**39th APEC Human Resources Development Working Group (HRDWG)**

**Education Network (EDNET) Meeting**

**11-12 May 2022**

**Summary Report**

The 39th APEC HRDWG Education Network Meeting (hereinafter referred to as the EDNET Meeting) was held in Bangkok, Thailand on 11‐12 May 2022 in hybrid format. The Meeting was chaired by EDNET Coordinator, Dr. Wang Yan and Ms. Duriya Amatavivat, Thailand EDNET Co-Chair.

A total of 108 delegates from 21economies – Australia; Brunei; Canada; Chile; China; Hong Kong, China; Indonesia; Japan; Korea; Malaysia; Mexico; New Zealand; Papua New Guinea; Peru; the Philippines; Russia; Singapore; Chinese Taipei; Thailand; the United States and Viet Nam as well as representatives from UNESCO Bangkok Office, ASEAN Secretariat, AUN, and SEAMEO Secretariat and attended the meeting onsite, online, and via pre-recorded videos.

1. **Opening Session**

**1. Welcome and Opening Remarks**

Thailand Minister of Education Treenuch Thienthong delivered welcome and opening remarks, acknowledging the EDNET Meeting as an opportunity for APEC economies to share information and best practices, to promote quality education for all, and strengthen the role of education in social, individual, and economic development as well as to advance education cooperation to achieve the theme of Education Network in 2022, “Quality Education for Sustainable Growth”. Minister Treenuch reaffirms Thailand’s commitment to pushing forward education cooperation of APEC to achieve the APEC Putrajaya Vision 2040 and believes that visions of the Education Ministers will help shape the future directions of education in APEC and pave the journey of APEC economies to work together to overcome the challenges presented by COVID-19 and realise economic growth for all across the Asia-Pacific region. Finally Minister Treenuch thanked the Ministers who contributed their insights in video clips, the EDNET Coordinator, all education partners, and all the participants who contributed to the EDNET Meeting.

1. **APEC Education Ministers’ Vision on Education 2030**

**2. Vision of APEC Education Ministers on Education Towards 2030**

Ten education ministers of nine APEC members – Brunei, Chile, Indonesia, Malaysia, Mexico, New Zealand, the Philippines, Singapore, and Thailand – shared their visions of rethinking and reshaping education towards 2030 through video clips. The Ministers addressed concerns and priorities of education development in their economy and in the APEC region such as learning recovery, digitalization of education, innovations in curriculum and pedagogy, the role of teachers and school leaders, highlighting the efforts of building robust, flexible and resilient education systems to resolve the challenges of COVID-19, the 4th Industrial Revolution and globalization. They reaffirmed their commitment in continuing and strengthening education collaboration for inclusive, equitable and quality education for all, to achieve the vision of APEC Education Strategy 2030 and Sustainable Development Goals (SDGs) 4 - Education 2030.

Thailand EDNET Co-chair thanked the Ministers for their visions and commitment to education cooperation in APEC, and welcomed other member economies who have yet to send the video clip to also join this initiative, and announced that the deadline for submission will be extended to the end of July 2022. She also noted that the Ministers’ viewpoints and insights will be compiled for publication as an outcome of APEC Year of Thailand.

The EDNET Coordinator expressed appreciation to the Education Ministers and Thailand for their efforts in promoting this initiative at the sixth anniversary of endorsement of the APEC Education Strategy. She believed that the insights and perspectives of Education Ministers will shed light on future education development in each of their own economy and in the APEC region.

1. **Policy Dialogue: Policy Direction of Quality Education for Sustainable Growth in APEC Members**

**3. Policy Dialogue: Policy Direction on Quality Education for Sustainable Growth in APEC Members**

Representatives from 12 APEC members – Thailand, Australia, China, Indonesia, Japan, Korea, Malaysia, New Zealand, the Philippines, Russia, Singapore, and the United States – made presentations on their policy direction on “Quality Education for Sustainable Development”, focusing on three themes: challenges and prospects of digitalisation in education, development of green skills for brighter futures, and 21st century competencies for the future world of work.

**Thailand** shared its efforts in educational reform to deliver benefits to teaching and learning, and its responses to social and environmental challenges, such as redesigning education systems and “Thailand 4.0”. Thailand noted the importance of global partnership and the APEC Education Strategy in confronting the challenges.

