeast Asia, Intra-ASEAN student mobility: overview, challenges & opportunities, and mobility, mutual recognition and ASEAN community-building: the road for sustainable ASEAN integration.

Baela Jamil, *Chief Executive Officer, Idara e Taleem O Aahgi (ITA), Pakistan*

As CEO of ITA, Dr Jamil heads the citizen-led assessment ASER Pakistan. She founded the Children's Literature Festival in Pakistan and has been leading the COVID-19 response effort spearheading innovations in girls' education and EdTech. She serves on multiple National/Provincial Government and private boards. Globally, she is the Commissioner to the International Commission on Financing Global Education Opportunity. She served as the Chair of the Global Alliance to Monitor Learning SDG 4.2 at the UNESCO Institute of Statistics and is the advisory member at the Global Business Coalition for Education and the Rise on Improving Systems of Education (RISE) Delivery Board.

Amporn Pinasa, *Secretary General, Thailand's Basic Education Commission (OBEC)*

He has served in various high-level positions at OBEC since 2016. Prior to joining OBEC, Dr Amporn served as Director of Nongkhai Primary Education Service Area 1. Dr Amporn's upbringing with in a poor rural community in Northern Thailand as one of seven children with a single mother, fueled his determination to support disadvantaged children and ensure access to good quality schools for all. He has a Ph.D. on Educational Administration, Udon Thani Rajabhat University, a master degree and bachelor on Education from Khon Kean University. In 2022, he has been highly recognized to receive a glorified pin, first honor from Her Royal Highness Princess Maha Chakri Sirindhorn for person who supports Her Royal Highness Princess Maha Chakri Sirindhorn's Royal initiatives.

Pina Tarricone, *Principal Research Fellow and Head of ACER Perth Western Australia, Australian Council for Educational Research (ACER)*

Dr Tarricone's expertise is in educational psychology constructs and their measurement, and digital assessment. She is the ACER project director for TALIS 2024, and the Teacher Knowledge Survey (TKS) 2024. She has led an international holistic development project investigating the ways whole child development is defined, valued and measured in education policies. During the COVID-19 pandemic she directed a Rapid Review of the Education in Emergencies Literature. In 2021, she led a NEQMAP Thematic Review on flexible learning strategies in response to the pandemic.

Session 2: Equity, inclusion and gender equality

Overview

The thematic session on 'Equity, Inclusion and Gender Equality' will follow on the commitment to ensure "inclusive and equitable quality education" and promote "lifelong learning for all," especially for the most disadvantaged and vulnerable children, adolescents, and young people, made under SDG 4, especially target 4.5. The COVID-19 pandemic has exacerbated deep prevailing inequalities based on ability, gender, location, ethnicity, language, wealth, refugee/migrant status and other factors and has demonstrated the urgent need for education systems to become more inclusive, equitable and gender-transformative. To build inclusive education systems and ensure learning recovery of disadvantaged and vulnerable learners beyond COVID-19, policies and strategies must ensure equitable access to and participation in all learning opportunities, including skills development and the creation of safe school environments for the most vulnerable and marginalized as well as the realization of gender equality in and through education.

The first segment of the session consists of a panel which aims to present and discuss regional trends and key issues of learning loss and learning recovery for disadvantaged and marginalized learners during COVID-19. Speakers from governments, academia, CSO and youth will discuss topics related to disability-inclusive education, mother tongue-based multilingual education, gender equality, climate change, girls' education, and education in emergencies.

In the second segment of the session, participants will discuss and agree on priority areas of action and policy pointers for the region in terms of transforming education systems to become resilient and flexible, and build back "better and more equal."

For further information please read the policy brief for this session:
https://bit.ly/APREMCPolicyBriefEquityInclusionGender

Session Objectives

- Present the overview of the situation in the Asia-Pacific Region of inclusive, equitable education noting both progress and persistent barriers;
- Examine, from diverse stakeholders' perspectives, issues related to learning loss caused by COVID-19 and learning recovery of various groups of disadvantaged and vulnerable learners;
- Share lessons and promising practices in achieving inclusion, equity and gender equality both in education (systems and spaces) and through education (content, practices and processes), with focus on the needs of disadvantaged and marginalized learners;
- Identify and agree on relevant priority areas of action and policy pointers for the Asia-Pacific region in terms of transforming education systems to become resilient, and flexible, and build back "better and more equal"

Discussion Segment

This session will discuss the following policy pointers:

Learning Recovery
• Implement return-to-school campaigns, and develop inclusive and gender-responsive learning recovery programmes to mitigate learning loss and set up targeted measures to overcome barriers for those learners at risk of not returning including incentives, monitoring re-enrolment, and establish early warning systems and appropriate response mechanisms;

Transforming education and its systems to be more equitable and inclusive
• Strengthen legal frameworks and ensuring that education sector plans, policies and strategies are inclusive, equitable and gender-transformative, coupled with equity-based budget allocations to eliminate barriers to accessing in-person and online education and learning faced by students on the basis of disability, ethnicity, sex, gender, geographic location, income level, health status or other factors; • Establish flexible learning pathways with multiple re-entry points at all ages and educational levels, and the recognition and accreditation and validation of alternative education, in particular for out-of-school children, adolescents and adults; • Adapt curricula and pedagogy to learners from diverse backgrounds and promoting different learning strategies including mother tongue-based multilingual education (MTB MLE); • Strengthen monitoring systems and assessment mechanisms and the availability of relevant, timely data on vulnerable groups to develop targeted services and track progress on their participation in education.

Speakers' Profiles

Sally Gear, *Senior Education Advisor (Gender), Global Partnership for Education (GPE)*
(Moderator of the panel and discussion segments)

Ms Gear has over twenty years of experience working on gender and education. Prior to joining the GPE Secretariat, she worked as a senior education specialist for the UK's Foreign and Commonwealth Office during which she designed and led the Girls Education Challenge, at the time the largest global programme specifically targeting marginalized girls. She has also worked on education and gender programming for an international non-profit organization and was a researcher and lecturer in Social Development the University of Manchester in the UK.

Sandra Morrison, *Acting Dean, Faculty of Māori and Indigenous Studies, University of Waikato, New Zealand*

Associate Professor Morrison is an indigenous woman from New Zealand from the Te Arawa and Tainui tribes. She is the Acting Dean, Faculty of Māori and Indigenous Studies at the University of Waikato. Her research and professional specialty focus on adult education, education for sustainability and the application of indigenous models in addressing developmental issues to improve livelihoods for indigenous peoples and peoples of the Pacific. Sandy is the Past President of ICAE, International Council for Adult Education and was inducted into the International Adult and Community Education Hall of Fame by the University of Oklahoma in 2009.

Dina Joana Ocampo, *Professor, University of the Philippines College of Education*

Ms Ocampo teaches courses on literacy development, and her work has influenced public policy on education and the professional development of teachers. Presently, she is co-convenor of the Education Research Program at the Center for Integrative and Development Studies, and the editor-in-chief of the Philippine Journal on Education Studies, both in the University of the Philippines. From 2013 to 2017, she served as Undersecretary for Curriculum and Instruction at the Department of Education. She collaborates with academics, government agencies and nongovernmental organizations that advocate for literacy and books such as the Reading Association of the Philippines, the Philippine Dyslexia Foundation, Philippine Board on Books for Young People, UNESCO, and the Global Reading Network.

Sheldon Shaeffer, *Chair and Board of Directors, Asia-Pacific Regional Network on Early Childhood (ARNEC)*

Dr Shaeffer was Director of UNESCO's Asia and Pacific Regional Bureau for Education in Bangkok for over seven years, retiring in 2008. Earlier, he worked as the Director of Education and Population Programmes for the International Development Research Centre in Canada, a senior research fellow at the International Institute for Educational Planning (UNESCO), and head of UNICEF's global education programme. Most recently, he has been the Chair of the Board of Directors of the Asia-Pacific Regional Network on Early Childhood (ARNEC), a member of the Executive Leadership Council of the Early Childhood Development Action Network (ECDAN), and the coordinator of the programme for Global Leaders for Early Childhood in Asia and the Pacific.

Nantanoot Suwannawut, *Researcher, Special Education Bureau, Office of the Basic Education Commission, Ministry of Education, Thailand*

Dr Suwannawut works on inclusive education and access technologies for persons with disabilities. She also guides academic researchers and practitioners in areas of disability employment and a barrier-free society and inclusion. She is one of the key leaders of the Thailand Association of the Blind and has served on several advisory committees such as the Promotion of Information Access for Persons with Visual Impairments and Print Disability program. In addition, she joined the team of Thailand Safe School network and got involved in DRR projects. She has also been elected as the ASEAN sub-regional chair of the World Blind Union.

Priyanka Pal, *Youth Programme Officer, Asia South Pacific Association for Basic and Adult Education (ASPBAE)*

Working on creating accessible content for different campaigns for advocacy, Ms. Pal envisions a society where youth are heard and able to contribute their work towards building an inclusive, fair and just policies. Having worked with different communities at different levels, she truly believes in walking the path together, especially taking into consideration marginalised communities. Priyanka has a keen interest in social justice, equality, mental health and inclusion of persons with disabilities. She is a documentary filmmaker around disability issues and has been involved in other documentary films.

Session 3: Digital transformation

Overview

The importance and potential of technology in education was highlighted during the COVID-19 response as countries rapidly shifted to remote and online learning to continue education delivery. With the momentum of the increased implementation of ICT-enabled education, there is a reinforced and growing interest in the digital transformation of education. However, persistent digital divides continue to exclude a significant number of students from remote learning opportunities and impede attainment of the expected positive benefits of technology in education. Major issues include lack of adequate and equitable access to ICT connectivity and devices, low ICT capacity of students and teachers, weak policy guidance on ICT in education, inadequate learning resources and funding, lack of M&E and low capacity to address the increased exposure to cyber risks and threats.

In the first segment of the session, the panel will present the regional trends and status of digital transformation in education, as well as an overview of the evidence base on key issues in the Asia-Pacific region. Speakers from governments, CSOs and youth will discuss their experiences and lessons learned in addressing the digital divides in education, implementing digital transformation policy, scaling up innovations in technology-enabled education from the COVID-19 response, and leveraging technology to make education more relevant to learners.

In the second segment of the session, participants will discuss and agree on priority areas of action and policy pointers to support an inclusive and systematic approach to digital transformation, as a key factor in addressing the learning crisis and transforming education systems.

For further information please read the policy brief for this session:
https://bit.ly/APREMCPolicyBriefDigitalTransformation

Session Objectives

- Present the regional trends and status of digital transformation in education in the Asia-Pacific region;
- Share lessons and good practices in terms of how governments, development partners, CSOs and the private sector can support an inclusive and systemic approach to technology-enabled learning that is more relevant to youth;
- Identify priority areas of action and policy pointers for digital transformation in education to support learning recovery in the immediate term, transformation of education and its systems, with the overall aim to achieve SDG4 by 2030 in the region.

Discussion Segment

This session will discuss the following policy pointers:

Learning Recovery
- Provide teacher capacity development on digital skills, appropriate ICT-integrated pedagogy for remote and blended teaching, and differentiated instruction supported by ICT;   - Develop curriculum-aligned adaptable learning content and OERs that are inclusive of gender, language, and needs of all learners;   - Prioritize and investing in equipping schools with meaningful connectivity and devices for learning, with additional financial support for the most marginalized and disadvantaged learners, remote areas and SIDS;   - Empower parents, caregivers and community members with knowledge and skills to support children in the shift to blended and digital learning;

Transforming education and its systems
- Leverage digital technologies to adapt or develop relevant learning resources (such as digital platforms, contents and protocols) supported by appropriate curriculum, pedagogy and assessment tailored for blended and digital learning;   - Provide comprehensive education and training for education personnel (including teachers, teacher educators and school leaders) on digital transformation, guided by relevant frameworks and standards that are adaptable to the evolving use of technologies in education;   - Develop coherent and costed policies for integration of technology in education which are aligned with education sector plans and broader national digital transformation and ICT policies, and which have digital inclusion as a key principle.   - Invest in capacity development and monitoring systems (such as EMIS and LMS) to strengthen ability to track ICT-related implementation and student learning, disaggregated by exclusion factors. This should be supported by relevant frameworks to guide the appropriate usage, sharing and governance of data.   - Integrate digital citizenship education into curriculum to promote safe, ethical, and meaningful use of digital technology adapted to students' skills and needs.

Speakers' Profiles

Jonghwi Park, *Head of Innovation and Education, United Nations University Institute for Advanced Study of Sustainability (UNU-IAS) (moderator of the panel segment)*

At UNU, Dr. Park promotes the innovative and inclusive use of technology to provide inclusive lifelong learning opportunities to engage everyone in sustainable development. Her team serves as secretariats for two renowned networks on Educational for Sustainable Development (ESD), namely, Regional Centres for Expertise on ESD (RCEs) and Promotion of Sustainability in Postgraduate Education and Research Network (ProSPER.NET). Prior to joining UNU, Dr. Park was a team leader and programme specialist of ICT in Education at UNESCO Asia Pacific Regional Bureau for Education and UNESCO Institute for Lifelong Learning in 2011-2020.

Peter de Vries, *Regional Education Advisor, UNICEF Regional Office for South Asia (moderator of the discussion segment)*

Peter de Vries has 25+ years of experience in education and development, including with UNICEF's field-based country offices in five countries in three regions, including Cambodia, Ghana and Zimbabwe. He is currently the UNICEF Regional Education Advisor for South Asia, based in Kathmandu, Nepal supporting education programming in eight countries. Prior to his current assignment he was a Senior Education Advisor (Management, Advocacy and Partnerships) at UNICEF HQ office in New York. He brings vast expertise in a wide range of education thematic areas (including early childhood education, girls' education, out-of-school children, and second chance education) as well as education planning, data and evidence, capacity development programs and system strengthening in general.

Tom Kaye, *Global Lead of Country Engagement, EdTech Hub*

Mr. Kaye is an international education specialist with more than 10 years' experience working with EdTech Hub, the World Bank, UNICEF and other actors designing, implementing and evaluating education programs in Africa, Asia, and the Middle East. Mr. Kaye leads EdTech Hub providing guidance to education decision-makers globally on how to use technology to make education systems more effective, efficient and equitable. He also leads research projects, designs and implements technical assistance, and works closely with national decision-makers to ensure that policies and programs that incorporate EdTech are informed by international good practices.

Le Anh Vinh, *Director General, Vietnam Institute of Educational Sciences (VNIES)*

Professor Le is Director General of Vietnam Institute of Educational Sciences (VNIES) and the Director of National Center for Sustainable Development of General Education Quality. Before joining VNIES, he held several positions at University of Education, Vietnam National University, including Dean of Faculty of Teacher Education, Director of Center for Educational Researches and Applications, and Principal of High school of Educational Sciences. Prof Le has published more than 60 papers at international journals (both in Math and Education) and is leading a research group at Vietnam Institute of Educational Sciences on developing Vietnam Educational Strategy Framework 2021-2030.

