

# Bangkok Statement 2022 and TES

NEQMAP Annual Meeting, 15 December 2022



# Bangkok Statement 2022

# Bangkok Statement 2022

## Bangkok Statement 2022: Towards an effective learning recovery for all and transformation education in Asia- Pacific

- Statement adopted on 7 June 2022
- Statement identifies two priority areas of action and expresses the commitment of ministers and other key education stakeholders to take action in:
  - Safe return to school and effective recovery of learning loss
  - Transformation of education and its systems to be more relevant, inclusive and resilient
- Identifies list of policy options for each of the areas
- Statement available at <https://bit.ly/3xhOp5d>



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### Bangkok Statement 2022

*Towards an effective learning recovery for all and transforming education in Asia-Pacific*

#### Preamble

1. We, Ministers of Education of the Asia-Pacific Region, high-level government officials and representatives of regional organizations, civil society organizations, teachers' organizations, United Nations agencies, development partners, youth, academia, and the private sector, having gathered in Bangkok, Thailand at the second Asia-Pacific Regional Education Minister's Conference (APREMC II) from 5 to 7 June 2022;
2. **Express** our deep gratitude to the Government of the Kingdom of Thailand for hosting this important event and for their warm welcome and to the Government of Japan for generously supporting the organization of this Conference;
3. **We reaffirm** that education is a fundamental human right, enabling the realization of other rights essential for inclusive, equitable and sustainable development, a culture of peace, global citizenship, health and well-being, and indispensable for economic recovery and growth in the Asia-Pacific region and globally;
4. **We have taken stock of** progress made on SDG4 in the Asia-Pacific region, and the gaps in implementation, especially major challenges in advancing equity, inclusion and learning and **reaffirm** our commitment to achieving the full SDG4-Education 2030 agenda, which was reconfirmed at the Asia Pacific Forum on Sustainable Development organized by UN ESCAP on 29 March 2022;
5. **We take note** of the outcomes of the sub-regional consultations undertaken prior to APREMC II, the NGO Statement and the Youth Statement presented during the Conference;
6. **We acknowledge** the great diversity of the Asia-Pacific region in terms of, among others, geography, demographic trends, culture, language, religion, level of economic development, the structure of education systems, participation in education and learning outcomes;
7. **We acknowledge** the inter-dependence and common future of our societies and economies and the ensuing need for solidarity and cooperation;
8. **We highlight** that this statement comes at a historical moment when the world and the Asia-Pacific region are facing the profound impact of COVID-19 on students' learning, health and well-being, exacerbating a pre-existing learning crisis, and causing a global and regional economic crisis, deepening poverty and inequities, coupled with global security concerns, increased migrations, environmental degradation and climate change to which Asia-Pacific countries are particularly prone;
9. **We recognize** the urgent need to safely reopen schools, re-enrol all learners, particularly the most marginalized and vulnerable, and enable learning recovery, health and well-being of all learners;
10. **We emphasize** the urgent need for reimagining and transforming education and its systems to become more equitable, inclusive, relevant, flexible, and resilient, address the current learning crisis, build more peaceful, inclusive, and sustainable societies, and realize SDG4 with meaningful youth participation.
11. We therefore, **commit** to the following priority actions in the Asia-Pacific region:

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## PRIORITY 1: Safe School Reopening, Learning Recovery and Continuity of Learning

- *Safe return to school and creating enabling learning environments for all learners*
- *Learning recovery strategies*

## PRIORITY 2: Transforming Education and Education Systems

- *Equity, inclusion, and gender equality*
- *Quality and relevance of education*
- *Learning and skills for life, work, and sustainable development*
- *Developing a highly skilled generation of teachers*
- *Digital transformation*
- *Planning, Governance and Monitoring*
- *Increased and improved investment in education*



# Transforming Education Summit

# Outcomes of TES

The Transforming Education Summit was convened on 16-17, 19 September 2022, in response to the global learning crisis.

## Main objectives and outcomes

### Objectives:

- Elevate education to the top of the global political agenda
- Mobilize action, solidarity and solutions to recover learning losses and transform education

### Outcomes:

- UN Secretary General's vision statement
- National Statements of Commitment
- Six Calls to Action & Youth Declaration



**163 National Consultations organized/underway**  
**128 National Statements of Commitment submitted**  
The commitments are based on national consultations that brought together leaders, teachers, students, civil society and other partners.

