



Asia-Pacific
Economic Cooperation



APEC 2022
THAILAND



THE PROJECT IMPLEMENTATION SUMMARY MINISTRY OF EDUCATION OF THAILAND'S HOSTING OF APEC 2022



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PREFACE

Asia-Pacific Economic Cooperation (APEC) was formed in 1989 with the aim of increasing economic cooperation, supporting trade and investment, and promoting participation from SMEs and every sector, including women's rights, environmental issues, public health development and sustainability in other aspects.

At present, APEC consists of 21 economies, namely Australia; Brunei Darussalam; Canada; Chile; People's Republic of China; Hong Kong, China; Indonesia; Japan; Republic of Korea; Malaysia; Mexico; New Zealand; Papua New Guinea; Peru; the Philippines; the Russian Federation; Singapore; Chinese Taipei; Thailand; the United States of America; and Vietnam.

In 2022, Thailand was the host of a series of APEC meetings, from December 2021 to November 2022. Under the theme of “Open, Connect, Balance”, the meetings aim to enable opportunities and connect every dimension with balance by focusing on sustainability and digitalization to achieve the APEC Putrajaya Vision 2040.

The Ministry of Education, Thailand, hosted the 47th Human Resources Development Working Group (HRDWG) and the related Meetings, which included 1) Education Network (EDNET) Meeting, 2) Capacity Building Network (CBN) Meeting, and 3) Labor and Social Protection Network (LSPN) Meeting under the theme of “Shaping Smart Citizens with Digitalization and Eco-friendly Awareness”.

The meetings focused on three priorities: developing smart citizens, promoting digital literacy, and promoting responsibility to society and environment. Notable activities hosted by Thailand in the year of 2022 are:

- 1) Youth Forum on Eco-friendly Awareness
- 2) APEC Education Conference on the Collaborative Direction of Education, Employment and Decent Work in the VUCA World)
- 3) APEC Education Ministers' Vision on Education 2030

In this opportunity, the Ministry of Education of Thailand, has collected the results of the aforementioned activities and published it as an e-document for public access to learn about the meetings on human resource development under the framework of APEC and utilize information for future relevant activities.

Ministry of Education of Thailand
November 2022



The Project Implementation Summary Ministry of Education of Thailand's Hosting of APEC 2022

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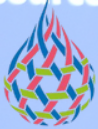
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Human Resources Development Working Group (HRDWG) Meeting

9 – 10, 12 May 2022, Bangkok, Thailand



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The Project Implementation Summary Ministry of Education's Hosting of APEC 2022 during the Second APEC Senior Officials' Meeting (SOM2)

April – May 2022, Bangkok

In supporting Thailand hosting APEC 2022, the Ministry of Education of Thailand hosted the 47th Human Resources Development Working Group (HRDWG) Meeting at the start of the Second APEC Senior Officials' Meeting (SOM2), which took place from May 9 – 12, 2022 at the Shangri-La Hotel in Bangkok. The HRDWG Meeting was chaired by Prof. Dong Sun Park, HRDWG Lead Shepherd, and co-chaired by Ms. Duriya Amatavivat, Advisor on International Cooperation, Office of the Permanent Secretary, as delegated by the Permanent Secretary. Twenty-one member economies attended the Meeting in-person and virtually. The Main goals of the program of APEC's HRDWG are enhancing the quality of education, capacity building, and labor and social protection, which are carried out through the three networks of Education Network (EDNET), Capacity Building Network (CBN), and Labor and Social Protection Network (LSPN). In this HRDWG Meeting, Thailand as the host of APEC 2022 proposed to the Meeting that the theme of **“Shaping Smart Citizens with Digitalization and Eco-Friendly Awareness”**, is in line with APEC 2022's theme, “Open, Connect and Balance.” Priorities to be pushed forward include 1) Smart Citizens, 2) Digital Literacy and 3) Green and Eco-Friendly Awareness.



At the opening ceremony, Ms. Duriya Amatavivat, Co-Chair, presented priorities of Thailand as the host of the HRDWG 2022 Meeting entitled, “Thailand's 2022 Priorities”, which stated the commitment of the country in pushing for recovery and balanced and sustainable social and economic growth in the APEC region, with human resource development as a driving force. It also included promoting the development of citizens with digital literacy and green and eco-friendly awareness, which is in line with Thailand's APEC 2022 theme.

The HRDWG Meeting had key discussion topics of the three networks as follows: 1) EDNET identified the key topic of Quality Education for Sustainable Growth and high-level officials from APEC member economies presented the direction for policy implementation on quality education for sustainable growth. There was experience sharing among education institution administrators regarding the curriculum that responded to the changes in the digital era. 2) CBN focused on the implementation of the roadmap 2022 – 2025 through creating an enabling environment for cultivating new concepts in human resource capacity strengthening, supporting member economies to emphasize digital capacity strengthening, improving and enhancing human resource skills to respond to post-COVID economic recovery, as well as adjusting systems, modalities and processes in human resource capacity strengthening. 3) LSPN had an important discussion related to policy preparedness to promote resilience in the volatile labor market, skill development, adaptation to the changing world of work and labor market volatility caused by many challenges, taking into account changing technology, environment and integration of gender in labor policies.

The Ministry of Education of Thailand and relevant networks invited representatives from international organizations, including the United Nations Educational, Scientific and Cultural Organisation (UNESCO), the International Labor Organization (ILO), the United Nations Industrial Development Organisation (UNIDO), the Organisation for Economic Co-operation and Development (OECD), the Association of Southeast Asian Nations (ASEAN), the Southeast Asian Ministers of Education Organization (SEAMEO), the Asian Development Bank (ADB), the Association of Pacific Rim Universities (APRU), Thailand Productivity Institute (TPI) and the administrators of leading education institutions to discuss and exchange their views on the current situations of the education sector, capacity strengthening for the development of vocational and digital skills and the realization of the benefit of Big Data and innovation that support skills development.

During the 47th HRDWG Meeting, the Ministry of Education of Thailand also hosted the 39th EDNET Meeting from May 11 – 12, 2022, chaired by EDNET Coordinator Dr. Wang Yan and Ms. Duriya Amatavivat, Thailand EDNET Co-chair for 2022. Her Excellency Ms. Treenuch Thienthong, Minister of Education of Thailand delivered welcome and opening remarks, acknowledging the EDNET Meeting as an opportunity for APEC economies to share information and best practices, promote quality education for all, and strengthen the role of education in promoting social, individual, and economic development as well as to advance education cooperation to achieve Quality Education for Sustainable Growth. Her opening remarks addressed that cultivating human resources through education is a critical part of ensuring long-term economic growth. She mentioned Thailand is pleased to continue its cooperation with APEC member economies to ensure that learning never stops and no one is left behind, which is under the APEC 2022 theme, “Open, Connect and Balance. She confirmed that Thailand will work in partnership with APEC member economies to build strong education, support sustainable economic growth, social wellbeing, and employability of citizens in APEC economies, as well as to reaffirm the commitment in advancing education cooperation to achieve the APEC Putrajaya Vision 2040. During the EDNET Meeting, the Ministers of Education from nine APEC member economies, including Brunei Darussalam, Chile, Indonesia, Malaysia, Mexico,

New Zealand, the Philippines, Singapore and Thailand presented their “Education Vision 2030” through video remarks. It was aimed at sharing information and best practices in promoting quality education and strengthening cooperation to achieve the EDNET 2022 Meeting’s theme of “Quality Education for Sustainable Growth.” Thailand’s Minister of Education shared her vision on the importance of education in advancing human’s potentials and the relevance of the education system to the changing world. In addition, the Ministry of Education of Thailand’s policy on “Bringing Children Back to School” after the COVID-19 pandemic and the establishment of the MOE Safety Center to promote hygiene and safety in the daily life, ensuring that all students return to school safely without leaving anyone behind were presented.

With regards to education policy-related issues, the representatives from APEC member economies, including Australia, China, Indonesia, Japan, Korea, Malaysia, New Zealand, the Philippines, Russia, Singapore, the United States of America and Thailand presented the direction in the policy implementation on quality education for sustainable growth. The Permanent Secretary of the Ministry of Education of Thailand Mr. Suphat Champathong, presented Thailand’s education reform policy, which would benefit teaching and learning and respond to social and environmental changes. This is in accordance with the Thailand 4.0 model, which aims to develop and drive the economy through technology and innovation.

In addition to hosting the aforementioned 47th HRDWG Meeting, the Ministry of Education of Thailand placed importance and organized activities to support the main theme of the HRDWG Meeting. This included the following.

1. The APEC Youth Forum on Green and Eco-Friendly Awareness. The forum was held in Bangkok from April 26 – 28, 2022 through in-person and virtual modalities. It focused on awareness raising in environmental protection. Resource persons knowledgeable and experienced in environment fields participated and shared their views to youth representatives from APEC member economies, including Australia, Malaysia, Mexico, New Zealand, Singapore and Thailand. They shared their experiences and identified problems in environmental management and protection. Youth representatives from member economies exchanged their views and experiences and developed their Draft Recommendation on a Better Environment for a Brighter Future to be presented to the APEC HRDWG Meeting.

2. Meeting on the Collaborative Direction of Education, Employment and Decent Work in the Volatile, Uncertain, Complex and Ambiguous (VUCA) World. The representatives from 15 APEC member economies, including Australia, Brunei Darussalam, Chile, China, Hong Kong, Indonesia, Japan, Malaysia, Mexico, New Zealand, the Philippines, Russia, Chinese Taipei, the United States of America and Thailand attended the meeting, which was convened in Bangkok from May 5 – 6, 2022. The meeting included policy discussion, sharing



of experiences and views on human resource development and necessary skills to respond to manpower needs in the VUCA world. The meeting emphasized the importance of continuous cooperation to build innovation and collaboration that will maximize the benefits and imposed challenges brought on by the COVID-19 pandemic. During the exchange of views among the APEC member economies and participants, the meeting agreed that APEC leaders will need to continue creating innovation by building on experiences and challenges faced by learners and the labor force and move forward. They also said we need to provide forums for young leaders to share their visions and understandings as well as collaborate for a better society.

The 47th HRDWG Meeting and the relevant meetings and activities carried out under the leadership of Ministry of Education in hosting the APEC Meetings exhibits the critical role Thailand plays in advancing human resource development in the Asia-Pacific Region and benefitting the APEC member economies in collaboratively setting the direction for development. Placing the importance on the development of digital and environmental skills is in line with Thailand's goal in advancing sustainable development in the Asia-Pacific Region. Inclusive human resource development is one of the approaches stated in Bangkok Goals on Bio-Circular-Green (BCG) Economy that Thailand will present as deliverables in the APEC Economic Leaders' Meeting this year.





