

SEAMEO CONGRESS 2014

Final Report



Southeast Asia in Transition: Re-thinking Education, Science and Culture for Regional Integration

21-22 October 2014

Amari Watergate Hotel, Bangkok, Thailand

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Executive Summary

The SEAMEO Congress held from 21 to 22 October 2014 in Bangkok, Thailand and organized by the Southeast Asian Ministers of Education Organization (SEAMEO), British Council, and the Institute for the Promotion of Teaching Science and Technology, convened 472 stakeholders in an expert regional forum to consider innovative approaches towards reshaping and rethinking education, science and culture for Southeast Asia regional integration. This executive summary briefly presents the two-day proceedings, noting the featured thematic tracks, recommendations and key findings from the outputs of the Congress.

Commencing with a special ministerial session bringing together three Ministers of Education from Brunei Darussalam, Cambodia, Philippines, respectively, and the Deputy Minister for Education of Myanmar, and the Vice Minister of Education from Viet Nam, the SEAMEO Congress also highlighted featured international experts in various plenary, parallel, and poster sessions. Each speaker addressed one of three subthemes: re-shaping education to bridge skills gap; prospects and possibilities for enhancing science and technology education; and cultural knowledge and education for regional integration and development.

The proceedings of the Congress specifically addressed three thematic tracks: policies, reforms and innovations (PRI); innovative teaching and learning strategies (ITLS); and cooperation, linkages and partnerships (CLP). Documentation of various innovative, promising, and evidence-based practices on approaching PRI, ITLS, and CLP in education, science and culture for regional integration were duly drawn out from each session of the Congress. Additionally, six featured plenary sessions threaded together the various considerations and implications of regional integration:

1. Lessons and Opportunities of Regional Integration
2. Education and HRD Strategies and Innovations for Regional Integration
3. Science Innovations and Culture Development for the Region
4. The Role of Education and Partnerships in Regional Integration
5. Technical and Vocational Education and Training (TVET) models
6. Equity, Inclusion and Learning

The plenary sessions then culminated in a final synthesis session that presented key recommendations forwarded by experts over the two-day Congress.

Two critical questions posed at the outset of the Congress provided further framing for the proceedings of the conference: a) Is education in Southeast Asia ready to support the transition of the region into an integrated economy?; and b) Do Southeast Asians understand the implications of regional integration?

Key recommendations forwarded by the Congress hinged on the circumstances of Southeast Asia in transition and the goal of regional integration, and importantly took stock of the given contexts, achievements made, and current challenges and opportunities in the region.

The given contexts noted include:

- Education's critical role in economic, socio-cultural and environmental development;
- Education at the core of regional integration;
- Education challenges varying within each country;
- The multi-dimensional nature of regional integration;
- Transition as presenting both risks and opportunities;
- Increasing interest in school health education reforms;
- And the key role SEAMEO plays in reconsidering and rethinking education, science and culture in Southeast Asia.

The current achievements made towards innovatively reshaping and rethinking education, culture, and science for regional integration include:

- Laws and policies;
- Frameworks and standards;
- Curricula/academic programs;
- Human resources;
- ICT;
- And collaborations, networks and partnerships.

The key challenges and areas for opportunity include:

- Political and economic boundaries;
- Cultural and environmental diversity;
- Quality of education;
- Equitable access to education;
- Standardization versus harmonization;
- Global skills gap and lack of clarity in teaching 21st century skills;
- Mobility;
- Translating policies into actions;
- And increasing health concerns.

Having taken stock of the promising practices and acceleration towards innovating upon approaches to education, science, and culture for regional integration, the key recommendations synthesized over the two-day proceedings included recommendations to:

- 1) Improve governance and provision of more supportive enabling environment;
- 2) Strengthen and establish effective links between and among formal, non-formal and informal education systems to better address educational needs;
- 3) Contextualize education in existing social-cultural systems (embracing and celebrating cultural diversity; recognizing cultural heritage; adopting MLE approaches to address linguistic diversity);
- 4) Develop more productive teaching-learning designs and purposive matching of school curricula with labour market demands and for global citizenship;

- 5) Support school leadership development among teachers and administrators;
- 6) Accelerate multi-stakeholder collaboration and develop more strategic alliances;
- 7) Maximize the use of ICT;
- 8) Aggressively promote STEM and innovation for entrepreneurship in all education levels;
- 9) And continuous need for capacity building.

These recommendations represent the work of synthesizing both country-specific and regional recommendations drawn from the two-day proceedings, with particular consideration for their promising implementation, comparability, adaptability, and evidence-based practices that are indeed cross-cutting. The recommendations are purposive and for selective consideration by the SEAMEO Member Countries, dependent upon the countries' context and respective current education reform processes.

Lastly, the SEAMEO Congress urge for renewed attention to teachers, quality of teaching, the importance of hard and soft skills and HRD policies and education cooperation in implementing various national reforms; and ensuring that reforms and innovations are reflective of regional needs and global frameworks.

The SEAMEO Secretariat presented the SEAMEO Congress recommendations to the 37th SEAMEO High Officials Meeting (HOM) in 25-26 November 2014 in Bangkok, Thailand and has received endorsement for the report to be presented to the 48th SEAMEO Council in April 2015. The 37th SEAMEO High Officials Meeting also endorsed SEAMEO Secretariat's proposal for the SEAMEO Member Countries to support the adoption of these recommendations as dependent upon the SEAMEO Member Countries' context and respective current education reforms.

CONFERENCE DESCRIPTION

BACKGROUND

The SEAMEO Education Congress is a regional forum for discussions on educational, scientific and cultural themes and emerging issues of international and regional concern. It aims to explore new avenues for adapting to diverse changes in education, science and culture and to enhance regional understanding and cooperation among educators and different stakeholders in Southeast Asia and beyond.

SEAMEO first conducted the SEAMEO Congress from 26 to 29 March 2001 with the theme *Challenges in the New Millennium*. The Congress convened approximately 400 participants representing teachers/educators, school administrators from all levels of education and representatives of Ministries of Education from SEAMEO Member and Associate Member Countries.

From 27 to 29 May 2004, SEAMEO in partnership with UNESCO held the second SEAMEO Education Congress and Expo with the theme *Adapting to Changing Times and Needs*. The activity brought together 997 participants from 40 countries from all over the world. The participants included education decision makers at all levels, academics, researchers and practitioners in education, development agency staff and non-government organization specialists and students.

In 2014, SEAMEO, in collaboration with the British Council and the Institute for the Promotion of Teaching Science Education (IPST) re-launched the SEAMEO Congress with the theme *Southeast Asia in Transition: Re-thinking Education, Science and Culture for Regional Integration*.

CONFERENCE THEME

The Southeast Asia countries have set for themselves the goal of ASEAN Community by 2015. Through this goal of community-building, Southeast Asia hopes to create an integrated and highly competitive economic region and enhance the quality of life of its peoples.

Providing its peoples with equitable access to human development opportunities is the key for Southeast Asia to attain regional integration. Only in doing so will its peoples be able to contribute to and benefit from regional integration. But the provision of adequate and labor market-responsive human development means that ASEAN countries will need to change the way students are educated and how human resources are changed; re-shaping and re-thinking education systems implies that citizens should be provided with requisite skills that are responsive to regional needs that are reflected in the greater goal of regional integration.

Now, more than ever, the imperative to 're-shape' and 're-think education is most critical for the region to successfully play its role in promoting regional growth and integration.

Objectives

The SEAMEO Congress theme aims to:

- i. Draw from academic, industry and international experiences on realistic, implementable education and human resource development (HRD) policies and practices to bridge the skills gap in Southeast Asia.
- ii. Trigger further investigations on education policy and capacity-building issues relevant for integration and cooperation in Southeast Asia.
- iii. Give impetus for the establishment and renewing of cooperation among education institutions, industry and regional/international organizations in the advancement of human resource development in the region.

Expected Output

By bringing together a diverse set of actors from government organizations, education institutions, the industry sector, international and regional organizations and non-governmental organizations, it is expected that the SEAMEO Congress will generate recommendations on how the region can re-think and re-shape education and HRD system in Southeast Asia to be responsive to the region's goal of development and integration.

SUB-THEMES AND TRACKS

Topics for paper presentations are organized into thematic tracks of Policy, Reforms and Innovations (PRI), Innovative Teaching and Learning Strategies (ITLS) and Cooperation, Linkages and Partnerships (CLP) in each of the three sub-themes of education, science and culture.