Samir Kumar Paul, *National Coordinator at YPEER Bangladesh & Volunteer at JAAGO Foundation*

Samir Kumar Paul is a youth leader and a development practitioner in Bangladesh. He has a background in both Computer Science Engineering and Development Studies. Samir has over seven years of both volunteering and employment experience with JAAGO Foundation in youth development and Digital Education Program. In addition, he is acting as the National Coordinator of YPEER Bangladesh, where he facilitates development of young people's knowledge of Sexual Reproductive Health and Rights (SRHR). Samir is highly enthusiastic to work for digital transformation in learning and reducing the digital divide in Bangladesh through mobilising youth.

Oyunaa Purevdorj, *Director-General, Education Integrated Policy and Implementation Department, Ministry of Education and Science, Mongolia*

Ms. Purevdorj graduated from Hiroshima University, Japan. She has been working in education sector for over two decades as a teacher, researcher, advisor and policy-maker. She has extensive work and research experience in teacher education, teacher appraisal and education quality assurance. Lately, she has been working on the teacher performance appraisal system in Mongolia. Digital transformation being one of the areas assigned to her department, she is responsible for promoting digital transformation in the education sector of Mongolia.

Session 4: Higher Education and Adult Learning

Overview

The COVID-19 pandemic provoked learning loss and devastating impacts on education systems worldwide, including higher education and adult learning and education (ALE). Vulnerable learners are most in need of equitable access to rapid retraining and employment opportunities, including through international migration. Asia and the Pacific are home to 456 million non-literate adults, most of whom are women. Moreover, ALE remains underfunded with 47 per cent of countries in the region devoting less than one per cent of their national education budgets to the sector.

In the first segment of this thematic session, a panel will present and discuss the following key priorities: a) Increased financing and political will for the continued delivery of higher education and ALE, especially for disadvantaged youth and adults who are affected most by the pandemic; b) Digital transformation and developing digital skills across all subregions; c) Institutionalizing ALE and developing inclusive ALE policies; d) Micro-credentials as a means to promote fair recognition, validation and accreditation of prior learning for all learners; and e) Strengthening data monitoring in higher education and lifelong learning systems. To remain relevant, higher education and ALE must evolve as lifelong learning systems to provide work-ready skills and qualifications that are accessible to all. Going forward, a new era of higher education and adult learning is needed to achieve SDG4.

In the second segment, participants to the session will discuss and agree on priority areas of action for the immediate recovery phase and for transforming higher education and adult learning in the medium and longer term.

For further information please read the policy brief for this session:
https://bit.ly/APREMCPolicyBriefHigherEdAdultLearning

Session Objectives

- Present the regional context for adult learning and higher education including financing of higher education and adult learning, the needs of vulnerable learners and development of micro-credentials;
- Share national examples of effective flexible learning and lifelong learning strategies in Asia-Pacific;
- Identify priority areas for action for the immediate recovery phase and for transforming higher education and adult learning in the medium and longer term.

Discussion Segment

This session will discuss the following policy pointers:

Learning and Skills Recovery
• Reopen community learning centers, post-secondary and higher education institutions, and keep them open, with adequate public health and social safety measures and trained teaching personnel to implement them; • Establish or strengthen equitable access to flexible learning pathways and alternative learning programmes, including non-formal education to reach vulnerable youth and adults who have dropped out of school; • Ensure qualifications meet learner, societal and industry demands for relevant education, reskilling and employability based on local needs; • Promote fair recognition of qualifications earned through online and blended learning and quality micro-credentials.

Transforming education and its systems
• Establish flexible learning pathways with multiple re-entry points in a lifelong learning perspective; • Ratify and implement UNESCO conventions on fair and transparent recognition of skills and qualifications, include the Tokyo Convention and new Global Convention; Promote the accreditation and validation of alternative education and skilling pathways, in particular for out-of-school adolescents and adults.

Speakers' Profiles

Dr. Wesley Teter, *Senior Consultant in Educational Innovation and Skills Development for UNESCO's Asia and Pacific Regional Bureau for Education in Bangkok, Thailand (moderator of the panel segment)*

Dr. Teter serves as UNESCO's focal point for higher education and TVET in 46 countries in Asia and the Pacific. Wesley is co-editor of the Handbook of Education Policy by Edward Elgar Publishing (forthcoming in 2023) and two UNESCO guidelines on qualification frameworks in Asia-Pacific. His technical assistance and research projects in the region focus on migration policy, relevance of education, and fair recognition of skills and qualifications to achieve the 2030 Agenda.

Cecilia (Thea) Soriano, *Regional Policy and Advocacy Coordinator, Asia South Pacific Association for Basic and Adult Education (ASPBAE) (moderator of the discussion segment)*

Ms Soriano coordinates ASPBAE's engagements in regional intergovernmental meetings for SDG4 and other platforms to advance the right to education for all. She supports and builds the capacity of national education coalitions in Bangladesh, Nepal, Sri Lanka, Pakistan and Indonesia. She worked with trade unions, indigenous communities and NGOs in popular education from 1986 to 2006. She is a founding member of the Civil Society Network for Education Reforms (E-Net Philippines) and served as its National Coordinator from 2006 to 2012.

Siong Choy Chong, *Chief Technical Officer (Quality Assurance), Finance Accreditation Agency, Malaysia*

As a senior assessor of the Malaysian Qualifications Agency, Mr Chong was involved in developing programme standards and guidelines for good practices, including Accreditation of Prior Experiential Learning and Micro-Credentials. Regionally, he is a lead assessor for the ASEAN University Network-Quality Assurance, a member of the Expert Advisory Group of the Support to Higher Education in the ASEAN Region and a member of the Quality Evaluation Panel of Macao SAR. Dr Chong was instrumental in developing the Guidelines for the Implementation of Qualifications Frameworks in Asia-Pacific, published by UNESCO in October 2020.

Suwithida Charungkaittikul, *Full-time Lecturer, the Department of Lifelong Education, Faculty of Education & Director of General of Education Center, Chulalongkorn University*

From 2010 until 2011, Ms. Charungkaittikul was a research fellow in the Andragogy Doctoral Emphasis Specialty Instructional Leadership Program at Lindenwood University, where she completed her post-doctoral training in Education Andragogy and Learning Society Development. She has published on learning city/society/region development, lifelong learning policy, adult learning and education, and non-formal and informal education. She currently holds several positions including Director of General Education Center, Chulalongkorn University, Assistant Secretary of the Comparative Education Society of Asia, and Asia Coordinator for ASEM LLL Hub.

Khau Huu Phuoc, *Manager of Research and Training, Regional Centre for Lifelong Learning, Southeast Asian Ministers of Education Organisation (SEAMEO CELLL)*

Khau Huu Phuoc had 22 years of experience in teacher training and curriculum design at Ho Chi Minh University of Education, Vietnam before he transferred to SEAMEO CELLL. In his current capacity, he has promoted understanding of lifelong learning and adult education and sharing of related good practices for master trainers and teachers of non-formal education from the region. From 2016 to 2018, he coordinated the Southeast Asian countries in the UNESCO Institute for Lifelong Learning (UIL) regional project 'Towards a Lifelong Learning Agenda for Southeast Asia' and led the writing team of its compendium. Most recently he developed the Curriculum for Managers of Adult Education Centres for international use by DVV International.

Heon Joo Suh, *Director of Public Relations and International Affairs. National Institute for Lifelong Education (NILE), Ministry of Education, Republic of Korea*

Dr Suh is Director of Public Relations and International Affairs at the National Institute for Lifelong Education (NILE) under the Ministry of Education, Republic of Korea. Since 2016, Dr Suh has worked in various positions at NILE including Executive Director of K-MOOC; Director of College Lifelong Education, Centre Director of National Centre for Multi-cultural Education. At NILE, he has developed and implemented MOOC-based projects such as the co-development of a series of MOOC courses on data science amongst JMOOC, K-MOOC, ThaiMOOC and ASEM Network of MOOC Initiatives.

Elana Wong, *Global Focal Point, Migration Children and Youth Platform, Major Group for Children and Youth (MGCY)*

At MGCY, Ms. Wong leads youth participation in high level migration advocacy at the UN and state level. She was the former Asia and Pacific Regional Focal Point, where she led youth consultations and engagement in the Global Compact for Migration Asia-Pacific Regional Reviews, co-organised the regional Stakeholder Consultation 3 with UNESCO, and coordinated youth speakers and participation at the Review Meeting. She is also a co-founder of Colours of Edinburgh, a social project promoting the self-expression of and raising awareness of challenges faced by refugees and asylum seekers.

Session 5: Financing and Governance

Overview

The economic impact of the pandemic as well as the compounded effect of school closures have been severe in the Asia Pacific region, with marked differences between countries. All countries have been affected, but some have experienced negative growth rates, even double-digit negative growth rates, in the last two years. Poverty has increased almost everywhere, and in some countries, this has the potential to lead to school drop-out, child labour and early-marriage, reversing recent gains in education access. As we all start to collectively recover, evidence shows that children's learning has been profoundly impacted, threatening the human capital development of countries and the earning potential of an entire generation. We have also learned that the most marginalized learners have lost the most, as have the youngest learners, and in general all children who were not reached by an appropriate remote learning option during school closures, or who were not provided the support they needed to learn remotely.

At a time when financing needs for education are greater in order to absorb the Covid-19 shock and fund the response and recovery activities, Government revenues, for most countries, have declined, constraining investments in social sectors, education in particular. In the education sector, Governments have to navigate between the immediate needs to fund the learning recovery, as well as the equally important need to invest in system resilience and digital education in particular.

In the first segment of this session, a panel will explore the trends and needs in education finance, discuss financing priorities, and debate on the adequacy and sub-regional relevance of the proposed broad recommendations for education finance:

- Protect investments in priority areas, recover and expand human capital development;
- Prioritize equity and efficiency in spending with strengthened governance and accountability;
- Leverage innovations and encourage multi-sectoral spending for in-school service delivery;
- Mobilize new resources for investments in children and education;
- Invest in system resilience to better respond to future shocks including climate change impacts.

For further information please read the policy brief for this session:
https://bit.ly/APREMCPolicyBriefFinanceGovernance

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Session Objectives

- Present the key emerging trends in financing and governance in Asia-Pacific and share good practices and innovations from the region;
- Identify key policy pointers to improve finance and governance in order to support learning recovery and broader transformation of education and its systems to be more relevant, inclusive, resilient and flexible.

Discussion Segment

This session will discuss the following policy pointers:

Learning Recovery
- Prioritize and protect financing of public education in national budgets and progressively increase financing of education to meet the agreed benchmark of 4-6% of the national budget;   - In fulfillment of commitments made at Incheon, increase the efficiency of spending by prioritizing areas with the highest impact on quality and equity;   - Establish equity-based, pro-poor budget allocations so that education expenditures serve to reduce inequities and are efficiently linked with strengthened social protection schemes for children;   - Promote partnerships with development partners to provide financial support, while re-affirming that governments are the primary duty-bearers for efficient and sustainable financing of public education.
Transforming education and its systems
- Undertake a systemic risk analysis and planning to prepare for future shocks, and plan for learning continuity between the school and home environments;   - Set strong quality standards for public and private institutions and improve accountability structures to achieve greater quality of teaching and learning, other key cross-sectoral services in schools and efficiency of spending;   - Empower local-level decision-making and planning and improve capacity to develop and implement local contextualized responses, in particular in emergency situations and to support school quality improvement and resilience;   - Strengthen autonomy, flexibility, leadership, and planning at school level and train school leaders for improved school management and resilience; Enhance cross-sectoral collaboration between health, education and other relevant ministries, local governments, communities and parents to ensure inclusive and protective learning environments in and around schools, delivering adequate services and prepare for future risks.

Speakers' Profiles

Ivan Coursac, *Education Economist, UNICEF Regional Office for South Asia, Nepal (moderator of the panel segment)*

Mr. Coursac supports all eight countries in South Asia in programming for equitable and quality Education, and responses to Covid-19. He is the UNICEF regional focal point for education finance and budgeting, education data and SDG4, out-of-school children, and regional partnerships with SAARC and the Asia Pacific Learning and Education networking group. He co-chairs the Asia Pacific technical working group on School Health Nutrition and Well-being with WHO and UNESCO, and provides technical assistance to UNICEF Country Offices on Global Partnership for Education programs.

Nyi Nyi Thaung, *Programme Specialist (Education Policy, Planning and Management), UNESCO Asia and Pacific Regional Bureau for Education (moderator of the discussion segment)*

Mr, Thaung is the Programme Specialist (Education Policy and Planning) at UNESCO Bangkok office. Prior to his current position, he worked at UNESCO Islamabad Office and Headquarters in Paris. He also served at the UNESCO Institute for Statistics (UIS) Headquarters in Montreal, Canada and its regional office in Bangkok. Mr. Thaung has more than 20 years of experiences working with UNESCO both in the field offices and at Headquarters in supporting various UNESCO project and programmes activities in more than 50 countries in Asia and the Pacific, Africa and Arab States.

Manos Antoninis, *Director, Global Education Monitoring (GEM) Report, UNESCO*

Mr. Antoninis is the Director of the Global Education Monitoring (GEM) Report since 2017. He was previously responsible for the monitoring section of the report. He coordinated the financing gap estimates for the 2030 education targets, the projections on the achievement of universal primary and secondary education completion, and the World Inequality Database on Education. He has been representing the report team in the Technical Cooperation Group on SDG 4 indicators, which he is currently co-chairing. Prior to joining the team he worked for 10 years on public finance, monitoring and evaluation projects in education.

Sachiko Kataoka, *Senior Economist, World Bank*

Ms. Kataoka is a Senior Economist of the World Bank based in Manila and responsible for managing the Bank's education portfolio in the Philippines. She joined the World Bank in 2006 and has worked primarily in the Europe and Central Asia Regions and the East Asia and Pacific Region. Her expertise is education financing, student assessments, and higher education. Her publications include the World Bank's Education Public Expenditure Review Guidelines, per capita financing case studies, Philippines PISA 2018 Country Report, and higher education sector analyses for various countries.

Kraiyos Patrawart, *Managing Director, Equitable Education Fund (EEF)*

Since 2020, Dr. Patrawart has been appointed by the Royal Thai Government as a member of the Thailand's national education reform committee to oversee the national education reform plan and make policy recommendations to the Royal Thai Government in multiple education reform areas. Between 2017-2019, he was also a member of the Independent Committee on Education Reform (ICER) appointed by the Royal Thai Government. He helped draft a number of key education reform legislations as authorized by the 2017 constitution of Thailand. His previous positions include Assistant Managing Director on policy and research at the Quality Learning Foundation, Research Fellow at Harvard Institute for Quantitative Social Science and Teaching Fellow at Royal Holloway, University of London.