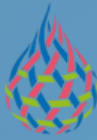
APEC Education Ministers' Vision on Education 2030

2022 - APEC Year of Thailand

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APEC Education Ministers' Vision on Education 2030

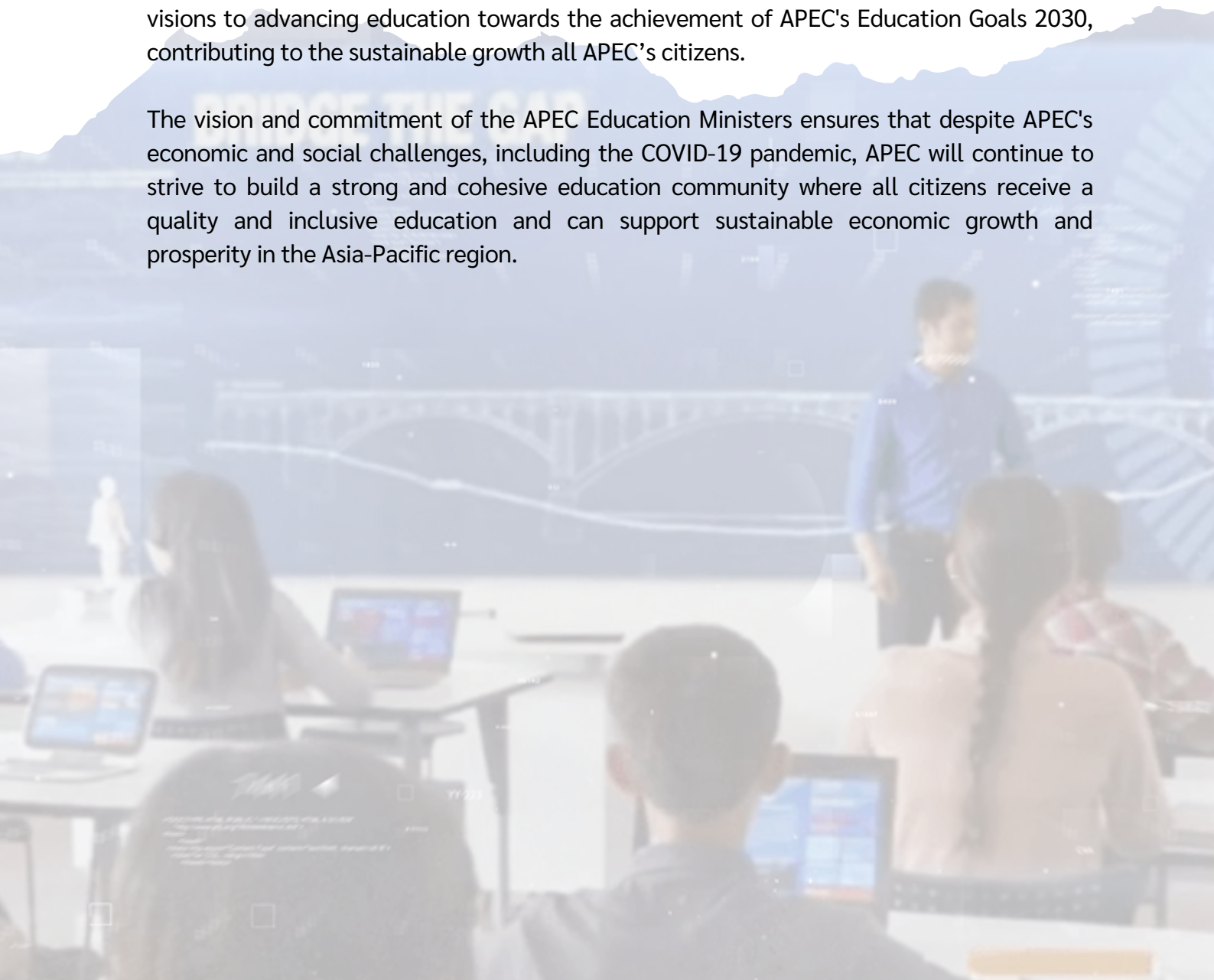


APEC Education Ministers' Vision on Education 2030

Since its *formation* in 1989, the Asia-Pacific Economic Cooperation or APEC has approached the end of its third decade. Apart from notable progress, the region still faces challenges. The global and regional, geo-political, and economic environments in the current era are beset by a mix of disruptive forces. APEC member economies are deeply concerned about rising inequalities within many societies and disenchanted over the benefits of globalization. In the now-extended COVID-19 era, APEC has made its utmost efforts to adapt and tackle the unprecedented challenges which effect the region's economic well-being. Putrajaya Vision 2040 has been put in place to drive APEC's economies to be more open, dynamic, resilient and peaceful. APEC member economies will work together to foster quality growth and bring benefits and well-being to all.

The APEC Education Strategy 2030 provides a framework for implementing APEC as a community where all citizens receive an inclusive, high-quality education for their well-being. To achieve such goals, APEC Education Ministers are all committed and share their visions to advancing education towards the achievement of APEC's Education Goals 2030, contributing to the sustainable growth all APEC's citizens.

The vision and commitment of the APEC Education Ministers ensures that despite APEC's economic and social challenges, including the COVID-19 pandemic, APEC will continue to strive to build a strong and cohesive education community where all citizens receive a quality and inclusive education and can support sustainable economic growth and prosperity in the Asia-Pacific region.





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List of APEC Education Ministers' Vision on Education 2030 Video Presentation

APEC Education Ministers' Vision on Education 2030			
No	APEC economies	Name - surname	Position
1	Brunei Darussalam (BD)	H.E. Dato Seri Setia Awang Haji Hamzah bin Haji Sulaiman	Minister of Education
2	Canada (CDA)	Honourable Gordon S. Wyant	Minister of Advanced Education
3	Chile (CHL)	H.E. Mr. Marco Antonio Avila Lavanal	Minister of Education
4	China (PRC)	H.E. Mr. Huai Jinpeng	Minister of Education
5	Indonesia (INA)	H.E. Mr. Nadiem Anwar Makarim	Minister of Education, Culture, Research and Technology
6	Malaysia (MAS)	H.E. Dr. Radzi Jidin	Senior Minister of Education
7	Mexico (MEX)	H.E. Ms. Delfina Gómez Álvarez	Minister of Public Education
8	New Zealand (NZ)	Honourable Chris Hipkins	Minister of Education
9	Peru (PE)	H.E. Mr. Rosendo Serna Roman	Minister of Education
10	The Philippines (PHL)	H.E. Prof. Leonor Magtolis Briones	Education Secretary
11	Singapore (SGP)	H.E. Mr. Chan Chun Sing	Minister for Education
12	Chinese Taipei (CT)	H.E. Dr. Pan Wen-Chung	Minister for Education
13	Thailand (THA)	H.E. Ms. Treenuch Thienthong	Minister of Education
		H.E. Prof. Dr. Anek Laothamatas	Minister of Higher Education, Science, Research and Innovation



H.E. Dato Seri Setia Awang Haji Hamzah Bin Haji Sulaiman Minister of Education of Brunei Darussalam

The central role of our human capital as a key enabler to the national development agenda can never be understated. As an economy, nurturing our human capital is crucial and it needs a good forward-looking and adaptive education system. And from the human resource development perspective, the main players of a successful education system are teachers and school leaders. Hence having quality teachers and school leaders is vital towards providing quality education that can contribute towards an economy's sustainable growth. It is with this in mind that our ministry emphasizes on the development and maintenance of our teachers and school leaders, or our professional capital.

The task of developing and maintaining our professional capital is complex and ever changing. This is compounded by the current globalisation era accelerated by technologies of the 4th Industrial Revolution. These developments too have changed the profile of learners and ways of teaching and learning. And most importantly, such phenomena have also created new knowledge, skills and competencies of the 21st century that demands a life-long learning mindset. Educators are required to keep abreast and cope with these developments to ensure excellent delivery of quality education. On top of that, innovations in curriculum and assessment will continue to be carried out. We have witnessed these in the past few decades and especially during the pandemic on how they have changed the world of education.

In Brunei Darussalam, transforming our professional capital towards a performance-driven culture is one of our strategic objectives as outlined in the Education Strategic Plan 2018-2022. These initiatives include: improving the selection and recruitment of teachers and school leaders; upgrading pre-service training to graduate (masters) level; enhancing professional development through the Brunei Darussalam Leaders Teachers Academy (BDLTA); streamlining the career development into several pathways; and taking care of the welfare of our educators and school leaders in their retirement years. Teachers and school leaders need to be equipped with 4th Industrial Revolution competencies and skills so that they can adapt and respond to new technologies in order to improve teaching, learning and school management.

Another strategic objective of our Strategic Plan is to provide students with equitable access to quality education which include access to technological knowledge and devices. This means we will continue to evaluate our strategies, leverage on our opportunities and strengths as well as addressing any future disparity gaps and constraints in order to stay responsive and relevant to the future of work for the overall development of the economy.

With the various initiatives conducted within the Ministry of Education, we hope to continuously strengthen and shape our human capital. This is to ensure that our human capital will be competent, resilient and adaptable towards the dynamics of the global market.

To conclude, I would like to reiterate our commitment to achieve the 2030 Agenda for Sustainable Development Goals (SDGs) in line with our Brunei Vision 2035, where Brunei aspires to produce knowledgeable and highly skilled citizens.





Honourable Gordon S. Wyant Minister of Advanced Education of Canada

Quality education is a priority for Canada. Ministries responsible for education, individually and collectively through the Council of Ministers of Education, Canada – CMEC – are working to ensure inclusive, equitable, and quality education for all so that our children and students have the skills to succeed and thrive.

I would like to underline CMEC’s support for Sustainable Development Goal 4 on education, not only as an SDG goal, but also as a fundamental tenet of education systems in Canada. One element of Canada’s approach to advancing SDG 4 is our work on global competencies, which are firmly grounded in strong foundations in literacy and numeracy and are the skills needed for the future of life and work.

Target 4.7 of SDG 4 is related to global citizenship and sustainability, which are elements of Canada’s global competencies. Our education systems are incorporating content about global citizenship and sustainable development into their curricula and teaching practices. This aims to prepare students to reflect on diverse perspectives, and understand and address ecological, social, and economic issues to live sustainably in our complex and connected world.

The global competencies also aim to prepare students to be lifelong learners. We know the early years are a critical learning period for children to develop the foundational knowledge, skills, attitudes, and values that they will need to succeed throughout their lives.

Adult learning and education is a key pillar in equipping our societies for the future, encompassing literacy and numeracy skills, pathways to higher academic or vocational programs, and an increasing embrace of continuous and professional development throughout one’s lifespan.

Importantly, Indigenous education is a priority for Canada’s ministers responsible for education. There is an imperative toward truth and reconciliation, and embedding values that respect Indigenous ways of knowing, being, doing, and becoming in our education and learning endeavours.

Let us come together to make sure every child and student – no matter who they are or where they are – has an opportunity to learn in a safe environment and has the tools to build a better future.





H.E. Mr. Marco Antonio Ávila Lavana Minister of Education of Chile

I would like to greet you on behalf of Ministry of Education and be able to comment the goals of our administration, that has started on March 11th this year.

First of all, we are totally committed to learning recovery because of the gap generated by COVID 19. This is a huge challenge because we know that like many other economies in the world students have been for a long time away from their classrooms which clearly set a significant barrier on their learning development.

Today, 99.7% of schools from our economy are open, taking care of boys, girls and adolescents to continue with their educational process. Unfortunately, we have faced during last weeks some events of violence which were caused by the long absence and distance that some students had from their classrooms. This is why the professional teams from the Ministry of Education have elaborated different resources and tools that will allow them to reconnect with their communities and be able to understand the value of school environment.

We have faced as well some situations of gender violence for which we have developed a national agenda of non-sexist education. This has allowed us to incorporate this topic into students' learning from 7th to 12th grade.

With these two actions we are facing the situation that is probably very related to the return to schools without a proper preparation, very sudden and with no preparation for teachers to face schools' return.

Our ministry participates actively in APEC, Asia Pacific Economic Cooperation Forum, we see it as a privileged regional space where educational systems can collaborate in a network to share experiences and practices.

We will always be available in our ministry to share experiences and elaborate jointly quality public policies that will benefit our girls, boys and adolescents.