Thematic tracks provide deeper discussions into case studies, models and best practices that relate to policies, reforms, innovations, school and classroom strategies and partnership models.

Sub-Themes and Tracks

Sub-Theme 1: Re-shaping Education to Bridge Skills Gap

This sub-theme will highlight perspectives on realistic, implementable education and HRD policies, models and practices that could bridge skills gap in the region.

Sub-Theme 2: Prospects and Possibilities for Enhancing Science and Technology Education

This sub-theme intends to highlight the prospects of regional integration in science and technology education and the ways in which governments and education institutions can benefit

from the experience of the industry sector on innovations in Science, Technology, Engineering and Mathematics (STEM) and research and development (R&D).

Sub-Theme 3: Cultural Knowledge and Education for Regional Integration and Development

This session provides discussions on essential cultural diversity and development for regional integration and the ways in which the countries should incorporate cultural diversity and development in their initiatives related to regionalism

Tracks

Policies, Reforms and Innovations (PRI)

This track covers paper presentations that discuss policies, legislation and reforms which national governments are implementing to improve education and HRD systems at the country and regional levels.

Parallel session on the PRI track will address the following key questions:

Sub-Theme 1: Re-shaping Education to Bridge Skills Gap

- ✚ What education or training policies, legislation and reforms governments should put in place to ensure students acquire 21st century skills needed to join the workforce?
- ✚ What reforms and innovations in TVET systems should the countries adopt to improve its human resource capacity?
- ✚ What and how can policies and reforms on English teaching and learning enhance students' employability

Sub-Theme 2: Prospects and Possibilities for Enhancing Science and Technology Education

- ✚ What policies and reforms should the government set up to improve its capacity in Science, Technology, Engineering and Mathematics (STEM) education and research and development (R&D)?
- ✚ What implementable, practical Science, Technology, Engineering and Mathematics (STEM) education policies and strategies can the industry sector recommend to national governments to improve its STEM competencies?
- ✚ What ICT policies and strategies should be

Sub-Theme 3: Cultural Knowledge and Education for Regional Integration and Development

- ✚ What country policies should be implemented to promote understanding of cultural diversity, regional understanding and working in harmony in the region?
- ✚ How can countries include in their policies and legislation the promotion of cultural diversity and development to ensure successful regional integration?
- ✚ How can the countries incorporate policies on safeguarding of cultural heritage in a time of

skills?

established to enhance
STEM education?

regional integration?

- ✚ How should health and science education and cultural development issues be incorporated in all aspects of education policy planning and implementation?

Innovative Teaching and Learning Strategies (ITLS)

This track covers paper presentations that cover practical teaching-learning strategies and classroom innovations geared towards ensuring students acquire competencies and skills responsive to the needs of the labor market and supportive of national and regional goals.

Parallel session on ITLS track will address the following key questions:

Sub-Theme 1: Re-shaping
Education to Bridge Skills Gap

Sub-Theme 2: Prospects and
Possibilities for Enhancing
Science and Technology
Education

Sub-Theme 3: Cultural
Knowledge and Education for
Regional Integration and
Development

- | | | |
|--|--|--|
| ✚ What teaching-learning strategies should be employed in the classrooms to ensure students acquire competencies and skills that are responsive to labor market needs? | ✚ What teaching-learning strategies should be employed in the classrooms to engage students' interest in STEM, develop innovation skills and generally develop their competencies in STEM? | ✚ How can promotion of cultural diversity and development be integrated in the teaching-learning process? |
| ✚ How can TVET teacher education be improved? | ✚ How can ICT and STEM teaching be reformed to be supportive to the needs of the 21 st century? | ✚ What and how can teaching-learning strategies and materials be utilized to promote regionalism and respect to cultural diversity among students? |
| ✚ What are the ways in which ICT and distance education can be optimized for skills development? | ✚ How can various online learning mechanisms and social media facilities be utilized to engage students' interest in STEM | ✚ How can teaching-learning models utilize art education help promote regionalism? |

and health education and
develop innovation skills?

Cooperation, Linkages and Partnerships (CLP)

This track covers paper presentations that tackle partnerships and cooperation models proven to be effective in promoting and advancing efforts on education, science and culture. This track further highlights education-industry alliances and community-level partnerships.

Parallel session on CLP track will address the following key questions:

Sub-Theme 1: Re-shaping Education to Bridge Skills Gap

- ✚ What are some of the successful models from education-industry alliances, education-industry-international organization collaboration and education-industry-community partnerships in developing countries that could be replicated in Southeast Asia?
- ✚ How can education-industry alliances be established to ensure job-skills matching?
- ✚ What education cooperation and knowledge-sharing models among countries could be established to facilitate regional integration?

Sub-Theme 2: Prospects and Possibilities for Enhancing Science and Technology Education

- ✚ In what ways can industry-education/R&D institutional partnerships assist in advancing STEM education, health and science education, R&D and technology transfer in the region?
- ✚ How can education-industry alliances be established or strengthened to assist the national governments in developing STEM education, health and science education and R&D policies and strategies that are more relevant to industry needs?

Sub-Theme 3: Cultural Knowledge and Education for Regional Integration and Development

- ✚ What are some of the successful cooperation models that promote cultural knowledge and education in the region?
- ✚ How can cultural exchanges promote the goal of regional integration while at the same time preserve cultural diversity?

SESSIONS

The SEAMEO Congress covers the following sessions:

Keynote Session (Plenary)

This session aims to establish the theme of the SEAMEO Congress and sets the framework of the conference. The session, to be comprised of three sections, will feature speakers from the three important players in the education sector: national governments, higher education institutions and industry/private institution:

1. Special Ministerial Session: *Southeast Asia Education Ministers' Perspectives on Current Challenges to Education System in Asia and Reforms to Re-Shape Education for Regional Integration (945-1115 hours)*
2. Keynote Speech: *Visions on the Future of Education and Human Resource Development (HRD) in Southeast Asia: Why the Need to Re-think and Re-shape Education, Science and Culture* by Prof Dr Richard Davies, Swansea University, United Kingdom (1145-1215 hours, 30 minutes)

Plenary-Panel Session

There are six plenary-panel sessions with speakers providing their personal and professional perspectives on the following education and human resource development topics relating to the main theme and sub-themes of the SEAMEO Congress:

1. Lessons and Opportunities of Regional Integration
2. Education and HRD Strategies and Innovations for Regional Integration
3. Science Innovations and Culture Development for the Region
4. The Role of Education and Partnerships in Regional Integration
5. Technical and Vocational Education and Training (TVET) Models (concurrent session)
6. Equity, Inclusion and Learning (concurrent session)

Parallel Session

There are three sets of 3 parallel sessions taking place over the two days of the Congress.

The parallel sessions showcase presentations of papers that highlight perspectives from relevant local, national, regional, international or comparative research papers on the following three thematic tracks:

- Policies, Reforms and Innovations (PRI)
- Innovative Teaching and Learning Strategies (ITLS)
- Cooperation, Linkages and Partnerships (CLP)

Poster Session

This session will have individual researchers presenting their research information through paper poster. Posters combine text and graphics to highlight ideas and case studies that relate to the theme, sub-themes and thematic tracks of the SEAMEO Congress.

Synthesis Session: Message from SEAMEO Congress and Recommendations to the Region

This session is a significant part of the SEAMEO Congress as all inputs, key discussions and recommendations made in all sessions during the 2-day event will be synthesized into a list of general recommendations. These recommendations will address how the region can re-think and re-shape education and HRD in Southeast Asia to be responsive to the region's goal of development and integration.

Conference Proceedings

Opening Ceremony

Welcome Remarks

Dr Witaya Jeradechakul, Director, SEAMEO Secretariat, welcomed all participants to the Congress, acknowledging Ministers and Deputy Ministers, heads of delegations, Congress sponsors, and all speakers, presenters and moderators. Dr Witaya introduced the Congress as a regional platform that attempts to fulfill the dream of preparing actors of Southeast Asia and beyond to contribute to the development of education. In providing for the exchange of views on innovation for developing human capacities in education, science and culture, the Congress also represents a united way for directing education and human resource development (HRD) to reap the way for future generations.

