



## **SEAMEO THE UNIVERSITY OF TSUKUBA SYMPOSIUM VI 2018**

### **THEME VALUES EDUCATION AND GLOBAL CITIZENSHIP**

Synthesis and Moving Forward  
by SEAMEO Secretariat

# Keynote Address

## Global Citizenship and Skills Development

Moral Education  
and Values  
Education

Unpacking SDG  
4.7  
ESD and GCED

# Keynote Address by Dr Takeo Yoshida,

- Focus on issues expectations in Japan for Moral education as values education
  - ▣ Global Society Era
  - ▣ Valueism was linked to militarism (1918 Ethics book)
  - ▣ Mistakes/errors can be valuable for improving oneself for the future
  - ▣ Bringing radical change to the current situation is a major issue for moral education in Japan
  - ▣ In Global society, we need to sort out the moral content to teach in each country and region
  - ▣ Important values in Japan (e.g. respect, harmony, thankfulness, apology, greet, love, fulfilling duty, not to discriminate, awareness and tolerance)

# Keynote Address

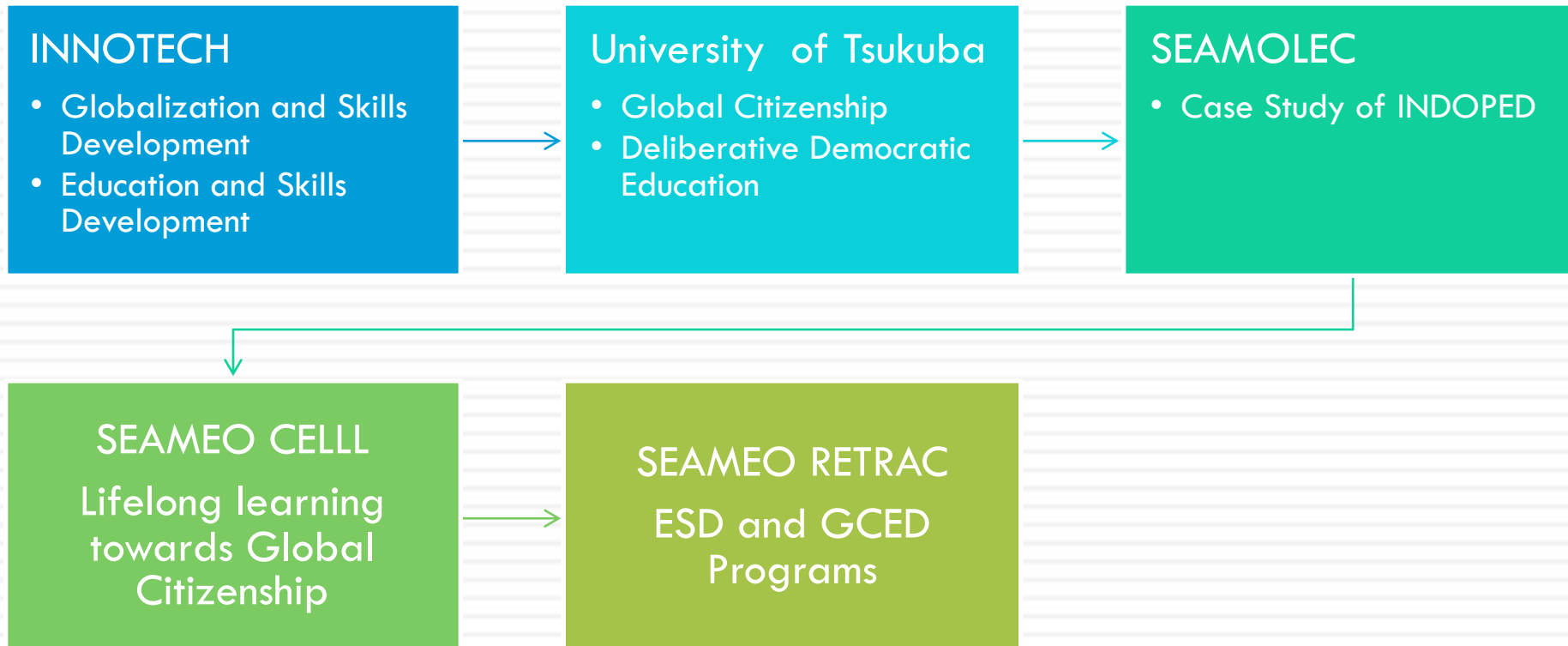
## Dr Yoko Mochizuki, UNESCO MGIEP

### □ Unpacking SDG 4.7

- Why is education so important?
  - < Education is Job Human capital formation, have voices, continuity of society, FUTURE> (Job less, Voice less, Root less & Future less) - **RUTHLESS (From HDR Report)**
  - **ESD ( Environmental education and DE)**
  - **GCED (Peace, citizenship education and human rights education)**
- “ We are in a rapidly changing world - we need to foster competencies to understand values that are non-negotiable”**



