SEAMEO- The UNIVERSITY of TSUKUBA Symposium

Theme: Values Education and Global Citizenship: Towards the Achievement of Sustainable Development Programmes and Progress of Society

By
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SEAMEO Secretariat
Bangkok, Thailand
SEAMEO Member Countries

- Brunei Darussalam
- Cambodia
- Indonesia
- Lao PDR
- Malaysia
- Myanmar
- Philippines
- Singapore
- Thailand
- Timor-Leste
- Vietnam
SEAMEO Family

- 8 Associate Member Countries
- 4 Affiliate Members including the University of Tsukuba (1 applicant for approval)
- 24 Regional Centres (2 more for Final approval and launching)
- SEAMEO Secretariat based in Bangkok, Thailand
SDG 4: Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning opportunities for all
SEAMEO Education Agenda

Strategic Dialogue of Education Ministers III

25–27 July 2017
Hotel Melia Senayan Jakarta, Indonesia

Background

Since the adoption of the Southeast Asian Ministers of Education Organization (SEAMEO) Education Agenda, the SEAMEO Secretariat has conducted several consultation meetings, workshops with Member Countries, SEAMEO Centres, and partners to define targets, a road map, policies, programmes, and activities to support the implementation of the SEAMEO 7 Priority Areas—(1) achieving universal early childhood care and education (ECCE), (2) addressing barriers to dropout, (3) ensuring resilience in the face of emergencies, (4) promoting technical and vocational education and training (TVET), (5) revitalizing teacher education, (6) harmonizing higher education and research, and (7) adopting a 21st-century curriculum.

The Second Strategic Dialogue for Education Ministers on the Education Agenda (SEDEM II) held in Bandung, Indonesia, reconfirmed the need for cross-country interaction and collaboration to address educational challenges in Southeast Asia and the globalised world. It recommended (1) using the 21 SEAMEO Centres as mechanisms to implement the 7 Priority Areas at the national and regional levels and...
SEAMEO SEVEN Priority Areas: Education 2035

1. Early Childhood Care and Education
2. Addressing Barriers to Inclusion
3. Resiliency in the Face of Emergency
4. Promoting TVET
5. Revitalising Teacher Education
6. Promoting Harmonisation in High Education and Research
7. Adopting a 21st Century Curriculum
SEAMEO UNESCO Japan ESD-SDG Integration In TEIs
ESD Integration in Teacher Education Curriculum: Today for Tomorrow
On-going Capacity Building of TEIs for ESD (Curriculum Integration)
SEAMEO AND GLOBAL CITIZENSHIP INITIATIVES
The Southeast Asia Primary Learning Metrics (SEA-PLM) is a regional assessment programme for end of primary students measuring literacy in Reading, Writing, Mathematics and Global Citizenship.

In addition to providing contextualized quality measures for learning outcomes, the initiative aims to build in-country capacity to strengthen regional technical collaboration and standards across education systems in the ASEAN region.
Southeast Asia’s Primary Learning Metrics (SEA PLM)

- SEA-PLM is the first ever comprehensive large-scale regional assessment for ASEAN Member States, embedded within regional bodies to enhance its integration and to strengthen its institutional mechanism.

- Evolved under the leadership of the Southeast Asia Ministries of Education Organization (SEAMEO) in partnership with UNICEF and with technical support from the Australian Council for Educational Research (ACER).
SEA PLM 2018

- Improved tools, protocols and standards to generate and utilize (SEAPLM) assessment data across ASEAN Members States

- Sustainable regional integration of large-scale assessment (SEA-PLM) to monitor achievements towards the ASEAN Community Blueprint and SDG 4

- Improved procedures and capacities at individual and institutional level for completing standardized assessment of grade 5 student learner achievement
### SEAMEO PLATFORMS

- SEAMEO Centre Directors Meeting
- SEAMEO Executive Committee Meeting
- SEAMEO High Officials Meeting
- SEAMEO-ASEAN Coordination Meeting
- SEAMEO-UNESCO Coordination Meeting
- SEAMEO Annual Forum of Basic Education
- SEAMEO High Officials Meeting
- SEAMEO College Strategic Dialogue of Ministers
- SEAMEO Council Meeting
OERS for Technology for Teaching and Learning (with UPOU, CHED and UNESCO HQ)

Introduction to Technology for Teaching and Learning (19 Aug–13 Sept)

Use of Technology in Teaching & Learning

As an introductory MOOC that leads into MOOCs 2 & 3, we focus on the basics of ICT for Education and unpack the field's specialised terminology. In this first MOOC, we will look particularly at, ICT Policies and Safety Issues in Teaching and Learning and Theories and Principles in the Use and Design of Technology Driven Learning Lessons.