H.E. Mr. Huai Jipeng
Minister of Education of China

The Asia-Pacific is the most dynamic region in the world with the greatest growth potential. Education as an important component of regional cooperation, plays a vital role in promoting economic growth and prosperity in the region. China has always been active in the regional education cooperation, and will remain a supporter, participant, and enabler of this regional endeavor.

The Chinese government attaches great importance to the role of APEC and always supports the APEC Education Strategy and its Action Plan. Looking ahead to 2030, China is looking forward to deepening cooperation with all economies to ensure more inclusive and equitable quality education, to promoting lifelong learning opportunities for all, and to advancing common development of education in the region. On this basis, we shall:

Promote the digital transformation of education. The sci-tech development and fourth industrial revolution has brought us both opportunities and challenges. Against this backdrop, the economic, industrial, and demographic structure and social environment will go through profound changes. The future of education will be more closely connected with the development of information technology. Therefore, we must strengthen capacity for digital education, create an enabling environment, vigorously promote digital and smart education, which will better serve socio-economic development.

Enhance quality vocational education. The world economy and people's livelihood suffer from unprecedented challenges posed by a plethora of changes and COVID 19, all unseen in the past century. Vocational education plays a vital role in providing diversified talents, passing on and enriching craftsmanship and skills, and facilitating employment and entrepreneurship. It is irreplaceable and unique for building a more robust, greener, and healthier world. We must vigorously grow vocational education, align it with industrial needs, so as to deepen the integration between education and industries. The Chinese Ministry of Education will build new platforms, paradigms and mechanisms for vocational education cooperation, and work with other member economies to realize quality and sustainable development of vocational education.

Intensify education exchanges and cooperation. Solidarity and cooperation are imperative to overcome challenges and promote development. Aiming for sustainability, we must elevate the level of cooperation in education via building platforms, vehicles and mechanisms, and set the direction of knowledge creation and technological innovation. More efforts should be made for member economies to be open, inclusive, and innovative, so that we can achieve growth, connectivity and win-win cooperation and build an Asia-Pacific education community.

The Chinese Ministry of Education looks forward to working with APEC member economies to promote education reform and development, and with our relentless efforts, to achieve the UN 2030 SDGs, as well as the economic growth, social well-being and common prosperity in the Asia- Pacific region.





H.E. Mr. Nadiem Anwar Makarim

Minister of Education, Culture, Research and Technology of Indonesia

It is an honor to participate in this year's Asia-Pacific Economic Cooperation hosted by the government of Thailand, especially today in the Education Network meeting, that will play an important role in our current efforts to recover global education and reimagine our post-COVID-19 future.

I am delighted to tell you that this month is a special time for us in Indonesia as we are celebrating our national education's day. This year's celebration marks our third-year implementing Merdeka Belajar or Emancipated Learning, our new policies that endorse education reform on a national level. In this forum, I would like to share our initiatives so that we can learn from each other's good practices.

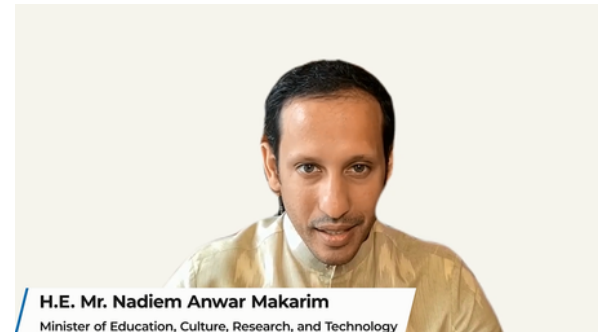
As its name suggests, our policy aims at emancipating education. With that in mind, we have begun to liberate students from the shackles of rote learning, memorization drills and a curriculum out of step with the realities of the 21st century. We have begun to liberate teachers from the burden of excessive paperwork, limited opportunities for self-development and a rigid curriculum that restrains teachers' creativity and talent.

That is the grand design of our series of initiatives, including the newly-released Emancipated Curriculum, to radically change the Indonesian education system by shifting from the previously inflexible one-size-fits-all approach to a more localized, liberating curriculum. Indonesian teachers now have more autonomy to control the pace of their lesson, whether they want to move ahead to challenge or take a step back to reinforce, the pace of learning is in the hands of those who know students best: teachers. Meanwhile students are enjoying a deeper learning experience of the skills essential for success in the 21st century, including both online and offline literacy and numeracy, alongside engaging character and moral education delivered in a meaningful, collaborative project-based approach.

To help teachers implement this Emancipated Curriculum, we have created a digital platform specifically designed for teachers, providing them with hundreds of thousands of inspirational training videos and teaching materials, series of individual performance and knowledge tests, as well as an open, virtual forum to meet fellow teachers and foster the dissemination of best practice. It is a platform that will give more autonomy and freedom to teachers to explore creative lesson ideas, develop skills and knowledge, and help students to learn better. I am excited to see what new pedagogical approaches will arise from liberating teachers to spread their wisdom and on-ground experience.

There are currently more than ninety thousand schools across Indonesia that implement the Emancipated Curriculum, which means millions of Indonesian teachers and students are beginning to enjoy their rights as lifelong learners.

I believe that emancipating education is the way to recover learning from the impact of the pandemic and the shackles of bureaucratic systems. It is the way to reimagine an education that is robust and liberates our teachers and students' true potential and it is the way to reclaim our dream of a better, more prosperous future. I am happy to have this opportunity to share our *Merdeka Belajar* initiatives to all of you, and I hope to learn from the experience of the other members and strengthen our meaningful collaboration. **Together we can achieve an inclusive and sustainable education for all children of APEC members, for all children of the world.**



H.E. Mr. Nadiem Anwar Makarim
Minister of Education, Culture, Research, and Technology



H.E. Dr. Radzi Jidin
Senior Minister of Education of Malaysia

Malaysia has made tremendous strides towards United Nations' 2030 Agenda for Sustainable Development, especially in Sustainable Development Goal 4 which focuses on inclusive and quality education for all. Between 2016 to 2020, Malaysia achieved more than 95% universal access for enrolment in school. Malaysia also reduced the out-of-school rates for primary level from 2.8% to 1.8% while secondary level from 10% to 7.6% within the same period.

During the COVID-19 pandemic, schools were closed for conventional teaching and learning while digitalisation of education was accelerated. To ensure that learning remains holistic even in challenging circumstances, Malaysia has implemented home-based learning, where teachers are given flexibility to adopt customised teaching approaches by considering students' capabilities as well as the availability of digital devices and internet connectivity.

In developing online teaching and learning, Malaysia provided a variety of materials through our online portal called the Digital Educational Learning Initiative Malaysia or DELIMa. It served as the primary digital learning platform for teachers and students. To complement this, offline teaching and learning were also enhanced through television, as the government collaborated with public and private sector broadcasters to introduce a dedicated Educational TV channel which includes curricular and co-curricular-related programs.

Schools and higher education institutions are now fully reopened for face-to-face teaching and learning. This allows for more equitable access to education in a more engaging and interactive environment. While Malaysia is transitioning to the endemic phase of COVID-19, wide-ranging SOPs and guidelines on school and campus operations were introduced in ensuring a safe learning environment for students.

Malaysia fully supports the APEC Education Strategy 2016-2030. We have aligned our initiatives with its vision and objectives, which emphasises on inclusive and quality education for all. Let us work together, in achieving the vision of the Strategy, that, in turn, result in further boosting sustainable economic growth, social wellbeing, and employability of our respective citizens in APEC economies.





H.E. Ms. Delfina Gómez Álvarez Secretary of Public Education of Mexico

Today Mexico is undergoing a profound transformation. And, therefore, we are committed to concentrate our best efforts to consolidate the objectives of the 2030 Agenda for the Sustainable Development. We are very clear about this purpose, especially considering the challenges posed by the COVID-19 pandemic.

We are currently working on changing the curriculum in basic education, where special emphasis is placed on communities, their needs, interests and contexts, as well as on their wellbeing, situated and respectful of the diversity of ways of being and being in the world, because we recognise that Mexico is multicultural.

We are also reviewing and changing the contents of upper secondary education in order to ensure comprehensive, quality and equitable education for all adolescents and young people, also considering textbooks and support materials.

Another important factor is the teachers, for it is they who are the basis of change, which is why a great effort is dedicated to improving their job stability and better living conditions, as well as their professional and permanent training and updating so that they can provide students with the elements to develop the resources for access to knowledge considered in the curricular change.

In the present administration, our main commitment is to the poorest. For this reason, we are implementing the Strategy for Inclusive and Equitable Education, which includes three lines of public policy:

- First, scholarships are granted to promote the permanence of the most vulnerable population; and 9.4 million girls, boys and adolescents and 410 thousand young people have benefited.
- Second, more than 100 universities have been built in the poorest and most marginalised regions, to guarantee the right to universal education.
- Third, the School is Ours (Escuela es Nuestra) programme seeks to improve school infrastructure, equipment and materials in the most needy basic education schools.

While these actions have covered some needs, we know that much remains to be done.

During the pandemic, actions were carried out to continue educational services with the use of Information and Communication Technologies, ICTs, as well as the creation of the Learn at Home and Youth at Home Programme (Programa Aprende en Casa y Jóvenes en Casa), giving priority to the safe return to school through actions such as the vaccination of teachers, students over 12 years of age at all levels of education, administrative, support and manual staff in all educational institutions.

For us, education is obliged to and has great potential to trigger a process of civilisational transformation that will allow us to emerge from the current crisis, prevent and address future threats, and for this reason we ratify our commitment and rest assured that we will continue to work.





Honourable Chris Hipkins

Minister of Education of New Zealand

COVID-19 continues to cause significant disruption around the world and has far-reaching economic consequences. But disruption also provides opportunities for change. As we plan for recovery, APEC is an important forum, through which we can rebuild and recover. Through APEC, education systems can cooperate and learn from each other in responding and adapting to a new global reality.

A key part of our recovery from the pandemic will be through education and training; by equipping our citizens with the skills and knowledge they will need for a more prosperous future. My vision is to create an education system that delivers equitable and excellent outcomes. We are undertaking an ambitious change programme to ensure education is inclusive, equitable and connected from early to life-long learning.

We want a high-quality public education system that provides all New Zealanders with lifelong learning opportunities so that they can discover and develop their full potential, engage fully in society, be globally-aware and connected, and lead fulfilling lives. We are also focused on overcoming digital exclusion and enhancing equity for our Māori and Pacific learners and their families.

My Government recently launched two new strategies which set out the plan to improve outcomes for young people and parents in maths, literacy and communication. These will help us reach our goal of making Aotearoa New Zealand one of the best places in the world to be a child.

There has never been a more important time for us as a region to join, work and grow together. I look forward to continuing our close regional cooperation and our shared desire within APEC to make positive change.





H.E. Mr. Rosendo Serna Roman
Minister of Education of Peru

After two years of going through distance education and although our students have continued to learn, not all have had the same conditions, having further evidenced the gaps in education existing in our country, as well as significant delays in the fulfillment of the Sustainable Development Goals of the 2030 Agenda. Therefore, to guarantee the path towards an equitable and quality education, with relevant and effective learning outcomes, this 2022 is committed to pre- senciality.

From this Ministry, the following resources will be made available to students and teachers:

- **Aprendo en Casa 2022**, which will respond to a context of face-to-face and blended learning, and will have a series of educational resources for the different actors, through which teachers will have pedagogical resources to develop their own learning experiences in a decentralized way and according to the needs and characteristics of their students.
- **Catalog of Digital Resources (CRD)** that offers a series of inputs, product of the internal work of Minedu and the contribution of national and international allies. In the CRD the actors will find: videos, audios, photographs, websites, interactive, 3D virtual tours, among others, that will favor the development of teaching and learning processes.
- **Orientación Practical Guides** for teachers, with examples that allow them to reinforce the use of educational resources, considering the characteristics and educational needs of their students.
- **Guidelines for the use and exploitation of school libraries**, with the intention of making the most of all the resources available in each school, community and district, for the development of student competencies, associated with all areas.
- **Provision of educational materials** for students who are in the regions with the intention that all students have their materials for work with their teachers.