Remarks

H E Mr Mark Kent, the British Ambassador to Thailand, opened his remarks by noting that the Congress brings together various actors and a diverse set of expertise for discussing HRD and practices for regional integration. His Excellency noted ASEAN's immense role in the global market and expressed education's vital role in facing the challenges of 2020. The regional forum demonstrates benefit brought to the UK and to the field of education, research, and innovation, where industry, business and academics come together. H E Dr Kent concluded his remarks by expressing that the UK looks forward to working together in Thailand and ASEAN.

Dr Pornpun Waitayangkoon, President of the Institute for the Promotion of Teaching Science and Technology (IPST), Thailand, began remarks by noting the advent of ASEAN in 2015 aiming at regional integration. Dr Pornpun stated that academicians and stakeholders should be aware of the various changes occurring in the region, especially for HRD and capacity development. Regional integration should provide people with necessary skills for the years ahead and the sharing of views and providing direction for HRD, education, policies and

practices is important. Dr Pornpun concluded by noting the obstacles and current challenges in STEM education and the opportunities that lie ahead in basic science, math and technology education.

Opening Address

H E Dr Teerakiat Jareonsettasin, Vice Minister for Education Thailand, spoke on behalf of H E Admiral Narong Pipattanasai, Minister of Education Thailand. His Excellency stated the region has devoted reform to all areas of development, including education which recognizes the importance of human capital and which is paramount to national and regional prosperity, security and integration. Expressing that regional transition presents both risk and opportunities, Dr Teerakiat stated that MOE Thailand and the National Reform Council have enacted education reform to facilitate transition towards sustainable change. His Excellency cited the creation of education policies, including the current Nation-Building through Vocational Education policy, which has been implemented through important partnerships at national and international levels and increased research and innovation. His Excellency concluded the address by thanking all speakers, presenters, moderators and presenters and officially declared the Congress open.

Keynote Session

Special Ministerial Session

Southeast Asia Education Ministers' Perspectives on Current Challenges to Education System in Asia and Reforms to Re-Shape Education for Regional Integration

The **Special Ministerial Session** was presided by **H E Pehin Abu Bakar Apong**, Minister of Education, Brunei Darussalam, **H E Dr Hang Chuon Naron**, Minister of Education, Youth and Sport, Cambodia, **H E Br Armin A Luistro FSC**, Secretary of Education, Philippines, **H E Mr Lytoun Bouapao**, Vice Minister of Education and Sports, Lao PDR, **H E Dr Zaw Min Aung**, Vice Minister for Education, Myanmar, and **H E Bui Van Ga**, Vice Minister for Education, Vietnam.

H E Pehin Abu Bakar Apong, Minister of Education, Ministry of Education, Brunei Darussalam, opened his remarks by noting the regional importance of understanding how to overcome the challenges of the 21st century. Despite socio-cultural differences and differences in education systems in ASEAN, new collaborations will be the drivers for change to be embraced at all levels. His Excellency recommended that education transformation be aligned with religious and cultural values. Leveraging learning to drive national development and progress should also consider the fine balance between policy development and actual implementation. His Excellency lastly cited the importance of practices, processes and capabilities for quality implementation toward education reform projects. This approach from the Bruneian experience is at the heart of Brunei's education transformation towards progress in education standards, innovations, and professional development. The "Whole School ICT Project" aimed at developing teacher capacity requires teachers to design quality learning experiences to transform learning for long term impact.

H E Dr Hang Chuon Naron, Minister of Education, Youth and Sport, Ministry of Education, Youth and Sport, Cambodia, stated that education represents a country's culture, social system and national identity. Although differences across ASEAN countries cannot be converged, His Excellency recommended that appropriate frameworks be implemented in education and the economic sectors to address the gaps in labour skills mismatch. Sharing experience from Cambodia's new policies to promote inclusive education and equitable access, including education in indigenous languages and for children with learning disabilities, the focus on providing inclusive education intends to promote growth and contribute to creating an educationally advanced and culturally vibrant Cambodia community. Current challenges in Cambodia's education system include addressing dropouts, student-teacher ratios, and curriculum relevancy for addressing job market and economic development. In closing, His Excellency noted that education reform efforts are addressing employer requirements for graduates who are capable of problem solving, teamwork and critical thinking.

H E Br Armin A Luistro FSC, Secretary of Education, Department of Education, Philippines, recommended a paradigm shift that addresses unhealthy competition and drop outs "pushed out" by the education system. The unique needs of all learners need to be considered. Furthermore, the "unwitting temptation" to employ the policies utilized in one country in another country context may prove unsuccessful due to differences in indigenous knowledge, culture, social values, and language. His Excellency emphasized further that this paradigm shift is necessary to approach the "millennium problem of ASEAN" for integrating those left behind, including migrants inhabiting the borders of ASEAN countries who do not belong to any country and whom are not a part of regional integration. His Excellency suggested that looking out for those left behind by the system is necessary and working together as a community beyond boundaries of politics and economies that divide the region.

H E Dr Zaw Min Aung, Deputy Minister for Education, Ministry of Education, Myanmar shared experiences from Myanmar including policies and regulations on higher education, TVET, and teacher education laws. His Excellency pointed to the challenge of drop outs, particularly at the upper secondary level and recommended that Member States and the region cooperate and work together for poverty alleviation to also reduce the dropout rate. In higher education, the experience on consolidated universities into autonomous universities has been challenging, as some ministries still desire to be involved in managing their universities. In this connection, His Excellency recommended that the region should support the necessary assistance and advice when a country is in a transitional period, including for the area of TVET. In closing, His Excellency insisted that through collaborative effort, the countries in the region will be able to overcome the challenges each country is facing.

H E Bui Van Ga, Vice Minister for Education, Vietnam, shared Vietnam's experiences in higher education with mention to the solid framework created through the higher education (HE) law for HE innovation. In addressing challenges including teacher development, Vietnam's modest investment in HE, an unclear classified system and ranking of universities, His Excellency offered recommendations for further integration including acknowledging differences in training needs, language policies, ASEAN degree recognition, quality assessment of

education and training through common accreditation system, the establishment of a web-based ASEAN university, and the establishment of top scientific journals in the region.

Question & Answer

Question: How best to adopt and realize quality education given a focus on marginalized persons and the inadequacy of quantitative measurement for education?

Answers:

- **H E Br Armin Luisitro** suggested that while metrics are important to track quality education, a perspective change needs to consider the 1% of individuals left out of the education system. The perspective to worry only about students in one's own country rather than those in the broader region "may be wrong". H E Br Armin Luisitro offered suggesting the sharing of resources among countries and schools as a practical way to improve knowledge and competencies of ASEAN citizens.
- **H E Pehin Abu Bakar Apong** expressed the imperative for educators and teachers to provide students with educational opportunities, citing the example of 20 Brunei University students who whose traveled to southern Thailand to teach English as an example of an educational exchange that was cross-cultural and personally transformative. H E Pehin Abu Bakar Apong suggested the importance of university partnerships and collaboration to facilitate educational exchange.

Question: What are the Education Ministers' perspectives on community-based education as a more sustainable and relevant education system, with its links to ESD and to intergenerational, inter-sectoral, and intercultural learning?

Answers:

- **H E Dr Zaw Min Aung** responded that a system that fits one particular context does not fit all contexts and that rather, different education systems should be complementary and enhanced by the important role parents play in the improvement of the community, which may contribute to for example student enrollment. H E Dr Zaw Min Aung emphasized that education systems must be localized and adaptive but also integrated at a national level.

Question: What are mechanisms or medium the Education Ministers had set up to communicate and translate their goals to effective classroom implementation?

- **H E Dr Zaw Min Aung** stated that listening to the problems of teachers and trying to solve the problems is important. Various forms of communication should be used and employed in a localized perspective. **H E Pehin Abu Bakar Apong** also emphasized that time spent on policy development rather than implementation is also necessary to support the communication of education goals.

Following the close of the discussion from the Special Ministerial session, a token appreciation was presented to the ministers and deputy ministers.

