



Southeast Asian
Ministers of Education
Organization

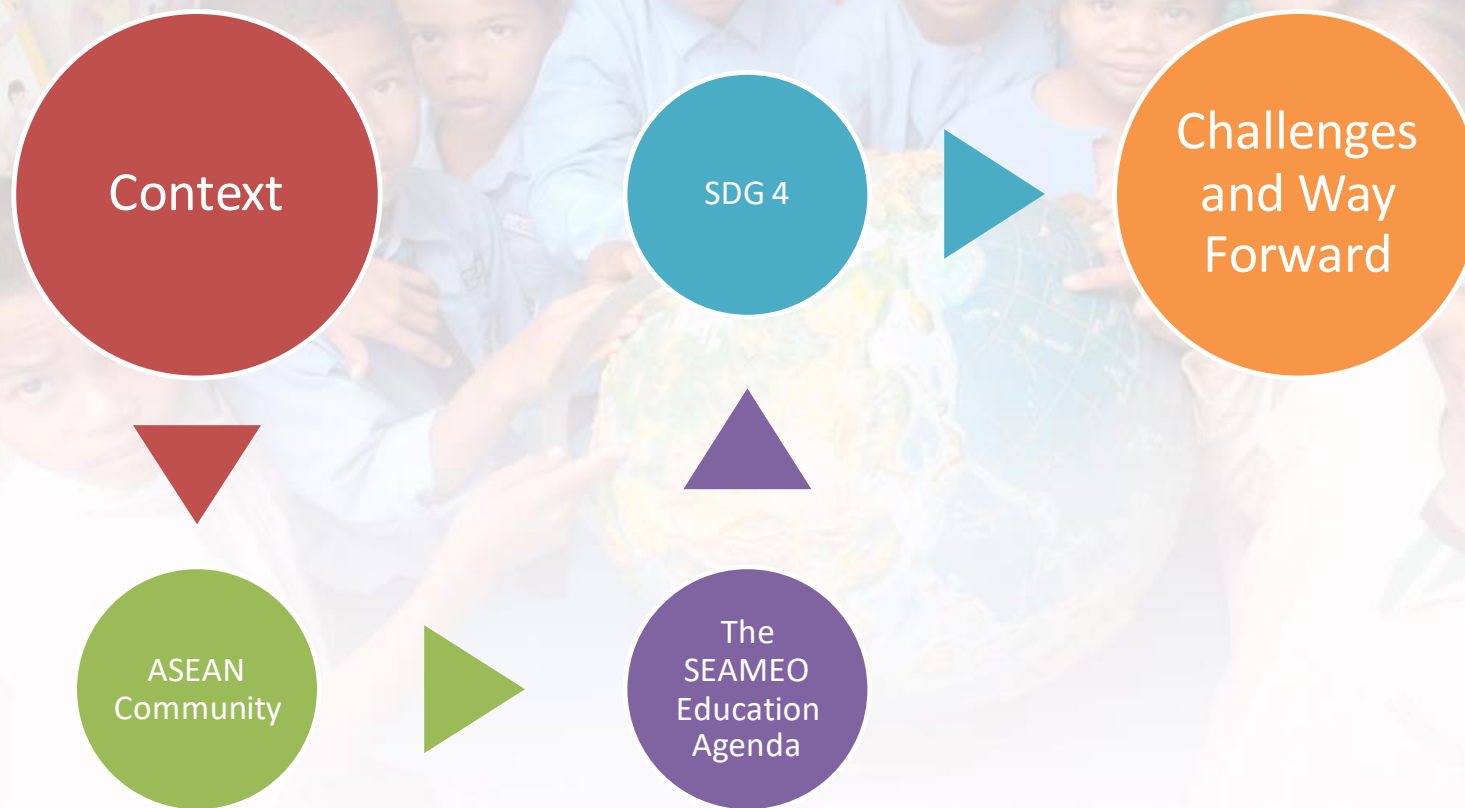
ASEAN COMMUNITY AND SEAMEO'S EDUCATION AGENDA: TOWARDS ACHIEVING SDGS

By

Dr Ethel Agnes P Valenzuela

Deputy Director for Programme and Development

Outline of Presentation



SEAMEO

- The **Southeast Asian Ministers of Education Organization (SEAMEO)**
- is a **regional inter-governmental organization** established in 1965 among governments of Southeast Asian countries **to promote cooperation in education, science and culture** in the Southeast Asian region.



