Asia-Pacific Regional Education Conference
Bangkok, Thailand
6-8 August 2014

Provisional Programme

Hosted and co-organized by

With the support of
Introduction

Background

Since 2000, the year 2015 has emerged as the horizon toward which the world projects its aspirations to achieve the Education for All and Millennium Development Goals. As the year approaches, the United Nations, while accelerating efforts to achieve these goals, began mobilizing the world to define the post-2015 development agenda. In this process, UNESCO and UNICEF mobilized a wide array of stakeholders in the Asia-Pacific region to reflect on education beyond 2015 through regional high-level expert meetings and regional consultations. UNESCO Member States are currently conducting a critical review of Education for All (EFA) progress at the national level to take stock of the achievements and lessons learnt towards identifying the future education agenda.

The consultations so far have indicated that the direction of the post-2015 education agenda is to be anchored in a lifelong and sector-wide perspective, addressing access, equity and quality for all – children, youth and adults - at all levels of education from early childhood care and education to higher education and adult learning, and across formal, non-formal and informal modalities. UNESCO’s General Conference, which met in November 2013, also committed itself to promote an overarching goal for education to be “based upon key principles of access, equity, quality, in the perspective of lifelong learning”.

The process to determine post-2015 education goals, targets and strategies will culminate at the World Education Forum 2015, to be held in Incheon, Republic of Korea, where an international framework for action for education 2015-2030 will be adopted, and at the UN Summit to be held in New York in September 2015 where the post-2015 sustainable development goals will be adopted.

UNESCO Bangkok will organize the Asia-Pacific Regional Education Conference and bring together ministers and high-level officials of ministries of education from countries in the region, as well as other actors and stakeholders in education in order to discuss issues, challenges and priorities for education beyond 2015 on the basis of the national EFA reviews and in light of emerging development challenges. The Conference will also develop regional recommendations for the international framework for action to be adopted at the World Education Forum in Incheon in 2015. The Conference is financially supported by the Ministry of Education, Thailand, the Ministry of Education, Culture, Sports, Science and Technology, Japan, the Ministry of Education, Republic of Korea, UNICEF and UNESCO.

Objectives

- To take stock of regional progress in education, in particular EFA, yield lessons learnt for the future and examine persisting and emerging issues, challenges and priorities for education beyond 2015; and

- To develop and agree on regional recommendations for the post-2015 global education and development agendas, including the international framework for action to be adopted at the World Education Forum 2015, Incheon, Republic of Korea.

Expected Output

An outcome document with recommendations for education post-2015, which will serve as the Asia-Pacific regional contribution to the international framework for action to be adopted at the World Education Forum 2015, Incheon, Republic of Korea.
# Regional Dialogue on Education for All and Beyond

## 6 August 2014 (Wednesday)

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<td>08:00-09:00</td>
<td>Registration</td>
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<td>09:00-09:40</td>
<td><strong>OPENING SESSION</strong></td>
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<tr>
<td></td>
<td>Welcome</td>
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<td><em>Suthasri Wongsamarn, Acting Minister of Education, Thailand</em></td>
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<td>Greetings</td>
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<td><em>Yoshiaki Sato, Director for Overseas Cooperation, Ministry of Education, Culture, Sports, Science and Technology, Japan</em></td>
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<td>Opening Speech</td>
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<td><em>Gwang-jo Kim, Director, UNESCO Bangkok</em></td>
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<td>Introduction to the Asia-Pacific Regional Education Conference</td>
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<td><em>Gwang-Chol Chang, Chief of the Education Policy and Reform Unit, UNESCO Bangkok</em></td>
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<tr>
<td>09:40-10:25</td>
<td>Adoption of the agenda</td>
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<td><strong>PLENARY I</strong></td>
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<td>Chair: Daniel Toole, UNICEF Regional Director for East Asia and the Pacific</td>
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<td>Presentation of the Draft Regional EFA Review Synthesis Report</td>
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<td><em>Gwang-Jo Kim, Director, UNESCO Bangkok</em></td>
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<td>Questions and Answers</td>
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<td>10:25-10:40</td>
<td>Coffee Break</td>
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<td>10:40-12:00</td>
<td><strong>PARALLEL SESSIONS</strong></td>
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<td>Sub-regional Group Discussions: Key Lessons Learnt from the EFA Experience and Remaining Challenges</td>
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<td><strong>Objectives:</strong></td>
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<td>• Review the sub-regions’ achievements and lessons learned in EFA</td>
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<td>• Identify remaining gaps, issues and priority areas for education development in countries of the sub-region</td>
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</table>
Key Questions to be Addressed:
1. What are the outstanding EFA achievements in countries of your sub-region?
2. What were the enablers that contributed to progress made towards EFA and what were the constraining factors and/or major bottlenecks during the implementation that hindered progress towards achieving the EFA goals?
3. What are the successful interventions and promising practices in EFA that can be scaled up and/or replicated?
4. What are the lessons learned from EFA and how would you take these forward as we move beyond 2015?