Session 6: Transformative Education

Overview

The world and the region are facing a growing number of crises, such as climate change, environmental degradation, pandemics, intolerance, increased armed conflicts in parts of the region and insecurity, and many more challenges . In light of this, education must empower all learners with the knowledge, skills, values and attitudes to live cooperatively, be flexible, think critically, respect diversity, care for the environment, and be actively involved in finding solutions, both locally and globally. 'Transformative education' – as enshrined in SDG 4 Target 4.7, together with targets 4.a and 4.1 – is critical in supporting individuals to develop these competencies.

In this view, this thematic session, examine the status of Education for Sustainable Development (ESD), Global Citizenship Education (GCED), and learner health and well-being through School Health and Nutrition (SHN) programmes in the Asia-Pacific region and will stimulate dialogue on efforts needed to advance these initiatives under the banner of 'transformative education' for more meaningful impact.

A review of the current situation in the Asia-Pacific region shows that both national policies and curricula reflect concepts related to ESD and GCED to varying degrees in the region, yet gaps persist in the implementation of both. Key curriculum topics such as gender equality and a culture of peace and non-violence are underrepresented or neglected, and teachers face operational barriers to delivering such transformative content and assessing associated learning outcomes. Realizing the full potential of transformative education through ESD, GCED and SHN programmes is stymied by both poor-quality learning environments and poor health and well-being outcomes among students, which negatively impact education access, participation and achievement. COVID-19-related school closures risk further entrenching these barriers to learning.

These issues will be examined by speakers in the panel segment of the session who will highlight: learners' and teachers' well-being and its connections to COVID-19 learning recovery and building resilience; youth perspectives, roles and leadership in transforming education for inclusive, equitable, safe and healthy schools; GCED as a lever of education system transformation that empowers learners to live together and create just and peaceful societies; and, how ESD and transforms learning and teaching for people and planet.

In the subsequent discussion segment of the session, participants will discuss and agree on priority areas of action and policy pointers for immediate learning recovery post COVID-19, and longer-term transformations needed in education systems to reap the benefits of ESD, GCED and SHN programmes that keep learners at the center. Participants will also examine – through shared country experiences – the bottlenecks and enablers of transformative education in the Asia-Pacific region and scalable solutions.

For further information please read the policy brief for this session
https://bit.ly/APREMCPolicyBriefTransformativeEducation

Session Objectives

- Present the situation in the Asia-Pacific region on the core and connected elements of transformative education, namely ESD, GCED and health and well-being in and through education, noting the challenges, lessons and opportunities created by the COVID-19 pandemic;
- Exchange lessons and good practices from ESD, GCED and school health and nutrition programmes in the region and how these can be scaled up, integrated and sustained towards a holistic approach to transformative education that can be applied to learning recovery efforts;
- Discuss what transformations at individual, school and education system levels are needed to support achievement of SDG targets 4.7, 4.a and 4.1 in the region by 2030;
- Reflect and agree on relevant policy pointers to ensure that all learners in the Asia-Pacific region benefit from transformative education content, practices, spaces and systems.

Discussion Segment

This session will discuss the following policy pointers:

Learning Recovery
- Safeguard in-person learning by maintaining safe, hygienic and healthy learning environments for all students, especially the most vulnerable;   - Ensure teacher well-being in safe school reopening and operations and equip them with training and tools to assess learning loss through social and emotional learning (SEL) approaches that incorporate psycho-social well-being;   - Activate essential services and protection programmes (inclusive of mental health and psychosocial support and school meals); make them accessible to all members of the school community and specifically target learners at highest risk of dropping out.

Transforming education and its systems
- Ensure that national curriculum and textbook review and reform processes prioritize competency-based learning and transformative education content, with teacher preparation strategies aligned with modalities of curriculum delivery (ie stand-alone vs integrated), including through ICTs;   - Improve assessment strategies and methods on 21st century skills/transferable competencies at various levels. Especially, strengthen formative assessment and engage with examination boards to support transformative education by addressing a culture of reductionist testing;   - Ensure that social-emotional and psychological competencies and collaborative learning pedagogy are mainstreamed as core exit competencies in initial teacher education programmes and training curricula, and enhance opportunities for professional learning through action research on education for sustainable development, global citizenship, health and well-being with teachers and teacher educators;   - Work with teachers, students and diverse community groups to harness local and indigenous knowledge and accelerate community-level actions to respond to climate change, and facilitate education for sustainable development and peace-building.   - Scale up and systematize cross-sectoral implementation and routine monitoring/reporting on comprehensive school health and nutrition models such as the Health Promoting School framework and its 8 standards.   - Develop safe, inclusive, gender-fair, climate-protective and stimulating learning environments which foster learners' health and psycho-social well-being, so that all children and young people have the required conditions to learn and thrive.

Speakers' Profiles

Anantha Duraiappah, *Director, UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable development (MGIEP), India (moderator of the panel segment)*

At MGIEP, UNESCO's first and only Category 1 Institute in the Asia Pacific, Professor Duraiappah is responsible for developing the Empathy, Mindfulness, Compassion, Critical inquiry (EMC2) model—the Institute's novel approach on Social and Emotional Learning —to achieving SDG 4. A strong believer in personalized learning and Artificial Intelligence for good, he initiated and oversaw the development of the Institute's Artificial Intelligence-powered General Data Protection Regulation (GDPR) compliant learning platform-FramerSpace, now being used across many countries. He is an academic and science-policy advocate at heart and is a Fellow of The World Academy of Sciences (TWAS) and the World Academy of Arts and Sciences (WAAS). Anantha co-chaired the International Science and Evidence based Education (ISEE) Assessment and the Biodiversity Synthesis Group of the Kofi Annan commissioned Millennium Ecosystem Assessment.

Jenelle Babb, *Regional Advisor, Education for Health and Well-being, UNESCO Asia and Pacific Regional Bureau for Education (moderator of the discussion segment)*

Ms. Babb is Regional HIV and Health Education Advisor for the Asia-Pacific region, based in UNESCO's regional bureau for education in its Bangkok office. She has been working in the areas of HIV prevention education, comprehensive sexuality education, school health and young people's health and development for more than 17 years, including in the Section of Health and Education at UNESCO HQs, the UNESCO Office for the Caribbean and the Ministry of Education, Jamaica. In her role as Regional Advisor she leads the implementation of UNESCO's *Strategy on education for health and wellbeing* in the Asia-Pacific, to support ministries of education and their partners to deliver good quality education to all learners that contributes to healthy lifestyles and gender equality.

Faryal Khan, *Programme Specialist for Education, UNESCO Asia and Pacific Regional Bureau for Education)*

Dr Khan leads the Education Quality team at the Inclusive Quality Education (IQE) Section of UNESCO Bangkok, focusing on the continuum of cognitive and non-cognitive learning including curriculum, pedagogy and assessments, global citizenship education, and education for sustainable development. Previously, she served at UNESCO Headquarters and in several cluster and liaison offices, including UNESCO Kingston Office covering 20 Small Islands Development States in the English and Dutch speaking Caribbean; UNESCO Doha Office, covering the Arab States in the Gulf and Yemen; and UNESCO New York Office, liaison to UN Secretariat. Dr Khan is known for her research in educational policy and planning, specifically, local governance of Education in Asia, Africa, the Arab States, and Latin America and the Caribbean. Prior to joining UNESCO, Dr Khan worked for the World Bank and Beaconhouse School System, Pakistan, one of the largest private school systems in Asia.

Donald Bundy, *Director of the Global School Health Consortium and Advisor to the World Food Programme*

Donald Bundy is Professor of Epidemiology and Development at the London School of Hygiene and Tropical Medicine. He has worked for more than 30 years on the role of school-health and nutrition programmes in the development of school-age children and adolescents, especially in low-income countries. He is the Director of the Global School Health Consortium, and also advises the World Food Programme in Rome, the Children's Investment Fund Foundation in London, the World Bank in Washington DC, and several national governments. Donald has authored more than more than 400 books and scientific publications and produced award-winning documentary films on the role of public health in development.

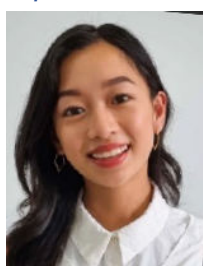**Helen Cahill**, *Emeritus Professor, University of Melbourne*

Emeritus Professor Helen Cahill leads a body of research addressing child and youth wellbeing. She has developed disaster recovery, violence-reduction, social and emotional learning, gender rights, sexuality, and drug education programmes for use in schools and community settings in Australia, as well as a in the Asia-Pacific and East and Southern Africa regions. She is lead author of Resilience, Rights and Respectful Relationships, an open-access, evidence-informed social and emotional learning and respectful relationships education program for Australian students aged 5-18, and the UNESCO Connect with Respect program for prevention of school related gender-based violence.

Kyung Koo Han, *Secretary-General, Korean National Commission for UNESCO*

Dr. Han is the Secretary-General of the Korean National Commission for UNESCO. As a cultural anthropologist by training, Dr. Han taught anthropology at Kangwon National University, and helped develop the Division of International Studies at Kookmin University as its dean. In 2009, he joined the newly founded College of Liberal Studies of Seoul National University and served as its dean until 2020.

Maria Nguyen, *International Education Officer, Family Planning New South Wales & Youth Representative, SDG4 Youth Network*

Ms. Nguyen is an SDG4 Youth Network Representative and an Action Track 1 Co-lead for the Transforming Education Summit. Currently, she is the International Education Officer at Family Planning New South Wales, providing technical assistance to Ministries of Education and Health to implement comprehensive sexuality education through formal and informal education. She has previously worked as a teacher and has experience supporting students with learning disabilities and difficulties as an education specialist.

Kazuhiro Yoshida, *Professor, Center for the Study of International Cooperation in Education, Hiroshima University, Japan*

Until recently, Professor Yoshida served as co-chair and a member (Asia and the Pacific) of SDG-Education 2030 Steering Committee. He is a Secretary of Africa-Asia University Dialogue on Educational Development, a UNITWIN network where 29 African and Asian universities conduct joint research on education. He is a member of Japan National Commission for UNESCO. His research interest is in education policies in developing countries, aid effectiveness, and skills development. He holds an MPhil in development studies from the University of Sussex.

Session 7: Early Childhood Care and Education

Overview

There has been a significant movement to improve the lives of young children making Early Childhood Care and Education (ECCE) a key focus area in a range of commitments at the global level, such as the United Nations Convention on the Rights of the Child (UNCRC). Adopting global and regional frameworks has undoubtedly encouraged many countries in the region to take several initiatives focusing on ECCE. Increase in participation of children in pre-primary education was observed in many parts of Asia-Pacific such as in Eastern Asia where the gross enrolment increased from 79 percent to 88 percent, followed by Oceania where the figure increased from 71 percent to 76 percent. Despite this progress, many challenges persist including the fact that many young children are not on track developmentally, limited financing and investment in ECCE, inadequate learning environments at home for young children, especially in terms of the availability of children's books and playthings for children, and limited support services to provide integrated care. With the significant interruption to education and ECCE services due to the COVID-19 pandemic, financial resources dedicated to pre-primary education and all ECCE services like health, nutrition, and education have declined in many countries. Furthermore, research shows that the early childhood development period is particularly vulnerable to changing environment and climate conditions. To overcome these pre-existing barriers as well as addressing new challenges, urgent policy and system-level efforts to invest efficiently in the early years are required, especially in determining the course of action for accelerating progress towards SDG Target 4.2.

In the first segment of the session, a panel will focus on key opportunities to address the challenges enabling or hindering progress across countries in the region, as well as identification and agreement on priority areas of action and strategies for education and developmental recovery and system transformation beyond COVID-19. The panelists, representing government, intergovernmental organizations, academia, education networks and CSOs will particularly focus on increasing investment for inclusive and quality ECCE, intersectoral approaches, the impact of climate change on young children, ECDI data and country profiles.

In the second segment of the session, participants will discuss and agree on key priority action areas and policy pointers in terms of learning recovery and system transformation to deliver inclusive and quality ECCE.

Overall, this thematic session will also serve as a platform to prepare the regional inputs for the upcoming World Conference on ECCE in November 2022.

For further information please read the policy brief for this session:
https://bit.ly/APREMCPolicyBriefECCE

Session Objectives

- Present the situation of ECCE in the Asia-Pacific region and discuss key issues related to learning recovery and addressing the learning crisis in early childhood learning and development;
- Identify and agree on relevant priority areas of action and policy pointers for the Asia-Pacific in terms of learning recovery and system transformation to deliver inclusive and quality ECCE;
- Provide regional inputs for the World Conference on ECCE.

Discussion Segment

This session will discuss the following policy pointers:

Learning Recovery
• Prioritize reopening of pre-primary schools and care centres and keep them open, with adequate public health and social safety measures and trained school personnel to implement them.

Transforming education and its systems
• Expand quality and equitable access to integrated ECCE services to all children, including children with disabilities and other marginalized groups, and develop innovative early learning programmes that extend beyond the school and include home engagement; • Provide at least one year of free and compulsory pre-primary education through increased provision and investment, supporting multi-sectoral coordination mechanisms and establishing effective data collection and management systems for the effective utilization of resources; • Enhance working conditions, status/recognition, qualification requirements and continuous professional development programmes for the ECCE workforce so that they are equipped with relevant knowledge and skills including digital competencies, socio-emotional skills and crisis management; • Develop/adapt child-centred, play-based and climate-resilient ECCE curriculum and pedagogy to meet varied needs of children and to plan learning outcomes in an age-appropriate manner in order to smoothe transition from home to ECCE centre/pre-primary and then to primary school

Speakers' Profiles

Clifford Meyers, *Board Member, Asia Pacific Regional Network for Early Childhood (ARNEC) (moderator of the panel segment)*

Mr. Meyers worked with UNICEF for 23 years, including 11 years as Regional Education Advisor for the East Asia Pacific Regional Office, where he led the Integrated Early Childhood Development team and helped to establish ARNEC. Recently, he supported the development of the Reading Readiness Programs for pre-primary students with GPE Laos, the Regional ECCE Pre-Service Teacher Training Handbook for Social Emotional Learning and the draft Early Learning Development Standards for 0–3-year-olds in Bhutan. Mr. Meyers is active in the fields of inclusive education, mother tongue-based multilingual education and educational planning.

Joyce Poan, *Chief of Education Unit, UNESCO New Delhi Office (moderator of the discussion segment)*

Ms. Poan joined UNESCO's New Delhi Office in November 2021 as Chief of Education managing inclusive and equitable quality education for all in Bhutan, India, Maldives, and Sri Lanka. Previously, she was at UNESCO Headquarters working on the Education Sector's priorities including the Global Citizenship Education programme and thematic areas such as peace and human rights education, education for international understanding, nationalism, and prevention of violent extremism. Joyce also managed relations with UNESCO's external partners and Field Offices, and its Education Institutes and Centers.

