

## Global South-South Development Expo 2022: Thematic Solutions Forum Accelerating the Learning Recovery and Transforming Education in Southeast Asia through Multi-stakeholder Partnerships (SDG 4)

12 September 2022, 15:25 – 16:40 (GMT+7), hybrid (UN Convention Center + Zoom)

**Draft Concept Note and Agenda (as per 7 September 2022)**

### Background

The COVID-19 pandemic caused an unprecedented disruption to education globally and regionally and severely impacted education delivery, learning outcomes, student engagement and their health and well-being in all parts of the world. Countries in the Asia Pacific region were among the first to be impacted by the pandemic, disrupting access to learning for 800 million learners, impacting vulnerable and marginalized children and adolescents the most. While school closures varied across countries in the region, overall, 1.1 trillion hours of in-person learning have been lost in the Asia-Pacific region.

It is estimated that millions are at risk of not returning to care centers, schools, or universities, in particular the most vulnerable such as girls, children from poor and rural households, the disabled, and children from ethno-linguistic minorities. Many more suffered serious learning losses, impacting their ability to participate fully in society and economies and live a fulfilled life.

The pandemic further exacerbated inequities in access to education and a pre-existing learning crisis in the region. This also negatively impacted progress towards achieving the Sustainable Development Goals (SDGs), in particular education goal (SDG 4) to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” The pandemic also exposed serious weaknesses of current education systems, which points to the urgent need to transform education systems to become more inclusive, equitable, relevant, and resilient and to accelerate action to achieve the 10 targets set under the SDG 4.<sup>1</sup>

In this perspective, the UN Secretary General is convening a Transforming Education Summit (TES) on 16, 17 & 19 September 2022. The Summit is convened in response to a global crisis in education and seeks to renew global commitment to education as a pre-eminent public good and seeks to mobilize ambition, action, solutions, and solidarity to deliver on existing commitments: to leverage a reimagining of education to help recover pandemic-related learning losses and revitalize efforts to achieve SDG 4 between now and 2030.

The preparations for the Transforming Education Summit (TES) generated a movement at the national, regional, and global level to jointly reflect on and develop a shared vision of the futures of education, identify key levers for reimagining education and transformation, strengthen political and public commitment for action for the transformation of education systems and mobilize collective capacity to deliver that vision between now and 2030.

Strong regional coordination for education in the Asia Pacific region through the Learning and Education 2030+ Networking Group (LE2030+) promotes multi-stakeholder partnerships and facilitates South-South and triangular cooperation. The second Asia-Pacific Regional Education Ministers’ Conference (APREMC-II), which was held in Bangkok from 5 to 7 June 2022, provided an important platform for ministers and key education stakeholders from the region to discuss challenges, exchange of ideas and good practices from their experience and engage in a policy dialogue to identify solutions and collectively commit to action. The main outcome of the Conference is the commitment of the ministers and education stakeholders of the region to take urgent action for learning recovery and education transformation, expressed in the [Bangkok](#)

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<sup>1</sup> <https://www.sdg4education2030.org/the-goal>

[2022 Conference Statement](#). The Statement highlights the need to strengthen regional cooperation to address common challenges, share knowledge and best practices and develop joint initiatives.

In this perspective, South-South and triangular cooperation (SSTC), exchange, and cooperation among countries of the South as well as in triangular cooperation constellations and multi-stakeholder partnerships are a central element for effective reform and transformation of education systems – in which countries are learning from each other through technical cooperation, knowledge sharing and support.

### Summary and Key Objectives

The Thematic Solutions Forum ('Forum') seeks to mobilize multi-stakeholder partnerships to raise political ambition, action, and solutions, and to demonstrate South-South and Triangular Cooperation (SSTC) best practices to accelerate learning recovery and transformation of education for learners today and in the future.

Intergovernmental organizations, such as the Association of Southeast Asian Nations (ASEAN) and the Southeast Asian Ministers of Education Organization (SEAMEO), are exemplary mechanisms for South-South and Triangular Cooperation (SSTC) in the field of education. UN agencies are working together with ASEAN and SEAMEO to strengthen the capacities of national and local governments in providing quality education and lifelong learning for all – examples of which will be presented and discussed during the Forum. At the same time, the Learning and Education 2030+ Networking Group (LE2030+), co-chaired by the UNESCO Asia and Pacific Regional Bureau for Education, the UNICEF East Asia and Pacific Regional Office (EAPRO) and the UNICEF Regional Office for South Asia (ROSA), which is the UN regional mechanism for coordinating the implementation and monitoring of SDG 4 in the region, is another important platform for South-South and Triangular Cooperation (SSTC).

This thematic Forum provides a platform and a key opportunity for development stakeholders (a) to learn about good examples of successfully South-South and triangular cooperation (SSTC) practices in the region, and (b) to reflect on how to collaboratively work with countries and support them in their efforts to ensure learning recovery and transforming education systems through SSTC, thus also accelerating progress towards SDG 4.

### Expected Outcomes

Expected outcomes of the thematic solutions forum include:

- Enhanced understanding about how South-South and triangular cooperation (SSTC) can support learning recovery and the transformation of education systems.
- Pledges of forum participating stakeholders to support work on learning recovery and transforming education systems in the Southeast Asia region through SSTC.