SEAMEO Member Countries



Brunei Darussalam



Cambodia



Indonesia



Lao PDR



Malaysia



Myanmar



Philippines



Singapore



Thailand

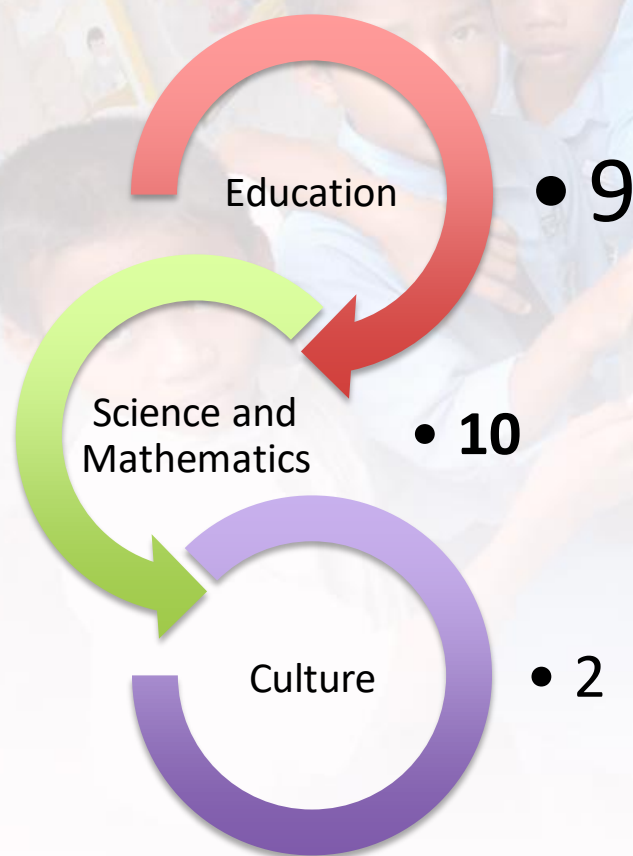


Timor-Leste



Vietnam

SEAMEO's mandate



ASEAN Vision

A concert of Southeast Asian nations, outward looking, living in peace, stability and prosperity, bonded together in partnership in dynamic development and in a community of caring societies

Thinking Globally, Prospering Regionally!



Southeast Asian
Ministers of Education
Organization

**EDUCATION IS THE MOST POWERFUL
TOOL TO MAKE GREAT THINGS
HAPPEN IN ASEAN**

Post Education For All 2015 Review

- In 2012 -2013 - SEAMEO Secretariat has conducted a study on the foresight of education in Southeast Asia
- In 2014 – SEAMEO Executive Committee (ExeCOM) and High Officials Meeting (HOM) endorsed the Synthesis study to the Ministers of Education for approval
- SEAMEO Strategic Dialogue of Ministers (SDEM) held on Sept 2014 in Vientiane Laos deliberated on the SEAMEO 7 Priority Agenda/ Education Agenda
- SEAMEO Council approved the Agenda for 2015-2035 & five recommendations.

SEAMEO's Strategic Dialogue for Education Ministers (2014, 2016)



SEAMEO Education Agenda

Early
Childhood
Care and
Education



Addressing Barriers to
Inclusion



Resiliency in
the Face of
Emergency



SEAMEO 7 Priority Areas

Promoting
TVET



Adopting a
21st Century
Curriculum



Revitalising
Teacher
Education



Promoting Harmonisation in
High Education and Research
Southeast Asian Ministers of Education Organization



SDG 4 and SEAMEO Education Agenda Roadmap

Action Roadmap of the 7 Priority Agenda

Linking the seven Priority Areas with the curriculum and moving towards global citizenship.

Utilisation of the 21 SEAMEO Centres as the mechanism to implement the seven Priority Areas at the national, regional level and beyond, and synergising with ASEAN.

Mobilising and sharing of knowledge, skills and best practices among SEAMEO Member Countries, namely in the areas of TVET, English proficiency skills, digital competencies, 21st Century and employability skills.

Involvement of parents in the education system through the “partnering with parents” initiatives to foster common understanding on quality education to the parents in the education of their children.