Roland Angerer, *Regional Director for Asia, ChildFund International*

In over 30 years of professional career in development, Mr. Angerer has worked across all continents. Starting with advocacy and development education in Austria, he later worked for UNDP in Central America and an Austrian NGO in Africa. For 17 years he served in Plan International as Country Director and Regional Director in Colombia, India, Panama and Kenya. Since June 2018, he is the Regional Director for ChildFund International in Asia. Mr. Angerer understands that development is a constant process of evolving attitudes, mindsets and choices for people and requires a continuous and firm rejection of all forms of injustice and discrimination.

Mita Gupta, *Early Childhood Development Specialist and Disability Inclusive Education focal point, UNICEF Regional Office for South Asia*

Ms. Gupta has worked in the field of education (including early childhood education, disability inclusive education, gender and education, and reaching out-of-school children), early childhood development, and gender and development for over 20 years in the Asia-Pacific region with UNICEF and UNESCO, and at UNICEF Headquarters. Before joining the UN, she worked in a gender and development NGO, AWID, in Washington, DC, and in a state adult literacy programme in Oregon in the United States. She holds a Master's in Education degree from the Harvard Graduate School of Education.

Wayne Mendiola, *Assistant Secretary, Department of Education, Federated States of Micronesia (FSM)*

Mr. Mendiola started his career as a school vice-principal and later principal at Pohnpei Catholic School. In 2003, he was as School Health Program Coordinator in the Department of Health Education and Social Affairs of FSM. In 2007-2013, he served as the Postsecondary Administrator in the Department of Education. Since 2013, he is the Assistant Secretary of the Department of Education and currently Chairman of FSM National Commission for UNESCO, Chairman of the FSM Nutrition Council. He is a member of the Pacific Board of Education Quality (PBEQ), a member of the Pacific Heads of Education System (PHES) and a Steering Committee member for the Pacific Island Literacy and Numeracy Assessment (PILNA).

Nodir Muslitdinov, *Deputy Minister of Preschool Education, Republic of Uzbekistan*

Deputy Minister Muslitdinov is responsible for the formation of financial policy and the introduction of digital technologies in preschool education, construction and equipping of preschool educational organizations. Prior to joining the Ministry in 2021, Mr. Muslitdinov was Head of Department of the Ministry of Finance of Uzbekistan. He has 20 years of experience in the Ministry of Finance, where he participated in the development of strategic legislative acts aimed at reforming the system of education, healthcare and social protection. In 2019-2020, under his leadership, the information system "Unified Register of Social Protection" was introduced, which made it possible to increase the targeting of social assistance provided to the population through the gradual digitalization of social protection procedures for the population.

Panadda Thanasetkorn, *Lecturer, National Institute for Child and Family Development, Mahidol University*

After earning her Ph.D. in Early Childhood Education, Assistant Professor Thanasetkorn entered the educational world to explore her passion for teaching and research. She joined the National Institute for Child and Family Development, Mahidol University in 2010 as a lecturer. She can also be credited for contributions to teacher and parent coaching. Her research interests lie in the areas of brain, mind, behaviour and relationships, executive functions, and positive discipline.

Session 8: Adolescents and youth learning and skills development

Overview

Asia-Pacific is home to the largest share of the world's adolescent and youth population (UNESCO; UNICEF EAPRO, 2021). Adolescents and young people are at a major transitional point between childhood and adulthood and between education and entering the labour force. This period of life comes with its specific set of challenges and requirements.

Ensuring that adolescents and young people in Asia-Pacific are learning and reaching at least minimum proficiency in foundational skills and have relevant 21st century skills is essential not only for their own life and work, but for achieving sustainable development in their communities, country and the region. Yet, the region is characterized by high drop-out rates at secondary level and low learning levels which point to deep-rooted challenges in terms of equity and relevance. In addition, youth unemployment rates are high and have increased further due to the impact of COVID-19, coupled with skill mismatches and vulnerable labour markets. At the same time, new sectors and opportunities are emerging.

Therefore, it is essential to transform secondary education to become more relevant and flexible and provide core competencies including 21st century, digital, employability and entrepreneurship skills, as well as specialized skills for the needs of socio-economic demands and rapidly changing labour markets. Learners have to be able to adapt and continue learning. In order to transition effectively from school to work, adolescents also need guidance to make informed decisions about their future education and work.

For those adolescents and youth that are out of school or NEETs, in particular in the context of increased drop-out and learning loss due to COVID-19, it is key to strengthen multiple and flexible learning and skilling pathways at all ages and educational levels, leading to recognized certification, including opportunities to re-skill and up-skill in a lifelong learning perspective.

Regarding post-secondary education, skilling and TVET, transformation is equally required to better prepare learners for the rapidly changing world of work in a context of economic crisis due to COVID-19. Moreover, a large proportion of young people entering the labour market in the region will work in the informal sector. Therefore, in addition to work-specific skills, young people importantly require transferable/21st century skills mentioned above, taking into account fast evolving technologies, scientific innovations and the digital and green transition of economies. These objectives also require a stronger involvement of the private sector in the design of training, and the strengthening of work-based training.

In the first segment of this thematic session, a panel will discuss the immediate challenges adolescents and youth are facing due to COVID-19 school and training centre closures and economic downturn. It will examine ways of re-integrating them in education and ensure their learning recovery. The panel will also discuss the competencies and skills needed by adolescents and youth to contribute effectively to the future of Asia-Pacific and how both formal and non-formal secondary and post-secondary education and training should be transformed to effectively provide them with these competencies and become more equitable, relevant, responsible and resilient.

In the subsequent segment of the session, participants will discuss and agree on priority areas of actions, strategies and policy pointers for learning recovery and education transformation for second-decade education, learning and training, including formal secondary education, post-secondary and TVET and alternative education.

For further information please read the policy brief for this session:
https://bit.ly/APREMCPolicyBriefAdolescentsYouthSkills

Session Objectives

- Identify and agree on priority areas of action, strategies and policy pointers to reduce drop-out post-COVID-19 among adolescents at secondary level and ensure their learning recovery;
- Identify and agree on priority areas of action, strategies and policy pointers to strengthen alternative education and skills development for OOS adolescents and NEETs;
- Identify and agree on priority areas of actions, strategies and policy pointers to transform skills development and VET.

Discussion Segment

This session will discuss the following policy pointers:

Learning Recovery
- Implement return-to-school campaigns, and set up targeted measures to overcome barriers for those learners at risk of not returning including incentives, monitoring re-enrolment, and establish early warning systems and appropriate response mechanisms; - Set up a system to identify NEETs and develop remediation strategies and undertake re-skilling and upskilling of adolescents and youth. - Establish or strengthen equitable flexible learning pathways and alternative learning programmes, including non-formal education to reach adolescents and youth who have dropped out of school.

Transforming education and its systems
- Strengthen equitable access to and the relevance of secondary education by developing a more modular approach and flexible transitions between secondary programmes, and reform end of secondary certification so that it takes into account all programmes and assesses a wider set of competencies including transferable and 21st century skills. - Strengthen adolescent and youth skills development with a focus on 21st century and employability skills, creativity and entrepreneurship, by aligning programme content and pedagogical approaches with the needs of the labour market and socio-economic demands, taking into account fast evolving technologies, scientific innovations and the digital and green transition of economies; - Promote skills for digital and green jobs at system and institutional level, engaging with employers' organizations, private sector and relevant stakeholders to align skills supply and demand, and promote investments and job creation in these areas. - Institutionalize alternative learning and strengthen flexible learning and training pathways with multiple re-entry points at all ages and educational levels, and the recognition, accreditation and validation of alternative education, as well as provide re-skilling and upskilling opportunities in a lifelong learning perspective.

Speakers' Profiles

John Barrett Trew, *Adolescent Skills & Employability Lead, UNICEF Regional Office for South Asia (moderator of the panel segment)*

Prior to joining UNICEF, Mr. Trew served as Global Head of Skills & Opportunities for Youth Employment and Entrepreneurship and director of the Youth Employment Solutions (YES!) Team at Plan International. He founded Plan International's Youth Employment Global Center of Excellence with some of the leading Fortune 500 companies. Prior to this, he served as the Director of Strategic Communications & Organizational Expansion at Street GRACE, a faith-based non-profit organization dedicated to the eradication of the commercial sexual exploitation of children (CSEC), Senior Technical Advisor on Child Labor & Girls' Education at CARE (2005-2009) and Winrock International's Education Specialist and Project Manager (2002-2005).

Margarete Sachs-Israel, *Chief of Section for Inclusive Quality Education, UNESCO Asia and Pacific Regional Bureau for Education (moderator of discussion segment)*

Ms. Sachs-Israel has over 30 years of experience in education and international development. Before joining UNESCO Bangkok, she was the UNICEF Regional Education Advisor for Latin American and Caribbean. Prior to that, she held the position of Chief Programme Coordinator, UNESCO Institute for Lifelong Learning; and was the UNESCO focal point for the development of the United Nations Education 2030 Agenda at UNESCO Headquarters. In her current capacity, she oversees the SDG4-Education 2030 regional coordination, education policy, planning and management, quality of education, inclusive education, multilingual and mother tongue education, ECCE, as well as health education and well-being. She also serves as the co-chair of the UN networking group "Learning and Education 2030+" with UNICEF EAPRO and ROSA.

G H Ambat, *Deputy Minister for Alternative Learning System, Department of Education, Philippines*

Ms. Ambat is Assistant Secretary for Alternative Learning Systems of the Department of Education, and the lead Executive Committee official of the Philippines' Department of Education in strengthening and expanding the implementation of the Alternative Learning System (ALS) program. She leads the formulation and review of policies, introduction of innovations and execution of reforms to strengthen non-formal programmes for youth and adults. She also heads up the operationalization of programs and projects that lead to the "level-up" of the Department's second chance basic education program.

***Iking Corpus**, Master's Candidate in Global Human Development, Georgetown University's School of Foreign Service, and Adolescent Skills and Employability Intern at UNICEF Regional Office for South Asia*

Mr. Corpus is a passionate development practitioner with extensive research and policy experience focused on improving sustainable learning and employment outcomes of vulnerable youth in Asia and the Pacific. His areas of interest include the role of meaningful youth engagement in youth economic empowerment issues, maker-based education and training pedagogy, and understanding the coping strategies of young workers and entrepreneurs during crises. Over the past seven years, he has worked with international organizations, such as the Asian Development Bank, Plan International, and EnCube Labs.

***Julien Magnat,** Skills and Employability Specialist, Regional office for Asia and Pacific, International Labour Organization (ILO)*
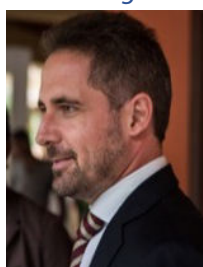
For the last 17 years, Mr. Magnat has been working on Skills Development and Decent Work in more than 20 countries for ILO in Africa, Americas, Asia and the Middle East, including 6 LDC and middle-income countries of Asia. In the last four years, Mr. Magnat supported Asia's governments, employers, and workers' organizations to strengthen and innovate their skills development systems. Considering digitalization, decarbonization and demography megatrends impacting the future of work and Covid-19 pandemic, his main areas of support relate to digital and green transformation of TVET, skills and migration, workplace-based learning and youth employment
.

***Meekyung Shin**, Education Specialist, Asian Development Bank*

Ms. Shin is an Education Specialist at Education Sector Group, Sustainable Development and Climate Change Department, Asian Development Bank. She is specialized in secondary education policies, K-12 assessment, and early childhood education. Before she joined ADB, she worked for the Ministry of Education of the Republic of Korea as director in the divisions of teaching and assessment policy in K-12, university scholarship for university students, internationalization of education institutes and Early Childcare Education. She majored in Education and has bachelor's and Master's degrees from Seoul National University of the Republic of Korea.

Session 9: Teachers

Overview

Teachers are at the heart of education and the most important actors in ensuring students' learning outcomes and their well-being. The unprecedented and extensive school closures caused by the COVID-19 pandemic affected about 43 million teachers in the Asia-Pacific region. These teachers were at risk of losing their jobs due to budget cuts, they had to address the new challenge of teaching remotely, as well as worrying about their own and their families' health and well-being.

Throughout school closures, teachers continued to teach under extremely fluid and trying conditions: increased workloads, having to use new and unfamiliar technologies and platforms without adequate training, lack of materials for online instruction, high levels of physical and mental stress, and insufficient assistance to support them. This situation further exacerbated pre-existing challenges teachers were facing. Moving forward, teachers will not only need to upskill and acquire the competencies to ensure learning recovery and teach in blended learning eco-systems, but the teaching profession will have to be reconceptualized to effectively prepare students for life and work in a rapidly changing world.

In the first segment of this session, a panel will discuss what policies, programmes and practices can support and equip teachers with the necessary skills to achieve learning recovery, address the broader learning crisis and effectively deliver digital and hybrid/blended learning in the short term. The panel will also discuss what reforms of teachers' competency standards and pre-service and in-service teacher training are needed, as well as in teacher management, to support the transformation of education and its systems in the medium/long term.

In the subsequent segment of the session, participants will discuss and agree on priority action areas and policy pointers to ensure that teachers are equipped to ensure the learning recovery of their students in the short term and to transform the teaching profession in the long term.

For further information please read the policy brief for this session:
https://bit.ly/APREMCPolicyBriefTeachers

Session Objectives

- Present the impact of the COVID-19 pandemic on teachers in different contexts, including teacher training and professional development, availability of teaching and learning materials and devices, provision of relevant training and psycho-social support, school governance and leadership;
- Share lessons and good practices on teachers' preparedness and support to fulfil their increased responsibilities and roles during the learning recovery and how these can be scaled up, institutionalized and sustained towards a holistic approach to learning recovery and transformative education ;
- Identify and agree on relevant policy pointers to ensure that all learners in the Asia-Pacific region benefit from adequately trained, professionally qualified, digitally literate, motivated and supported teachers.

Break-out Discussion

This session will discuss the following policy pointers:

Learning Recovery
• Prepare and support teachers and non-formal educators to carry out learning recovery strategies, and provide them with professional capacity development in IT-supported teaching and blended learning as well as with accessible digital technology, and ensure their well-being.

Transforming education and its systems
• Review and enhance teaching standards and competency frameworks so that teachers are equipped with innovative learner-centred pedagogical skills, digital literacy and competencies to teach in a digital and blended eco-system, have the ability to manage diversity in the classroom, and to support learners' socio-emotional well-being; • Invest in pre- and in-service training and ensure that it remains up-to-date and aligned with national teaching standards and competency frameworks and is responsive to evidence on effective teaching and learning approaches; • Provide teachers with adequate opportunities to exchange with peers, learn and improve their practices including through professional learning communities; • Take policy measures to make the teaching profession attractive, improve teachers' selection processes to attract the most promising candidates, and develop performance-based career progression system; • Improve teachers' working conditions and ensuring that their health, well-being and labour rights are protected.