## Draft Agenda

Time	Segment	Speaker
<b>Moderator: Dr Ethel Agnes P. Valenzuela, Director, SEAMEO Secretariat</b>		
15:25-15:35	<b>Welcome</b> <ul style="list-style-type: none"> <li>• <b>Education context:</b> Learning Crisis, COVID-19 impact on education and learning,</li> <li>• <b>Member States commitments in Asia Pacific:</b> Bangkok Statement 2022 (towards Learning Recovery and Transforming Education), and</li> <li>• <b>Partnerships:</b> Learning and Education 2030+ Networking Group (LE2030+)</li> </ul>	<b>Ms Margarete Sachs-Israel</b> , Chief of Section for Inclusive Quality Education, UNESCO Asia and Pacific Regional Bureau for Education
15:35-16:10	<b>Presentation of successful south-south and triangular cooperation (SSTC) solutions for education in Southeast Asia:</b> <ol style="list-style-type: none"> <li>1. <b>Equity and Inclusion:</b> ASEAN Guidelines and ASEAN Working Group on Out of School Children and Youth (OSCY)</li> <li>2. <b>Technology &amp; Digital Transformation:</b> ICT Master Plan Development or ICT competency standards for teachers</li> <li>3. <b>Learning Assessment:</b> Southeast Asia Primary Learning Metrics (SEA-PLM)</li> </ol>	<b>Mr Roger Chao Jr.</b> , Assistant Director & Head of Education, Youth and Sports Division, ASEAN Secretariat  <b>Ms Duriya Amatavivat</b> , Senior Advisor to the Office of Permanent Secretary for Education, Ministry of Education Thailand  <b>Mr Toan Dang</b> , Programme Officer, ICT in Education, UNESCO Asia and Pacific Regional Bureau for Education  <b>Mr Ali Ibanez</b> , Secretariat Manager, Southeast Asia Primary Learning Metrics (SEA-PLM)
16:10-16:35	<b>Discussion</b>  <b>Guiding Questions:</b> <ol style="list-style-type: none"> <li>1. Within the framework of learning recovery and transforming education systems, what areas provide the greatest potential for SSTC partnerships in SEA and why?</li> <li>2. What are other examples of successful SSTC partnerships from the SEA region that could be scaled and replicated?</li> </ol>	<b>Moderator: Ms. Mitsue Uemura</b> , Regional Education Advisor, UNICEF East Asia and Pacific Regional Office (EAPRO)
16:35-16:40	<b>Closing</b>	<b>Dr Ethel Agnes P. Valenzuela</b> , Director, SEAMEO Secretariat

## Registration

Please fill out [this short form](#) to register for in-person or online participation at the event.

## Organizers

1. United Nations Educational, Scientific and Cultural Organization (UNESCO)
2. United Nations Children's Fund (UNICEF)
3. Association of Southeast Asian Nations (ASEAN)
4. Southeast Asian Ministers of Education Organization (SEAMEO)

## Speakers (order of appearance)

### **Dr Ethel Agnes P. Valenzuela, Director, SEAMEO Secretariat**



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 served as a board member of UNESCO Global Education Monitoring (GEM), and currently serves as a technical advisory board member of the UNESCO Institute of Lifelong Learning (UIL) and the Chair of Technical Coordination Group of Education Expenditure of the UNESCO Institute of Statistics (UIS) 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.

### **Ms Margarete Sachs-Israel, Chief of Section for Inclusive Quality Education, UNESCO Asia and Pacific Regional Bureau for Education**



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.

### **Mr 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, German Academic Exchange Service (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, and mobility, mutual recognition and ASEAN community-building for sustainable ASEAN integration.

**Ms Duriya Amatavivat, Senior Advisor to the Office of Permanent Secretary for Education, Ministry of Education Thailand**



Prior to taking up the position of Senior Advisor to the Office of the Permanent Secretary, Ministry of Education, Ms. Duriya Amatavivat was the Deputy Permanent Secretary for Education (Foreign Affairs) from 2019. During 2016-2017, Ms. Duriya has involved in a number of educational strategic plans and projects in regional level as she served as the Director-General of Regional Education Office 13 and Regional Education Office 16 respectively.

In her capacity of international affairs, she had been appointed to various positions such as Director of Bureau of International Cooperation, Office of the Permanent Secretary, Acting Deputy Permanent Delegate of Thailand to UNESCO, and Secretary-General of the Thai National Commission for UNESCO.

**Mr Toan Dang, Programme Officer, ICT in Education, UNESCO Asia and Pacific Regional Bureau for Education**



Mr Dang is driven to ensure that the digital transformation of education systems supports more inclusive and quality education that is relevant to all types of learners and needs. Currently, he leads the ICT in Education unit at the UNESCO Asia and Pacific Regional Bureau for Education, where he supports Member States with the digital transformation of education through ICT in education policy, teacher development, digital citizenship education, and innovative research. His work involves providing technical assistance and capacity building to Ministries of Education, which has included engagements with over 12 countries in the Asia-Pacific region.

**Mr Ali Ibanez, Secretariat Manager, Southeast Asia Primary Learning Metrics (SEA-PLM)**



Mr. Alejandro S. Ibanez is currently the SEA-PLM Project Manager and Policy and Program Specialist at the SEAMEO Secretariat based in Bangkok, Thailand. He manages the first regional large-scale learning assessment in Southeast Asia - Southeast Asia Primary Learning Metrics (SEA-PLM), particularly on collaboration and exchanges to improve the system and school-level policy and practice in basic education in the region. In 2017, he led the Philippine case study research on the Culture of Testing investigating the Socio-cultural drivers and the effects on youth. He obtained his Master's and Bachelor's degrees in Sociology at the University of the Philippines. He is an active member of a professional organization such as

the Philippine Educational Measurement and Evaluation Association, Inc. (PEMEA) which specializes on assessment, educational research, measurement, and evaluation.

**Ms Mitsue Uemura, Regional Education Advisor, UNICEF East Asia and Pacific Regional Office (EAPRO)**



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.

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