# Session 1: Global Citizenship and Skills Development



# Dr Ramon Bacani

## SEAMEO INNOTECH Director, Philippines

- Globalization - Interconnectedness, Rapid Technological Advancements and ASEAN Integration – greater labor mobility, vulnerability to disasters and education reform
  - Challenges for Education and Skills Development
    - Greater demand for manpower, relevant education and training
- Global Citizenship Education – 21<sup>st</sup> Century skills, complementary skills/soft skills with emphasis on learning to live together, assessment with focus on relevance
- 21<sup>st</sup> Century Southeast Asian workers – values and skills



Thriving the in the Margins – 15<sup>th</sup> SEAMEO  
INNOTECH International Conference –  
Compelling stories, 6-8 March INNOTECH  
QC Philippines

# Dr Yusuke Hirai, Univ of Tsukuba

1. Introduction – educational philosophy controversies
2. Educational trend and citizenship education in Japan-  
revision of school curriculum, purpose of civic education  
and the educational goals
3. Idea of multicultural education – Education for International  
Understanding, MCE in the context of social justice that is  
global justice
4. The controversy of Global Justice and its principles – The  
law of Peoples and the criticisms (Pogge, Oneil etc)
5. The need for democratic education and a quest for a  
fairer global world

# Dr Abi Sujak, Director SEAMEO SEAMOLEC, Indonesia

- INDOPED – supports the European 2020 Strategy – European Agenda for Growth and Jobs – modernizing Indonesian Education
- Disseminating European Pedagogical Implementation to Indonesian Universities
- Innovation Pedagogy- Innovation Framework
- INDOPED Learning Approaches-
  - ▣ Project Hatchery (Interpreting problem in diff approaches using collaboration and design thinking,
  - ▣ Innovation Camp- 12-48 intensive hrs using creative processes and collaborating companies public and private
  - ▣ 3-Zone Innovation Process – from preparation to showtime
  - ▣ Gamification – game mechanisms in non-gaming environment for increased motivation
- International Webinars – for information dissemination of projects



# Session 1: Mr Quan Hong Mai

## Manager, SEAMEO CELL, Vietnam



- Lifelong learning definition and characteristics \_ LLL is learning from cradle to grave” – learning pathways
- Rationale – individual, society and economy
- SDG 4.7 and Global Citizenship
  - ▣ Who is a global citizen- OXFAM definition and UNESCO
  - ▣ Global Citizenship Education – competencies
  - ▣ GCED and LLL – for a better world
  - ▣ Lifelong learning in Vietnam- Learning Society
  - ▣ *Community Learning Centres – to continue to learn*
  - ▣ *Lifelong learning for disabled in Vietnam- 1*

# Session 1: SEAMEO Retrac, Vietnam

## Dr Ho Thanh My Phuong, Director

- Global citizenship – prepares young people for the modern world
- GCED – transformative and shared values
- Qualities of Global Citizens
- Skills development for students in Vietnam (e.g. community development programs and student exchange)
- Challenges faced on GCED
- Programmes on GCED from SEAMEO RETRAC



## Session 2

# Education for Sustainable Development (ESD)



# SEAMEO QITEP in Science, Indonesia

## by Dr Indrawati (QIS)

- Flagship programmes on STEM Education – to develop learners with 21<sup>st</sup> Century Skills
  - Stem Ed Lesson planning activities and capacity building
  - STEM HOUSE
  - STEM Digital Class
  - STEM Development Design
  - STEM Research Grant
  - STELR –Renewable Energy –Climate Change



# SEAMEO SEN, Malaysia

## Dr Safani Bari, Centre Director

- Focus on Inclusive Education, SDG 4 and SDG 8
- Salamanca Statement, Framework for Action on Special Needs Education, Incheon Declaration
- SEAMEO Seven Priority Areas
  - TVET training to Special Education
  - Teaching and Learning techniques in the context with disabilities
  - TVET policies for sustainable development