Key Points from this Session

Session highlights the importance of:

- Ensuring that regional integration is aligned with cultural values;
- Inclusivity of education;
- Collaborative efforts on education; and
- Innovative programmes that enhance capacities of the region's work force

Keynote Speech

Visions on the Future of Education and Human Resource Development (HRD) in Southeast Asia: Why the Need to Re-think and Re-shape Education, Science and Culture,
Prof Dr Richard Davies, Vice Chancellor, Swansea University, United Kingdom

Prof Dr Richard Davies delivered a keynote on what Southeast Asia can adapt from Swansea's experiences in leveraging strength and heritage, respect for autonomy, sustaining collaboration, and creating and keeping sight of a bold vision in the work of synergizing education and cooperation for long-term development. Prof Dr Richard Davies gave emphasis to being authentic and to respecting institutional roots toward tackling modern challenges and realizing new solutions for old problems.

Prof Dr Richard Davies, in responding to questions from the floor, expressed optimism noting that the futures lie with young people. It is our job to energize them to give the sense of global citizenship in facing the challenges of the future. In elaborating on what Swansea University can learn from the ASEAN region, Dr Davies spoke on collaboration in bringing together diversity in skills and people from different cultures and backgrounds for effective outputs.

Key Points from this Session

Session highlight strategies Southeast Asia can learn from Swansea's experience:

- leveraging upon strength and heritage;
- respect for autonomy; sustaining collaboration; and
- creating and keeping sight of a bold vision

Plenary-Panel Session 1: Lessons and Opportunities of Regional Integration

Moderator Mr. Phillip Purnell, Manager, Educational Research and Innovation Office,
SEAMEO Regional Centre for Educational Innovation and Technology (SEAMEO
INNOTECH), Philippines

H E Alicia Dela Rosa Bala's presentation on ***Fundamental Education and HRD Reforms in Southeast Asia Needed for Successful Regional Integration*** provided an overview of the ASEAN community with a focus on the ASEAN Socio-Cultural Community (ASCC). Mobility of skilled labour will be an essential engine of sustainable and balanced regional economic integration and also a major measure in HRD. Declarations and signed agreements for skilled labour show recognition of migrants' vulnerability and exploitation as well as the movement of

natural persons to facilitate trade and investment. Commitment to strengthening social protection for the most vulnerable groups in the region is being developed through a concrete action plan. Labor mobility issues and common standards for competencies in vocational education are also being addressed and developed. Progress towards ASCC reflects commitments to developing skilled labor and to facilitate their mobility, to promote fair competition and equal access to education, trainings, and job market opportunity, and to develop common standards for vocational education and quality improvement. ASEAN integration will be a continual process for 2015 and beyond. ASCC will pursue activities in an inclusive manner and create equal opportunity and build accountability, socially responsibility, sustainability, resilience for challenges. The challenge in translating the ASEAN vision of policy framework includes considering what the policy framework means for educational ministries, universities and others those involve in human development. Regional comparative analysis and assessment should be conducted to find out what is actually happening in ASEAN counties and the region.

Mr Andy Gibbs's presentation on **Lessons and Experiences: EU Regional Integration and Education** shared experiences from the Bologna process in facilitating mobility of students/teachers and workers; to promote transparency; to harmonize rather than standardize education in the region; to foster diversity and maintain cultural heritage; and to be done voluntarily with no laws or regulation to force. Lessons learned included requirement of expertise to translate this process to help teachers and universities to implement the frameworks; working with all country members to implement the Bologna frameworks; encouraging the educational ministers and school principals to question and understand the policies for successful implementation. Recommendations included: 1) Encouraging regional identity and common mission to create convergence; 2) Learning from one's own situations and use expertise but it should be adapted to individual circumstance; 3) Integration is a process and needs collaboration at all levels.

Dr Michael Lim Tan's presentation on **Cultural Diversity and Development in Times of Regional Integration** suggested that the region needs to go beyond history and archaeology and find common areas for integration. The areas for opportunities should consider the larger real-world contexts in the region such as migration, digital revolution and impact on cultural circuits; trans-border overlapping in media, entertainment and advertising for cultural and commercial exchanges. Recommendations include recognizing and celebrating differences and sharing cultural experiences, civic education for regional citizenship and empathizing on understanding and collaboration.

Discussion highlights from this session were:

- Lifelong framework may work better than vocational education when comparing education frameworks between vocational and lifelong learning
- The efforts to address high and low skilled labour using qualification framework and standards are reflected in the mutual recognition agreement (MRA)
- The frequent exploitation experienced by migrants is part of cultural challenges.

Plenary-Panel Session 2: Education and HRD Strategies and Innovations for Regional Integration

Moderator: Dr Ho Thanh My Phuong, Centre Director, SEAMEO Regional Training Centre (SEAMEO RETRAC), Vietnam

Dr Gwang Jo Kim's presentation **The Role of Innovative Education, Science and Culture in Regional Integration: UNESCO's Perspective** discussed UNESCO support to ASEAN and joining hands beyond 2015. Facts and figures from ASEAN reflected the opportunity for growth, with ASEAN countries performing well despite recent financial crisis; the big progress in HRD index; diversity in languages including half of the world's languages spoken in Asia and more in the ASEAN region; fast progression of education system expansion; and progress in school life expectancy. Regional recommendations include to broaden the skill base in areas of teacher training for ICT-integrated education, transferable skills in TVET in Asia-Pacific, and the regional convention for HE and enhance student exchanges. Dr Kim also recommended facilitating solidarity and mutual understanding in the context of intra ASEAN migration, mother tongue based learning, learning to live together, science to promote solidarity, shared histories. Lastly, cultivating innovation through technology, and entrepreneurs would enhance considerations for regional integration.

Mr Andrew Glass' presentation **Regional Integration and Education: Classroom-Level Perspective** addressed changes in classroom practices that affect student employability and stressed use of common language alongside the national language. Recommendation includes earlier English classes and English as a medium of instruction. Progress has been made in training in language and methodology. Progress will be enhanced further with structural/systemic change, targets, review of curricula and methodology, teacher qualifications, assessment of students, and QA of system. Skills and opportunities for the next generation include competencies and learning outcomes, employability within ASEAN and HRD, and skills as regional/global citizens.

Prof Dr Richard Davies' presentation **Innovations on Teaching Health and Science Education and Its Contributions to Skills Development** discussed the case study of Swansea's successful medical school through co-locating academics and industry. Collaboration between academic institution and various industries resulted in visible impact through partnerships through the research arm of the College of Medicine, the Institute of Life Sciences. Students developed skills alongside doctors while working with large companies. Within four years, the Life Sciences Institute was involved in 17 new businesses, creating nearly 200 new products and 210 company assists, in addition to 22.3 million British pounds of induced investment. Collaboration and Working together through a common shared vision greatly contributed to the success of Swansea's innovative contributions to skills development in health and science education.

Dr Erik Butler's presentation **Two Hands Clapping: Changing Economies Demand Changing Education** emphasized important considerations to be addressed towards youth and workforce employability. Common themes from the 2013 Education Development Center (EDC) Assessment include youth, high basic literacy, globalization, growing formal employment sector,

large information economy, and educational systems that are adapting but slowly. Dr Butler shared the AWARE project and recent work in the Philippines and Indonesia. He looked at three different groups, including 25 year olds, education institutions, and firms and sectors, and important considerations and approaches for employability and workforce development. Considerations included if 25 year olds could learn the requirements of the new job and if they had worked before; could education institutions stay current with changes and teach practical skills along with theory and if education institutions considered themselves a part of the workforce development system. Lastly, Dr Butler suggested that firms and sectors should ask whether they can grow and adapt to the environment with existing skills profiles and how and when the skills need to change over time.

Concurrent Session 1: Technical and Vocational Education and Training (TVET) Models

Moderator: Mrs Denise Amyot, President and CEO, Association of Colleges and Institutes Canada

Mr Hj Md Sharifuddin Hj Md Salleh's presentation TVET Policies and Practices: The Role of TVET in Regional Integration and Development suggested that TVET concerns and priorities could be combined for overall benefit of the region, including identifying common issues that are specific in national concerns. SEAMEO VOCTECH is initiating and strengthening policy dialogues for common TVET responses and aligning the with regional harmonization for future directions of TVET.

Ms Emma Whitehead's presentation Reforms in TVET System for Regional Integration: UK Model emphasized finding common ground and understanding the differences for harmonization and integration. Three highlights of best practices from the UK include quality through continuous improvement (national qualifications framework) and dual professionalism, relevance through competency based approaches, and innovation supported by autonomy to help generate innovation that is responsive to local needs. Balancing quality, relevance, and innovation are also important to ensure driving quality forward. Recommendations include policy dialogues and study tours, international skills partnerships, and relationship building based on cultural understanding.

