Good morning! Thank you very much for giving me the floor.

It is a great pleasure to open day three of this exciting discussion on education beyond 2015. The Korean National Commission for UNESCO is pleased to have closely cooperated with UNESCO Bangkok together with our Japanese colleagues to organize this meeting.

For the past two days we have been discussing the new practices and frontiers of teaching and learning in the Asia-Pacific region. The case studies presented provide an invaluable background to what we will discuss today.

We are shifting gears now, moving from researches of the current teaching and learning theories and practices to discussing how these surveys can be translated into policies and strategies to reshaping the global education agenda.

As most of you know, UNESCO and the international community has been working to uphold the rights to education through the Education for All framework first launched here in Thailand in 1990. The World Conference on Education co-hosted by UNESCO and the Korean government in 2015 will assess the lessons learned from the EFA and propose a new global agenda for beyond 2015.
The global community has already launched various forums to discuss the new agenda. For instance, in this region, my National Commission has cooperated with UNESCO Bangkok to host regional consultations and experts meetings like this since last year. And I recognize some of you who have attended these past meetings.

Through these meetings we have identified some major principles and issues to shape the new agenda.

First, on the structure of the agenda, there is recognition that while we do need a separate education agenda beyond EFA, it must be closely linked with the broader development agenda.

Second, on the issue areas, there is now a strong focus on learning and quality education. The importance on learning has been mentioned many times in our meeting. We should continue to debate how the surveys on learning and teaching could be translated into concrete goals for the post-2015 agenda.

Third, there is also a strong emphasis on equity and reaching the marginalized. Inclusive learning should be mainstreamed in all the education goals.

There are other major agendas being discussed including skills, teachers, lifelong learning and global citizenship. Furthermore, the need to link human and sustainable development at the MDGs and SDGs level seems to also suggest that EFA should be linked with ESD. In this line, we are looking forward to the outcomes of the 2014 ESD conference in Japan.

However, the major question we face today is how all these issues could be made into a short and strong agenda. Professor Kennedy as well as many others has emphasized the importance of context. But how can we address
this importance of context in a global learning agenda.

Also, another major challenge is to develop measurable and tangible targets. We indeed cannot measure everything that is important. But past experience has shown that without clear and measurable targets, international agendas become weak. So, despite the difficulties, we must try to come up with measurable targets.

These are just some of the issues I wanted to raise to shape today’s discussion. I believe the presentations from UNDP and IBE that follows will give us more information on the recent developments in the regional and global levels.

Lastly, as the host country of the 2015 World Conference on Education, the Korean government and my National Commission will continue to support such important discussions. I am confident that today’s meeting will aid us in coming up with a relevant future education vision. And as all of you being experts in learning and teaching, I ask for your continued interest and contribution to build the post-2015 education agenda.

Thank you very much.