

Special Event | 10th Asia-Pacific Forum on Sustainable Development

Transforming Education Now and for the Future We Want: TES National Follow-up Actions to Move towards the Achievement of SDG 4

Thursday 30 March 2023

Presentation Abstract

• **Hon. Dr Dipu Moni, Bangladesh**

Minister of Education, Ministry of Education, Bangladesh

Transformation through learning how to learn: New Curriculum, pedagogy and assessment at secondary level education in Bangladesh

This year, Bangladesh has rolled out a new national curriculum at secondary level education which addresses the needs and demand of the 21st century, 4iR, the government's vision and development plan for 2041 and disaster and climate change issues. Experiential learning, interdisciplinary approach and formative assessment have been adopted as key pedagogical and assessment approaches.

• **Assistant Secretary Alma Ruby C. Torio, Philippines**

Assistant Secretary for Curriculum and Instruction, Department of Education, Republic of the Philippines

The Philippines Basic Education reform Agenda: *MATATAG: Bansang Makabata, Batang Makabansa*

The Department of Education (DepEd) aims to transform its education system to become more accessible, inclusive, and equitable through its MATATAG Basic Education Agenda, which spells out the new direction in resolving the country's current education challenges and improving the learning systems through its commitment towards making its curriculum more relevant, accelerating the delivery of basic education services and provision of facilities, promoting learner's well-being and supporting teachers.

• **Dr. Hari Prasad Lamsal, Nepal**

Joint Secretary, Ministry of Education, Science and Technology, Government of Nepal

Contextualizing the Transformative Education Summit

Following Nepal's commitment at the TES 2022, a Recovery and Accelerated Learning (ReAL) Plan was developed, including a comprehensive assessment of loss. Teacher training, recovery program repositories and diagnostic tools have been developed for local governments. To ensure ownership at all levels of the government, ensuring sufficient institutional capacity and contextualizing education national strategies and sector plans and budgets to local needs is important. The government is committed to strengthening the efficiency and re-prioritization of the existing resources towards the transformation of the system.

• **Dr. Kraiyos Patrawart, EEF**

Managing Director, Equitable Education Fund (EEF), Thailand

The equitable and innovative funding model of education funding of the Equitable Education Fund (Thailand) and its programs

The Equitable Education Fund (EEF), Thailand, established under the Equitable Education Act 2018, has a noteworthy equitable and innovative funding model. It aims to expand learning access, improve learning outcomes, provide alternative education, and bring system-level change towards equitable education. Examples of EEF's work relevant to addressing the learning crisis and transforming education follow-up and the student learning outcome assessment.

- **Mr Anindito Aditomo, S.Psi., M.Phil., Ph.D.**

Deputy Minister for Educational Standards, Curriculum, and Assessment, Ministry of Education, Culture, Research, and Technology, Republic of Indonesia

Merdeka Belajar Road to Transforming Education in Indonesia

- **Dr Bo Chankoulika**

Director of the Department of Policy, Ministry of Education, Youth and Sport, Cambodia

Cambodia's Spotlight on Foundational Literacy and Numeracy

The Royal Government of Cambodia commits to promote foundational early grade literacy and mathematics with the aim to recover learning loss and build the quality learning for the future. This presentation will provide Cambodia's spotlight on the foundational literacy and numeracy in terms of policy's vision, teacher support, teaching and learning resources, community and parental engagement and learning assessment.

- **Dr Jongwon Seo**

Director, Office of Planning and Coordination, Korea Education and Research Information Service (KERIS), Republic of Korea

Digital Transformation of Education: A Case from the Republic of Korea

The Korean Ministry of Education recently announced its Digital-driven Education Reform Plan: *Unlocking Opportunities for Personalized Learning in Education* which is a bold blueprint of transforming education. The plan composed of five-policy pillars on: 1) development of digital textbooks and courseware for adaptive learning; 2) professional development of teachers; 3) enhancement of teaching-learning support system; 4) operation of digital model schools; and 5) advancement of technology infrastructure.

- **Mr Qin Changwei**

Secretary-General, National Commission of the People's Republic of China for UNESCO

Transforming Education to benefit all people

China has integrated the promotion of China's education modernization and poverty alleviation, ensuring an equal and inclusive education system for all students. China has comprehensively deepened educational reform and significantly improved the quality of teachers, to provide a solid foundation for quality education. China launched the online platform of "Smart Education of China" as an important public service and common good, leveraging digital technologies for education transformation.

- **Dr Thira Bhawangkanan**

Position: *Deputy Secretary-General, Office of the Basic Education Commission, Ministry of Education, Thailand*

Thailand's actions on Digital Transformation in Education

Thailand's key legislative document focuses on the advancement of learners, educators, and the education system, through the use of technology and innovation. The country aims to provide inclusive and equitable access for all through the provision of open-source online learning platforms and the prioritization on the safe use of digital technology and AI.

- **Mr Souphap Khounvixay**

Head of Research and Executive Division, Executive Secretary to Minister, Permanent Secretary Office, Ministry of Education and Sports, Lao PDR

How Lao PDR is incorporating climate resilient design measures to protect the school from the impact of disasters

In response to the disruption to education caused by climate change, the Ministry of Education and Sports implemented various measures to address the threat to climate change such as integrating climate change into supplementary learning materials, applying ASEAN School Safety Framework, building capacities of school principals and teachers on education contingency plan, utilizing school safety self-assessment survey as a tool for school-based planning and decision making. Based on the lesson learned from COVID-19, the RAPID Framework was also utilized to tackle the learning losses.