Rooms:  

[Central and East Asia]  
Facilitator: Abhimanyu Singh, Director, UNESCO Beijing  
Resource person: Miki Nozawa, UNESCO Beijing

[South East Asia]  
Facilitator: Jim Ackers, Regional Education Adviser, UNICEF East Asia and Pacific Regional Office (EAPRO)  

[South and West Asia]  
Facilitator: Shigeru Aoyagi, Director, UNESCO New Delhi  
Resource person: Roshan Bajracharya, UIS-AIMS

[The Pacific]  
Facilitator: Etienne Clement, Director, UNESCO Apia  
Resource person: Toshiyuki Matsumoto, UNESCO Apia

The regional EFA synthesis report will be provided to participants prior to the conference as background material to this discussion. The sub-regional discussion will consist of four sub-regional groups: Central Asia and East Asia, South East Asia, South and West Asia, and the Pacific. The facilitators of each group will start the session by giving a brief introduction about the discussion. Each group will then elect a rapporteur who will deliver the group presentation during the plenary. This will be followed by an introductory presentation on the status of EFA in each sub-region by the resource person. Each group will then proceed to discuss EFA achievements, challenges, bottlenecks, and lessons learned from EFA, referring as needed to the regional EFA synthesis report and introductory presentations. Based on the group discussion, the rapporteur will prepare and deliver a 5-minute presentation on the inputs to the four guiding questions posed by the facilitator. The expected outputs are: 1) key achievements in EFA; 2) remaining issues/gaps in EFA; 3) lessons learned from EFA; and 4) recommendations for post-2015.

12:00-13:30 Lunch
13:30-14:10  PLENARY II
[Ballroom I&II]
Chair: Ann Therese Ndong-Jatta, Director, UNESCO Dakar

Presentation on the Development of the Post-2015 Education Agenda
Qian Tang, UNESCO Assistant Director-General for Education
Questions and Answers

Introduction to the Thematic Discussions
Gwang-Chol Chang, Chief of the Education Policy and Reform Unit, UNESCO Bangkok

14:10-17:10  PARALLEL SESSIONS
Thematic Discussions: Regional Perspectives on the Proposed Post-2015 Education Agenda

Objective:
- To discuss the post-2015 education agenda from regional perspectives

Expected outputs:
- Recommendations on priority actions, indicators and benchmarks towards an overarching post-2015 education goal based on “key principles of access, equity, quality, in the perspective of lifelong learning”, such as “ensure equitable and inclusive quality education and lifelong learning for all by 2030” proposed by the Global Education for All Meeting (GEM) 2014 and “ensure inclusive and equitable quality education and promote life-long learning opportunities for all” proposed by the United Nation’s Open Working Group on Sustainable Development Goals (OWG)

Room: [Pompadour]

Session I: Basic Education for All Children

Part A: 14:10-15:40

Objectives:
- To gather regional perspectives on the proposed ECCE and basic education targets, and their relevance for the region
- To discuss the regional trends, issues and challenges with respect to the realization of basic education for all children
- To identify key policy measures, strategies and priority actions that are needed to translate the above two targets into national realities in the Asia Pacific region