Speakers' Profiles

Mitsue Uemura, *Regional Education Advisor, UNICEF East Asia and Pacific Regional Office (EAPRO) (moderator of the panel segment)*

Joining EAPRO in June 2022, Ms. Uemura leads the regional office's support to country offices' education programming for achieving 'every child learns' and works with regional partners to advance regional and global education goals. Prior to this, she served as Chief of Education in Myanmar for six years and Chief of Education in Viet Nam as well as in Papua New Guinea. She held the position of Education Specialist in the East and Southern Africa Regional Office based in Kenya, and in Ecuador. She also worked as UNV in Bhutan and education consultant for the World Bank.

Jim Ackers, *International expert (moderator of the discussion segment)*

Mr Ackers retired from UNICEF in February 2022 after serving as the Regional Education Adviser at the UNICEF Regional Office for South Asia where he co-chaired the Education 2030+. From 2017 to 2019, he was Head of Training at UNESCO IIEP, Paris. Jim worked for UNICEF for 18 years including as Chief of Education in Nigeria, where he set up the largest DFID girls' education project in the world; and in Tanzania (2007-2009) where he helped the government develop an in-service primary education training system. From 2009-2014 he was the REA in Eastern and Southern Africa. Jim's work has included areas ranging from early childhood education, teacher education, disability inclusion and adolescent skills and employability.

Jennie Jocson, *Vice President for Academics, Philippine Normal University*

Dr Jocson held the position of Deputy Director at the Philippine National Research Center for Teacher Quality, a DFAT - Australian Aid funded Research Center. She led national high-impact research aimed at improving teacher quality in the country. She is a UNESCO consultant on assessment and has worked with the Uzbekistan, Bhutan, Myanmar and Mongolia Ministries of Education to develop tools to assess teacher competencies against the ICT-Competency for Teachers. She is a gender advocate and has presented studies on gender mainstreaming in national and international fora. Her research interests include assessment, teacher cognition and quality, and gender.

Vongdeuan Osay, *Deputy Director-General, Department of Teacher Education, Ministry of Education and Sports, Lao PDR*

Associate Professor Osay is responsible for teacher education development plans and teacher policies in relation to both pre-service and in-service teacher professional development. She received her master's degree majoring in Teaching English to Speakers of other Languages (TESOL) from University of Technology Sydney, Australia. Prior to this, she served as a senior lecturer, curriculum developer and researcher at the Faculty of Education, National University of Laos. In addition, she currently works as an ASEAN University Network – Quality Assurance (AUN-QA) Assessor and has assessed a number of study programmes at different universities.

Anand Singh, *Chief Regional Coordinator, Education International (EI) Asia Pacific*

Mr Singh joined EI in 2015 and has been directing EI's programs and activities aimed at strengthening teachers' trade unions, promotion of free quality public education, professional development of teachers and protection of trade and human rights. Prior to joining EI, Anand taught undergraduate students at Delhi University for six years. Education International is the Global Union Federation that brings together organisations of teachers and other education employees from across the world. Through 383 member organisations, EI represents more than 32 million teachers and education support personnel in 178 countries and territories.

Mike Thiruman, *General Secretary, Singapore Teachers' Union (STU)*

Mr Thiruman has over 25 years of experience in education research, teaching, curriculum development, educational project management and professional development. He currently serves on various committees in the Labour Movement in Singapore and internationally. He was the Vice-Chairman of the Public Sector Industrial Relations Committee and sat on the National Wages Council as well as the Lifelong Learning Council. He was elected as Vice-Chairperson in the Asia Pacific Regional Committee of Education International. He has worked with OECD on International Teacher Forums as well as the Kingdom of Saudi Arabia country report on education.

Minxuan Zhang, *Director, UNESCO Teacher Education Centre & Professor and Former President, Shanghai Normal University*

Professor Zhang joined Shanghai Normal University in 1986 and worked as Deputy Director General, Shanghai Municipal Education Commission, President of Shanghai Academy of Education Sciences (2004-2010), and President of Shanghai Normal University (2010-2014). Currently, Professor Zhang is Director of the Teacher Education Centre under the auspices of UNESCO. His research areas include educational policy and planning, teacher education and international comparative education. He chaired Shanghai PISA 2009 & 2012, Shanghai TALIS 2013 & 2018 (Teaching And Learning International Survey) and World Bank Project "SABER" in Shanghai.

Session 10: Data and monitoring

Overview

Quality data and responsive monitoring systems are essential for governments to implement education policies and plans and to monitor the progress towards SDG4 effectively. However, timely data on many of the SDG4 indicators is still not available in many countries. In addition, the COVID-19 pandemic shed light on the limitation and obsolescence of many information systems. Traditional Education Management Information Systems (EMIS), which rely on annual school census data, were slow or not capable to respond to changing needs deriving from unequal student connectivity, diverse learning settings, and multiple or disconnected data systems, when the timely information was most needed.

Under the theme of "Developing Robust and Responsive Education Data Systems", the panel segment of this thematic session will focus on how data and monitoring can be harnessed to accelerate learning recovery and drive transformation towards more equitable, inclusive, responsive, relevant, and resilient education systems. Specifically, the session will: 1) discuss the regional imperatives and challenges in data and monitoring, drawing on lessons learned from COVID-19 disruptions, 2) discuss the capacities, approaches, and technologies required to enhance education monitoring systems to support education system transformation, 3) re-imagine future education data and monitoring systems.

In the subsequent segment of the session, participants will discuss and agree on priority areas of action, strategies and policy pointers to support learning recovery and education system transformation through data and monitoring.

For further information please read the policy brief for this session:
https://bit.ly/APREMCPolicyBriefDataMonitoring

Session Objectives

- Examine the strengths and gaps of existing education data and monitoring systems, drawing on lessons learned from COVID-19;
- Identify priority areas of action and strategies, and key steps going forward to support learning recovery and education system transformation through data and monitoring.

Break-out Discussion

This session will discuss the following policy pointers:

Learning Recovery
- Deploy appropriate data collection/compilation mechanisms for effective monitoring of school re-opening focusing on safe return to school, with special considerations for equity and inclusion;   - Collect new data and use existing data on online and distance learning programmes, their accessibility and effectiveness (students' learning progress and achievement);   - Assess learning levels regularly upon return to school to identify learning loss/gaps and facilitate learning recovery.

Transforming education and its systems
- Develop national education data policies/strategies aligning with statistical laws and national strategies for development of statistics to provide clear guidelines on collecting, compiling, and disseminating data and indicators for monitoring of education goals and targets, as informed by SDG4-Education 2030 agenda;   - Build and operationalize an integrated multi-sectoral education data platform to bring together existing data from different sources, especially education management information systems (including private schools, TVET and ECCE institutions), household surveys and learning assessments, which should be linked to databases of other ministries/departments (such as health and social welfare) to monitor the whole education sector and individual students, with adequate financial, technical, and human resources;   - Strengthen learning assessment systems to monitor and track students' learning outcomes and skills at various levels of education and inform policies, strategies and plans to improve the quality of education;   - Harness digital technologies, AI and big data by using flexible survey tools and new data sources such as social media to gain real-time information for monitoring education and learning in various circumstances, including in emergencies and shocks

Speakers' Profiles

Akihiro Fushimi, *Regional Education Specialist, UNICEF East Asia and Pacific Regional Office*
(moderator of the panel segment)

Mr. Fushimi leads technical areas such as Education Sector Analysis and Planning, Educational Monitoring and Evaluation (including SDG4 Monitoring), Out-of-School Children Initiative, among others, while strengthening partnerships with stakeholders in the region and beyond. Over the past 20 years, he has contributed to educational development in Asia, Africa and Europe. He holds a doctoral degree in education, specializing in school self-evaluation and decentralization of education.

Roshan Bajracharya, *Senior Regional Advisor, UNESCO Institute for Statistics, Asia Pacific region*
(moderator of the discussion segment)

For more than ten years, Mr Bajracharya has been working with global, regional, and national partners in strengthening country capacities in statistical systems particularly education statistics. He has taken strong leadership in streamlining global monitoring with developing national SDG4 monitoring and education statistical frameworks by designing and implementing various statistical programmes and projects for strengthening education data in the Asia and pacific region. Mr Bajracharya has organized numerous regional and national training workshops for member states on international education data and monitoring.

Jimin Cho, *Senior Researcher, Division of Educational Evaluation, Korea Institute for Curriculum & Evaluation (KICE), Republic of Korea.*

Ms. Cho has an academic background in education specializing in educational psychology, majoring in educational measurement and evaluation. Her major experience has been in developing the framework for student assessments, specifically in scoring and reporting based on in-depth analysis of various major assessments such as international and national student assessments in Korea.

Silvia Montoya, *Director, UNESCO Institute for Statistics*

Dr Montoya is leading the international education community in building consensus around the standards, methodologies, and indicators needed to measure progress towards Education 2030 and supporting regional partners and member states in shaping the monitoring systems for SDG4. She has launched the Global Alliance to Monitor Learning and serves as the Co-Chair of the Technical Cooperation Group on SDG 4–Education 2030. Prior to joining the UIS in 2015, Dr Montoya was the Director-General of Assessment and Evaluation of Education Quality at the Ministry of Education of Argentina. She was also a professor and researcher at the Catholic University of Argentina.

Haryati Binti Mohamed Razali, *Senior Principal Assistant Director, Ministry of Education, Malaysia*

Ms. Razali has 22 years of experience in education, from practitioner to policy planner. Currently, she is the Head of Educational Macro Data Planning Sector in the Ministry of Education Malaysia, leading the planning, design and maintenance of the MOE data management system, including EMIS and databases, planning for data integration and data visualization. She has vast experience in arge of collecting, processing, verifying, analyzing and disseminating Malaysia's education data. She is responsible for preparing education indicators which respond to statistical needs of various stakeholders of the Ministry to measure the progress towards national and international goals (SDG4).

Hem Raj Regmi, *Deputy Director General, Central Bureau of Statistics (CBS), Nepal*

Dr. Regmi is a statistician by profession, responsible for the social, economic and environmental statistics division at CBS. In his professional career of more than 25 years in statistics, he worked with the Central Bureau of Statistics (CBS), Ministry of Agriculture and with the Food and Agriculture Organization of the UN based in Bangkok (FAORAP), under the project Global Strategy to Improve Agriculture and Rural Statistics in the Asia Pacific Region. He also worked as a food security and SDG monitoring consultant for Afghanistan, Lao PDR and many other countries in the Asia Pacific region.

James (Jim) Shoobridge, *Senior Advisor and Consultant for UNESCO/UNICEF*

Mr. Shoobridge has 28 years' experience in International Education Development, primarily in Monitoring and Evaluation, the development of Education Information Systems, Education Planning, Education Sector Analysis and other forms of analysis and evaluation. James has worked on a wide range of projects in the areas of education and public sector reform throughout Africa, Asia and Central Asia in 28 countries. Mr. Shoobridge has evaluated programmes, developed monitoring systems, undertaken sector planning activities and project design.

HIGH LEVEL SEGMENT
(6 -7 June 2022)

High level segment (6 -7 June 2022)

Overview

The high-level ministerial segment (6 -7 June 2022) is dedicated to a policy dialogue between the ministers/deputy ministers, or high-level officials delegated by ministers from the 46 Member States of UNESCO from the Asia-Pacific region. To this end, ministerial policy dialogue roundtables will be organized, during which ministers will have the opportunity to present their vision on learning recovery and transforming education for the future in Asia and the Pacific, drawing on effective policies, practices and innovations and identify and agree on priority areas and strategies for learning recovery and education system transformation beyond COVID-19.

The high-level segment will conclude with a Conference Statement (Bangkok Statement 2022). The Statement will express the commitment of Member States and education stakeholders to take urgent action to ensure safe return to school and learning recovery, building the foundations for transforming education and its systems, and accelerate SDG 4 implementation.

Opening Ceremony

The second Asia-Pacific Regional Education Ministers' Conference will be opened by Her Royal Highness Princess Maha Chakri Sirindhorn. Her Royal Highness will grace the audience with a Royal Special Lecture. Her Royal Highness will then officially open the conference.

Welcome

The co-hosts and organizers of the Conference, H.E. Ms Treenuch Thienthong, Minister of Education, Thailand, Mr Shigeru Aoyagi, Director, UNESCO Asia and Pacific Regional Bureau for Education and Ms Debora Comini, Director, UNICEF East Asia and the Pacific Regional Office, will welcome the participants to the high-level segment of APREMC-II.

H.E. Ms Treenuch Thienthong, *Minister of Education, Thailand*

H.E. Ms. Thienthong currently serves as Thailand 55th Minister of Education. Prior to this, she served five terms as a Member of Parliament of Sa Kaeo province. She was also a Spokesperson for the Standing Committee on Tourism, a Deputy Spokesperson of the Ministry of Culture, and a Treasurer for the Executive Directors of the Thai National Group to the Asian-Pacific Parliamentarians' Union (APPU). She also held a position as an Advisor to former Minister Agriculture and Cooperatives, former Minister of Social Development and Human Security, and former Deputy Minister of Education. In addition, she was appointed as Chairperson of the Standing Committee on Commerce and Vice Chairperson of the Steering Committee on Foreign Affairs. Between 2002-2008, H.E. Ms. Thienthong was awarded two Knight Grand Cordon (Special Class) and two Knight Grand Cross (First Class) for her outstanding services to the Kingdom of Thailand.

Mr Shigeru Aoyagi, *Regional Director, Asia-Pacific Regional Bureau for Education in Bangkok*

Mr. Aoyagi has been associated with UNESCO since 1984 through educational and cultural programmes of the Asia-Pacific Cultural Centre for UNESCO in Tokyo. He joined UNESCO in 2002 as Chief of the Literacy and Non-Formal Education in Paris. Mr Aoyagi was Director of the UNESCO Office in Kabul and Representative to Afghanistan. He initiated the largest literacy project in the history of UNESCO, "Empowerment of Literacy in Afghanistan" in 2006. In 2012, Mr Aoyagi took up the post of Director of the UNESCO Office in New Delhi, and Representative to India, Bhutan, Maldives and Sri Lanka. He led the development of SAARC Framework for Action for SDG4: Education 2030.

Ms Debora Comini, Director, *UNICEF East Asia and the Pacific Regional Office (EAPRO)*

Joining EAPRO in November 2021, Ms. Comini is responsible for programme coherence and advocacy for UNICEF across the 14 country offices in the East Asia and the Pacific region. Ms. Comini started her UNICEF career in 1991 in UNICEF Headquarter, New York, and held several senior positions including UNICEF Representative in Indonesia, UNICEF Representative in Cambodia, UNICEF Deputy Regional Director for Latin America & Caribbean, UNICEF Representative in Nicaragua, UNICEF Representative in North Macedonia, UNICEF Representative in Venezuela, and Regional Chief of Planning for Latin America & Caribbean. On secondment to the Resident Coordinator system, she also held the UNRC and UNDP Resident Representative position in Mongolia.