Likewise, with the support of the teachers, a diagnostic evaluation will be carried out to measure the progress and difficulties of the students. With this information, the teacher will be able to adapt the learning experiences and the activities within them, to the needs of their students.

This evaluation will also include aspects of the family and personal situation of each student, in order to provide the required socio-emotional support or seek the necessary support in cases where it is considered necessary, in coordination with the health sector (interviews with families and students).

For this, it has been planned to develop welcome and welcome actions that allow students to feel good, recognize their peers, teachers and the entire educational community. To achieve this, the institution or educational program must organize integration activities that favor the good school climate and express their feelings in the face of what has been experienced and the fear of face-to-face, agreeing on rules for a healthy coexistence in the classroom and outside it.

During this process, the role of teachers is fundamental, especially in the planificación of the work with the students, having to reinforce the knowledge of those students who require greater support in their group, combine actions of face-to-face and distance work, take advantage of all the spaces they have in their environment to learn by doing and reflecting on what has been done (parks, squares, beaches, rivers, markets, museums, reserves)

The school and all educational actors will place special emphasis on the transitions from initial to primary and from primary to secondary education, as well as to higher education or employment, because many children and adolescents have changed levels during the pandemic and will require support to adapt to the new forms of work at their level.

Within this framework, it is sought that all these actions as a whole contribute to the well-being of the student, the valuation and attention of their diversity, as well as to reinforce formative evaluations and the development of hybrid teaching and learning processes.





H.E. Prof. Leonor Magtolis Briones Education Secretary of The Philippines

Our department's vision agenda and education mandates are guided by our own constitution and captures our international commitments, like the sustainable development goals. With the onset of Covid, we have adopted the policy approach of blended learning.

As we continue to adapt and evolve to the challenges of our times, we continue to review our vision of education for 2030. We face 3 major sets for our challenges.

- One is catching up with technology science and engineering and mathematics, which is important to the survival of the modern world;
- Second, never never forgetting our identity as a people with our own history our culture our poetry our music and all that makes life worth living for our people;
- Thirdly, we are looking into the future itself, a future beyond the usual political exercises, and so we are creating and enhancing our education's futures unit beyond elections, beyond what we know at this time and getting a feel with what the students will be confronting when they leave school to go to university or to work or to become leaders of society.

These are the three challenges which we face at present and the vision which has shaped such responses to these challenges.





H.E. Mr. Chan Chun Sing

Minister for Education of Singapore

Allow me to paint a quick picture of our vision of Education 2030.

First, we must educate for the future. As the past few years have shown us, we will need to be flexible and adaptable – to not just cope with disruptions to our way of life, but to thrive in the face of new challenges. In Singapore, our priority is to ensure our students are ready to face an increasingly volatile and uncertain world. We do this through cultivating strong values and socio- emotional competencies, alongside knowledge and skills.

Second, we must educate for impact. Our students cannot be mere bystanders to the world’s challenges – they must also take the initiative to identify problems and propose solutions to leave the world a better place. Take, for example, the issue of sustainability. While we cannot predict each and every challenge we will face in the future, we do know that climate change is becoming an increasingly pressing issue. In addition to preparing our students with the skills necessary to thrive in the green economy, we must also encourage them to identify how they can be part of the solution.

Third, we must educate for life. It is no longer enough for our students to learn only in schools. They will have to learn, re-learn, and re-skill many times over their lives. This requires a mindset shift in how we see the role of education. In Singapore, we are giving students more time and space to explore their passions and engage in self-directed learning.

As we all work towards “Quality Education for Sustainable Growth”, forums like EDNET are important because they provide a platform to share their experiences so that together, we will have a collection of ideas and best practices to tap on to achieve our aims.





H.E. Dr. Pan Wen-Chung Minister of Education of Chinese Taipei

Our economy is talent-oriented, and talent cultivation is the key to the sustainable development and international competitiveness of an economy. With the advent of globalization and the digital era, combined with the impact of the COVID-19 pandemic, the Ministry of Education has proactively promoted educational reforms to meet challenges and implemented important policies on pre-school education, compulsory education, higher and vocational education, youth participation enhancement, international exchange, and ethnic group inclusion to enhance overall competitiveness.

The MOE will promote affordable, widespread early childhood education (ECE) to carry out the Child Care Policy for Ages 0-6 and increase the number of public kindergartens to offer parents affordable childcare and education services. The Curriculum Guidelines of 12-Year Basic Education emphasizes “adaptive learning & lifelong education” and aims to provide diverse learning opportunities and school choices to help every child succeed. Due to the COVID-19 pandemic teaching methods and content quickly digitalized. The MOE, therefore, launched a project to promote digital learning for elementary and middle school students, set up the EDU Cloud platform to integrate learning resources and services on the cloud and enable urban and rural students to engage in adaptive self-learning. The MOE also focused on developing digital content, promoting diverse digital courses, and assisting innovative digital industries.



Next, in terms of innovation in higher education, to cultivate talents across various domains the MOE has been promoting the Higher Education Sprout Project and Yushan Scholar Program to strengthen talent cultivation, retention, and recruitment. We hope to recruit more international students, establish research institutes in key fields, and cultivate top tech talents for our economy. On the practical end, the MOE has launched the Industry-Academia Cooperation Platform for insight into industry development trends and demand for talents, to connect industry and academia

demands and foster in-depth collaborations, and establish a customized talent cultivation model across the industry and academia to cultivate outstanding tech professionals.

In the face of globalization trends and to cultivate creative youths and global talents with a global vision, the MOE is hosting creative contests and empowerment campaigns integrated with on-campus practicum sites and local startup hubs for youth to enhance innovation and entrepreneurship in young students. The MOE also encourages our youth to participate in international exchanges and discourse to cultivate their cross-domain capabilities through studying/researching abroad, volunteering overseas, and engaging in grand tours. To connect with the international community, the MOE strives to “implement in full scale the bilingualization of Taiwan’s educational system, cultivating bilingual talents and international perspective.” by “adopting a dynamic teaching approach with a focus on daily English use,” “expanding human resources required for English education,” “making effective use of digital technology and promoting individualized learning,” “accelerating the internationalization of the educational system,” and “relaxing current regulations to allow for flexible mechanisms” to strengthen students’ competitiveness in the future job market. In terms of strengthening international academic exchanges and collaboration, the MOE has launched the New Southbound Talent Development Program for countries targeted by the New Southbound Policy, established a global brand for Mandarin education, and brought our experiences in education to the world to share our practices and learn from the experiences of other economies.

To foster a harmonious and prosperous society where diversity flourishes and safeguard the rights to education of diverse communities, the MOE continues to subsidize schools in remote areas, bolster diverse learning and educational resources, and leverage the internet to close the urban-rural divide and increase learning motivation and outcomes in remote students. More importantly, the MOE continues to strengthen safety protection mechanisms and measures at schools, upgrading old buildings and power systems to foster a safe school environment.

The Ministry of Education will continue to promote exchanges by proposing and hosting seminars, and participating in activities held by APEC economies. We will also share educational policy experiences and practices in response to one of the UN SDGs, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, and the APEC educational strategies of innovation, digitalization and international cooperation. We will contribute to the development of human resources in the Asia-Pacific region and promote regional economic development and sustainable growth.



H.E. Ms. Treenuch Thienthong

Minister of Education of Thailand

Education is a key mechanism for developing human potential to enable APEC to achieve its goals of creating a sustainable economy. The pandemic has rapidly changed the way we live and work. The education system worldwide has to be adjusted to overcome challenges through transforming the way it manages. The impact of online learning is huge, especially among students who have challenges in getting online resources and full support from parents due to financial difficulties.

The Ministry of Education of Thailand has taken these scenarios into account and considered provision of multiple interventions to address the issues, for example, **“Bring the Kids Back to School”** project aiming to help school dropouts to return to their schooling and set a target for zero-un-enrolled students, the promotion of the **Quality School** targeting for effective mobilization of school resources to raise the quality of learning and teaching, and the **provision of global citizen education** to empower learners to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secured societies. Apart from the quality of schools, the safety of students and education personnel are also dear to my heart and the **MOE Safety Center** is promoted to improve safety of students and education personnel both in schools and in their daily lives.

The Ministry of Education believes that combined efforts must be enhanced to ensure that education will never stop, and all our children can continue their education, while no one will be left behind.

To realize a vision for APEC education 2030, all economies should cooperate and work together to ensure that all children are fully provided with educational resources and all citizens can access quality education. We commit to working with APEC member economies to jointly develop our people with the right skills to contribute to a sustainable world, a world where people live together happily and peacefully.

To realize a vision for APEC education 2030, all economies should cooperate and work together to ensure that all children are fully provided with educational resources and all citizens can access quality education. We commit to working with APEC member economies to jointly develop our people with the right skills to contribute to a sustainable world, a world where people live together happily and peacefully.





H.E. Prof. Dr. Anek Laothamatas

Minister of Higher Education, Science, Research and Innovation of Thailand

Higher education is one of the key elements which contributes to the human capital development and sustainable growth by fostering capacity building with technology and innovation. The COVID-19 pandemic prompted us to rethink and reshape our education system at all levels. The study from the World Economic Forum demonstrates that the pandemic has accelerated the transformation in the world education.

Responding to the rapid change, our Ministry has formulated policies to enhance higher education competitiveness throughout various initiatives. The key strategies include improving quality, developing university competencies, enhancing internationalization, promoting university – industry – academia collaboration and accelerating research and innovation not only in Science and Technology but also in Arts and Humanities. These could propel our universities into the future by producing graduates equipped with 21st century skills aligning with local and global labor market needs.

Today, we live in a New Normal era, there is no better time for all APEC economies to work collaboratively in order to accomplish the goals of education towards 2030.





Recommendation of APEC Youth Representatives on Green and Eco- friendly Awareness

Bureau of International Cooperation
Office of the Permanent Secretary
Ministry of Education of THAILAND

Open. **Connect.** **Balance.**
#APEC2022THAILAND

BACKGROUND

As the host of the APEC 2022 meetings, Thailand intensifies inclusive human resource development to better equip our people with the skills and knowledge for the future. In line with the APEC Strategy for Green, Sustainable and Innovative MSMEs, Thailand recognizes the importance of educating young generations on the green economy, environmental awareness, and sustainable development and seeking a harmonious coexistence between people and nature. As the world's future lies in the hands of our youth, they have a very important role to play in changing the world.

Consequently, the Ministry of Education of Thailand has organized a Youth Forum on Green and Eco-friendly Awareness – “Voices of Youth: Developing Competencies and Skills for Better Environment in a Brighter Future” as a platform for young people to share their ideas to address environmental challenges and to help transform our societies towards a resilient future during Tuesday, 26 April 2022 to Thursday, 28 April 2022 via Zoom video conferencing platform. The three-day meeting was organized virtually in order to equip youth with environmental literacy and eco-friendly skills. In addition, outstanding conservationists will be invited to share their experiences from their environmental activities and to inspire young people to protect the environment.

The recommendations developed by the participants of the event is reported during the 47th Human Resources Development Working Group (HRDWG) Meeting and the 39th APEC HRDWG Education Network (EDNET) Meeting, and in other multilateral forums.