Key Questions to be Addressed:
- What are the regional trends and best practices towards free and compulsory basic education, including one year of pre-school education? How are countries working towards the direction of free and compulsory basic education?
- What challenges and obstacles do you foresee in implementing ten years of free and compulsory basic education, including one year of pre-school education in the Asia-Pacific region?
- What policy options, key strategies and priority actions are needed to achieve basic education targets in the region?
Facilitators:
Min Bista, APPEAL Coordinator a.i., UNESCO Bangkok
Jim Ackers, Regional Education Adviser, UNICEF East Asia and Pacific Regional Office (EAPRO)

Basic education is broader than primary education. It is clear that five or six years of primary education cannot provide the knowledge, skills and competencies that today’s children need to further learn and lead a decent life. The narrow focus on Universal Primary Education (UPE) has not kept pace with recent developments in the region, where several countries have already extended their basic education to include the lower-secondary level or even the secondary level. In the above context, the discussion will focus on regional perspectives, trends, challenges and key priority actions in regard to the implementation of free and compulsory basic education of 10 years of duration. There will be a group of panelists covering the following issues:
- Expanded concept of basic education (downward and upward extension of primary education), its rationale and significance in the Asia Pacific context;
- Universalizing ECCE including one year of free and compulsory pre-schooling;
- Addressing marginalization and exclusion in basic education for a more inclusive basic education;
- Basic education outside the formal system; and
- Implementation of free and compulsory pre-school and basic education: challenges, priority actions and strategies.

Part B: 15:40-17:10

Objectives:
- To examine data requirements, data availability and capacity development needs for effective monitoring of basic education targets in the region
- To agree on the indicators and benchmarks to monitor basic education post-2015

Key Questions to be Addressed:
- What are the commonly used indicators in the region to measure access, participation, equity and quality?
- What are the major data gaps, issues, and challenges in monitoring different aspects (access, participation, equity, efficiency, quality, management etc.) of basic education in the region?
- What are the capacity developments needs of countries for monitoring of basic education in the context of new targets?
- What are the data requirements, indicators and benchmarks to monitor basic education in post 2015?
  - Quantitative and qualitative indicators
  - Access and participation
  - Efficiency and progression
  - Equity
  - Management
  - Quality

Facilitators:
Min Bista, APPEAL Coordinator a.i., UNESCO Bangkok
Jim Ackers, Regional Education Adviser, UNICEF East Asia and Pacific Regional Office (EAPRO)
Available data at national and international levels show that many countries in the region have improved their monitoring systems for basic education. But, most of these systems focus primarily on access, participation and progression. Few of these systems are able to monitor quality, equity and management. A lack of appropriate mechanisms for the assessment of student learning, a lack of disaggregated data, and low coverage of the data are some of the challenges faced by countries. The monitoring of the basic education in post-2015 should focus on these very important aspects to make sure every child is learning. Similarly, there is also a need for expanding the system to have better coverage of the data collection for both formal and non-formal education learners, which is not the case in current data collection systems in many countries. There is also need to have an agreement on the list of core indicators to be used for monitoring basic education in the countries in the region which should be more meaningful, easy to use and calculate, methodologically sound and cost effective. The session will address some of these issues.

Session II: Skills and Competencies

Part A: 14:10 – 15:40

Objectives:

- To examine regional trends, issues and challenges in regard to the acquisition of skills and competencies for the 21st century
- To agree upon the major skills and competencies which learners need in order to fulfil their potential (in higher levels of education, the world of work and society as a whole) in light of new developments in the region and the world

Key Questions to be Addressed:

- What are the new and emerging issues in the region (economic, demographic, sociocultural, environmental, etc.) and what implications do they have for skills and competencies?
- What are the skills and competencies which learners need, and will need, in order to effectively progress to higher levels of education, the world of work and/or their role as active members of society? Of these skills and competencies, which are the most important in the Asia-Pacific region?
- What are the overall trends, issues and challenges in the region in terms of the achievement of these skills (e.g. literacy, technical skills)?