Remarks

The opening ceremony will be concluded by remarks from various high-level speakers which will remind participants of the importance of this historic moment for education globally and in the region. The remarks will highlight the need to act urgently to ensure the learning recovery post COVID-19 and build more relevant, inclusive and resilient education systems.

H.E. Mr Shinsuke Suematsu, *Minister of Education, Culture, Sports, Science and Technology, Japan*

Mr Suematsu is a Japanese politician and current member of the House of Councillors in the Diet of Japan. He has represented the Hyogo at-large district as a member of the Liberal Democratic Party since 2004. Before entering politics in 1983, Mr Suematsu graduated from the School of Law and Politics, Kwansei Gakuin University in 1979 and worked for All Nippon Airways. He is Minister of Education, Culture, Sports, Science and Technology, and Minister in charge of Education Rebuilding (Kishida Cabinet) since October 2021.

Ms Jayathma Wickramanayake, *UN Secretary-General Envoy on Youth*

Ms. Wickramanayake was appointed as the UN Secretary-General's Envoy on Youth in June 2017 at the age of 26. In this role, she works to expand the UN's youth engagement and advocacy efforts across all four pillars of work – sustainable development, human rights, peace and security and humanitarian action – and serves as a representative of and advisor to the Secretary-General. Originally from Sri Lanka, Ms. Wickramanayake has worked extensively on youth development and participation, and has played a key role in transforming the youth development sector in her home country. Prior to taking up her post, Ms. Wickramanayake was instrumental in creating the movement for civic and political engagement of young people, especially young women in Sri Lanka named "Hashtag Generation". Previously, she advocated for global youth development on an international level including as the first ever Sri Lankan Youth Delegate to the UN and as the youth lead negotiator and member of the International Youth Task Force of the World Conference on Youth 2014.

Ms Stefania Gianini, *Assistant Director-General for Education, UNESCO*

Ms Giannini was appointed UNESCO Assistant Director-General for Education in 2018. She provides strategic vision and leadership in coordinating and monitoring the Education 2030 Agenda, encompassed in Sustainable Development Goal 4. During her term, she has given fresh impetus to multilateral and bilateral partnerships; increased global focus on education's ethical role in providing learners with the skills to respond to 21st century challenges and heightened attention to the responsibility of universities in achieving the Sustainable Development Goals. She affirmed UNESCO's leadership in the COVID-19 response through global evidence, guidance, policy dialogue and collaboration with public and private partners, including through the Global Education Coalition. With a background in the Humanities, Ms Giannini has served as Rector of the University for Foreigners of Perugia (2004 – 2012); Senator of the Republic of Italy (2013 – 2018) and Minister of Education, Universities and Research (2014 – 2016).

H.E. Ms Tamara Rastovac Siamashvili (Serbia), *Chairperson of UNESCO's Executive Board*

The Executive Board of UNESCO elected Ambassador Rastovac Siamashivili as its Chairperson in November 2021, for a two-year mandate. Since March 2019 she has been Ambassador, Permanent Delegate to the Permanent Delegation of the Republic of Serbia to UNESCO. Prior to this posting, she was Deputy Assistant Minister for Bilateral Relations. During her diplomatic career, she has also been Head of the Department for Organization for Security and Co-operation in Europe (OSCE) and Council of Europe and Deputy Head of the Task Force OSCE Chairmanship of Serbia, both posts within the Ministry of Foreign Affairs of Serbia. She has held posts in her government's missions in Brussels, Strasbourg and New York.

Plenary IV

Overview

Plenary IV sets the scene for the high-level segment of APREMC-II. It takes stocks of the current state of education and learning in Asia-Pacific including progress towards SDG 4 and the impact of COVID-19 on education and learning. This plenary will also present outcomes of preparatory consultations at sub-regional level and the technical segments of Day 1 as well as statements and presentations representing the voices of civil society actors and youth representatives. All presentations of this session will inform the ministerial roundtables and as well as the Conference Statement.

Setting the scene: Regional perspective of SDG 4 progress and COVID-19 impact

Mr. Antoninis, Director of the Global Education Monitoring Report will present an overview of the trends and state of SDG 4 progress in Asia-Pacific and the impact of COVID-19 on education and learning.

***Manos Antoninis**, Director, Global Education Monitoring Report, UNESCO*
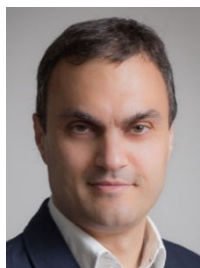
Mr. Antoninis is the Director of the Global Education Monitoring (GEM) Report since 2017. He was previously responsible for the monitoring section of the report. He coordinated the financing gap estimates for the 2030 education targets, the projections on the achievement of universal primary and secondary education completion, and the World Inequality Database on Education. He has been representing the report team in the Technical Cooperation Group on SDG 4 indicators, which he is currently co-chairing. Prior to joining the team he worked for 10 years on public finance, monitoring and evaluation projects in education.

Presentation of the NGO Statement: Learning recovery and Transforming Education in Asia Pacific

Ms Soriano, representing regional Civil Society Organizations (CSOs), will present the NGO Statement on learning recovery and transforming Education in Asia. The Statement is the product of consultations with representatives of CSOs from all over Asia-Pacific.

***Cecilia (Thea) Soriano**, Regional Policy and Advocacy Coordinator, Asia South Pacific Association for Basic and Adult Education (ASPBAE)*

Ms Soriano coordinates ASPBAE's engagements in regional intergovernmental meetings for SDG4 and other platforms to advance the right to education for all. She supports and builds the capacity of national education coalitions in Bangladesh, Nepal, Sri Lanka, Pakistan and Indonesia. She worked with trade unions, indigenous communities and NGOs in popular education from 1986 to 2006. She is a founding member of the Civil Society Network for Education Reforms (E-Net Philippines) and served as its National Coordinator from 2006 to 2012.

Presentation 'All for Education: Advancing Equitable Education'

Dr Krissanapong Kirtikara will share the experience of the Equitable Education Fund in advancing equitable education in Thailand and highlight the importance of transforming education systems to be more equitable and inclusive.

Krissanapong Kirtikara, *Advisor to Equitable Education Fund's Governing Board*

Dr. Krissanapong's current positions include Chairman of Kasetsart University Council, Chairman of Princess Maha Chakri Award Foundation, Trustee of the Thai Red Cross, and Member of the Council of State. He has held many administrative and political positions including the President of University of Technology Thonburi (KMUTT) (1998-2006), where he also served as full-time academic member at the Faculty of Engineering, Secretary General of the Office of Higher Education Commission (2006-2007), Deputy Minister of Education (2014-2015) and advisor to a prime minister and ministers of education, science and technology. He has served for five decades in public and charitable organizations dealing with students and youth and human resources, rural development, and university councils.

Youth presentation: " My education, my future"

Youth representatives from Asia-Pacific will present a Statement highlighting the transformation of education needed to meet the aspirations of youth in Asia-Pacific.

Yuki Hosoya, *Leader, Youth Committee of the Japanese National Commission for UNESCO*

Yuki Hosoya is a climate activist and one of the leaders of the Youth Committee of the Japanese National Commission for UNESCO for making an impact for a sustainable future. The key theme is nature and human beings' peaceful coexistence and learning from both of them. She started giving back to communities as an early teen through outdoor activities for sustainability and experienced nature conservation in Spain's Biosphere Reserve. Currently, she works with youth in difficult situations to help them develop resilience and be more independent.

Maria Nguyen, *International Education Officer, Family Planning New South Wales & Youth Representative, SDG4Youth Network*

Ms. Nguyen is an SDG4 Youth Network Representative and an Action Track 1 Co-lead for the Transforming Education Summit. Currently, she is the International Education Officer at Family Planning New South Wales, providing technical assistance to Ministries of Education and Health to implement comprehensive sexuality education through formal and informal education. She has previously worked as a teacher and has experience supporting students with learning disabilities and difficulties as an education specialist.

Elana Wong, *Global Focal Point, Migration Children and Youth Platform, Major Group for Children and Youth (MGCY)*

At MGCY, Ms. Wong leads youth participation in high level migration advocacy at the UN and state level. She was the former Asia and Pacific Regional Focal Point, where she led youth consultations and engagement in the Global Compact for Migration Asia-Pacific Regional Reviews, co-organised the regional Stakeholder Consultation 3 with UNESCO, and coordinated youth speakers and participation at the Review Meeting. She is also a co-founder of Colours of Edinburgh, a social project promoting the self-expression of and raising awareness of challenges faced by refugees and asylum seekers.

Presentation of the outcomes of thematic discussions

Rapporteurs from the thematic sessions from day 1 will present the outcomes from the thematic discussions and in particular the identified policy pointers for the learning recovery and addressing the learning crisis as well as transforming education and its systems.

Presentation of the sub-regional consultations

Mr Mohamed Djelid, Director of the Regional Bureau for Sciences in Asia and the Pacific in Jakarta, Indonesia and Mr Eric Falt, Director of UNESCO New Delhi Office will jointly present the outcomes of the four sub-regional consultations that were held in April in preparation of APREMC-II. The presentation will showcase the identified priority areas across the four sub-regions of Asia-Pacific and highlight some sub-regional specificities.

Mohamed Djelid, Director of the Regional Bureau for Sciences in Asia and the Pacific in Jakarta, Indonesia and UNESCO representative to Indonesia, Brunei Darussalam, Malaysia, the Philippines and Timor-Leste

Prior to his post in Jakarta, Mr Djelid was the Deputy Director of the Bureau Strategic Planning at the UNESCO Headquarters, Paris, France and Director of the UNESCO Regional Office for Eastern Africa in Nairobi (Kenya) in 2005. Mr Djelid first joined UNESCO in the Division of Educational Policies and Strategies of the Education Sector in 2001. As UNESCO representative in Iraq in 2005, he supervised and supported the elaboration the Science and Technology policy, the review of the national curriculum and launched the Educational TV "Iraqi Edu" Satellite Channel, which provide quality education to Iraqi students.

Eric Falt, Director and UNESCO Representative, UNESCO New Delhi Office (covering Bangladesh, Bhutan, India, Nepal, the Maldives and Sri Lanka)

From 2010 to 2018, Mr. Falt was based at UNESCO Headquarters in Paris as the Assistant Director-General for External Relations and Public Information. He served from 2007 to 2010 as Director in the United Nations Department of Public Information in New York. Prior to that position, he was Director of Communications for the United Nations Environment Programme (UNEP), based at its global headquarters in Nairobi. Throughout the 1990's and until 2002, he served in UN peacekeeping and humanitarian operations in Cambodia, Haiti and Iraq, as well as in Pakistan.

Plenary V

Overview

The ministerial roundtables will be introduced by a high-level dialogue session which will provide introductory reflections on the main themes of the Conference. The session will discuss what education we want for the future and what kind of transformations in education are required to make the aspirations of the futures of education report a reality. The session will examine what needs to be done to ensure immediate action to recover learning, inclusiveness and reaching the most vulnerable, as well as address the learning crisis and bring about the transformation we want. Drawing on good practice, it will debate how move from rhetoric to action. It will further present the forthcoming Transforming Education Summit and its objectives.

For further information please read this document for this session:
https://bit.ly/APREMCPlenaryV

Speakers' Profiles

H.E. Ms Sahle-Work Zewde, *President of Ethiopia, Chair of the International Commission on the Futures of Education*

H. E. Ms Sahle-Work Zewde was elected as the fifth President and first woman President of Ethiopia in 2018. She began her career in the Ministry of Education and later joined the Ministry of Foreign Affairs in 1988, where she had a long diplomatic career. She served as Ambassador to several countries, and as Permanent Representative to the Inter-Governmental Authority on Development (IGAD), UNESCO and the African Union. President Zewde joined the United Nations in 2009 and served as Special Representative of the United Nations Secretary-General and Head of the United Nations Integrated Peace-building Office in the Central African Republic (BINUCA), thus becoming the first African woman to become an SRSG. In 2011, she was appointed as the first dedicated Director-General of the United Nations Office in Nairobi (UNON). In 2018, she was appointed by Secretary-General Antonio Guterres as his Special Representative to the African Union and Head of the United Nations Office to the African Union (UNOAU). She was the first woman to hold these two positions.

Maki Katsuno-Hayashikawa, *Director, Division of Education 2030 Support and Coordination (moderator)*

Ms Hayashikawa is the Director of the Division for Education 2030 at UNESCO Headquarters. She has extensive experience of over 25 years with UNESCO, UNICEF and the Japan International Cooperation Agency, in managing global, regional and country level programmes on inclusive education, gender and education, ECCE, learning assessment and teacher education as well as coordinating partnerships in education. Currently, she oversees UNESCO's global programmes on Gender and Inclusive Education, Higher Education, Education in Emergencies and leads the reform of the global SDG4 coordination mechanism.

Leonardo Garnier, *Special Adviser to the Secretary-General of the United Nations for the Transforming Education Summit*
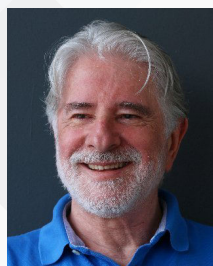
Mr. Garnier is a lecturer at the University of Costa Rica, where he has worked in the School of Economics and as a researcher at the Institute of Economic Science Research. He has been a university lecturer since 1975 and has held a number of posts in the public sector in Costa Rica and in international organizations. He served as Costa Rica's Minister for Planning and Economic Policy from 1994 to 1998, in addition to two terms as Minister for Education, from 2006 to 2014, during which time he advanced significant reforms of the education sector, both with respect to foundational skills like literacy, maths and science, and from the perspective of introducing an "ethics, aesthetics and citizenship" vision of education. He achieved a significant increase in the rate of enrolment, with important investments in rural and indigenous education.

Stefania Giannini, *Assistant Director-General for Education, UNESCO*

Ms. Giannini was appointed UNESCO Assistant Director-General for Education in 2018. She provides strategic vision and leadership in coordinating and monitoring the Education 2030 Agenda, encompassed by Sustainable Development Goal 4. During her term, she has given fresh impetus to multilateral and bilateral partnerships, placed increased global focus on education's ethical role in providing learners with the skills to respond to 21st century challenges, and heightened attention to the responsibility of universities in achieving the SDGs. She affirmed UNESCO's leadership in the COVID-19 response through global evidence, guidance, policy dialogue and collaboration with public and private partners. With a background in the Humanities, Ms Giannini has served as Rector of the University for Foreigners of Perugia (2004-2012); Senator of the Republic of Italy (2013 – 2018) and Minister of Education, Universities and Research (2014-2016).