Resource persons knowledgeable and experienced in environment fields participated and shared their views to youth representatives from APEC member economies, including Australia, Malaysia, Mexico, New Zealand, Singapore and Thailand. They shared their experiences and identified problems in environmental management and protection. Youth representatives from member economies exchanged their views and experiences and developed their Draft Recommendation on a Better Environment for a Brighter Future to be presented to the APEC HRDWG Meeting.

OUTCOMES

The youth forum included a three-day hybrid meeting, lectures and discussions on the environmental literacy and eco-friendly skills and panel discussions with outstanding conservationists invited to share experiences from their environmental activities and to inspire young people to protect the environment. The “Draft Recommendation on a Better Environment for a Brighter Future” was developed in the third day of the activity and was presented in the APEC HRDWG Meeting.

Day 1 – 26 April 2022



1) Welcoming remarks and opening remarks



Dr. Wang Yan, EDNET Coordinator, opened the first day of the Youth Representatives on Green and Eco-friendly Awareness Conference with welcoming remarks. Dr. Wang welcomed all participants to the event on behalf of the APEC human resources development working group. She 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.

Ms. Duriya Amatavivat, Advisor of the Office of Permanent Secretary, Ministry of Education, Thailand, stated that, in order to achieve the sustainable development goals, we require active contributions from all stakeholders, especially the young people who has a crucial role to play in shaping the world in the 21st century where global issues have more complexity. In light of this, education systems all over the world need to be able to cope with the global issues and enable young people to benefit from and contribute to the rapid development of the society.



2) Keynote presentation



Dr. Petch Manopawitr, Founder of Greenworld Foundation delivered a keynote presentation on 'Global Environment amid the Era of Climate Change'. Dr. Petch stressed that we have many apparent pieces of evidence about the crisis we are facing and it is a task for all generations, especially the youths because they are the ones who will live through this period.

3) Panel discussion I

Mr. Romtham Kamnurak, Founder of Environman and Ms. Nantaporn Thirapongphaiboon, Founder of Scholars of Sustenance Foundation (SOS) discussed on how engagement from young people can play a role in making a better environment. Key takeaways from the Day 1 sessions are that knowledge and education are fundamental and practical approaches, and the young generations should participate at the policy level. In order to do so, we need to understand the problem and start taking some serious action.



Day 2 – 27 April 2022

1) Discussion with UNEP Goodwill Ambassador Mr. Alex Rendell, UN Environment Programme Goodwill Ambassador for Thailand and the CEO of Environmental Education Centre, Thailand, talked about eco-learning and youth as change makers. He stated that educating children about environment will likely make them care about environment when they grow up without having adults to force them. Moreover, it is not just about teachers when it comes to environmental studies, but also the environment itself that help youth engage more in environmental conservation



2) Panel discussion II



Dr. Sujitra Vassanadamrongdee, Senior Researcher from Environmental Research Institute, Chulalongkorn University and Mr. Chayut Sakunkoo, CEO of Tact Social Consulting, discussed on the topic of 'Learning to Transform for a Better Environment'. Key takeaways from the Day sessions are 1) in the future, environmental consciousness will be more emphasized among the youth.

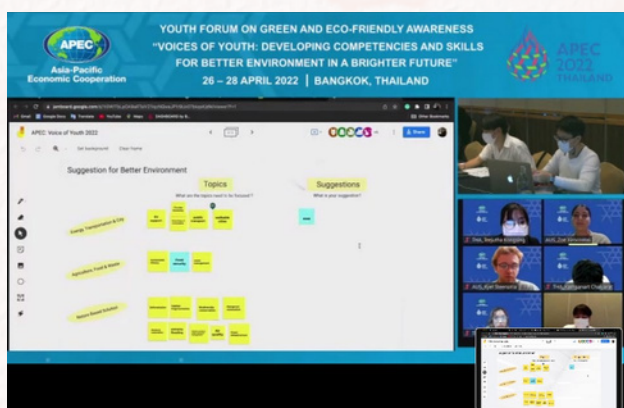
2) they can participate in multi-level ranged from individual, community, regional and international. 3) to move in policy level, we need to prepare the appropriate information and talk with the right person at the right time.

Day 3 – 28 April 2022

1) Discussion on the better environment for a brighter future



Mr. Sorawich Aungstara and Ms. Methawintra Thanaratchwattana, youth representatives from Chulalongkorn University, moderated a brainstorming session with 18 youth participants from six economies, namely Australia, Malaysia, Mexico, New Zealand, Singapore and Thailand. The participants voiced their concerns on environmental problems and developed recommendations that proposed ways to solve environmental issues. As a result, a draft Recommendation of APEC Youth Representatives on Green and Eco-friendly Awareness was made around six topics: Strengthened school curricula, Engage local and international scientists to collaboratively enhance school curriculums to reflect the most up to date



research and facts on environmental issues and the importance of protecting the environment, Make it mandatory to have youth advisory committees in the policy-making process in every aspect, Encourage policies for the use of EV transportations, Decarbonizing and working together to increase multilateral cooperation on climate change, and Smart farming.

Recommendation of APEC Youth Representatives on Green and Eco-friendly Awareness

1 We, the youth of six APEC economies, namely, Thailand, Australia, Malaysia, Mexico, New Zealand, Singapore, gathered virtually from the 26th to the 28th of April 2022 for the Youth Forum on Green and Eco-friendly Awareness organized by the Ministry of Education of Thailand. We all share the mutual concern about environmental issues and climate change, in line with the APEC Strategy for Green, Sustainable and Innovative MSMEs. Thailand as the host of the forum, will intensify inclusive human resource development to better equip youth with the skills and knowledge for the future. We have foreseen that education for young generations in areas, such as green economy, environmental awareness, sustainable development, zero waste management, green transition, green jobs and sustainable and inclusive growth, and seeking a harmonious coexistence between people and nature, are the most important aspects of the world's future.

2 The APEC Strategy for Green Sustainable, and Innovative MSMEs aims to engage MSMEs in activities that will lead to a sustainable and inclusive Asia-Pacific. It also outlines plans for activities on promoting green and sustainable MSMEs by different APEC fora. APEC encourages member economies to raise green awareness to enhance competitiveness among stakeholders; provide training and skills development for MSMEs; promote compliance with related international standards and the development of an integrated policy framework, at the regional and domestic levels; provide incentives and promote science, technology and innovation (STI) and internet and digital economy to expand MSME market reach; and promote green supply chain development and establish the networks for green, sustainable and innovative MSMEs.

3 Thailand welcomed 18 participants from six member economies interested in environmental issues who have experience in local and/or international environmental activities. Consequently, we were very pleased to join the virtual forum to exchange our experiences, ideas, points of view, and solutions on environmental issues and youth empowerment as stakeholders. All the information we will discuss and share is intended to act as a kick-starter for the recommendations that will be further shared and expanded on with each and every APEC member economy.

4 The title of the forum is “VOICES OF YOUTH: Developing Competencies and Skills for Better Environment in a Brighter Future”, a virtual three-day activity forum, as a platform for young generations, such as ours, in the APEC region to share their ideas to address environmental challenges and awareness at both regional and global levels in order to help transform our societies towards a resilient future. This will further equip them with environmental literacy and eco-friendly skills that will strengthen their voices with policy makers on promoting green and eco-friendly awareness. The recommendations developed by us at this event will be reported during the 47th Human Resources Development Working Group (HRDWG) Meeting and the 39th APEC HRDWG Education Network (EDNET) Meeting, as well as other multilateral forums.

5 The two pillars discussed during the forum were “Youth Empowerment” and “Better Environment”. For the part of “Youth Empowerment”, skills, awareness & knowledge; network & collaboration; youth action; and policy & advocacy were the main focuses. For the section on “Better Environment”, the focus was on the aspects of energy, transportation & city; agriculture, food & waste; and nature-based solution. The discussion was conducted through a design thinking process via JamBoard and the solutions were ranked and voted according to importance and practicality. Through the discussion, a commitment was made successively.

6 Together, we declare our commitment to elaborate and share the voice of youth and develop recommendations to policy makers under two fundamental pillars, namely “Better Environment” and “Youth Empowerment”, through the following:

i. Strengthened school curricula that encourage active participation on the matter of world issues e.g., climate change, green economy, pollution prevention, waste management, sustainable development, biodiversity, etc., rather than pure basic subjects, such as fundamental math, science and English. Further to this, teachers need to be trained with the proper skills to incorporate world issues into their lessons and teaching strategies, with support of education materials from APEC economies. This is important since the world has developed greatly with advancement in technologies that significantly accelerate the rate of change in all aspects. Therefore, it is important for teachers to root their sense of awareness on world issues, so they can prepare students for change or any impacts at a very young age.

ii. Engage local and international scientists to collaboratively enhance school curriculums to reflect the most up to date research and facts on environmental issues and the importance of protecting the environment. The world we know is changing at a rapid rate. Information comes and goes all the time. The data or research we retrieved yesterday, may not be relevant today. Therefore, it is very important that reliable research, data, and facts be added to school curriculums and regularly updated in order to prepare students for the future.

iii. Make it mandatory to have youth advisory committees in the policy-making process in every aspect, since youth are the future and will be the next generation that will be greatly involved in the world of politics. Considering this, it is the time to start introducing youth into the decision making process to insure their voices are heard, transitioning them into leading the world. This is especially important, as environmental issues are growing at an alarming rate and will directly affect younger generations.

iv. Encourage policies for the use of EV transportations, such as no registration fees for EVs as a good incentive to get people to shift from mechanical cars or remove taxes on EVs to promote their uptake. It is undeniable that transportation is one of the most important aspects in our daily lives, since we have to travel to work, school and many other places in a daily basis. Transportation is the top contributor to pollution, so it is very important that we continue to increase the incentives to encourage EV transportation options.

v. Encourage all Asia Pacific economies to begin **decarbonizing** by utilizing partnerships in infrastructure, especially imports and exports. This commitment is related to the previous commitment since logistics is directly related to Co2 emissions. Additionally, working together to increase multilateral cooperation on **climate change**; by engendering a sense of 'collective responsibility'.

vi. Provide incentives for young generations to take part in **smart farming**, since agriculture is one of the four basic needs that drive our economies. Modern farming has created severe environmental impacts on the biodiversity and human health. Smart Farming will revolutionize agriculture and food industries, so providing incentives will encourage more youth to take part.

The screenshot shows a virtual meeting interface for 'APEC Voice of Youth 2022'. The central focus is a collaborative mind map titled 'Suggestion for Youth Empowerment' with the sub-question 'What are the challenges youth are facing to participate in environmental issues?'. The mind map is divided into several main sections:

- Skill, Knowledge & Experience:** Includes points like 'If you judge a fish by its ability to climb a tree it will fail and so you judge a youth by its ability to be a youth' and 'Lack of professional, technical, and leadership skills'.
- Network & Collaboration:** Mentions 'Lack of network and connections' and 'Lack of support from family and friends'.
- Youth Action:** Discusses 'Lack of family support' and 'Feeling less responsibility in challenges'.
- Policy & Advocacy:** Focuses on 'High level of government support' and 'Need to get in touch with policy makers'.
- Gaps:** Lists 'Lack of awareness of environmental issues', 'Lack of understanding of environmental issues', and 'Lack of motivation to participate in environmental issues'.
- Suggestions:** Proposes 'Official representation of youth in decision-making', 'Innovation programs for youth entrepreneur', and 'More funding for youth action'.