Facilitators:
Heribert Hinzen, Regional Director, DVV International
Prapatpong Senarith, Advisor, Ministry of Education, Thailand

Panelists:
Anaseini Raivoce, Secretariat of the Pacific Board for Educational Assessment (SPBEA)
Youngsup Choi, Korea Research Institute for Vocational Education and Training (KRIVET), Republic of Korea
Shinobu (Yume) Yamaguchi, Tokyo Institute of Technology, Japan
Education aims to equip learners with the ability to gain knowledge, find decent work and contribute meaningfully to society. This implies that it must nurture the development of relevant skills and competencies. The session will address the question of which skills/competencies are needed as we look towards 2030 and examine regional trends and emerging issues in this regard. The group will consider three broad categories of skills/competencies. This categorization is informed by the concept of “the four pillars of learning” and the 2014 *Education for All Global Monitoring Report* on youth and skills. The group will thus focus on three “streams” of skills/competencies and will be split accordingly for part of the session:

- Skills/competencies for knowing (“foundational skills”), including literacy and numeracy;
- Skills/competencies for doing (“specialized skills”), including occupation-specific and non-occupation-specific skills/competencies; and
- Skills/competencies for being & for living together (“transferable skills”), including intra-personal and inter-personal skills/competencies.

The session will start with a panel discussion followed by an interactive dialogue between the panel and the audience along the lines of the questions posed.

**Part B: 15:40 – 17:10**

**Objectives:**
- To discuss the policy implications of the desired skills/competencies in regard to curriculum, pedagogy and learning assessment
- To review the targets and identify indicators which are realistic and suitable for the region in terms of attainment of the desired skills/competencies in and outside of school

**Key Questions to be Addressed:**
- How can curriculum development and reform promote the attainment of the desired skills/competencies?
- What are the pedagogical considerations in regard to the attainment of the desired skills/competencies? How can ICTs be harnessed for this purpose?
- How are these skills/competencies assessed (if they are)? How can they be better assessed? What kind of reforms should be introduced to improve the assessment of these skills?
- What are the overall targets that are realistic for the region in terms of attainment of the desired skills/competencies?
- Which specific indicators should be set for the measurement of these skills/competencies?

**Facilitators:**
- **Skills for knowing (foundational skills):** Anaseini Raivoce, Secretariat of the Pacific Board for Educational Assessment (SPBEA)
- **Skills for doing (specialised skills):** Youngsup Choi, Korea Research Institute for Vocational Education and Training (KRIVET), Republic of Korea
- **Skills for being/living together (transferable skills):** Shinobu (Yume) Yamaguchi, Tokyo Institute of Technology, Japan
Given the previous session’s discussion on which skills and competencies are the most important for learners in light of regional and global trends, this session will focus on the implications of these for curriculum, pedagogy and assessment and determine indicators which can be set for the region as a whole (and/or at the national level) regarding achievement of these skills/competencies. In order to allow for focused discussion along the above three broad categories of skills/competencies (skills for knowing, skills for doing and skills for being/living together), there will be three parallel group discussions, each facilitated by the panelists of the previous session. It is expected that the session will conclude with recommendations in terms of overall targets and indicators in regard to the attainment of the main skills/competencies (e.g. literacy) within each of these three categories, with an underlying principle of holistic and integrated skills development. The discussion of targets will particularly reference GEM targets 2, 3 and 4.

Room: [Riverside III]

Session III: Education for Global Citizenship and Sustainable Development

Objectives:

- To present the basic approaches, understandings and tenets of Global Citizenship Education (GCE)
- To discuss current policy trends that underlie the emergence of GCE, notably the shift of attention from access to the quality of education and the non-cognitive dimensions of learning
- To discuss measurability of GCE and Education for Sustainable Development (ESD) and identify how competencies fostering global citizenship and sustainable development in students can be measured through international, national and sub-national assessments

Key Questions to be Addressed:

- What are the skills, competencies, values and attitudes that are expected to be acquired through GCE and ESD?
- What are the current policy trends to operationalize GCE and its related programmes into education systems (including in curriculum, teaching practice and assessment)? Are there good practices and outcomes of GCE and ESD which can be reported on and shared?
- Can the learning outcomes of GCE be measured at the classroom, national and international level? What are some of the current methods and promising new approaches to assess GCE?
- What should be the overall target for the region (and/or sub-regions) in terms of learners’ achievement of knowledge, skills, values, attitudes and behaviors acquired through GCE and ESD?
- What are the concrete indicators which can be applied at national level to measure the above target?