Robert Jenkins, *Director of Education and Adolescent Development, Programme Group, UNICEF*

Mr. Jenkins joined UNICEF in 1995. He brings over 20 years of experience in international development and humanitarian programming in Africa, Asia and the Middle East. Prior to his current appointment, Mr. Jenkins served as the UNICEF Representative, Jordan, from 2014-2019, and Deputy Director, Division of Policy and Strategy in UNICEF Headquarters from 2009-2014. From 1995-2009, Robert Jenkins served with UNICEF in programme and management positions in Uganda (1995-1997), Bangladesh (1997-2000), Myanmar (2000-2003), India (2003-2006) and Mozambique (2006-2009)

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Myo-Zin Nyunt, *Deputy Director, UNICEF East Asia and Pacific Regional Office*

Mr. Nyunt has more than 24 years of experience with UNICEF in the areas of development programmes and humanitarian support in South Asia, Eastern and Southern Africa, and East Asia and the Pacific regions with progressive programme management and leadership responsibilities. Before joining UNICEF Regional Office in Bangkok, Myo worked as the Representative to UNICEF DPRK between 2019 and 2021. He worked for UNICEF country offices in Myanmar, Tanzania, Namibia, Laos and UNICEF Regional Office for South Asia in Kathmandu, Nepal. Before joining UNICEF, Myo worked with international NGOs – on child rights, health and HIV programmes.

Breakout Sessions:

Ministerial Roundtables:
Transforming education for our future in Asia and the Pacific

Ministers of Education will engage in policy dialogue roundtables on the two key themes of APREMC-II, i.e., 1. Learning Recovery and Addressing the Learning Crisis, and 2. Transforming Education and its Systems, organized in two parallel sessions. The objectives of these policy dialogues are (a) to exchange ideas, experiences and good practices, and (b) to identify key priority areas of action, and policies and strategies going forward. The outcomes of the policy dialogues will also inform the Conference Statement.

The themes of the policy dialogue roundtables are:

Roundtable 1: Learning recovery and addressing the learning crisis (Ballroom 1)

Roundtable 1 will discuss policies and strategies to ensure a safe return to school for all learners and an effective learning recovery in the coming two years. The goal of the policy dialogue is to identify key areas for action and policy recommendations for the recovery phase post COVID-19. The themes of discussion include:

- Safe reopening of schools and ensuring an effective and conducive learning environment;
- Effective re-enrolment of all learners and their retention with equity considerations;
- Learning recovery strategies including assessing learning levels and identifying gaps, taking measures for remediation such as differentiated learning and catch-up programmes, adaptation of the curriculum, of school calendars and instructional time;
- Financing the learning recovery (with sufficient volume of funds, equitable allocation and efficient spending).

Roundtable 2: Transforming education and its systems (Ballroom 3)

Roundtable 2 will discuss the necessary transformations of the education system to make it more equitable, flexible and resilient to future shocks, to improve learning and its relevance for individuals, society and the economy and promote a peaceful, inclusive and sustainable future for humanity and the planet.
The goal is to identify the transformations needed in key aspects of education and its systems and the enabling factors. In particular, the roundtable will address:

- Transforming education systems to be more resilient to future shocks;
- Transforming education systems so that learners are equipped with the relevant competencies for life and work in rapidly changing societies and economies;
- Transforming education systems to be more inclusive and equitable;
- Sufficient and efficient funding for these transformations.

Plenary VII

The session will present the outcomes and recommendations of the two ministerial roundtables (1) Learning Recovery and Addressing the Learning crisis and 2) Transforming Education and its Systems) to the participants.

Plenary VIII

This plenary session aims to present the conference outcomes and the draft Conference Statement (Bangkok Statement 2022) for discussion and adoption. The Statement will reflect inputs from the ministerial roundtables, the technical segments as well as other sessions of the Conference.

Plenary IX

The last plenary session of the conference will discuss the next steps and follow-up action to APREMC-II. It will include a presentation and discussion of the United Nations Transforming Education Summit (TES) which will be held in September 2022 and the process for national consultations ahead of the Summit. It will particularly highlight how the outcomes of APREMC-II will feed into TES. Moreover, the plenary will also present how the Learning and Education 2030+ Network will support the implementation and monitoring of the priority areas identified and adopted in the APREMC-II Conference Statement in the coming years.

Closing Session

Representing the co-hosts of the conference, the Government of the Kingdom of Thailand and UNESCO, Ms Stefania Giannini, Assistant Director-General for Education of UNESCO and Her Excellency Ms Treenuch Thienthong, Minister of Education of Thailand will officially close the conference.

APREMC II SIDE EVENTS

A series of virtual, in person or hybrid side events are organized prior to and during APREMC-II. Information on these events is provided in the following pages.

VIRTUAL SIDE EVENTS
Virtual Side Events on 3 June 2022

1. *Recovering learning and addressing the learning crisis by promoting well-being and addressing violence in Asia and Pacific, 8:30-10:00 (Bangkok time, GMT +7)*
Lead organizer: UNICEF East Asia and Pacific Regional Office / Supporting partners: Plan International, UNFPA, UN Women, UNESCO Bangkok, Safe to Learn
Event webpage: https://bit.ly/3wUIHWy

Violence and mental health risks must be tackled as an integral part of the learning recovery agenda and the longer-term measures to get SDG 4 back on track. The post COVID-19 recovery era also provides a critical opportunity for countries in the Asia Pacific region to transform and strengthen education systems, which must include school environments that are more responsive to children's mental health and safety. This side event will present the latest evidence on the critical connection between children's learning and their mental health and safety from all forms of violence. It aims to provide guidance and pragmatic recommendations on effective strategies for promoting mental health and tackling violence through learning recovery efforts and through the transformation of education systems, drawing on new research evidence -and examples from the region.

Join here: https://bit.ly/3PNsZVO

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2. *Building Inclusive, Resilient, Gender-Equal Societies Through Comprehensive Sexuality Education (CSE), 10:00-11:30 (Bangkok time, GMT +7)*
Lead organizer: International Planned Parenthood Federation (IPPF) / Supporting partners: UNFPA Pacific Sub Regional Office, Family Planning Organization of the Philippines (FPOP), Reproductive and Family Health Association of Fiji (RFHAF)
Event webpage: https://bit.ly/3IOSEzN

This side event will highlight the importance of comprehensive sexuality education (CSE) and its critical role in giving young people the knowledge and skills they need to manage their health and form equal, fulfilling, and safe relationships free from discrimination, coercion and violence. The event will present the status of CSE in the Asia-Pacific region and exchange good practices and innovation. It will also prompt reflections on the role of CSE in building inclusive, resilient and gender transformative learning systems. The results of the 2019 CSE regional review by UNFPA, UNESCO and IPPF will be presented, as well as age- and developmentally appropriate sexuality education for people with disability in Fiji, digitalization of CSE, building national integrated education curricula in Cambodia and delivering sexuality education in humanitarian settings in the Philippines.

Registration (required): https://bit.ly/3LRBpsb

3. Teaching Thai as a Second Language Project for Migrant Children (TSL), 10:00-11:30 (Bangkok time, GMT +7)

Lead organizer: Save the Children Thailand / Supporting partner: Mahidol University

Facebook page: https://bit.ly/3a2fTDC

Aiming to improve the quality of education for migrant children in the Tak and Ranong provinces, Save the Children Thailand, in partnership with Mahidol University (MU), and the Foundation of Applied Linguistics (FAL), developed the programme for ethnic minority children in Southern Thailand to transition and learn within government schools by adapting a teacher-focused Thai as a Second Language (TSL) approach. The TSL programme, first implemented in Tak province (2017) and subsequently in Ranong province (2018 and 2019), consists of two teacher training workshops focused on: (i) speaking and listening; and (ii) reading, writing and follow-up in-service visits to assess teacher competencies and provide additional coaching.

Join here: https://us02web.zoom.us/j/83041437746 Meeting ID: 830 4143 7746 Passcode: 472938

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4. Southeast Asia Primary Learning Metrics to Address the Learning Crisis, 11:30-13:00 (Bangkok time, GMT +7)

Lead organizers: SEAMEO Secretariat, SEA-PLM Secretariat / Supporting partner: UNICEF EAPRO

Event webpage: https://bit.ly/3z1RuZv

The Southeast Asia Primary Learning Metrics (SEA-PLM) database offers new insights on addressing the learning crisis from the system to the school level. In 2021 and 2022, the Secretariat published secondary analysis reports under the series 'SEA-PLM 2019 latest evidence in basic education', delving into the data and exploring learning barriers between and within countries with a focus on equity and quality of learning. The findings of these studies contribute to policy recommendations on how systems and schools can be better supported to reduce the risk of students being left behind academically across basic education. The panel will explore various thematic areas that provide insights into addressing equity gaps in various dimensions such as gender, reading performance, and supporting teachers.

To join: https://bit.ly/3yYZ6fm Passcode: 0606
To register: https://bit.ly/3lUNfqJ

5. Sharing Best Practices and Way Forward to Achieve the Overall 2030 Target with an Inclusive Approach to Education, 13:00-14:30 (Bangkok time, GMT +7)
Lead organizer: Leonard Cheshire / Supporting partners: UNICEF, UNESCO
Event webpage: https://bit.ly/3LUsw0O

Before the COVID-19 pandemic, children with disabilities in the Asia-Pacific region were among the most excluded from education, facing serious barriers such as inaccessible school facilities, lack of assistive technologies, non-inclusive teaching and learning practices, poor health, prejudice and discrimination. The pandemic has further exacerbated the situation for these children, especially those unable to access remote learning during school closures. In August 2020, UNESCO Bangkok, UNICEF EAPRO, and Leonard Cheshire jointly established the Disability-Inclusive Education in Asia-Pacific Working Group, under the Learning and Education 2030+ (LE2030+) Networking Group, to advance the right to inclusive and equitable quality education for children with disabilities across the Asia-Pacific region. The side event provides a forum for key inclusive education stakeholders to discuss efforts towards achieving SDG 4, particularly Target 4.5 on equal access to all levels of education for persons with disabilities.

Registration (required): https://bit.ly/3lLXePd

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6. Ensuring Online Professional Development for Teachers is Scalable, Sustainable and Truly Inclusive– Lessons Learnt from Case Studies across Asia-Pacific, 14:30-16:00 (Bangkok time, GMT +7)
Lead organizer: British Council / Supporting partners: Quaid-e-Azam Academy for Educational Development (QAED), Ministry of Education of Sri Lanka, iTELL-Indonesia, Hanoi University of Science and Technology, Vietnam

This side event will outline core principles for ensuring that remote professional development for teachers is scalable, sustainable and truly inclusive. Drawing on global British Council research and live project case studies from Indonesia, Pakistan, Sri Lanka and Vietnam, the event will highlight lessons learnt from large scale teacher development interventions delivered remotely. The topics to be explored are: high-tech and low-tech inclusive approaches to teacher development; building and supporting communities of practice to support synchronous and asynchronous online teacher education; ensuring inclusion and participation from all teachers, considering aspects such as gender, disability, and digital literacy in project design; and contextualization of professional development resources including the use of local languages to support country/region specific training needs.

Live stream & Recording: https://bit.ly/APREMC-II-BC
Register: https://bit.ly/3z6tSTw

7. Towards Transformative Education Systems for Sustainable Development, Health and Well-being- Comprehensive Sexuality Education – A Crucial Pivot in the Asia and the Pacific Region, 14:30-16:00 (Bangkok time, GMT +7)
Lead organizers: UNFPA Asia-Pacific Regional Office, UNESCO Bangkok, Asian-Pacific Resource and Research Centre for Women (ARROW) / Supporting partner: YUWA Nepal
Event webpage: https://bit.ly/3yWJdGi

Empowering young people, including through the provision of comprehensive sexuality education (CSE), is essential to achieving the SDGs, including Goals 3, 4 and 5. Currently, CSE in the region needs accelerated efforts, supported by CSE laws and policies and their implementation. Evidence in the region points to young people facing limited access to information and services relating to sexual and reproductive health and rights, including comprehensive sexuality education. In the 30 countries reviewed, only two countries – the Philippines and Thailand – mandate the provision of sexuality education for young people by law. The side event will discuss best practices, challenges and ways forward in the region around the implementation of CSE, including strategies to build back better after the COVID-19 pandemic.

Registration (required): https://bit.ly/3sXukzO

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8. When Schools Shut: gendered impacts of COVID-19 school closures, 16:00-17:30 (Bangkok time, GMT +7)
Lead organizer: UNESCO Headquarters / Supporting partners: Plan International, Population Council, University College London (Institute of Education), Global Partnership for Education, UNESCO Bangkok

Through the Global Education Coalition's Gender Flagship and with evidence collected by the Population Council, UNESCO has published a global report on the gendered impact of COVID-19 school closures, entitled *When Schools Shut* (2021). The report shows how interventions that challenge gender-based barriers can limit learning loss and drop-out rates when schools reopen safely. *When Schools Shut* is accompanied by a systematic review of the research evidence on the gendered impacts of extended school closures, prepared by University College London ("Evidence on the gendered impacts of extended school closures", 2022). This side event will examine the findings and recommendations outlined in the two publications and consider their implications for Asia Pacific and build understanding of how countries in the region can develop gender-transformative education systems that prioritize equity and resilience.
Event webpage: https://bangkok.unesco.org/content/when-schools-shut-gendered-impacts-covid-19-school-closures

Registration link (required): https://bit.ly/3PIZepb

ON-SITE/HYBRID SIDE EVENTS

On-site and hybrid side events on 5 June 2022

1. Eat, Play, Love Read project, 12:45-13:45 (Bangkok time, GMT +7)
Lead organizer: Save the Children Thailand /
Supporting partner: Yala Rajabhat University (YRU), Perkasa Foundation

Save the Children, Yala Rajabhat University and the Perkasa Foundation initiated the First Read project in 2016 in Si Sakhon district of Narathiwat, and later continued with the Eat, Play, Love Read project. The project aims to increase parent engagement in caregiving and improve access to compelling age-appropriate children's books in two languages (Thai and Malayu). With the support of the Fathers' Reading Network and various local authors, the first Thai-Malayu children's book was produced. To date, 1,000 children and 1,000 caregivers in Si Sakhon joined our interventions. Our 2021 IDELA evaluation recorded significant improvement in children's literacy (+16%) and numeracy (+16%) scores, clearly demonstrating that positive home environments and access to reading resources positively impact children. However, the evaluation also showed that negative practices at home such as yelling, hitting, and beating still prevail. Sustained efforts are required to continue promoting home learning and opening the eyes of parents in neighboring Pattani province to their own power in supporting their children.
Venue: The Corundum, 3rd floor (in-person only)