On the right side, there is a grid of video feeds for participants from various countries, including Indonesia (TIA_Sahmirah Alingsyuler, TIA_Tejuha Kusnig), Australia (AUZ_Yael Zwerina), and Singapore (SGP_Ali Zhen Tan). At the bottom, a blue banner contains the text: 'Discussion on Recommendations on Better Environment for Brighter Future Theme: Open / Connect / Balance'.



APEC Education Conference

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

**Office of the Education Council
Ministry of Education, THAILAND**

Open. Connect. Balance.
#APEC2022THAILAND

APEC Education Conference

“The Collaborative Direction of Education, Employment, and Decent Work in the VUCA World”

5-6 May 2022 | Pullman Bangkok King Power, Thailand

Background

The Asia-Pacific Economic Cooperation (APEC) is a regional economic forum with 21 member economies across Asia-Pacific region. Established in 1989, APEC has its core value on promoting regional economic integration under a nonlegal binding manner and friendly environment. In the now-extended COVID-19 era, APEC has made its utmost effort to adapt and tackle with the unprecedented challenge which affects the region’s economic wellbeing. Putrajaya Vision 2040 has been put in place with an essence to drive APEC’s economy to be more open, dynamic, resilient, and peaceful.

As the host of APEC 2022, Thailand offers her community members with a series of meetings under the theme “Open Connect Balance”. The Ministry of Education, in collaboration with Ministry of Higher Education, Science, Research and Innovation, Ministry of Labor, and Ministry of Industry, organize the 47th APEC Human Resource Development Working Group (HRDWG) Meeting in May, three partners in HRDWG, namely Capacity Building Network (CBN), Education Network (EDNET), and Labor and Social Protection Network (LSPN) join hands at event by tradition.

Prior to that main event, the Office of the Education Council, as a policy-making organization under the Ministry of Education of Thailand, arranged a two-day hybrid conference of APEC Education Network (EDNET) in Bangkok under the banner “The Collaborative Direction of Education, Employment, and Decent Work in the VUCA World”. Following up APEC Education Strategy (2016-2030), it aims to set the direction in the regional education and human resources development towards the goal of shaping smart citizens with digital literacy and eco-friendly awareness among APEC’s economies.

Outcomes

This forum in Bangkok included a two-day hybrid gathering for presentations and discussions on the collaborative direction of education, employment, and decent work in a VUCA world, the need for reckoning and addressing cooperation, commitment, and action plans that have been explored in the education and human resource development for innovation and employability, as well as acting as and exchanging fliers on these topics.

Day 1, 5 May 2022

I. Welcoming Remarks and Opening Address



Dr. Wang Yan, EDNET Coordinator, opened the first day of the APEC Education Conference with welcoming remarks. Dr. Wang welcomed all participants to the event on behalf of the APEC human resources development working group. She emphasized the importance of continuing cooperation, accelerating innovation, and maximizing synergy despite the challenges inherent in the volatile, uncertain, complex, and ambiguous post-COVID-19 era. She believed that the conference would make a significant contribution to the APEC region's quality education, sustainable growth, and overall prosperity.

Dr. Atthaphon Sangkhawasee, the Secretary-General of the Education Council, stated that the purpose of this conference was to chart a course for regional education and human resource development with the goal of developing smart citizens with digital literacy and an awareness of environmental stewardship in APEC economies. He anticipated that this conference would serve as a forum for exchanging perspectives, experiences, initiatives, and plans on education and human resources at the regional level that contribute to the development of sustainable and inclusive development in the post-COVID-19 era.



Additionally, he made a high hope on the concrete recommendations would be applied by all APEC economies to foster the development of critical skills necessary to meet the demand for resilient workers in the VUCA world.



Ms. Treenuch Thienthong, Thailand's Minister of Education, outlined how schools and workplaces must adapt in the midst of COVID-19's disruption of the conventional approach of education and skills development. She mentioned that we still need to discover solutions for preparing educators, skills developers, and entrepreneurs for a VUCA world. She elaborated on Thailand's efforts to ensure education and skill development on three fronts. In formal education, both general and TVET, emphasis is placed on accelerating the advancement of learning quality through competency-based

curricula, through competency-based curricula, STEM and STEAM education, as well as cooperative education. She also mentioned the "Bring the Kids Back to School" initiative in Thailand, which aims to re-enroll school dropouts to prevent learning loss. She emphasized the current efforts to bring its education system and skill development up to international standards, as well as its efforts to strengthen cooperation with various partners on regional employability and multilateral qualification to facilitate transborder labor markets.



II. Keynote Presentation I



Mr. Shigeru Aoyagi, Director of UNESCO Bangkok, highlighted the implication of the VUCA world that is currently shaping education and training in Asia and the Pacific, and how we should respond to survive and thrive. He stated that the world is not on track to achieve the 17 SDGs of Agenda 2030. According to a UN ESCAP report released in March 2022, this region will achieve the SDGs by 2065 if current trends continue. He also showed the Asia-Pacific region's progress towards the 17 SDGs, citing the region's failure to meet SDG4 on quality education and SDG8 on decent work and economic

growth. To address the slow progress of SDGs, he emphasized the urgent need to create a supportive ecosystem for education and training. Finally, he elaborated on how to co-create solutions for our VUCA world by adopting UNESCO's proposed new social contract, which ensures the right to quality education throughout life, and strengthens education as a public endeavor and common good.

III. Panel Presentation

Co-Chair: Dr. Wang Yan (EDNET)

Ms. Duriya Amatavivat (MOE, Thailand)

Prof. Gerald Walton Fry (The United States of America)

Prof. Fry, who delivered the Visionary Keynote, stated that VUCA has implications for the gaps in sustainable development, ecosystems for education and training, and co-creating solutions for our VUCA world. Regional development trends such as demographics, social and economic development, cultural development, and climate change and the environment all have significant implications for education. He stated that our world is currently experiencing a learning crisis, depriving children, adolescents, and adults of their right to a high-quality education. Thus, in ecosystem education, or the interaction of students with the physical world, it is critical for them to meet challenges in the real world in which they live, to excel and be competitive in any challenges they may face, and to contribute to a sustainable and peaceful future.



According to Prof. Fry, education is central to the 2030 agenda for sustainable development and is necessary for the achievement of all SDGs. He also emphasized the importance of recognizing and implementing flexible learning because it is learner-centered and deeply rooted in the needs of students. Prof Fry noted that Asia-Pacific is well- positioned to shape a new social contract for education and possesses an understanding of transformative education, which entails teaching and learning geared toward individual, community, and global decision- making and action. And it is for this reason that the VUCA world calls for collective actions, national consultations, and a tract on thematic action. He articulated the "Respond-improve-build-together" philosophy succinctly. As all nations recover from the pandemic, educator needs to plan for the future by laying a more sustainable and equitable foundation that will bind us all together and make us more resilient to future disasters, calamities, and pandemics.

Prof. Ernesto Rangel Delgado (Mexico)

Prof. Delgado discussed the importance of culture and values in higher education and employment. He emphasized the importance of addressing it and providing accurate guidance on how to confront future challenges, particularly in the field of employment. He stated that one of the goals of this participation is to rethink public policy regarding higher education and employment, and that strengthening higher education is critical for developing a competitive workforce. He added that effectiveness in the workplace is contingent on the graduates produced by higher education being prepared to face the realities of applying what they have learned and meeting the objectives of the field in which they will be deployed. He stated that the policy objective is to ensure that it impact the development of long-term policies based on the government, social groups, and economic coordinates. Additionally, he stated that they should be oriented to inform the government about these development plans and programs. To conclude his presentation, he stated that when a record for Public Policy is created, it is almost automatically considered that everything around it to create a public administration for the purpose of achieving pacific goals through programs that involve action.

Prof. Joshua D. Hawley (The United States of America)

Prof. Hawley shared his thoughts and reflections on education policy, highlighting the evidence-based policies that he believes to be failed at the local level. He stated that the economy is extremely volatile for any region and that it was gaining more items, and he stated that the issue of growth is critical. Poverty eradication should be central to any economic change, as we will never be able to grow our way out of the problem otherwise. He added that quality education is critical when looking for work, and it varies according to the schools, universities, and institutions from which they graduated. He concluded that when job seekers were well trained, competitive, skilled, and resourceful, they had a greater chance of being hired because they will be resilient in the face of whatever problems they encounter on the job, as opposed to those with less training and skills.

IV. Interactive Discussion for Asia-Oceania

Co-Chair: *Dr. Ethel Agnes Pascua-Valenzuela, SEAMEO Secretariat*
Mr. Panthep Larpkasorn, MOE Thailand

Ms. Jennifer C. Bahen (Australia)



Ms. Bahen discussed on how Australia's growth during the pandemic and how the nation's education system has adapted and shifted to offer a variety of educational opportunities to all Australians. She believed that the lessons learned from the COVID-19 pandemic proved that their education and training institutions must be resilient enough to accommodate students across several cities, particularly their most vulnerable groups. She stated that the advance in digital and hybrid forms

of delivering education and training have demonstrated the transformative value and impact of digitalization. In addition, an increase in inequality is possible if appropriate steps are not taken. She noted that that educational technology is still evolving and that governments play a role in defining and fostering creative, high-quality, and easily accessible education models. She also stated that throughout the pandemic, Australian school systems adapted to distance learning situations with extraordinary agility and dedication. She noted that it is a great blessing that most Australian students continue to obtain a high-quality education and advance in their schooling.

She also disclosed that Australia commissioned research early in the pandemic to examine the impact of remote learning on the educational outcomes of vulnerable children and the barriers they face in accessing remote education. This research provided evidence-based action that continues to inform Australia's policy. She described how schools in Australia provided computers in knowledge & skills development, Internet connectivity, and options for online or face-to-face instruction to vulnerable and disadvantaged students in acknowledgment played the fact that these students were more likely to experience major learning impacts. In addition, she stated that even in vocational education and training institutes, students were provided with bread-making kits so that they could continue their hands-on education at home. She remarked that these practices exemplified the government's responsibility to implement measures to guarantee that education remains accessible and equal.

She mentioned that Australia has collaborated with member economies over the past few years to provide education systems with opportunities to deliver new and innovative education offerings, reaching new cohorts of learners, gaining access to new markets, and providing opportunities to upskill or, most importantly, risking in areas of need. And they continue to share their knowledge and provide great online education and training with EDNET.

She recalled that in 2019 Australia lead a project that developed the APEC quality assurance of Online Learning Toolkit in collaboration with a range of educational experts across APEC member economies. She indicated that this year (2022) they would launch a new project to address skills through online micro-credentials, as they recognize that short-term training will be crucial to supporting a labor market shift and COVID-19 pandemic recovery. She noted that this project will increase the capacity of eight economies to deliver online micro-credentials and create educational solutions that can address local skill gaps more swiftly and effectively than traditional longer-form education. She concluded her remarks by noting that in recent years, Australia has established a National Skills Commission (NSC) that is attempting to comprehend the skills that will be required in the future. By assessing the demand for their occupations and skills on present and future labor markets, economies may provide more targeted and pertinent education and training opportunities.

Dr. Jaya Priya Kasinathan (Brunei Darussalam)



Dr. Kasinathan recognized equality and inclusion as two important indicators to consider while creating policies and initiatives to ensure that no one is left behind. Given the quick obsolescence of skills and technologies, which necessitates ongoing reskilling and upskilling, she emphasized the need for active dialogues between employees and the education sector to be aware of the jobs that exist and the skills that are required.