## Asia-Pacific Region: (as of 19 October 2022)

**29** National Statements of Commitment were submitted from countries from Asia-Pacific

Albania, Algeria, Angola, Andorra, Antigua and Barbuda, Argentina, Armenia, **Australia**, **Bangladesh**, Belarus, Belize , Benin, **Bhutan**, Bosnia and Herzegovina, Botswana, Brazil, **Brunei Darussalam**, Burkina Faso, Cabo Verde, **Cambodia**, Cameroon, Central African Republic, Chile, **China**, Commonwealth of Dominica, Congo, Comoros, Côte d'Ivoire, Cuba, Czech Republic, Dominican Republic, Djibouti, Eswatini, Ecuador, Egypt, Equatorial Guinea, Finland, **Federated States of Micronesia**, Gabon, Germany, Georgia, Ghana, Grenada, Guinea Conakry, Guinea-Bissau, Guyana, Honduras, Iceland, **Iran**, Iraq, Israel, Italy, Jamaica, **Japan**, Jordan, **Kazakhstan** , Kenya, Kuwait, **Kiribati**, **Kyrgyzstan**, **Lao PDR**, Latvia , Lesotho, Liberia, Libya, Liechtenstein, Madagascar, Mali, Malawi, Mauritania, Moldova, **Mongolia**, Montenegro, Morocco, Mozambique, Namibia, **Nauru**, **Nepal**, North Macedonia, Norway, **Pakistan**, Panama, **Philippines**, Portugal, Qatar, Rwanda, Saint Lucia, Saint Vincent and the Grenadines, Saudi Arabia, **Samoa**, Serbia, Senegal, Sierra Leone, **Singapore**, South Africa, **South Korea**, Spain, **Sri Lanka**, Saint Kitts and Nevis, **Solomon Islands**, Switzerland, Syrian Arab Republic, **Tajikistan**, Tanzania, **Thailand**, **Timor-Leste**, **Turkmenistan**, Uganda, United Arab Emirates, Ukraine, **Uzbekistan**, **Vietnam**, Yemen, Zimbabwe.

# Outcomes of TES - National Statements of Commitment

## National Statements of Commitment: Asia-Pacific region

The National Statements of Commitment were informed by the National Consultations organized as part of the preparation process for TES.

### ➤ COVID-19 learning recovery

- Prioritized measures to address learning loss
- Committed to support social-emotional well-being of learners and teachers
- Re-engage learners and ensure return to school with focus on those at risk of dropping-out

### ➤ Addressing educational exclusions (97%)

- Most countries acknowledged the learning gaps and prioritized the disadvantaged and marginalized learners

### ➤ Transforming the teaching profession (97 %)

- Committed to supporting pre- and in-service training and professional development

### ➤ Curricula renewal (70 %)

- Committed to improving foundational literacy and numeracy skills
- Competency-based/project-based/critical thinking

### ➤ Digital learning and transformation

- Committed to universal connectivity (**3 in 5 countries**)
- Open and free digital resources and platforms
- Strengthening digital skills amongst learners and teachers

### ➤ Financing education (34 %)

- Investing more equitably and efficiently in education

# Global initiatives to Transform Education – Calls to Action



## Transform the World

Greening Education Partnership



## Digital Learning

Assuring quality public digital learning for all



## Addressing the Learning Crisis

Assuring and improving quality of learning for all



## Financing Education

Inventing More, More Equitably and Efficiently



## Education in Crisis Situations

Partnership for Transformation



## Advancing Gender Equality

Empowerment in and through Education

### ➤ Four new initiatives launched at TES

- Greening Education Partnership;
- Gateways to Public Digital Learning;
- Coalition for Foundational Learning;
- Transforming the financing of education by investing more, more equitably, more efficiently, more innovatively (= International Finance Facility for Education (IFFEd, 2 billion by 2023 and 10 billion by 2030))

### ➤ Two initiatives reinforcing existing partnerships

- Education in crisis situations - Partnership for Transformative Actions;
- Advancing Global Platform for gender equality and girls' and women's empowerment in and through education

### To be launched on International Day of Education Day (24/01/2023)

- Global Youth Initiative - Empowering young people to be effective leaders in reshaping education.
- Global Commission on the Teaching Profession



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### **Follow up on the transformative commitments made at the Summit:**

To be led by the SDG 4 High-level Steering Committee (HLSC) and coordinated by UNESCO, with the UNESCO Institute for Statistics and the Global Education Monitoring Report continuing their mandate for SDG 4 monitoring and reporting.