Dr Yang Jin's presentation, Innovations on TVET and Education-Industry Alliances to Address Job-Skills Mismatch: The Chinese Experience shared strategies in innovations on TVET and recommendations on joint collaborative studies on effective mechanisms of education industry and joint capacity building for TVET administrators, researches and practitioners. Recent innovations on improving TVET in China were shared, including improving governance and inviting industry and enterprise representatives to serve as members, learning by doing to enhance competency, establishing practicing firms, workshops, and factories in vocational schools/colleges; and inviting engineers and skilled workers from industries and enterprises to serves as part-time instructors in vocational schools and colleges.

Assoc Prof Dr Numyoot Songthanapitak's presentation, "Reforms on TVET in Southeast Asia: The Thai TVET System" addressed the differences in TVET education and components for success in TVET programmes and work integrated learning, including perception, role of industry, learning competency, adequate funding, innovation, capacity building, and continuous quality.

Key Points in this Session

Recommendations on TVET:

- To generate feelings of pride for TVET work and promotion of TVET among young people by improving reward pay for TVET practitioners; and consideration for unskilled laborers in economic planning;
- Work closely with industries as part of Corporate Social Responsibility (CSR);
- Learning for all concept, as employed in China, could be used to establish national plan for vocational schools to cater to the needs of elderly citizens;
- The concept of stakeholder is important. Treat the industries as stakeholders and respect them and work together to develop capacity and treat them as stakeholders.
- The importance of applied research is useful, especially in SMEs.
- Integrated learning needs to look at the whole system rather than segregating it.

Parallel Session 1: Track 1: Policies, Reforms and Innovations (PRI),

Sub-theme 1: Reshaping Education to Bridge Skills Gap

Moderator: **Mr Dominic Regester**, Deputy Director Education East Asia, British Council, Indonesia

Mr Cheol Hee Kim and **Ms Barbara Trzmiel's** presentation on **"Integrating Transferable/Transversal Skills in Education and Training: Findings from the Asia-Pacific"** shared policy recommendations from their research on education reform for introducing transversal skills. Policy recommendations include a clear definition and guidance on transversal skills in TVET at the policy level, the need to develop TVET teacher capacities; national TVET curricula developed through integrative effort between general and vocational teachers, and context specific ways of measuring skills.

Dr John Law's presentation on **"Going Borderless: Managing Change or Changing Management?"** presented new approaches to management and university governance to foster integration. Recommendations included international multilateral partnerships, mobility in research networks and student opportunities, professional development for shaping talent and enhanced collaboration, improving English competency, and forming university industry linkages.

Mr Michael Peak's presentation on **"Impact of Transnational Education on Host Countries: Can TNE Widen Access to Higher Education, and Does It Help to Fill Skills Gaps?"** presented findings including student's perception on skills enhanced through TNE. Findings showed that TNE was considered a more affordable alternative to studying abroad. TNE was also shown to increase access to HE with an international component. Recommendations included aligning academic institutions and industry to address skills needs.

Dr Baldev Singh's presentation on **"Bridging the Gap: From Policy to Practice (Brunei)"** addressed ways to bridge the gap between policy and implementation. Experiences from Brunei Darussalam included innovation at teacher level rather than school level, pedagogically driven learner-centered teaching, and pulling students into learning rather than pushing.

Recommendations also included the approach of 90% implementation and 10% policy and shifting knowledge acquisition to knowledge creation.

Sub-theme 2: Prospects and Possibilities for Enhancing Science and Technology Education

Moderator: Dr. Pornpun Waitayangkoon, President, Institute for the Promotion of Teaching Science and Technology (IPST), Thailand

Dr. Wahyudi focused on the topic **Promoting Lesson Study Practices in Mathematics Classroom: SEAMEO QITEP in Mathematics' Experiences** and presented his experience in implementing the SEAMEO QITEP in Mathematics classroom. A course on Development Lesson Study (LS) was conducted as a pilot reform of Mathematics education in schools. The purpose of the study was to ensure it trained teachers to be able to implement and disseminate their skills after returning to their school as well as to promote the LS as their teaching culture. The process of the LS was plan, do, see or learn, and reflect for improvement/effectiveness. The presentation included findings from selected site study in Cambodia which revealed a positive impact; increase confidence in teaching; pedagogical content; knowledge developed; and observational and sharing skills grow during the lesson study.

The discussions also touched on the three steps of the process in how to carry out the lesson study, the reflection steps to help make a journey of the study group for the lesson learned, and the impact of measurement on the project implementation.

Dr. Rhodie H. Quirab's presentation focused on moving toward sustainable development sharing the topic on **The Special Science Elementary School (SSES) Project in Region V, Philippines: An Assessment**. The SSES project was launched in region V in the Philippines to enhance science and mathematics classroom starting in grade one and to serve a long term national goal for the global competition. The presentation highlighted on the research to assess the effectiveness of the project implementation which looked at the significant difference between the performance of the teachers and involvement of the school heads in the project in relation to the results of the Expanded National Achievement Test (ENAT) of the SSES students. The results of the study showed the implementation of the project had been very effective in line with its vision, mission, objectives, learners, teachers, curriculum and institution.

The audience suggested that external evaluators should have also been included such as parent, regional supervisor into the assessment and qualitative data used for more inputs. However, the presenter explained that teachers and school heads were the study interest because they knew better on the project implementation.

The subject on **Capacity Building for Schools through Flexible Learning Solutions** was discussed by **Mr. Juan Robertino D Macalde**. He focused his presentation on the most cost-effective strategy to improve health and enhance education outcomes. He discusses the flexible learning solution course called Health Management Excellence for School Heads of Southeast Asia or HEALTHeXCELS to build capacity of the school heads in implementing a skills-based school health programmes. More than 15,000 plus school heads from 9 out of 11 SEAMO member countries participated. The course is based on the competency framework for SEA School heads and consisted of core competency and sub-competency sets.

It was discussed among the audience if the course was incentive-based to keep learners to stay on throughout the course and how the quality and reliability of the online course are ensured. The speaker responded by mentioning that the course was voluntary and the learner's

attendance is monitored weekly with the learner's submission of a report. Completion of the assignments is to ensure the quality of learners and flexible time allowed for them to complete the assignment. Those in the rural areas having difficulty to internet access could join their meet up groups in the areas to study and complete the assignments.

Sub-theme 3: Cultural Knowledge and Education for Regional Integration and Development

Moderator: **Ms Myint Myint Ohn**, Centre Director, SEAMEO Regional Centre for History and Tradition (SEAMEO CHAT), Myanmar

Dr Kamolthip Phonlabutra presented the limits to education faced by Myanmar migrant children in Thai education. Her presentation **Re-thinking Language and Culture in Education for the ASEAN Community: Case Studies of Myanmar Migrant Children in Thai Schools** underlined the importance of multiskills in language and encouraging socialization and interaction among Thai and Myanmar children to contribute to forming one ASEAN community in building HRD. Major challenges include limited community participation which worsens access to education by migrant children and reintegration of migrant children born and raised in Thailand who return to their home country.

Ms Chapanit Sawaengmongkon's presentation on **Standard Thai Achievement of Ethnic Karen First Grade Students in Three Different Types of Classrooms** shared findings from her research on comparing the effects of type of classroom on student achievement for students speaking local/mother tongue at schools.

Mr Montree Polyium in his presentation on **A Development of Tools Enhancing 21st Century Skills for Thai Children and Youths to Prepare for ASEAN** presented a development of tools for preparing Thai youth towards ASEAN integration. He emphasized education system revival with a focus to both the learning process and the answer finding process. The teacher's role is shifted towards being a facilitator of learning. The sufficiency economy philosophy is part of the framework for developing the 8-step learning process for tools enhancing 21st century skills. The proposed 8-step learning process includes: 1) Teacher preparation; 2) Community survey; 3) Brainstorming; 4) Data analysis and classification; 5) Learning design; 6) Doing; 7) Data conclusion; and 8) knowledge extension.