She stressed that it is the role of SEAMEO to ensure that the technical instructors in the region are updated, which is consistent with Prof. Gerald's notion that knowledge is goes away but competency and skills always stay with learners. In this VUCA world and the new world of work, she added, it requires new skills and competencies to obtain suitable jobs. She stated that the systems must find a way to update the education sector so that learners receive these skills and competencies and those who are already in the workforce remain relevant. She also emphasized that policy makers must consider how to make people in retirement age productive and economically empowered. She noted that COVID-19 has placed all economies in a scenario that is unprecedented, and despite the challenges, many economies have developed innovative training and education programs that have made us more resilient.



Dr. Rie Atagi (Japan)

Dr. Atagi stated that all economies were all in the same boat because of the COVID-19 pandemic. So many changes in education, with face-to-face learning, gave way to online



learning, which at first looks new but eventually becomes common. She elaborated that the question of whether what they did was correct remains. She explained that to accommodate the new paradigm shift, Japanese education has adopted an integrated approach as part of the curriculum for the past two decades. In addition to Science or Language Literature, there is a Lesson period referred to as the integrated

approach. Each school in Japan can establish its own curriculum, and project-based learning aimed to cultivate students' critical thinking, research skills, collaboration, and problem-solving skills. She summarized that 21st century skills have been a part of the Japanese education curriculum for the past two decades. She claimed that after ten years of this integrated approach in Japan, it has been both a pro and con since it has affected the PISA results because schools could develop their own curricula and they did not know how to assess it. She said that the situation made it unclear whether the decision was correct or if another action was required. She also raised the issues of using technology in Japan that excellent in industry but not in the school system as we can see from the international comparative study. She shared that the Ministry of Education of Japan just started the project of one tablet one student for all students in basic education level as what practiced in Thailand.

Dr. Marge Ballesteros (The Philippines)

Dr. Ballesteros highlighted that the use of technology during the COVID-19 pandemic in the Philippines that was not limited to Internet connectivity, but also included utilizing local skilled personnel in the health and education sectors. She stated that DEPED Philippines use a platform known as DEPED Commons where parents, students, and teachers may interact and obtain materials for their basic education continuity plan. She also described how the technology has been implemented in the health care and business sectors. She stated that the Fourth Industrial Revolution (4IR) has altered the education sector in the Philippines. She stated that they must adapt to the changing demands of the world. She emphasized that there was a pressing need to address preexisting issues in education, including infrastructure, universal access, and addressing learning disparities.

She repeated what other speakers had said about the necessity of continually reskilling and upskilling our teaching fronts and guiding students through the transformation of the education system. She emphasized that COVID-19 taught all concerned parties how to adapt to the new mechanism and adapt education to the requirements of the new world. She concluded that the VUCA world is leading to a transformation of the education system, job markets, and any other sector.

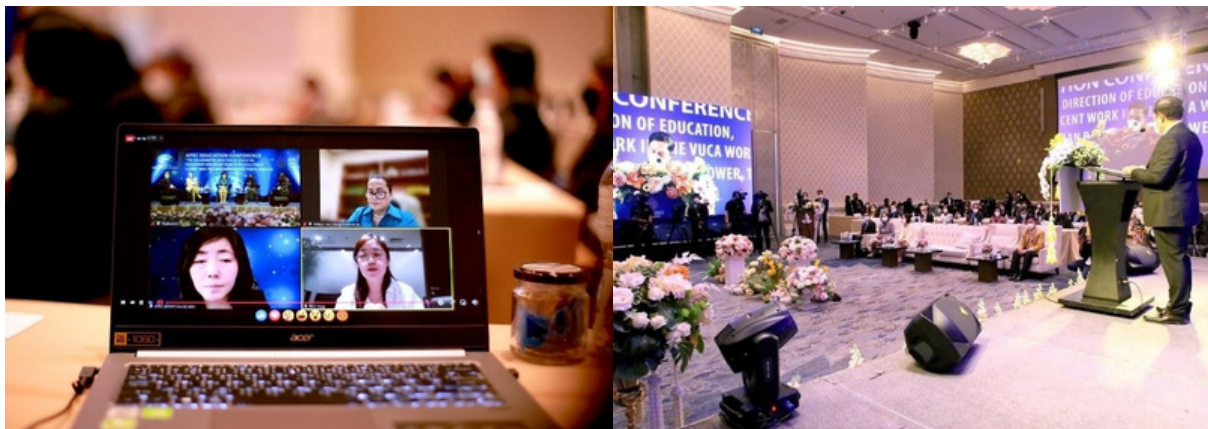
Mr. Yang Hong Tao (China)

Ms. Li Xiao Tu on behalf of Mr. Yang shared about the economy and employment in China. She began by discussing the employment and urban rate employment statistics in China. She stated that China would expand its employment channels. She emphasized that the emphasis would be placed on implementing the employment-first policy, and enterprises would be supplied with the excellent facilities. She stated that the projected number of college graduates in China in 2022 was 76 million. She described the measures made in China, such as the development of the national 24365 Graduate Employment Service platform, to mitigate the impact of COVID-19 on college graduate employment and address a range of issues, such as college students' inability to attend in-person job fairs.

She elaborated that in February 2020, the education sector, along with local employment, higher education institutions, businesses, and industries would launch a professional website that provided online campus recruitment services 365 days a year, 24 hours a day. She noted that the website was improved and integrated into the National Smart Education platform, and that it offered 10 million career prospects to students. She stated that flexible employment is supported by the rapid expansion of the digital economy, the emergence of new job forms and modes, particularly during the COVID-19 pandemic, and its increasing popularity among individuals. She emphasized that higher education institutes in China often arranged their own futures with employment advising programs. She stressed that social and economic growth were inseparable from higher education, and that the development of higher education should also suit social and economic requirements, as China was currently doing. She concluded that various employment strategies and procedures will be implemented with the utmost diligence to provide a fuller and higher quality improvement or quality graduates in 2022.

Conclusion and Recommendation

According to the discussion in this session, many of APEC's economies are attempting to reset; this is a circuit breaker mode for many economies during the pandemic. The gathering learned from the discussants that despite the challenging environment in which their economies found themselves, they were able to manage digitalization, transition from traditional modes of learning to hybrid digitalized modes of learning, and all those other things. Furthermore, in the discussion it was mentioned that several economies have developed agile face-to-face instruction, modularized instruction, and even online instruction in this context. Thus, it is a multi-modal world in the VUCA and COVID-19 eras. They were, however, able to adapt, become more agile, adaptable, and think more clearly with a newer version and newer solutions, as evidenced by the discussions and presentations during this session. They considered novel ways to reach out to the marginalized, the unreached, and those on the margins. As a result of this session, the participant could recommend to APEC's leaders that they continue to innovate, building on our experiences and problems, and then moving forward. Additionally, the way forward for EDNET and APEC HRD working group helped organize conferences for young leaders, sharing a common vision and understanding, and collaborating to ensure that we all understand one another for a better society.



Day 2, 6 May 2022

I. Keynote Presentation II

Mr. Andreas Schleicher (Director for Education and Skills Organization for Economic Co-operation and Development: OECD)

Mr. Schleicher gave an in-depth talk on "Education and Skills" that everything around us is, in some way, education's sustenance. He added that people may learn from nature,



our environment, society, and all surrounding technologies, but that our education disconnected us from things on Earth. The future would surprise us, he warned, and we may be unprepared for it. The apex occurred when the COVID-19 pandemic, which impacted the educational system, struck the entire globe. As a result of climate change, he noted, the schooling was also disrupted

by natural disasters. As a result, most universities and organizations used technology to impart artificial knowledge to students. He underlined that technology played a crucial role in developing knowledge and shaping the future in the present day. What role did technology play in making life more convenient? At this moment, large technology corporations played a significant role in education. The way people lived, and worked also affect the future of education, he continued.

He emphasized that those without a solid foundation will fall far behind, and that economies were becoming increasingly polarized based on the talents of the population. He asserted that technology was a tremendously powerful force. He elaborated that teacher should help students improve digital navigation skills because students in some nations have limited navigation skills. He noted that although students may be able to use tablets, mobile phones, and laptops, they lacked the skill to access information in a meaningful way. He suggested that young people should be assisted in a meaningful manner while deciding on competencies. In addition, if all economies wanted young people to be inventive and creative, the education systems should allow learners room to experiment. If the experiment has been allowed, they would take risks, and if the learners took risks, they would make mistakes; thus, they should learn from their errors. He concluded that success has a great deal to do with the values, attitude, and mindset that the education systems would instill in young people, and was not merely intelligence or academically determined.

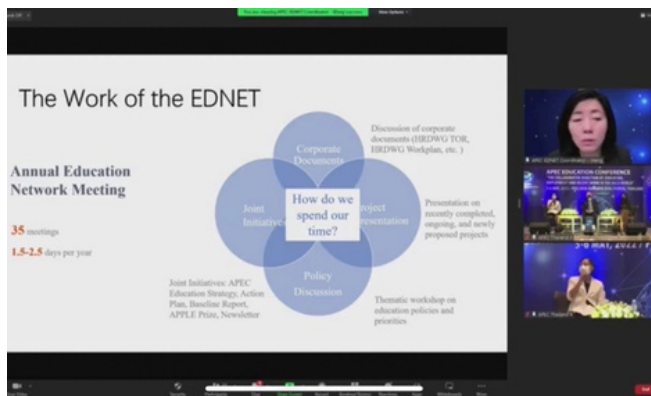
II. Panel II

Co-Chair: Dr. Wang Yan (EDNET)

Ms. Duriya Amatavivat (MOE, Thailand)

Dr. Wang Yan (EDNET)

Dr. Wang discussed the extent of Education Network's operations (EDNET). She emphasized that in APEC economies, as everywhere, megatrends such as globalization, technology advancement, demographic change, migration, climate change, and COVID-19 were altering how we work, learn, and live, as well as the skills required for success in work, learning, and life. She noted that the APEC education plan envisions a robust and coherent education community defined by inclusive and high-quality education that promotes sustainable economic growth, social well-being, and the employability of both



men and women in APEC economies. 70 percent of people globally telecommuted at least once each week, and 53 percent worked outside of a traditional office for at least half the week, according to surveys performed in 2018 and 2019 by the International Workforce Group. She stressed the significance of the 2019

IBM Institute for Business Value study which indicated that behavioral skills were even more valued by CEOs than technical expertise. In fact, the study revealed that flexibility and adaptation to change were seen as the most crucial qualities, followed closely by time management and teamwork skills. Telecommuting and remote teams necessitate the aforementioned skills. She also presented a variety of research regarding the adoption of technologies by 2025, company adaptations in response to COVID-19, and the proportion of work performed by humans versus machines. She displayed the data for the list of jobs whose demand is expanding or dropping across industries. From the data from 2021 to 2025, 40 percent of workers required reskilling of six months or less; 94 percent of business leaders expect employees to acquire new skills on the job, a sharp increase from 65 percent in 2018; and for those workers set to remain in their roles, 40 percent of core skills would change over the next five years, and 50 percent of all employees required reskilling (up 4 percent).

She also asserted that the quality of an education system could not exceed the quality of its instructors, that the only way to improve outcomes was to enhance instruction, and that good performance needed the success of every student. In addition, she described the essential components of a good school as well as its four forms of capital: intellectual, financial, spiritual, and social capitals. In addition, she emphasized the updating of the framework for 21st century skills and competencies included in the APEC 2018 Report on Education and Economic Development. Our future learners and workforce should be equipped with the key competencies of global citizens, which was integrity, professionalism, and respect for diversity, she added.