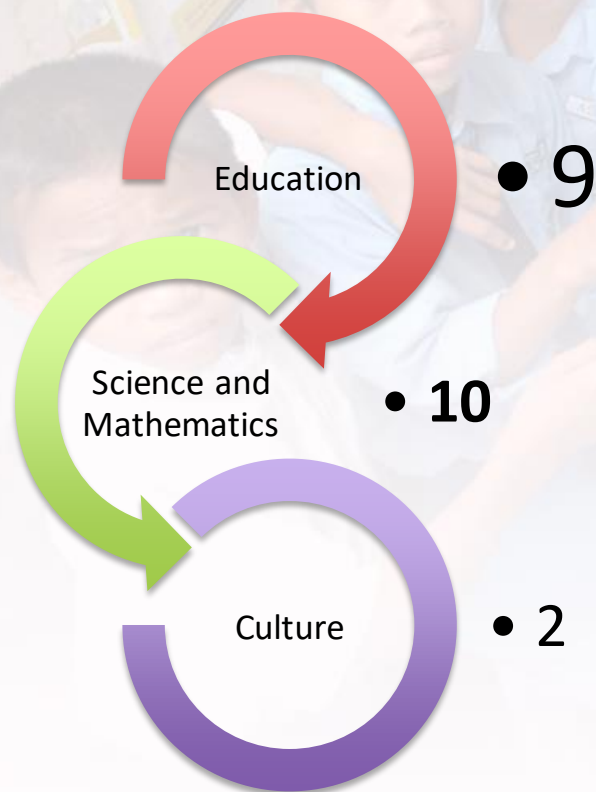
Promoting teachers and school leaders' competency standards in SEAMEO Member Countries.

Strategic Dialogue for Education Ministers (April 2016)



SDEM 2
discussed about
the UN SDG 4 "
*Ensure inclusive
and equitable
quality
education and
promote lifelong
learning
opportunities for
all*"

SEAMEO's mandate & its Centres



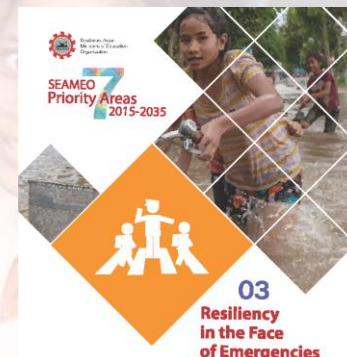
SEAMEO Seven Priority Areas Action Agenda (2016-2020)



Achieving universal pre-primary education by 2035, with particular target on the disadvantaged, such as poor children; rural communities; marginalised ethnic and linguistic communities; and children with disabilities benefiting the most.



Addressing barriers to inclusion and access to basic learning opportunities of all learners through innovations in education delivery and management.



Preparing schools leaders, teachers, students, and local communities in managing and maintaining the delivery of education services during emergencies such as conflicts, extreme weather, and natural disasters.



Promoting TVET among learners, teachers and parents with more viable investments and relevant curricula that focus on creativity and innovation, with a clear pathway to lifelong learning, higher education and regional labour, skill and learners' mobility.



Making teaching a first choice profession through comprehensive, strategic, and practice-based reforms of teacher management and development systems through more professional preparation at pre-service and in-service processes, following an explicit and shared teacher competency framework and a set of standards applicable across the region.



Institutional-level harmonisation taking place with Member Countries involving in strengthening higher education institutions with each institutions determining their most important needs, supported by research, in order to be able to coordinate and set quality standards with other institutions.



Pursuing a radical reform through systematic analysis of knowledge, skills, and values needed to effectively respond to changing global contexts, particularly to the ever-increasing complexity of the Southeast Asian economic, socio-cultural, and political environment, developing teacher imbued with ASEAN ideals in building ASEAN community.

SEAMEO Targets



Achieving universal pre-primary education for all by 2035



Addressing barriers to inclusion and access to basic learning opportunities through innovation in educational deliveries



Preparing school leaders, teachers, students and parents with necessary skills and resources in managing and maintaining the delivery of education services during emergencies such as conflicts, extreme weather and natural disasters



Promoting TVET among learners, teachers and parents with more visible investments and relevant curricula that focus on creativity and innovation with a clear pathway to lifelong learning, higher education and regional labour skills and learners mobility



Making teaching a priority of choice profession through comprehensive, strategic, and practice-based reforms of teacher management and development systems



Institutional-level harmonization taking place with Member Countries investing in strengthening higher education institutions with each HEI determining their needs supported by research in order to promote quality standards and mobility