Discussion from the parallel session focused on language policies and ASEAN youth integration, including:

- MOE Thailand's use of bilingual teachers (monolingual, informal bilingual, and MLE) to address the problems that exist for ethnic minority students.
- Noting the flexible national policy on use of mother tongue employed in Cambodia and Philippines, recent experimental research in Thailand has been conducted on providing learning in mother tongue in the early years, before the use of Thai/bilingual system.
- Since language is part of identity, it is important to preserve ethnic languages; limited number of Thai schools provide education to ethnic minority children in both the national and other native languages
- Use of folktales in MLE classrooms, beginning with mother tongue and incorporating storytelling and folktales to enhance learning

- Difficulty in identifying the systemic problems in education; while noting that the Thai Education Act is well written, implementation and quality of teachers including teacher motivation

Plenary-Panel Session 3: Science Innovations and Culture Development for the Region

Moderator: Dr Sandra B Tempongko, Deputy Coordinator, SEAMEO Regional Tropical Medicine and Public Health Network (SEAMEO TROPED Network), Thailand

Prof Emeritus Dr Montri Chulavatnatol presented **Science, Technology, Engineering and Mathematics (STEM) for Regional Growth and Integration** which highlighted the importance of STEM education and urged SEAMEO to take serious consideration in strengthening this STEM education process for the next generation of the 21st century. The presentation discussed the STEM model in Thailand with its STEM workforce accounting for nine percent (9%) of the total workforces of the country. Thailand needs STEM education for the workforce to meet the ASEAN Competitiveness by 2015. Dr Montri's pointed out that STEM should not be only for university level but also for school level as it helps to prepare students to a future career paths and long-life learning. Further, Dr Montri recommended that STEM ambassador should be established to promote STEM education and collaboration; STEM networks should be set up throughout the country. The Institute for the Promotion of Teaching Science and Technology (IPST) has been putting efforts on re-branding and promotion of the STEM education in Thailand.

Dr M R Rujaya Abhjakorn in his presentation **Promotion of Cultural Diversity to Facilitate Regional Integration** cited ASEAN's long history in living and sharing culture diversity. It is not meant to be one vision, one identity, and one community otherwise it would destroy cultural diversity of humanity in the region. Dr Rujaya recommended an integrative approach in taking diversity together. Education is the way to support this idea for regional integration; to promote culture and heritage under the support of UNESCO. Young generation should understand of cultural diversity of their neighboring countries. Museum is to be used as a place for lifelong learning for ASEAN culture.

Prof Dr Pratap Singhasivanon in his presentation **Reforms in Health and Science Education for the Development of Southeast Asia: Focus on School Health** highlighted that development and changes had an effect on human's health. Global citizen and global health became a concerned issue for the sustainable development goal under the achievement of healthy lives for all. Dr Pratap discussed the interrelation of education and health with school as the perfect setting in preparedness of coping mechanism to the global change and health and to promote wellness lifestyle early in life. In fact, children stay longer at school than home. Dr Pratap suggested that life skill education is needed to be integrated in education, especially critical thinking and problem solving skills. Further, it was suggested that school and community should work together in identifying risk factors and protective factors and creating environment that facilitate a connection of schools, families and large community for the improvement of students' health outcomes and reduction of high risk behaviors.

Dr Sampan Silapanad's presentation on **Skills Development and Cooperation in Science and Innovation Industries: Thailand Model** indicated that assemble digital factories are based in Thailand and more than 24, 000 people employed in these factories. There are about 100 engineers and scientists in Thailand. Dr Sampan cited the project of the Federation of Trade and Industry (FTI) with government agencies and university for seven years in the research and development project with more than 245 researchers. Milestone of the project on international cooperation education has been expanded to be universal and reach out for international students. Thailand, in general, has a good support from the government, moving the country up to a middle income country. Dr Sampan recommended that further rules on government, university, and industry collaboration should be reviewed and amended to be more effective. The political will and commitment is key motivation for more cooperation on innovation in the industry sector.

Key Points from this Session

- Promotion of STEM in the region
- There is a need to contextualize and localize resources available in the countries or in the region;
- Life skill education and promotion of cultural diversity and heritage need to integrated in education

Concurrent Session 2: Equity, Inclusion and Learning

Moderator/Speaker: **Prof Keith M Lewin**, Director of the Consortium for Research on Educational Access, Transitions and Equity (CREATE), United Kingdom

Prof Keith M Lewin in his presentation **“Why Making Rights Realities Makes Sense”** pointed out that country is different and the problem of financing education of all is also very different. There are countries going through demographic transition and in a sense this allows society to invest more in a child. Prof Lewin shared that there are many different dimensions in education and inequality and among them the 3 factors - household income, location and ethnicity are most important. Further, there are inequalities in school system that is replicated in the labour market. Excessive pressure to perform and the societies having difficulty in understanding the transition will find it difficult to understand the problems of inequality.

Prof Lewin recommended revisiting of the architecture of education and development for reasons of very high rate of school dropout; investment in knowledge and skills remain in the core of development; levels of achievement of education goal and targets by 2015 are predictable and the need is for planning beyond 2030 remains crucial; and to facilitate the flow of resources to low enrolment countries and accelerate development.

Dr Chemba Raghavan in the panel debate on the topic **Equity in Education** cited that out of 57 million children who were out of school, Asia Pacific region accounts for 31% of the total (2011). Despite this situation, little progress has been made to stop these ongoing dropouts.

UNICEF has been working on the creating equity in education through promotion integration of gender perspectives and equity through investment.

Ms Teija Vallandingham shared that the humanitarian funding in education and emergency responses is very low. The region is vulnerable to this issue and it has the second largest number of fragile and conflict stricken states after Africa. The effect being felt by children, women is high in regard to natural hazards. Ms Vallandingham indicated that 3 frameworks were established by UNICEF to address the issue:

Dr Devashish Dutta stated that inclusive education requires multi-sectorial efforts and it start from the education system. It is known that children with disability are more like to be out of school than normal children. Dr Dutta shared that the definition of disable determines the estimation of numbers. The old school of thought on disable categories it as disease/disorder- impairments- disabilities- handicap. A new approach which uses bio physical and social order course on activity limitations, covers all span of childhood, covers physical, emotional factors. UNICEF prioritizes to improve access for children with disability; increase knowledge and strategies; focus attention to disabilities amongst the most vulnerable communities; and strengthen stability analysis across sectors.

Q & A

Question: How is drop-out rate is determined by the economy and the culture of various countries? Do various cultures play important role in the drop-out rate?

Answer:

- **Dr Chemba Raghavan** said that culture plays an important role, i.e. report on why boys are performing is culture perception. Boys are expected to perform more macho role and wage earner. Secondly, early childhood development and the role of grandparents and target of advocacy to community based advocacy.

Question: Regarding peace building, how can we incorporate children peace building skills into formal education?

Answer:

- **Teija Vallandingham** stated that the main entry point is curriculum development, including peace building and teacher training; there has to be systematic approach to incorporating peace skills into formal education.

Question: Any country has any formal method of identifying children with disability?

Answer:

- **Dr Devashish Dutta** shared that there are two countries where efforts are being made. They are Vietnam and Laos. The children are categorized not only as good and bad but also children that could have some problem like myopia or something easy like hearing impairment, or something like family violence. We should make effort to prepare

teachers understand the different need of children. But we are far from it. Vietnam has a good link into inclusive enrollment and teachers are provided some assistance.

Parallel Session 2: Track 2: Innovative Teaching and Learning Strategies (ITLS)

Sub-theme 1: Reshaping Education to Bridge Skills Gap

Moderator: Mrs Tay Sor Har, Centre Director, SEAMEO Regional Language Centre (SEAMEO RELC), Singapore

Dr Yuhyun Park in her presentation **Digital Citizenship in the Asia-Pacific Region** highlighted opportunities in the Asia Pacific such as diversity in demographic, cultural, ICT development; the potentials such as presence of young population, community values, meteoric science and technology development; empowerment of children to be hero in the digital space, policy guidelines and recommendations and work together with Ministry of Education and shaping the digital culture with values through campaigning. Dr Park made recommendations on how to move forward digital education through collaboration approach, digital leadership initiative with various partnerships, encourage children to excel in the digital media; and finally make the programme fun for kids.

Dr Paryono Paryono in his presentation **Strategies for Integrating Transferable Skills in Technical and Vocational Education and Training** indicated that ASEAN is still not able to integrate TVET into the curriculum. How to best integrate the TVET skills into the curriculum can be done through real situation/cases as learning context; **and** project based learning. Dr Paryono emphasized that the important points to consider while including TVET into the curriculum are: a) integration process should be student focuses rather than teacher focused; b) assessment should be authentic; and curriculum should be more self-directed and should reflect active development of competencies.