Facilitators:
Utak Chung, Director, Asia-Pacific Centre of Education for International Understanding (APCEIU)
Anantha Duraiappah, Director, UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP)
Speakers:
Wing-On Lee, Dean of Education Research, National Institute of Education, Singapore
Elaissa Mendoza, Senior Associate, Research Studies Unit, SEAMEO Regional Centre for Educational Innovation and Technology (INNOTECH), Philippines
Chris Castle, Chief, Section of Health and Global Citizenship Education, UNESCO Paris
Albert Motivans, Head of Education Indicators and Data Analysis Section, UNESCO Institute for Statistics

Since the launch of the UN Secretary-General’s Global Education First Initiative (GEFI) in 2012, the international discourse on education has increasingly emphasized the role of education in “fostering global citizenship”. UNESCO’s core mandate has always emphasized this goal under the broader concept of “learning to live together”. In the Asia-Pacific, Global Citizenship Education (GCE) is becoming increasingly important, especially in light of current economic, demographic, political and sociocultural trends and developments that are leading countries to focus their attention on the quality and relevance of education. As access to education has vastly expanded across the region, the focus is now increasingly on whether or not students are learning while in school and if their learning will make the world a better place. This Thematic Session will present the basic concepts and tenets of GCE and discuss the policy contexts that explain the growing call for GCE and its integration in education systems, including in curriculum, teaching practice and learning assessment. The Session will also provide the opportunity to discuss the measurability of GCE, as well as Education for Sustainable Development (ESD), at the global and national levels and explore both traditional and new promising approaches for assessing the learning outcomes related to these.

Session IV: Teachers for the Future We Want

Objectives:

- Reflect on what is required if the Asia and Pacific region is to achieve the target: “by 2030, ensure that all learners are taught by qualified, professionally-trained, motivated and well-supported teachers”
- Identify enabling policies and instruments to prepare, motivate and support teachers – from early childhood to higher education and TVET, across both formal and non-formal sectors – to meet this target
- Recommend actions, indicators and benchmarks for this target

Key Questions to be Addressed:

- What policies, enabling environments and priority actions need to be in place to support the teachers for the future that we want?
- What are the bottlenecks in attracting the best qualified candidates to the teaching profession, motivating teachers and transforming their pedagogical approaches?
- What indicators and benchmarks will assist in monitoring progress in achieving the target?

Facilitator:
Richard Yelland, Head of Division Directorate for Education and Skills, Organization for Economic Co-operation and Development (OECD)
Quality teachers are central to quality learning throughout life. This requires a professional, committed teaching force that can respond to diverse learning needs, supported by effective, safe learning environments and competent school leadership. The session begins by envisioning the teachers needed to meet the demands of 2030, and will discuss the policies and environments which will attract, prepare, motivate and support the teaching profession, at all levels in both the formal and non-formal sectors. Equity issues, teacher recruitment, training and professional development, promotion, competency standards, status and working conditions, and school management and leadership all need to be considered. Indicators and benchmarks to measure progress are required to ensure that the outcomes will contribute towards “ensuring equitable and inclusive quality education and lifelong learning for all by 2030”.

Session V: Governance and Financing

Objectives:

- Review key trends, issues and challenges in education governance and finance in the Asia-Pacific region towards 2030
- Outline concrete key strategies and priority action areas to address identified issues and challenges by 2030
- Review the targets and suggest indicators to assess the progress in governance and financing for countries in the Asia-Pacific region

Key Questions to be Addressed:

- What are foreseen challenges in education governance in order to achieve equitable and inclusive quality education and lifelong learning for all by 2030?
- What are the obstacles to ensure sufficient, efficient and equitable education financing and balanced investment across education sub-sectors?
- What key strategies, indicators and benchmarks do you propose to address identified challenges in education governance and financing towards ensuring equitable and inclusive quality education and lifelong learning for all by 2030?