2. Building Back Better: Mother Tongue-Based Multilingual Education for Ethnic Minority Children, 12:45-13:45 (Bangkok time, GMT +7)
Lead organizer: Asia-Pacific Multilingual Education Working Group /
Supporting partners: UNESCO Bangkok, UNICEF EAPRO, SIL International
Event webpage: https://bit.ly/3a5K8JX

The children of ethnic minorities frequently face a language barrier when starting school, as their home language is different from the language of instruction. This side event will discuss how mother tongue/home language-based multilingual education (MTB MLE) can reduce inequity and facilitate learning for ethnic minority communities. The expert panel will address such questions as: what MTB MLE is and how it improves students' learning outcomes; how MTB MLE helps students learn other languages, including English; what digital learning tools are most helpful for children who do not speak the school language and have limited internet access; how MTB MLE engages local communities and promotes social harmony and inclusion; and how endorsing the UNESCO Bangkok Statement on Language and Inclusion can help a country achieve its SDG 4 goals.
Venue: Next 2 Chao Phraya Room, 1st Floor

To register (online participation): https://bit.ly/3wHJLge

3. Youth on Mental Health for Transformative Learning in Education: Financing and Ecosystem Support, 12:45-13:45 (Bangkok time, GMT +7)
Lead organizer: Asia South Pacific Association for Basic and Adult Education (ASPBAE)

Drawing from ASPBAE's Youth-Led Action Research on Mental Health and the Country Case Studies on Education Financing and Mental Health amidst the pandemic, this side event will explore the status of mental health of learners, parents, and teachers in the Asia-Pacific region. It will specifically provide an overview of mental health concerns using gender and equity lenses, looking at the challenges, financing implications, disability-inclusive mental health strategies, good practices, and lessons learned regionally with a focus on Sri Lanka, Nepal, and Vietnam. The side event aims to come up with concrete proposals to address the mental health issues of marginalized youth and increase investments in mental health in education, thereby contributing towards the learning recovery of all learners, especially marginalized youth, and the transformation of education systems.
Venue: The Study, 1st Floor

To register (online participation): https://bit.ly/3GpoZGQ

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4. Digital Transformation and the Future of Higher Education, 18:00-19:00 (Bangkok time, GMT +7)
Lead organizer: EU SHARE Programme (British Council) / Supporting partners: UNESCO Bangkok, ASEAN Secretariat

Panel speakers will frame the context on higher education at global and regional levels, and highlight the role of utilising digital technologies to bring about digital transformation in higher education. A panel composed of prominent speakers will present various developments and initiatives on digital transformation in higher education such as: Virtual Mobility, COIL, Microcredentials, Skills and Learning Passport and Digital Credentials. With the focus on developments and key initiatives that contribute to digital transformation in higher education, this side event will inform the ongoing discussion of their role in the transformation of education systems undertaken by ASEAN, as well as by the higher education systems and institutions of other regions.
Venue: The Corundum, 3rd Floor

Zoom Link: https://BritishCouncil.zoom.us/j/4358787059
Meeting ID: 435 878 7059
Password: EuShare22!

5. Consultation on the 2023 Global Education Monitoring (GEM) Report on Technology and Education during the 2nd Asia-Pacific Regional Education Ministers' Conference, 18:00-19:00 (Bangkok time, GMT +7)
Lead organizer: GEM Report, UNESCO / Supporting partner: SEAMEO

The 2023 GEM Report will examine issues of access, equity, and inclusion in education, looking at ways in which technology can help reach disadvantaged learners and ensure access to more engaging and cheaper formats of learning resources. It will explore three system-wide conditions that need to be met for any technology in education to reach its full potential: ensuring that all learners have access to technology resources, protecting learners from the risks of technology through appropriate governance and regulation, and supporting all teachers to teach, use and deal with technology effectively. Two regional reports on technology and education will be produced, one focusing on South-East Asia in partnership with SEAMEO and a second report focusing on the Pacific. The purpose of the event is to present the concept note for the 2023 GEM Report, to collect evidence and examples from the Asia-Pacific region that could be featured in the global and regional reports, and forge partnerships to enhance advocacy activities.

Venue: Next 2 Chao Phraya Room, 1st Floor (in-person event)

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6. Education in climate emergency: Ensuring learning continuity in planned, sudden and massive displacements, 18:00-19:00 (Bangkok time, GMT +7)
Lead organizer: UN University / Supporting partners: UNESCO Headquarters, UNESCO Bangkok, Ministries of Education of Bangladesh, India, Indonesia, Viet Nam and Tuvalu
Event webpage: https://bit.ly/3GqLJX1

It is of paramount importance for governments to contextualize climate risks, predict different scenarios and design national policy frameworks and measures to ensure learning continuity and recovery of displaced children, youth and adults. This includes not only school education but also lifelong learning opportunities for reskilling and upskilling to facilitate social integration of displaced persons in a new place. This session introduces key findings from joint research by UNESCO and UNU on climate change displacement and the right to education and provides data-driven actionable policy recommendations for minimizing the learning disruption of climate-displaced persons.
Venue: The Study, 1st Floor

Online participation (registration link): https://bit.ly/3PLODtB

On-site and hybrid side events on 6 June 2022

7. Law, Budget and Actions of Equitable Education, 12:45-13:45 (Bangkok time, GMT +7)
Lead organizer: Equitable Education Fund / Supporting partners: UNICEF EAPRO, UNICEF Thailand, SEAMEO, Save the Children, UNESCO Bangkok
Event webpage: https://bit.ly/3POi7XG

To implement equitable education, which is the core of SDG 4, the Royal Government of Thailand has established the Equitable Education Fund (EEF). EEF has been active not only in Thailand, but also at the international and regional levels by organizing international events on equitable education and creating the Equitable Education Alliance (EEA). This side event will highlight key practical recommendations on how to enact equitable education laws, secure the public budget, and take actions to transform education to be more equitable on the ground.
Venue: Next 2 Chao Praya, 1st floor

Online participation (registration link): https://bit.ly/3PLlz5G

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8. Transforming Teaching and Learning through New Digital Technologies, 12:45-13:45 (Bangkok time, GMT +7)
Lead organizer: UNESCO Bangkok Educational Innovation and Skills Development Section (EISD) / Supporting partners: UNESCO International Research and Training Centre for Rural Education; Thai National Commission for UNESCO; Ministry of Education, Culture, Sports, Science and Technology (MEXT) of Japan
Event webpage: https://bit.ly/3NBoX11

This side event will share the findings and insights gained from the case studies on the uses of new digital technologies to support teaching and learning in primary and secondary schools. The case studies were undertaken in 22 schools in six countries: Bangladesh, China, India, Kazakhstan, Philippines and Thailand, under the project 'Situational analysis on the use of frontier technologies in teaching and learning in primary and secondary education'. The panelists will share examples of innovation in teaching and learning practices emerging through the use of new digital technologies and consider factors and conditions that enable and support such practices to emerge. These discussions aim to contribute to the regional discussion on transforming teaching and learning towards the achievement of SDG 4.
Venue: The Corundum, 3rd floor

Meeting link: https://bit.ly/3Nzb6YW (Passcode 533446)

9. Launch of the "Reopen, Recover and Resilience in Education: Guidelines for ASEAN Countries", 12:45-13:45 (Bangkok time, GMT +7)
Lead organizer: Cambodia Ministry of Education, Youth and Sports / Supporting partnesr: ASEAN Secretariat, UNICEF EAPRO
Event webpage: https://bit.ly/3MUzRit

The Guidelines titled "Reopen, Recover and Resilience in Education: Guidelines for ASEAN Countries" were developed by the ASEAN Secretariat under the leadership of the Ministry of Education, Youth and Sports of Cambodia with the support of UNICEF East Asia and Pacific Regional Office. This side event aims to (i) launch and present the key contents of the Guidelines, including theory of change, series of evidence-based strategies, self-assessment tool and key recommendations; and (ii) increase awareness and mobilize support for the implementation of the guidelines at the regional and national levels.

Venue: The Study, 1ˢᵗ floor (in-person event)

Statistical Factsheet: Progress towards SDG 4 targets in Asia-Pacific

Asia-Pacific countries performance on selected Sustainable Goal 4 indicators, 2022 or latest available data

	Indicator	Median*	Min**	Max**
4.1.1.	**Share of students achieving at least minimum proficiency level in mathematics**			
	Grade 2 or 3	35	3	85
	End of primary	47	8	96
	End of lower secondary	57	10	95
	Share of students achieving at least minimum proficiency level in reading			
	Grade 2 or 3	54	8	89
	End of primary	52	12	94
	End of lower secondary	55	2	99
4.1.2.	**Completion rate**			
	primary	97	56	100
	lower secondary	88	46	100
	upper secondary	57	8	99
4.1.3.	**Out of school children rate**			
	primary	3	0	30
	lower secondary	8	0	33
	upper secondary	23	0	65
4.2.1.	**Share of children aged 3 to 5, developmentally on track**	79	53	95
4.2.2.	**Adjusted net enrollment rate, 1 year before official primary education age (participation)**	89	12	100
4.3.1.	**Share of youth and adults (25 to 64 y/o)) in formal and non-formal education**	1	0	67
4.3.2.	**Gross enrollment rate at tertiary**	31	0	114
4.3.3.	**Share of youth enrolled in vocational education (age 15 to 24)**	3	0	25
4.4.1.	**Share of youth and adults who undertook ICT tasks in the last 3 months:**			
	copied or moved a file or folder	42	5	85
	connected and installed new devices	15	2	56
	created electronic presentations	17	1	39
	duplicated or moved information within a document	35	5	85
	sent e-mails with attached files	32	4	77
	used basic arithmetic formulae in a spreadsheet	26	2	53
	found, downloaded, installed and configured software	14	3	61
	transferred files between a computer and other devices	22	3	58
	wrote a computer programme	4	0	28

4.4.2.	Share of youth and adults who have achieved at least a minimum level of proficiency in digital literacy skills	37	16	44
4.4.3.	Educational attainment rate, completed lower secondary education or higher, population 25+ years	76	12	100
4.6.1.	Share of youth and adults with minimum proficiency in numeracy and literacy	81	74	94
4.6.2.	Literacy rate			
	15-24 years	99	47	100
	25-64 years	97	53	100
4.a.1.	Share of schools with access to electricity			
	at primary	99	42	100
	at lower secondary	100	73	100
	at upper secondary	100	74	100
	Share of schools with access to water			
	at primary	93	46	100
	at lower secondary	99	58	100
	at upper secondary	100	56	100
	Share of schools with adapted infrastracture and materials for students with disability			
	at primary	30	0	100
	at lower secondary	30	0	100
	at upper secondary	72	0	100
4.a.2.	Share of students experiencing bullying in the last 12 months in lower secondary education	50	13	94
4.c.1.	Share of teachers with at least minimum qualification to teach			
	at pre-primary	95	25	100
	at primary	96	36	100
	at lower secondary	93	21	100
	at upper secondary	89	32	100

∗   *The median refers to the median value of Asia-Pacific countries with available data, the number of countries with available data may differ depending on the indicator*

∗∗   *Min and max refer to the minimum and maximum values among Asia-Pacific countries with available data*

Acknowledgements

Floor Plan

Ministerial Roundtables:
Transforming education for our future in Asia and the Pacific

	I. Learning Recovery and Addressing the Learning Crisis	
1	**China***	H.E. Mr Qin Changwei Secretary-General National Commission of the People's Republic of China for UNESCO
2	**Cook Islands**	H.E. Mr. Vaine Makiroa Mokoroa Minister of Education
3	**Kyrgyzstan**	H.E. Mr. Almazbek Beishenaliev Minister Ministry of Education and Science
4	**Lao PDR**	H.E. Dr. Sisouk Vongvichith Vice Minister Ministry of Education and Sports
5	**Mongolia**	H.E. Mr Enkh-Amgalan Luvsantseren Minister Ministry of Education and Science
6	**Nauru**	Mrs Darrina Kun Secretary for Education Ministry of Education and Training
7	**Pakistan**	H.E. Mr Rana Tanveer Hussain Federal Minister Ministry of Federal Education and Professional Training
8	**Papua New Guinea**	Hon. Mr Jimmy Uguro Minister Ministry of Education
9	**Solomon Islands**	Ms Linda Wate Deputy Secretary Teaching & Learning Ministry of Education & Human Resources Development
10	**Thailand**	H.E. Ms Treenuch Thienthong Minister Ministry of Education
11	**Timor-Leste**	H.E. Dr Armindo Maia Minister Ministry of Education, Youth and Sport

*: online participation

	II. Transforming Education and its Systems	
1	**Australia***	Ms. Karen Sandercock First Assistant Secretary, International Division, Department of Education, Skills and Employment
2	**Bangladesh**	Hon. Dr. Dipu Moni Minister of Education Ministry of Education
3	**Cambodia**	H.E. Ratana SOM Under-secretary of State Ministry of Education, Youth and Sport
4	**Fiji**	Hon. Premila Kumar Minister Ministry of Education, Heritage & Arts
5	**Indonesia**	Dr Iwan Syahril Deputy Minister Ministry of Education, Culture, Research and Technology
6	**Japan**	H.E. Ms Naoko Okamura Assistant Minister/Director-General for International Affairs (Secretary General of the Japanese National Commission for UNESCO)
7	**Maldives**	H.E. Mr Abdulla Rasheed Ahmed Minister of State for Education Ministry of Education
8	**Nepal**	Hon. Mr. Devendra Paudel Minister Ministry of Education, Science and Technology
9	**Philippines**	H.E Ms Leonor Magtolis Briones Secretary of Education Department of Education
10	**Sri Lanka**	Hon. Dr. Susil Premajayantha Minister Ministry of Education
11	**Uzbekistan**	H.E. Agrippina Shin Minister Ministry of Preschool Education
12	**Vietnam**	H.E. Mr. Van Phuc NGUYEN Deputy Minister Ministry of Education and Training

	Ministerial Statements (video recording)	
1	**Bhutan**	H.E. Mr Jai Bir Rai Minister Ministry of Education
2	**Brunei**	H.E. Dato Seri Setia Awang Haji Hamzah bin Haji Sulaiman Minister Ministry of Education
3	**Cambodia**	H.E. Dr Hang Chuon Naron Minister Ministry of Education, Youth and Sport
4	**Democratic Republic of Korea**	H.E. Mr Kim Sung Du Chairman of the Education Commission and Minister of General Education The Educational Commission
5	**India**	H.E. Dr Rajkumar Ranjan Singh Minister of State for External Affairs and Education
6	**Malaysia**	H.E. Dr. Radzi Jidin Senior Minister Ministry of Education
7	**Republic of Korea**	H.E. Mr Sang-yoon Jang Vice Minister of Education Ministry of Education
8	**Turkmenistan**	H.E. Mr Alexandr Amanov Vice Minister of Education Ministry of Education

Stay in touch

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Equitable Education Fund (EEF),
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