Mr Dominic Regester presented **The Role of the Head Teacher in Student 21st Century Skills Development** and discussed the role of British Council in cultural relations and the part played by English, culture and art. Mr Regester talked about a global programme initiated by the British Council: Connecting Classroom which is a program that connects the children of UK with the rest of the children in the world. The presentation cited some issues facing the ASEAN countries, particularly on the changing expectation of schooling from the employers and the existence of gap between what employers expect and what students have regarding the 21st skills.

Dr Michael W Churton with his topic **Addressing 21st Century Skills through ICT** presented findings and recommendations based on a study on 21st Century Skills through ICT, conducted in Vietnam. The recommendations are: a) E-learning must be properly staffed to ensure the success of the project; and b) there should be support from the government to provide infrastructure of ICT. Dr Churton recommended: a) conduct National ICT Campaign to ensure that teachers meet minimum SEAMEO standard in terms of ICT skills; b) creation of E-SEAMEO learning portals; c) degrees from ASEAN universities should be accreditation by the

Ministries of all the countries to ensure a uniform measure of education; d) use of variety of ICTs for education; e) ensure employment upon successful completion of the education and training; f) Set up a regional education institution such as SEAMEO College and g) SEAMEO needs to act the leader and have the programs that are accredited and recognized throughout the region.

Dr Marie Alina Yeo in her topic **Promoting Effective Learning and Collaboration across SEAMEO Member Countries through Online Forums** discussed the advantage (flexibility and greater access) of online education and its disadvantage of increasing drop-out rates. The drop-out rate is 15-20% higher than traditional courses due to lack of time, cognitive overload, technical difficulties, loss of interest and motivation and finally isolation. In order to address the “loss of interest and motivation and isolation,” participation in forum has been proposed. The advantages of forums are: a) effective learning; and b) collaboration. Forums that lead to interaction such as comments on the posting, online conversation, friendship being developed and develops communicative competence as language is not just accurately but also in the right context and culture.

Sub-theme 2: Prospects and Possibilities for Enhancing Science and Technology Education

Moderator: Prof. Dr. Edward Reeve, Utah State University, USA

Mr Andreas Klempin stated that teacher plays a key role in inspiring students and creating a good learning environment in the classroom. Technology modifies our world. An engineer invents technology, studies natural world, applies mathematics and science into practice. So, this session would focus on enhancing learning environment for Science and Technology.

Dr Wahyudi in his presentation of “**Mathematics Education for Disaster Risk Reduction**” discussed on the integration of disaster reduction into the Mathematic curriculum. The lesson study model was applied to develop a process of Mathematics education for disaster risk reduction. Teachers were recruited for training to implement this approach in a selected primary school. The students learned to simulate the volcano eruption and using Mathematics to calculate and find causes of the eruption. Findings from this study revealed that students had positive attitude toward the subject and reflected their learning experiences as awesome, exciting, fun and meaningful learning. Contextualization in to real life experience made students have a border view of life.

Mr Jonathan Adanza in his presentation “**Preparedness and Attitude of College Students toward ICT-Based Education in a New and Younger HEI in Bacoor City, Cavite, Philippines**” presented results of a study conducted to determine the preparedness and attitude of higher education students about the ICT based education of the new and younger higher education institutions (HEIs) in Bacoor city. Findings showed that students used more ICT device in their daily life, but were lack of using ICT in their classroom. Mr Adanza recommended that college students should be encouraged more to use ICT and university should invest more on manpower and equipment setting ICT based education. The new and younger HEI must use ICT regardless of gender difference.

Sub-theme 3: Cultural Knowledge and Education for Regional Integration and Development

Moderator: Dr M R Rujaya Abhakorn, Centre Director, SEAMEO Regional Centre for Archaeology and Fine Arts (SEAMEO SPAFA), Thailand

Ms Vanessa Achilles on **Promoting Intangible Cultural Heritage for Educators to Reinforce Education for Sustainable Development in the Asia-Pacific Region** described promoting intangible heritage for educators as a practice, knowledge skills and associated objects that the community recognizes as their identity is transmitted from generation to generation and provides identity and continuity to the community. Ms Achilles indicated that in the context of sustainable development, the role of education to create social transformation (in planning, curriculum development, and pedagogies) is crucial. Culture can play a creative role and act as pillar. Ms Achilles highlighted the need for multi-sectoral partnerships in the promotion of cultural practices and processes.

Ms Wilailuck Dechsri in her presentation **Building a Strong Foundation for Education Through Culturally and Language Relevant Early Childhood Care and Education in Remote Villages of Northern Thailand** emphasized that language of interaction is one of the major causes that obstruct thinking skills among children. The use of mother tongue as a medium of communication, use of local games and sports will help students develop social skills, enhance their learning and enable them to follow the instructions of the teachers. Through the local culture, knowledge is preserved in the form of curriculum, community participation is present, and students are more active. Ms Dechsri recommended promotion of one's native culture and national language to enable children to become confident and educated. Also, the needs of young minority children should be responded by using mother-tongue-based (MTB) early childhood care and education (ECCE) programmes.

Ms Anne Thomas in her presentation **MTB-MLE Strategies for Marginalized Indigenous Ethnic Minorities in Cambodia** shared that illiteracy rate is high, especially among the highland minority people in Cambodia. Ms Thomas identified MTB-MLE strategies proven to be effective were: a) training of community teachers informal classes in the evening (and at flexible time) generated participation of the local people to learn; b) coordination with the ministry and community helped to get the support from the government personnel; and c) focus was on fundamental things (such as training of teachers, teaching for people of all ages) contributed to the wider coverage of providing education to local villagers.

Q & A

Question: We learnt about the importance of mother tongues teaching, is there any official programmes to teach in their local language? This issue of parents sending their children to school early, do you think it is a problem?

Answer:

- **Ms Wilailuck Dechsri** replied that at the beginning the support was only from the NGO but some corporate house support this initiative. Local government education has also been approached for their support. Sending young children to school affects the children emotionally. The result of these children's performance at school is not well. There is a misunderstanding where sending children away from home to learn can affect the children negatively.

Question: My observation concerns the topic on multi language education. The phenomenon regarding the disappearance of language, if these children learn to speak national language will they stop speaking their native language? Is there any apprehension for the loss of indigenous language taken into consideration?

Answer:

- **Ms Anne Thomas** stated that to have materials, education in the native language makes indigenous realize that their culture is rich and it affirms them. The value of their native language and also providing local job opportunities' creates value for these people to continue using their language. It provides incentives to continue its use.

Question: From the point of view of the government, do you think the use of national language and abandonment of native language may be of concern?

Answer:

- **Ms Wilailuck Dechsri** indicated that in Thailand, there are few problems of uniting Thais and for basic education; the government sees that the need of local language for communication/in education can preserve their mother tongue.
- **Ms Anne Thomas** said that in Cambodia, the government recognizes the need of preserving and using local language. Small numbers of ethnic minorities are improvised and therefore the government allowed to pilot experiments to use local language for teaching the locals.

Question: Can English be put at the education system in local level as the ASEAN community is approaching?

Answer:

- **Ms Wilailuck Dechsri** replied that to build strong foundation for children, the use of local language is the primary step in early years of education. Later, at school level, they are prepared for national and well as third language.

Question: Is there any training for pre service teachers for mother tongue language?

Answer:

- **Ms Wilailuck Dechsri** indicated that there is none because most of the teachers are community member and are able to speak mother tongue fluently.

Question: Do you think it is true that when children learn more languages, they are better performing and the need of preserving local dialect can also be taken positively as it contributes to the language ability of a child on learning different languages.

Answer:

- **Ms Anne Thomas** replied that the ethnic minorities speak at least 3 local languages. There have been evidences that they are better equipped to learn a new language.
- **Ms Wilailuck Dechsri** said that the idea is to help children learn better with the use of mother tongue. The line of balance is to have a good speaker (both in their mother tongue, national language)

Question: From your perspective, do you think there is the need to preserve culture? If yes how can it be combined in terms of system change, management, change, curriculum change, content change/ also how can this change in culture can support in the growth of the economy?