This session on education governance and financing will review key trends and challenges in education governance and finance towards 2030. Specifically, it will analyze issues getting in the way of achieving (1) effective governance reform, and (2) sufficiency, efficiency and equity of education financing and balanced investment in education sub-sectors. The first part of the session will be a discussion on strategies, guided by the background note and three discussion questions and the panel presenting individual country lessons and research from the Asia-Pacific region. The second part of the session will be a workshop focused on finalizing specific targets and indicators. As an expected output, the discussion will identify key strategies, targets and indicators to address the challenges to improve inclusive quality education and lifelong learning for all in the region by 2030.

PLENARY III
Reports from the Thematic Breakout Sessions
Chair: Khin San Yee, Minister of Education, Myanmar

17:10-17:50 [Ballroom I&II]

17:50-18:00 Wrap Up of Day 1

19:30 [Ballroom I&II]
Reception Dinner
PLENARY IV
Regional Perspectives on the Post-2015 Education Framework for Action

The Framework for Action on Education beyond 2015, which will be adopted at the World Education Forum 2015 (Incheon, Republic of Korea, 19-22 May 2015), will include information on strategies to support the implementation of the future education agenda at the global, regional and national levels. In particular, the Framework will define the future ‘architecture’ of the arrangements and mechanisms to support the achievement of the post-2015 education goal and targets at global and regional levels, including such aspects as coordination, policy and institutional coherence, governance, accountability, partnerships, capacity development, advocacy, financing and monitoring. To facilitate regional reflection on the requirements for the implementation strategies for the future framework for action, this session will provide a platform for the exchange of views around global and regional governance and the means of implementation in education.

Key Questions to be Addressed:
- What global strategies, measures and mechanisms will be important to support the achievement of the post-2015 education goal and targets in terms of e.g. coordination; partnership; financing; advocacy; accountability; monitoring?

Chair: Svein Osttveit, Director, Education Sector Executive Office, UNESCO Paris

Introduction to the Framework for Action
Margarete Sachs-Israel, Programme Specialist, UNESCO Paris

Perspectives from Other Regions
Hamed Al Hammami, Director, UNESCO Beirut
Ann Therese Ndong-Jatta, Director, UNESCO Dakar

Panel Discussion
Panelists:
Michel Carton, Executive Director, NORRAG: Network for International Policies and Cooperation in Education and Training
Kioh Jeong, Chief Coordinating Officer, 2015 World Education Forum Host Committee Secretariat, Ministry of Education, Republic of Korea
Maria Lourdes Almazan Khan, Secretary-General, Asia South Pacific Association for Basic and Adult Education (ASPBAE)
Hari Prasad Lamsal, Joint Secretary, Ministry of Education, Nepal
Kelera Ledua Taloga, Deputy Secretary, Ministry of Education, Fiji
Caitlin Wiesen-Antin, Regional Manager, UNDP Asia-Pacific Regional Centre (TBC)
10:30-12:00  PARALLEL SESSIONS
Sub-regional Group Discussions: Regional perspectives on the post-2015 education framework for action

Objectives:
- Formulate regional recommendations on global strategies and mechanisms to support the implementation of the post-2015 education agenda
- Identify existing and/or future regional and/or sub-regional initiatives and strategies that are important for supporting the implementation of the post-2015 education agenda at the country level

Key Questions to be Addressed:
- What existing organizations, structures and/or mechanisms can be further strengthened to advance and support the future education agenda at global, regional or sub-regional levels?
- In light of the emerging priorities for education development and cooperation, what means of implementation (e.g. evidence-based policy, capacity development, coordination, multi-stakeholder partnerships, financing, accountability, monitoring, etc.) should be more greatly emphasized at country, sub-regional and regional levels and how?