Pursuing radical reform through systematic analysis of knowledge, skills, and values needed to effectively respond to changing global contexts and the regional needs-developing teachers imbued with ASEAN deals in building ASEAN community



Southeast Asian
Ministers of Education
Organization

SEAMEO'S STRATEGIC ALLIANCES FOR SDG4 (UNESCO & UNICEF)

The SDG 4 Agenda



- By 2030, ensure that **all girls and boys complete free, equitable and quality primary and secondary education** leading to relevant and Goal-4 effective learning outcomes



- By 2030, ensure that **all girls and boys have access to quality early childhood development**, care and pre-primary education so that they are ready for primary education



- By 2030, ensure **equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university**



- By 2030, substantially **increase the number of youth and adults who have relevant skills**, including technical and vocational skills, for employment, decent jobs and entrepreneurship

The SDG 4 Agenda



5. By 2030, **eliminate gender disparities in education** and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations



6. By 2030, ensure that all youth and a substantial proportion of **adults, both men and women, achieve literacy and numeracy**



7. By 2030, **ensure that all learners acquire the knowledge and skills needed to promote sustainable development**, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

The SDG 4 Agenda



- **4.A Build and upgrade education facilities** that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all



- **4.B By 2020, substantially expand globally the number of scholarships available to developing countries**, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries



- **4.C By 2030, substantially increase the supply of qualified teachers**, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states

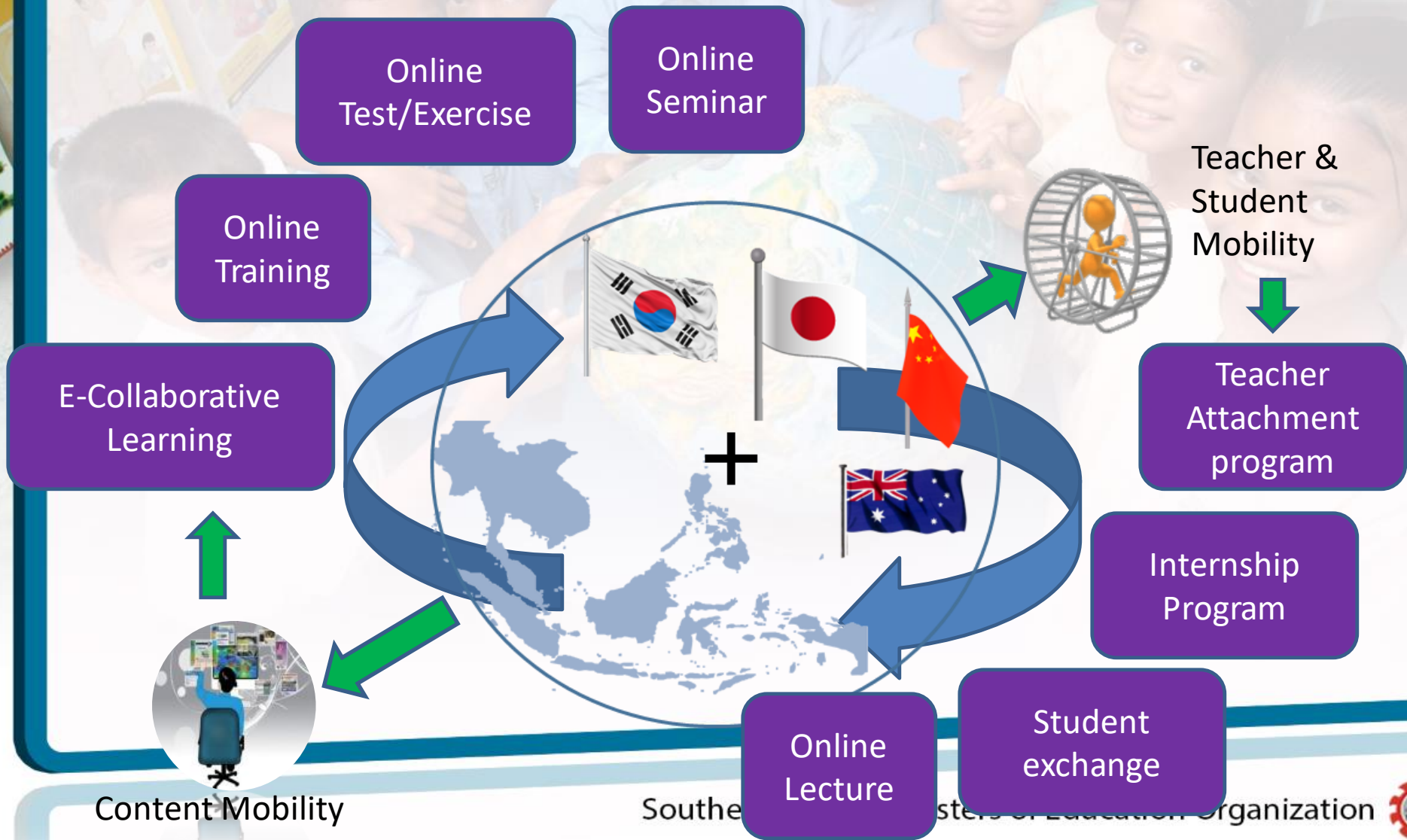
Ministers 2016 Statement on SEAMEO Priority Areas and SDG 4