In the final part of her talk, she discussed China's education system, which may be summarized as a huge, rapidly developing, and top-performing system. She stated in the year 2020, China would have 158,000 elementary schools, 77,200 secondary schools, and 2,738 higher education institutions. 107,253,500 students were enrolled in primary schools, 90,418,900 in secondary schools, and 41,830 in higher education institutions. She continued her talk by discussing the strategic guidelines for education development in China, which include orientations toward modernization, the world, and the future.

Dr. Jaya Priya Kasinathan (Brunei Darussalam)

Dr. Kasinathan addressed the issue from the SEAMEO VECTECH point of view. She mentioned that the education sector was cited as one of the most affected by COVID-19, and the teaching and learning process was revolutionized in a single blink. She claimed that even though teachers and students knew how to utilize technology well before the pandemic, the education system were unprepared for the move from "face-to-face" to online learning. She emphasized that there had been numerous obstacles and challenges along the way, particularly for the TVET education system, whose defining characteristics include "learning by doing," practical skills, and work-readiness. She emphasized that it suffered from a double disadvantage and that it played a crucial role in ensuring the alignment between education and work, even though ZOOM, and Microsoft teams have become the best teaching tool for teachers, it was not easy for TVET institutions to adopt these technologies. She questioned how effective teaching could be possible without instruments, laboratories, and apprenticeships.



She emphasized that VET systems must be continuously innovative and resilient to be prepared for any issue that may arise. She reiterated that, in terms of infusion, TVET programs should be structured with flexible timeframes to accommodate a larger number of trainees. Important in terms of management and leadership were agility and adaptability; important in terms of communication, during lock down, institution needed to step up their

internal communication tools; and important in terms of work base, VET institutions were allowed to adjust their assessment, to allow students to demonstrate their competency by performing practical tasks.

In addition, she emphasized that TVET institutions could;

- (1) Utilize alumni and master practitioners as alternative placement hosts,
- (2) Invited contacts to the college for evaluation,
- (3) Engage a provider of various placements,
- (4) Created possibilities for project-based learning and observation,
- (5) Adapted their own facilities to resemble the office environment,
- (6) Facilitated the development of home-based practical skills,
- (7) Utilized videos for practical instruction,
- (8) Conducted live online demos,
- (9) Conducted online work-based learning, and,
- (10) Investigated apprenticeship assessment simulators.

She noted that TVET institutions should continue to engage with businesses and trade unions at both the local and national levels, begin planning immediately for labor market shifts, and capitalize on digital demand. She also emphasized that VET programs should take advantage of any potential funding increases in their respective economies and emphasized the importance of examining norms and regulations pertaining to the issuance of micro-credentials and digital badges to ensure that VET programmers offer opportunities to acquire foundational skills. She underlined that such fundamental abilities could expedite economic recoveries and also stressed paying special attention to vulnerable groups, such as at-risk youth, unemployed people, and refugees. In addition, she emphasized the importance of maintaining and expanding a highly educated workforce of vocational teachers and trainers. She stated that COVID-19 has exposed an additional aspect of TVET, namely its resilience, adaptability, and agility.

Mr. Denis Stolyarov (Russia)

Mr. Stolyarov delivered a presentation on "Digital-Ready Culture and Universities in the Post-Covid-19 Era." When COVID-19 struck, he demonstrated that the world was in awe. Even the most progressive university IT teams were caught off guard by the unexpected



shift in the educational system, and despite continual upgrades and optimizations, they were not prepared to meet the insurmountable challenges. During an emergency digital transformation, he added, most of IT teams lacked the necessary skills and resources. He stressed that it was a burden for most institutions and universities. He noted that fortunately, there were some teams that had already developed a digitally ready culture. He stressed that the foundational tenets of this culture were established during the pandemic and greatly shape our vision for the future digital information

of institutions in the post-COVID-19 era.

He cited the history of Skoltech. In addition, he described Skoltech as a young private university in Moscow, Russia. It was created in collaboration with MIT ten years ago.

He mentioned that in 2019 and 2021, Nature Index ranked this young university among the top 100 best young universities in the world. He added that the medium of instruction is English and that their cohort consists of a thousand students, twenty percent of whom hail from 47 economies. He stated that Skoltech has been experimenting with new organizational strategies for its educational process. In addition, he mentioned that one of the strategies they employed was to have all master's students, regardless of program, begin their first year with an innovation workshop. The students form multidisciplinary teams, develop a high-tech concept, and create

a Minimum Viable Product (MVP), which they present to venture capitalists from around the world. He emphasized that over a decade of Skoltech's existence, students and alumni have launched over a hundred startups. Skoltech also employed novel methods outside of the curriculum. He reported that in 2017, three years prior to the pandemic, the admissions process was entirely remote. He reiterated that applicant submitted their applications online, passed Skoltech's mandatory interviews via Skype, participated in the Entrepreneurship and Innovations Challenge in closed WhatsApp and Telegram groups, and took their subject exams on a proctored digital testing platform. He added that Proctor Edu was founded by Skoltech alumni and was one of the first companies on the European market, as well as one of the first proctoring specialists in Eastern Europe.

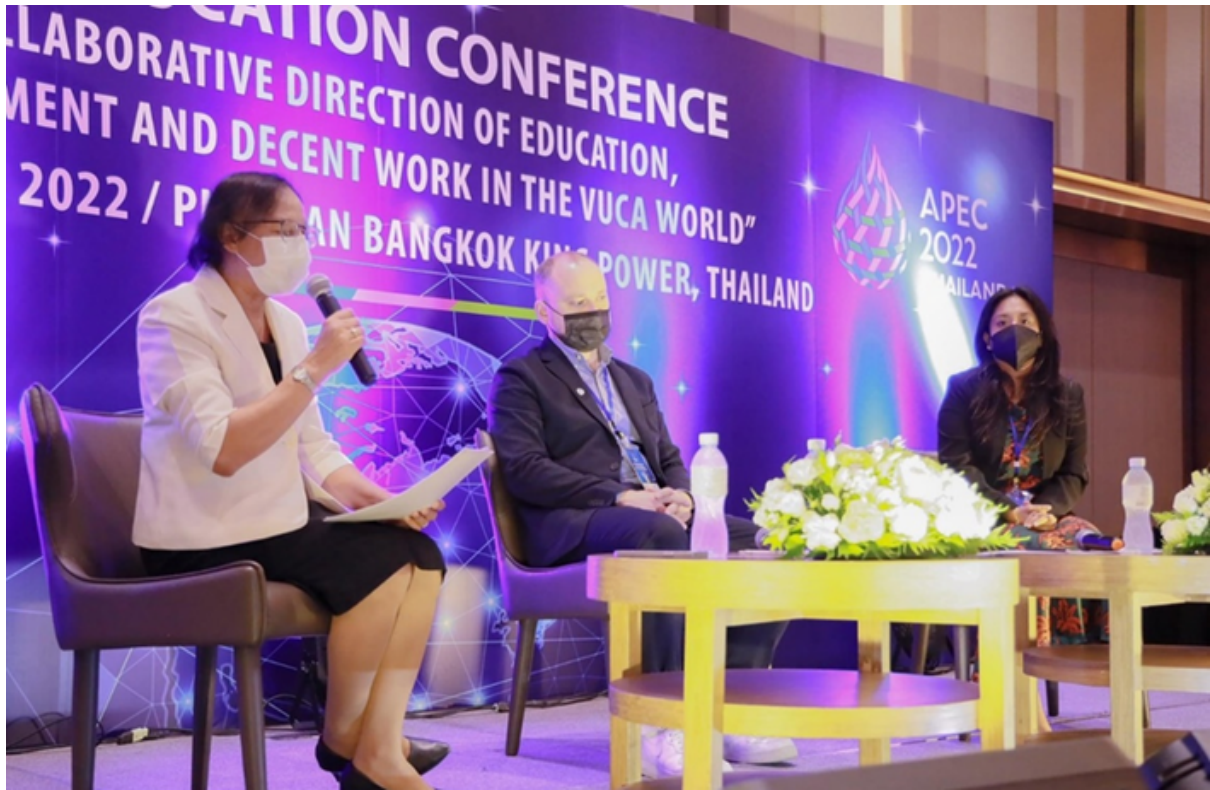
He noted that fail-fast is the first principle formed by the students' notions, which they learned during the Innovation workshop in their first month of study at Skoltech. He stated that this idea will be useful not just in the case of a digital transformation emergency, but also in the evolution of the digital landscape. He noted that to solve the issues of digital adaptation, some universities attempted to employ the traditional strategy, which needed a great deal of time and resources because it entailed the creation of technical specifications, user manuals, and many others. In addition, he noted that the agile approach is more effective since it employed stories rather than technical specs. With this method, it has been demonstrated that unfeasible hypotheses are quickly dismissed, and attention was placed on the most promising one.

He elaborated that the great majority of decisions should be data-driven, with "your own data" being the first area to investigate in depth (YODA). He noted that when discussing data processing, there are two crucial factors to consider: (1) Each and every university division required data that has been confirmed and verified. It was essential to build and select software with a well-developed API. If a system has a well-thought-out technical interface for interacting with other systems, it is possible to establish smooth migration of verified data from one system to another for the purposes of data collection and analysis. (2) It is essential to obtain user feedback via open communication channels, such as surveys, chats, and focus groups.

In addition, he remarked that occasionally offline solutions may not exhibit the same level of effectiveness online. In addition, he said that it should pursue a brand-new, innovative method that is compatible with the modern digital world. He stressed there are companies with outstanding offline outreach failed when they simply copy their offline mechanics in an online format.

In the post-COVID-19 era, he continued, science outreach and science communication were not directly tied to digitally ready culture, but they were strongly related to education. At the height of the pandemic, he said, we witnessed the so-called alternative

facts, sometimes known as "post-truth," which were extremely popular among people with advanced degrees. He concluded that universities should increase their efforts to engage in scientific outreach in this setting, much as the professor at Skoltech delivered popular science courses.



Conclusion and Recommendation

Dr. Rie Atagi (Japan)



Dr. Atagi conveyed three important messages: "Let's stand together," "Let's listen," and "Let's talk." She stated that we, as educators, were under a tremendous amount of pressure to change, in the midst of technology and industry transformations.

In the meantime, the business community asserted that our education was out-of-date and that we must adapt and remain current. Consequently, we are under pressure to change, and this is one of the conferences addressing how to do so.

She emphasized that we must listen to the industry, but we must also stay united as educators who value education. She noted that there is pressure on the school sector to produce graduates with the requisite skills and to provide them with technological literature. She underlined that while it is true that we must adapt, our resources and time were limited. She also brought up the possibility that a student might enroll in a college or university simply for a specific course with industry-required abilities, rather than for a degree, as is the emerging trend in education. In addition, educational institutions must consider/listen to the demands of the recipient and provide the necessary service. She emphasized that we must also communicate/talk since by doing so, we would be able to share our opinions, cases, and research and learn what others believe about the ideas.

Closing Remarks

Dr. Khunying Kalaya Sophonpanich, Deputy Education Minister, Thailand

Dr. Khunying Kalaya extended gratitude to the APEC Education Conference's prominent speakers, panelists, and co-chairs. She hoped that after the conference, we would all concur that traditional views on education and work are no longer valid. She also emphasized that we must picture the world we wish to build and establish new goals. Moreover, we must collaborate to attain these objectives, she continued.

She highlighted that we must prioritize the desired outcome and ignore or overcome potential impediments. She stated that to create a better world for education and work for our children and our people, we will be able to openly discuss our conditions, challenges, hopes, and aspirations.



APEC Education Conference

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

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The Project Implementation Summary

Ministry of Education of Thailand's Hosting of APEC 2022

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