# Dr Kiyohi Karaki

## Faculty of Human Science, UT

- Values Education in Social Studies
  - ▣ Issues (e.g climate changes and peace) as teaching materials
  - ▣ Social Studies is a way to develop global citizenship
  - ▣ Course of Study (COS), a new curriculum in Japan
  - ▣ Principles of Developing Global Citizenship Education based on values education (3 development principles)
  - ▣ Social studies classroom practice in Elementary schools
  - ▣ Challenges

# Session 3: Human Character Formation

## Human Character Formation

- National Curriculum Reform in Japan
- Human Character Building Through Maths and Sciences
- Seeking Values of Mathematics Education: Case of SEAMEO BES
- Human Character Formation Through Language Teaching
- A Challenge for Language Literacy by using Semantic Map for knowing value of terms

# National Curriculum Reform in Japan

Dr Hiroshi Sato, UT

- Brief History of National Curriculum Guidelines
- Yutori Education (Japanese education system which reduces number of world hours and content of education in primary education) –
- Sharing on some objections on Yutori education
- Researches on Yutori education vis a vis international assessment
- Constructive discussion over education is the first step for policy formulation



# Dr Wahyudi, Centre Director, SEAMEO QITEP in Maths, Indonesia

- Mathematics Education (joyful & meaningful)
- Maths should be able to promote human values
- Making maths more joyful and enjoyable



# Dr Bambang, Director SEAMEO QIL Indonesia

- Human Character Formation through language Teaching
  - ▣ The Orientations of Life
  - ▣ Mission of Language Teaching
  - ▣ The Path of the Role Education
  - ▣ - pedagogical and cultural missions of education
  - ▣ Competency development
  - ▣ Curriculum as Bases to implement mission of education
  - ▣ Education missions and school missions
  - ▣ Institutionalizing the outcomes

# Dr Hiraku Katsuta

## University of Tsukuba

- Language Literacy
- The Five Goals of Japanese Language Instruction
- Semantic Map-making – keeps record of student understanding
- Methods
- Results and Discussions
  - Case of Sato
  - Task behavior
  - The SEMANTIC Map Making promotes deep understanding and students learning struggles

# Prof Dr Isoda (UT) and RECSAM

- Values of Mathematics Education
- SEAMEO BES (paper distribution )



# Session IV. Inclusive Education for Community and STEM Development

## Inclusive Education for Community and STEM Development

- Ms KHIN Lay SOE
- Acting Director,
- SEAMEO CHAT



## ROLES of RECSAM in Inclusive Education and STEM

- Ms Khor Sima Suan
- Acting Director, RECSAM



## Investment in Disability towards Achieving Inclusive Education

- Dr Kamal Lamichhane
- University of TSUKUBA

# Ms KHIN Lay SOE

Acting Director, SEAMEO CHAT, Myanmar

- Focus: Inclusive Education for Community and STEM Development aimed at improving quality of life of students from 2 adopted schools (2004, 2013)
- Excursion programme to some landmark and historical places by exposure, teamwork, studying past history of Myanmar
- Effective ways to teach History
- Intra-Centre Collaboration Programmes –History and Traditions
- Teaching Experiences and Teachers Programmes

# Ms Khor Sim Suan, Acting Director SEAMEO RECSAM, Malaysia

- Role of RECSAM in supporting ASEAN community human capital building, 21<sup>st</sup> Century Skills
- Inclusive education Programmes for ASEAN member countries through TPD teaching learning strategies , collaboration and communication
- SEA BES –Basic Education Standards Common Core Regional Learning Standards –equity in curricular provisions
- STEM Education – SEAMEO Young Scientist, International COSMEd and STEM for Development and CSR Programmes

# Prof Dr Kamal Lamchhane

## University of Tsukuba

- Theme: Investments in disability toward achieving Quality and Inclusive education: Cases from developing countries
  - Fundamental right which gives social returns
  - Noted studies on Disability and Education
  - Global comparisons on returns to education (WB, UNESCO and Nepal, Philippines)
  - Importance of jobs
  - Required skills for jobs (cognitive and non-cognitive)



# Moving Forward



- SEAMEO Special Edition of Journal 2018
  - ▣ Reminders – deadline 15<sup>th</sup> March
  - ▣ FF up fr SEAMEO Secretariat
- Themes for 2019 SEAMEO-The University of Tsukuba Symposium

Thank you so much!