- ...The need to move beyond one's national boundaries, thinking as Southeast Asians, solving common problems while building on individual country's strengths
- ... To address shared concerns on early childhood education, technical and vocational training, lifelong learning and keeping the child at the centre of interventions
- To recognise that public engagement is very important to the success of educational programmes and reforms

Action Agenda 2017-2020

- Increase regional **inter-school collaboration for 21st century learning**;
- **Speed up diffusion of quality education** between and among countries through multilateral partnerships;
- **Promote innovation in teaching and learning** to help bring back children to schools, reaching the most marginalized;
- **Promote technology in SEA and accelerate access to education** of undocumented children, children affected by disasters, and use CSRs in increasing educational access;
- **Promote literacy and nutrition** , initiating school gardening and innovation, adopting partner schools to accelerate development;
- **Support assessment through SEA PLM** – measuring literacy, numeracy, writing and global citizenship for grade 5 student; and
- **Engage and professionalize educators and instill professional competence** and develop capacity to nurture, and inspire children

Cross Border Education SEAMEO Centres Best Practices



Online Seminar, WebEX Meetings and Lectures



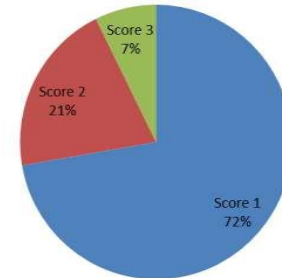
Collaboration 21 SEAMEO Centres

Adopting 21st Century Skills: Science & Math Online Test

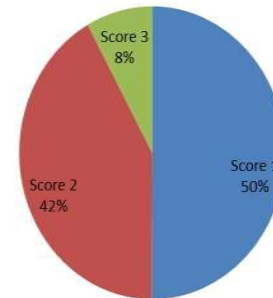
35 Primary Schools
15 Lower Secondary Schools



Math Score



Science Score



>70

50-70

<50

Brunei, Cambodia, Indonesia, Lao PDR,
Malaysia, Myanmar, Philippines, Thailand,
Timor Leste, Vietnam

Southeast Asian Ministers of Education Organization



Partnership with the University of Tsukuba

- Collaborative work on Lesson Study with SEAMEO Centres and partner Universities
- Capacity Building and staff exchange in research and innovation
- Research and publication
- Joint- conference (face to face; blended or virtual)
- Strengthening ASEAN values for Asean Integration

Challenges

SDG 4

SEAMEO Agenda

- overflow of innovative ideas and exciting activities
 - Resources (manpower and financial)
 - Making everything happen (targeting and expansion and more...)
- ✓ “Ambitious, holistic, comprehensive and aspirational agenda” which requires adequate financial support and resources
 - ✓ Need for more advocacy on SDG 4, to include national (MOEs), regional organizations and Inter-governmental organizations.
 - ✓ Capacity building for education sector planning, SDG indicators development, development, monitoring, and reporting

Way Forward

- MOE SEAMEO Agenda Planning (3-year joint planning sessions)
- Upsculling good practices in SEAMEO's Reaching the Unreached Projects
- Reaching the targets side-by-side with the SEAMEO Centres, Associate Members and Partners (UT)
- Ministerial support and commitment
- Partnership, partnership and partnership



Southeast Asian
Ministers of Education
Organization

THANK YOU

ethel@seameo.org