**Australia** shared its experiences in delivering quality education to respond to and recover from the pandemic, focusing on digitalisation, online and blended learning, and equipping learners with skills for the future world of work. Australia developed the APEC Quality Assurance of Online Learning Toolkit in 2019 and will implement a new project on addressing skill needs through online micro-credentials in higher education this year.

**China** introduced its educational policy on education equity and inclusiveness, digitalisation, and preparing students for the future of work. Cases included the initiatives to recruit and train teachers for China’s western rural areas, digital educational platforms such as MOOCs and Smart Education of China, and online recruitment service and employment assistance project.

**Indonesia** presented on the comprehensive education reform (“Emancipated Learning”) launched in 2019, which aims to provide students with foundational competencies to become independent lifelong learners and active participants in a plural, democratic society. Five key reform areas for K-12 education are identified, with the first two being expatiated upon, i.e., Curriculum, Pedagogy, and Teacher Training; Systems Evaluation and Quality Assurance. Indonesia believed that the reform initiatives are well aligned with the Putrajaya Vision, the Aotearoa Action Plan, and the goals of APEC EDNET.

**Japan** introduced the “one device for one student” policy aiming to realise digital education in public schools at the compulsory education stage, which was nearing completion in 2021, and furthermore promotes learning for creativity by an appropriate combination of digital education and real experiences. Japan will continue to promote cross-border education and academic mobility as laid out in the APEC Education Strategy.

**Korea** introduced the Korean New Deal 2.0, its DNA (Data, Network, AI) based recovery strategy to overcome the COVID-19 induced economic crisis and achieve digital transformation. In the education sector, this strategy aims to expand the digitalization of education infrastructure, advance noncontact infrastructure, promote investment in human resources, and support youth employment and gap mitigation.

**Malaysia** shared its experiences in revitalising learning through media innovation, in particular, through the Digital Educational Learning Initiative Malaysia (DELIMa) which, developed in 2019, has provided support for millions of pupils and teachers even before the pandemic. Other supportive measures included: the Komuniti Guru Digital Learning (KGDL) which provides professional development online course and aims to build teachers' skills in implementing e-learning; and the specified terrestrial educational TV channel, DidikTV KPM.

**New Zealand** presented on the goals of its education system, aiming at developing student wellbeing, resiliency and future-focus skills (including those needed for a low carbon and climate resilient future), global citizenship, equity and inclusion. New Zealand is currently refreshing its curriculum, and has two new strategies to improve outcomes for young people and parents in maths, literacy and communication. New Zealand takes an integrated approach to digital learning, taking into account barriers, risks, innovation and opportunities. New Zealand has recently launched innovative education resources on relationships, gender, sexuality, and consent.

**The Philippines** shared its experience in preparing students for the future, and the strategic plan that helps administrators to formulate effective and sustainable solutions to address the challenges. Future ready learning spaces is the focus of attention.

**Russia** introduced a series of education policies and programmes to achieve affordable quality education and promote digitalisation in education, such as the “Zemsky Uchitel” programme, Information System "My School", “Modern Digital Educational Environment” programme, “Startup as a Diploma” programme and “Priority 2030” programme. Training of IT and highly qualified engineering specialists is also a priority area of Russia’s education system.

**Singapore** briefed on its approach towards quality education for sustainable growth. One of the key policy thrusts of the Learn for Life movement was refreshing the curriculum, and implementing programmes/platforms such as the National Digital Literacy Programme (NDLP) and Student Learning Space (SLS). Strengthening sustainability efforts and 21st century competencies were also emphasized.

**The United States** introduced the recently issued six policy priorities: 1) addressing the impact of COVID-19 on students, educators, and faculty; 2) promoting equity in student access to educational resources and opportunities; 3) supporting a diverse educator workforce and professional growth to strengthen student learning; 4) meeting students’ social, emotional and academic needs; 5) increasing post-secondary education access, affordability, completion, and post-enrollment success; 6) strengthening cross-agency coordination and community engagement to advance systemic change.

The EDNET Coordinator thanked Thailand and speakers from other economies for their informative presentations and welcomed more economies to share their policy direction afterwards. Hopefully the information can be compiled into a policy brief for sharing with all EDNET members.

1. **Chancellors’ Voices: The Future of Student Mobility and Higher Education Development**

**4. Chancellors’ Voices: The Future of Student and Provider Mobility**

Prof. Alec Cameron, Vice-Chancellor and President, RMIT University of Australia, shared how RMIT ensures student success and graduates global citizens through regional/global cooperation and partnerships, a good example being RMIT University Vietnam. Prof. Cameron emphasised the importance of offering transnational education and strengthening regional research linkages.