Teacher: Melinda Bandalaria
Teacher: Ninia Calaca

Category: Technology for Teaching and Learning

DO NOT MISS THIS GREAT OPPORTUNITY!

The Online Course for pre-service teachers on:

“Technology for Teaching and Learning 2”

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Deputy Director for Programme and Development
SEAMO Secretariat

Topics:

- 21st century skills Instructional Design models
- Technology-enhanced lesson exemplars
- ICT and conventional materials in enhance teaching and learning
- Teaching and learning experiences using innovative technologies

FURTHER INFORMATION PLEASE VISIT
web: seamo.org
SEA ECCE Teacher Competency Framework for Teachers

The ECCE Landscape:
- National/State Environment/Context (E.g. socio-economic, political, cultural, spiritual landscape)
- Supporting Resources (E.g. public and private funding for ECCE programmes, activities, infrastructure)

The Competent ECCE Teacher

1. Understands the child’s holistic development and learning
2. Facilitates child development and learning
3. Establishes a nurturing, inclusive, and safe environment
4. Promotes health, nutrition, safety, and protection
5. Engages parents, families, and caregivers as partners in ECCE
6. Networks and collaborates with relevant stakeholders to promote ECCE
7. Ensures continuous personal growth and professional development

Content knowledge, pedagogic practice and assessment
Beneficiaries of the ECCE Framework

- Ministry of Education/other ministries
- Teacher Training Institutions
- Faculty at higher education institutions
- ECCE Teachers
- ECCE centre directors/administrators
- Lead teachers/supervisors/pedagogical advisors of ECCE teachers
- ECCE Teacher Competency Framework
Key Recommendations from SEAMEO Workshop on SDG and Curriculum Reform

• Embedding Inclusive Education in the Pre-service teacher education curriculum (Thailand)
• Changing curriculum to make it more relevant to the ever-changing system (Myanmar)
• Appreciating values of loyalty and acceptance (Brunei Darussalam)
• Involving all related disciplines and experts in designing/revising of curriculum (Indonesia)
• Integrating “coding” into curriculum as part of digital literacy (Malaysia)
• Combining core curriculum from another SEA member country (Thailand)
Key Recommendations from SEAMEO Workshop on SDG and Curriculum Reform

• Understanding values and moral (Brunei Darussalam)
• Involving parents and children in development of curriculum (needs assessment) (Indonesia)
• Using the universal design for lifelong learning (Thailand)
• Localizing/indigenizing curriculum (Philippines/Innotech)
• Reforming education curriculum/teaching learning materials to meet learner needs at all levels (Lao PDR)
• Embedding education for peace development and global citizenship as contents of core subjects
Key Recommendations on SEAMEO Learning Materials

• Developing strategy/modules for 2\textsuperscript{nd} chance education (Malaysia)
• Training of teachers on contextualization of learning materials to the IP children and training on flexible learning options (Philippines)
• Learning materials that have more local contexts, examples, appreciation of local contribution especially on science and literature (Philippines)
• Using/teaching traditional materials in life skills (Brunei Darussalam)
• Using traditional materials (Myanmar)
Key Recommendations on Data and ICT

• Developing mobile apps for data access/integration (Malaysia, Myanmar)
• Networking
• Training of teachers on database formulation (Philippines)
• Building up e-library for both national and regional contexts (Philippines)
• Facilitating organization of digital hubs
• Conducting Thematic webinars for students and teachers
• Assisting Special schools
• Improving data collection, disaggregation, analysis
THANK YOU