Rooms: Sessions:
[Riverside III] Central and East Asia
Facilitator: Kazuhiro Yoshida, Director/Professor, Center for the Study of International Cooperation in Education (CICE), Hiroshima University
Resource person: Min Bista, APPEAL Coordinator a.i., UNESCO Bangkok

[Riverside VI&VII] Southeast Asia
Facilitator: Churairat Sangboonnum, Deputy Permanent Secretary, Ministry of Education, Thailand
Resource person: Gwang-Chol Chang, Chief, Education Policy and Reform Unit, UNESCO Bangkok

[Pompadour] South and West Asia
Facilitator: Karma Yeshey, Director General, Department of School Education, Ministry of Education, Bhutan
Resource person: Jordan Naidoo, Senior Education Adviser, UNICEF New York

[Riverside IV] The Pacific
Facilitator: Emeli Pouvalu, Director and Chief Executive Officer, Ministry of Education and Training, Tonga
Resource person: Margarete Sachs-Israel, Programme Specialist, UNESCO Paris

12:00-13:30 Lunch

13:30-14:30 PLENARY V
Reports from the Sub-regional Group Discussions
Chair: Nurul Islam Nahid, Minister of Education, Bangladesh

14:30-14:45 Coffee Break

14:45-16:15 PLENARY VI
Debate on the substantive elements of the draft outcome document
Chair: Gwang-Jo Kim, Director, UNESCO Bangkok

16:15-16:30 Wrap Up of the Regional Dialogue on Education for All and Beyond
# Ministerial Forum on Education Beyond 2015

## 7 August 2014 (Thursday)

### Opening Ceremony

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<td>18:30-19:00</td>
<td>Welcome</td>
<td>Ballroom I, II &amp; III</td>
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<td>Gwang-Jo Kim, Director, UNESCO Bangkok</td>
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### Speeches

- Daniel Toole, UNICEF Regional Director for East Asia and the Pacific
- Young-Gon Kim, Secretary-General, World Education Forum 2015 Host Committee Secretariat, Ministry of Education, Republic of Korea
- Qian Tang, UNESCO Assistant Director-General for Education
- Suthasri Wongsamarn, Acting Minister of Education, Thailand

### Photo Session

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<tr>
<td>19:00</td>
<td>Dinner</td>
<td>Ballroom I, II &amp; III</td>
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## 8 August 2014 (Friday)

### PLENARY VII

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<tr>
<td>09:00-10:00</td>
<td>PLENARY VII</td>
<td>Ballroom I &amp; II</td>
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<td>Chair: Magele Maiali Magele, Minister of Education, Sports and Culture, Samoa</td>
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<td></td>
<td>Report from the Regional Dialogue on Education for All and Beyond</td>
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<td>General Rapporteur: Kazuhiro Yoshida, Director/Professor, Center for the Study of International Cooperation in Education (CICE), Hiroshima University</td>
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<td>Questions and Answers</td>
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### Ministerial Roundtable

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<td>10:00-10:15</td>
<td>Coffee Break</td>
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<tr>
<td>10:15-12:00</td>
<td>MINISTERIAL ROUNDTABLE</td>
<td>Ballroom I &amp; II</td>
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<td>Key Issues and Future Prospects for Education beyond 2015</td>
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**Moderators:**
- Gwang-Jo Kim, Director, UNESCO Bangkok
- Daniel Toole, UNICEF Regional Director for East Asia and the Pacific
Objective:
- For Ministers to exchange views on key challenges and priorities for education post-2015, highlighting in particular issues of learning, quality, equity/gender equality and governance.

Key Questions to be Addressed:
- What are the critical challenges to be addressed in your country towards 2030?
- How would you prepare your country to address these challenges?
- How would you see your country’s implementation of post-2015 education?

12:00-13:30 Lunch

13:30-14:30 PLENARY VIII
Presentation and adoption of the outcome document
Chairs:
Hilda Cathy Heine, Minister of Education, Marshall Islands
Chittra Lekha Yadav, Minister of Education, Nepal

Presenter: Chairperson of the Drafting Group

14:30-15:00 CLOSING SESSION
Qian Tang, UNESCO Assistant Director-General for Education

Closing Remarks
Gwang-Jo Kim, Director, UNESCO Bangkok
Suthasri Wongsamarn, Acting Minister of Education, Thailand