Follow-up strategy with 5 pillars endorsed on 9 December 2022

## Follow up by countries (Pillar 1):

- Countries to translate their national commitments into a **clear road map for transformation**, proactively engaging the education leadership from the local to the regional and national levels
- Can evolve into a **whole government effort**
- Requires a **new eco-system for education**, with a clear line of accountability between vision, commitments, resources, actions, and results
- MS to engage youth in the development and implementation of the national commitments (SDG 4 Youth Network) and to hold inclusive national dialogues at all levels.
- MS to also follow-up on other inter-governmental commitments (Tashkent Declaration for ECCE, Marrakesh Framework for Action on Adult Education, Bangkok Statement 2022)

## **Global Initiatives and Monitoring (Pillar 4):**

HLSC decided to add indicators for (i) greening education, (ii) digital transformation and (iii) youth and student engagement to the existing SDG4 benchmark indicator framework.

Data and Monitoring Technical Committee to develop a methodology for these indicators that are realistic, building on the existing SDG4 monitoring framework.

Development of country capacity will be supported.

National commitments and actions taken by countries to be monitored regularly by global conveners and regional coordination mechanisms, and progress to be reported to the HLSC and at Global Education Meetings.

## • TES Global Initiatives – Launched at the Summit

### SDG 4 monitoring framework

	SDG 4 target	Benchmark indicators	Global initiatives
4.1	Basic education	1. Out of school rate [4.1.4]	Education in emergencies
		2. Completion rate [4.1.2]	<b>Foundational learning</b>
		3. Learning proficiency [4.1.1]	
4.2	Early childhood	4. Pre-primary participation [4.2.2]	
4.3	TVET/Higher/Adult education		
4.4	Skills for work		
4.5	Equity	5. Gender gap in completion [4.5.1]	<b>Gender equality</b>
4.6	Adult literacy		
4.7	Sustainable development	To add	<b>Greening education</b>
4.a	Learning environment	To add	<b>Digital transformation</b>
4.b	Scholarships		
4.c	Teachers	6. Trained teachers [4.c.1]	
FFA	Finance	7. Public education spending as (i) %total spending (ii) %GDP [FFA1/2]	<b>Education financing</b>
		To add	<b>Youth participation</b>

# Selected planned UNESCO TES follow-up Activities in the Asia- Pacific Region



## Strengthening National Capacity for Education System Transformation through Policy and Sector Plan Revision and Reform

- **Geographical scope:** Asia-Pacific region
- **Implementing period:** 2023
- **Objectives:** Review and revise education policies, plans and strategies with a focus on integrating priorities identified in the TES national statements of commitment and the Bangkok Statement 2022.
- **Key activities:**
  - **Phase I:**
    - 1) Development of training materials
    - 2) Organization of 4 sub-regional capacity-building workshops;
  - **Phase II:**
    - 1) Supporting Member States in the revision of education policies, sector plans and strategies



## Strengthening National Capacity for Diagnostic Assessment and Remediation and Catch-up Measures

- **Geographical scope:** Asia-Pacific region (selected countries)
- **Implementing period:** 2023
- **Objectives:** To build national capacity of teacher trainers and teachers in identifying learning levels and gaps and remediation
- **Key activities:**
  - **Phase I:**
    - Producing guidelines and toolkit for training teachers in diagnostic and formative assessment methods and remediation measures
    - Organizing training workshops for national and sub-national stakeholders on a.) diagnostic and formative assessment and b.) remediation measures
    - Support MoE in developing national training plan for teachers on diagnostic and formative assessment and remediation measures
  - **Phase II:**
    - Support implementation at sub-national level

# Relevance for NEQMAP's work in 2023



# NEQMAP's role in Bangkok Statement and TES Follow-ups

- **Bangkok Statement:**

- Capacity-building, research and knowledge sharing on policy-pointers related to assessment and alignment with curriculum and pedagogies

Most relevant policy pointers are:

- Learning recovery: diagnostic assessment and use of results to inform catching-up and differentiation
- Transforming education and skills: Quality and relevance of education including assessment for learning and alignment with curriculum and learner-centered pedagogies

- **TES follow-up:**

- Support the implementation of national commitments as well as relevant Global Initiatives related to monitoring of learning and assessment

## Questions

- Which aspects of the Bangkok Statement 2022 and TES follow-up are most relevant for NEQMAP?
- How can NEQMAP contribute to implementing the Bangkok Statement 2022?
- How can NEPMAQ contribute to support Member States in implementing the TES national commitments and the Global Initiatives?



# Thank you!