Ms. Carla Gutierrez from O'Higgins University of Chile introduced the institution and the concept development and structure basis of the international development plan, which included planning and testing initiatives, structuring, and implementation. Ms. Gutierrez mentioned four types of international academic mobility, i.e., people mobility, programme mobility, provider mobility, and education hubs.

Assoc. Prof. Supan Tungjitkusolmun, President of CMKL University of Thailand, gave a detailed introduction to the institute and its collaboration model with Carnegie Mellon University, R&D projects and programmes with various institutions and organisations, covering a range of topics, including cybersecurity, AI and machine learning, digital infrastructure, innovation and entrepreneurship, etc.

1. **Key Deliverables from the Year of Thailand**

**5. The Collaborative Direction of Education, Employment and Decent Work in the VUCA World**

An APEC Conference on education under the banner of “The Collaborative Direction of Education, Employment and Decent Work in the VUCA World” successfully ended after a fruitful and informative two-day gathering of delegates from fifteen economies, including Australia; Brunei; Chile; China; Hong Kong, China; Indonesia; Japan; Malaysia; Mexico; New Zealand; the Philippines; Russia; Chinese Taipei; Thailand; and the United States. All core messages from the panelists and representatives of each economy were collected and submitted to the APEC Secretariat for a final review, which will be later circulated to all economies.

China expressed appreciation to Thailand for the dedicated efforts in organizing the event that had addressed commonly concerned issues on employability of graduates from various higher education institutions and created an opportunity for sharing relevant policies and best practices among APEC members, and noted support for follow-up activities.

The EDNET Coordinator thanked Thailand for their kind hospitality and noted that the outcome documents will be circulated among EDNET members for comments and inputs before finalisation for endorsement by HRDWG.

**6. Youth Forum on Green and Eco-friendly Awareness**

The Youth Forum on Green and Eco-friendly Awareness was held on 26-28 April 2022. The three-day activity was organized in a hybrid format focusing on environmental literacy and eco-friendly skills. With the theme “Voice of Youth: Developing Competencies and Skills for Better Environment in a Brighter Future”, eighteen nominated youths from six economies, including Australia, Malaysia, Mexico, New Zealand, Singapore and Thailand, joined the Forum. The participants voiced their concerns on environmental problems and developed recommendations that proposed ways to solve environmental issues.

The EDNET Coordinator stressed that the theme of the forum not only addressed one of the three priorities of EDNET in 2022, but also echoed the policy priorities in many member economies. She noted that the outcome document will be circulated among EDNET members soon for inputs and comments and encouraged more economies to mobilize their youths to contribute to the initiative.

New Zealand expressed appreciation for Thailand for organising the valuable forum that created connections and links between young people across the region, and recommended economies to have their standing youth advisory function.

**7. Presentation on APEC Projects**

A total of seven member economies – Australia, Chile, Japan, Korea, Chinese Taipei, Thailand and the United States – presented their newly proposed, ongoing and completed projects.

**Australia** briefed on two projects, “Addressing skill needs through online micro-credentials in higher Education” and “APEC-Australia Women in Research Fellowship”. As part of the first project on micro-credentials, three workshops of the first project will be held across the fourth quarter of 2022 and the first quarter of 2023.

**Chile** presented on the project “Ensuring Educational Equity for All APEC Economies through Programming and Computational Thinking”. The project had gained co-sponsorship from Australia, Canada, China, Indonesia, Japan, Korea, Malaysia, New Zealand, Papua New Guinea, Singapore and Thailand. Chile invited all member economies to join.

**Korea** presented on the Institute of APEC Collaborative Education and six projects in implementation (ALCom, AEEP, AFEF, CEDI, ASLP, AeLT). Korea looked forward to collaborating with more economies to meet the goal of narrowing down the knowledge and information gap for shared prosperity. Thailand, Chinese Taipei, and the Philippines thanked Korea for initiating the projects. The EDNET Coordinator appreciated the comprehensiveness of Korea’s projects and their contribution to education cooperation in the region.

**Chinese Taipei** presented on the self-funded project, “Accelerating Innovation and Education Development: Regional Mobility, Digital Talent Cultivation and Collaborative Connectivity in Post-Pandemic Era”. A forum will be hosted in September 2022 to discuss how to facilitate student mobility and to innovate education in the post-pandemic time.

**Thailand and Japan** co-presented on the project “Online Workshops for Lesson Study 2.0: Artificial Intelligence (AI) and Data Science for Education in APEC Economies”, building a series of projects implemented over sixteen years. Two workshops will be held in September 2022 and January-February 2023, respectively. The EDNET Coordinator expressed appreciation for Thailand’s and Japan’s sustainable efforts in education cooperation and practicality of this project.

**The United States** shared a brief update on the ongoing project “APEC Life-Long Learning and Skilling” and the agendas and registration links for the two forthcoming webinars and welcomed all members to join.

The APEC Secretariat noted that the deadline for submission of project concept notes is 20 June 2022, and they would be ready to help members develop project concept notes and proposals.

1. **Principals’ Perspectives: The Future of Student Learning in Digitalized World**

**8. Principals’ Perspectives: The Future of Student Learning in Digitalized World**

Mr. Julián Javier Robles Rivas, Head of Infrastructure Optimisation Programmes of the Ministry of Higher Secondary Education, Mexico, presented on the future of student learning in a digitalised world, elaborating on how to train and teach young people to develop lifelong learning skills and knowledge, and advance teacher training and assessment. Mr. Rivas concluded by reiterating that training is a permanent element for students and teachers in a digital culture, an enabler of interaction between individuals and entities, and of communication of knowledge and experiences.

Dr. Worawarong Rakreungdet, Principal of Mahidol Wittayanusorn School (MWIT) of Thailand introduced the school’s experiences and practices in preparing students for the future. Science projects and excellent results of students in international competitions during COVID-19 were also mentioned. Dr. Rakreungdet concluded his presentation with three questions to be considered when transforming the school towards the future: expected competencies of the students, flexible curriculum, and students’ motivation.

1. **Insights from Demand and Supply Side: Development of Skills for Potential Future**

**9. Insights from Demand and Supply Side: Development of Skills for Potential Future**

Ms. Cen Yong, Vice President of Ningbo Polytechnic (NBPT) of China, introduced TVET and related policy development in China, as well as NBPT’s practice in joint student development, technical service provision, and its contribution to the local economy. Looking into the future, NBPT will be committed to fostering the spirit of craftsmanship, promoting digital literacy, and developing green technologies and students’ green skills.

Mr. Craig Robertson, Chief Executive Officer of the Victorian Skills Authority of Australia, briefed on Industry 4.0 and latest developments in skills demand projections and skills development, from new public management to collective public value creation. He also mentioned ILO’s global framework for core skills, which includes social and emotional skills, cognitive and metacognitive skills, basic digital skills, and basic skills for green jobs. Mr. Robertson suggested member economies lift the value and utility of TVET by combining complex knowledge with expert practice to drive economic growth and recovery.

Mr. Robertson and Ms. Cen received appreciation from the EDNET Coordinator and representatives from Australia, Chile and ASEAN Secretariat, and answered their questions regarding curriculum and qualifications renewal, curriculum reform, skills recognition, micro-credentials and collaborative learning within the TVET sector.

1. **Beyond APEC: Cross-Fora Collaboration for a Shared Future**

**10. Panel Presentation of Representatives of Multilateral Organizations**

Mr. Shigeru Aoyagi, Director, Asia and Pacific Regional Bureau for Education, United Nations Educational, Scientific and Cultural Organization (UNESCO) provided an overview of the report entitled “Reimagining Our Futures Together”, a new social contract for education proposed by UNESCO. Mr. Aoyagi briefed also on a series of upcoming events including the Transforming Education Summit aimed at revitalizing global efforts to achieve SDG4, and welcomed participation from APEC EDNET members and looked forward to further collaboration.

Dr. Ethel Agnes Pascua-Valenzuela, Director of the Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat presented on Education Agenda of SEAMEO, including seven priority areas: early childhood education, inclusion, resiliency, TVET, teacher education, harmonisation in higher education and research, and 21st century curriculum. Dr. Pascua-Valenzuela looked forward to working with EDNET, not to duplicate the efforts, but to complement and strengthen partnership and collaboration.

Dr. Choltis Dhirathiti, Executive Director of the ASEAN University Network (AUN) presented on four key results of AUN: talents and human resource development; research academic projects; institutional capacities; and networks and alliances.

Dr. Roger Yap Chao Jr., Assistant Director and Head of Education Youth and Sports Division, ASEAN Secretariat, presented on ASEAN’s education initiatives and priorities, targeting at human resource development for the changing world of work, digital transformation of education systems, enhancing ASEAN awareness, quality education, among others. Dr. Chao echoed Dr. Pascua-Valenzuela’s message that collaboration should be complementary, not duplicate, and highlighted that ASEAN also looked forward to potential collaboration with EDNET in the future.

The EDNET Coordinator and Thailand EDNET Co-chair expressed appreciation for the presentations, and hoped to see more collaborations between these multinational organisations and EDNET. Japan commented on Japanese collaboration with UNESCO. ASEAN Secretariat answered a question from Thailand on dropouts. SEAMEO Secretariat answered a question from Thailand regarding the platform for cross-fora collaboration, and recommended EDNET to join the Learning and Education2030+ Networking Group.

1. **Achieving the Education Ministers’ Vision Towards 2030**

**11. Discussion on Mechanism for Achieving the Vision of Education 2030**

The EDNET Coordinator presented on the proposed mechanism for achieving the Vision of Education 2030. Starting from the mandate of the Aotearoa Plan of Action on implementation of the APEC Education Strategy, she reviewed the instructions from APEC Leaders and Ministers as well as consensus reached among APEC members for updating the Action Plan of APEC Education Strategy, HRDWG TOR and HRDWG 2021-2025 Strategic Plan, as well as Baseline Report on Current Education Status in the Asia Pacific Region, and presented three proposals for fulfilling these tasks.

Australia, New Zealand, Thailand and USA presented their consideration and suggestions. After discussion, an agreement was reached on an informal structure (an ad hoc “advisory team”) to take on tasks such as updating the Action Plan of the APEC Education Strategy, updating corporate documents (EDNET-related content of HRDWG TOR, and HRDWG 2021-25 Strategic Plan), other issues on potential future collaboration, involving the previous, current and next hosts, as well as interested member economies. New Zealand as previous host, Thailand as current host and the United States as upcoming host agreed to join the advisory team. The EDNET Coordinator indicated that she would email EDNET members calling for economies to express their interest in joining the “advisory team”.

1. **Summary and Way Forward**

**12. Way Forward**

Thailand presented on planned activities for the rest of 2022, noting that a special EDNET session for reviewing and planning will be held virtually in September 2022.

The United States as host for 2023 introduced two policy priorities: 1) leverage schools as community resource centers to encourage equitable pandemic recovery and promote the wellbeing of students and families; 2) equip all individuals with the digital skills necessary to spur innovation. The United States plans to host an in-person event involving senior education officials.

**13. Summary Report for Presentation at HRDWG Plenary Meeting**

The EDNET Coordinator presented on the Summary Report for presentation at HRDWG Plenary Meeting. As suggested by Australia, reference to knowledge platform was deleted from the summary report as it was not covered in the discussion. The EDNET Coordinator suggested leaving it for the advisory team to decide if this would be part of their task, to which Australia agreed.

**14. Closing Remarks**

Thailand EDNET Co-chair thanked the EDNET Coordinator for her hard work and contribution and service to the EDNET for the last seven years. She expressed appreciation to all participants for their contributions to the 39th EDNET Meeting and commitment to build a strong and cohesive education community in the APEC region.

Thailand expressed gratitude to the EDNET Coordinator, whose effort and support made the EDNET Meeting successful, and whose vision and dedication helped implement the many guiding documents of EDNET, such as the APEC Education Strategy and its Action Plan, the Baseline Report, the APEC Report on Education and Economic Development. Although her term will expire soon, Thailand hoped that Dr. Wang Yan will continue to participate in APEC education cooperation and looked forward to working with her again.

The EDNET Coordinator thanked the EDNET Co-chair and all Thailand team members for their dedication and diligence in organising three big events, and their professionalism and enthusiasm for education. The EDNET Coordinator looked forward to working with them for the rest of the APEC Year of Thailand.

China expressed appreciation to Thailand for organizing the EDNET Meeting, and thanked the EDNET Coordinator for her passion, energy, time and knowledge dedicated to the EDNET. China would continue to work with EDNET members to contribute to equitable and quality education for all in the APEC region.

EDNET Coordinator thanked all members for their support and pledged to try her best to fulfill her role for the rest of 2022 and continue to work with everyone for the shared goal of inclusive and quality education for all.