Answer:

- **Ms Anne Thomas** replied that culture governs on how one person understands the world. The ways to preserve content can be through contextualizing education (starting with easy learning to a deeply integrated learning). The integration of cultural element will assist the students to learn better as they are exposed to the concepts better and it helps to build people who can think critically. In the informal education, the fact of reinforcement of the values and cultural practices/identity of ethnic groups will help to foster understanding between cities and the ethnic people. Communication about culture is necessary in the country where the understanding of diverse culture and practices must be built upon in both formal and informal level.

Plenary-Panel Session 4: The Role of Education Cooperation and Partnerships in Regional Integration

Moderator **Dr John Law**, *Higher Education Adviser, British Council, United Kingdom*, moderated the session on the role of Education Cooperation and Partnerships in Regional Integration.

Prof Dr. Sompop Manarungsan spoke from Panyapipat Institute of Management's experiences in providing work-based for students to work outside the classrooms and benefit from an international university network including in Europe, China, and Japan. Students are prepared to move toward the needs of the 2020 labour market. Prof Dr Sompop's presentation on ***Education for Entrepreneurship and Innovation: The Education for the Future*** also stressed the role entrepreneurship will play in future economic trends towards more cost-effectiveness; more innovation-oriented; better risk management; more strength and flexibility; and economic and socio-cultural responses to cope with the world dynamic. He underlined the importance of preparing for the global economy, presenting both risks and opportunities. Dr Sompop recommended turning uncertainty into opportunity for both economic and non-economic domains through effective business and efficacy of HRD management.

Mr. Hugh Vanijprabha, presented on ***Education Cooperation between National Governments and Industry to Facilitate Bridging Skills Gap and Regional Development.***

He discussed Rolls Royce's approach to human resource and workforce development including increased investment toward research and development. Key targets for HRD are early engagement; positive candidate experience; employability-increasing skills to work effectively; diversity and inclusion; and global talent pools. Internships to national and international students across the world target the areas of engineering, finance, purchasing. Graduation development programs also draw from these potential talent pools. University partnerships use existing knowledge to generate innovations for current and future development. Attributes of an effective employee of the industry are technical skill, courage, common sense, breadth, influence, diligence and teamwork.

Dr Christopher Hill, spoke on collaboration and offered a theoretical framework for inter-regional cooperation and sustainability for successful regional integration. Dr Hill introduced the DEFHE project aimed to build research skills in six universities throughout Thailand for sustainable development and textual learning. The project was developed in Bangkok in collaboration with the Royal Golden Jubilee through PhD students/graduate program. Several workshops were conducted among the participating universities to gather information and understanding of what happened on the ground level. Training modules and training guidelines were then developed for the training of trainers to select students who have ability to conduct the training with contextual and sustainable skills. Two major finding show that firstly that the internal academic community can help to improve existing skill and give better support to students than external ones. Secondly, development of internal capacity can create sustainability while leadership and continued trainings are key successes of the project.

Mr Manus Brinkman, Former Secretary-General, International Council of Museums, France, presented ***Utilising Cooperation and Partnerships for the Promotion of Cultural Knowledge and Education for Regional Integration and Development.*** Mr Brinkman argued that national and individual interest can become political and economic interests in partnership cooperation. Competing for funding and prestige may impede the creation of mutual understanding and positive cooperation. However, globalization and international cooperation offer strategic ways to learn, including for the management of cultural institutes including museums which cannot survive without the support of government. Recommendations include ensuring that non-governmental agencies are free from government political influence in making decisions for cooperation. Citizens and private sectors should be involved to limit government political influence. Lastly, to enhance cultural understanding and cooperation, trust key for the promotion of cultural knowledge and education for regional integration and development.

Key points from discussion include:

- Universities can benefit from working with various social groups. When the university works closely with communities, they become familiar with students and the community landscape for capacity development.
- For the industry, globalization has created demand for recruitment of staff from diverse backgrounds.

- The mismatch of skill and jobs can be addressed through industry-university collaboration. Universities need to work in preparing and producing the right students to the right jobs. The university should lastly be ready to cope with the changes and flow with the nation workforce and demand.

Parallel Session 3: Track 3: Cooperation, Linkages and partnerships

Subtheme 1: Re-shaping Education to Bridge Skills Gap

Moderator **Dr Bambang Purwantara**, Centre Director, SEAMEO Regional Centre for Tropical Biology (SEAMEO BIOTROP), Indonesia,

Mr Dominic Regester and **Ms Felicia Brown** presented on *British Council and Microsoft: Deep Learning Skills in ASEAN Schools*, sharing experiences from the partnership between British Council and Microsoft including the Badiliko Project in Africa that has been able to engage policy work across Sub-Saharan Africa. Mr Regester emphasised the purpose of the project activity in uncovering new pedagogies for deep learning and to realize the need for deep learning skills. The programs that teach 21st century skills need to be sustainable and equitable in nature. Moreover, the teachers need to become creators and innovators and use digital tools to for communication. The focus on building teachers and incorporating ICT is relevant to British Council foci on global citizenship, fostering school partnerships, and using ICT for learning and global citizenship. Key recommendations include flexibility for teachers and regional programmes for the region.

The presentation from **Mr. Ralf Panse** and **Ms Nicole Siegmund** on *Fit For School - The Value of Partnership in Building Healthy and Supportive Learning Environments* underlined the importance of creating healthy school environments. Key points include:

- Most of the diseases are preventable at low cost
- School environment are excellent to cultivate healthy environment
- Schools act as an equalizer

The health intervention in the Philippines has helped in the education process, demonstrating the vital role health plays in the education sector. Evidence for the program impact includes small investment (toothpaste, soap, etc) with high impact. The projects are simple, sustainable and scalable. Donor support helps initiate the program, but respective governments have to get involved for the sustainability. Project success depends on local partners and SEAMEO as it can encourage education ministers to implement the project.

Creating cooperation, linkages and partnerships at various levels include:

- Community Level: The role of everyone is very important. School principal has to take up the leadership role to ensure the program is implemented. This is possible only with the community involvement such as teachers and other stakeholders
- National Level
- Regional: Crucial role of GIZ, SEAMEO, UNICEF, WHO WPRO
- International: Role of UNICEF and WHO

The supports to the ASEAN region are:

- Online courses and flexible courses offered through web
- School Community Manuals and washing facility field guide

Mr Michael Fay in his presentation on *The Indonesia Australia Vocational Education Leadership Training Program (IA-VELT) as an Enabling Mechanism for Enterprise Community Colleges* provided strategies for success in skills training partnerships. Mr Fay spoke from AFG Venture Group's experiences.. He noted that opportunities to train the trainer exist in the region. The input from the industries is the most important for vocational training. Some recommendations for training partnerships include:

- Private sector participation: Governments can enable this but private sector business needs to be the driver
- Relevance of training; partner choice; planning and preparation; promotion and marketing
- Patience: It takes 3-5 years to flourish the partnership.
- Price: Can this satisfy the partners involved? Or is there one that satisfies the partners involved?
- Payment: How to make it happen and use the resources wisely

The final presentation from Siam Commercial Foundation from **Ms Nongnart Sondysuvan** and **Ms Sasinee Limphong** on *Youth Development through Sufficiency Economy Project* introduced projects as supported through SCB Bank's corporate social responsibility arm. Siam Commercial Bank's sustainability projects aim to:

- Produce quality citizen
- Know oneself and ones goal in life
- Think critically
- Learn by doing
- Change way of thinking
- Change teaching method – more individual thinking model
- Local youth employment

Two projects including the Local Youth Empowerment Project and the Strengthening Change Agent for Youth Development Project aim to develop Thai youth through the sufficiency economy philosophy. The projects aim to encourage the adoption of the sufficiency economy philosophy in daily life towards becoming more responsible and more reasonable citizens. Lastly, it aims to share cross-community values and progress together with an eye towards the future. Key recommendation to employ the sufficiency economy framework is the very support of administration, teacher and all stakeholders in working together and the availability of resources to succeed.

Subtheme 2: Prospects and Possibilities for Enhancing Science and Technology Education

Moderator **Ms. Kessara Amornvuthivorn**, Innovative Education, Kenan Institute Asia, Thailand.

The presentation by **Dr. Suhaidah Tahir** and **Mr Dominador D Mangao** on ***Making STEM Education Work: Exploring Partnership Between SEAMEO RECSAM and MOE Malaysia*** discussed the evolving partnership between SEAMEO RECSAM and MOE Malaysia in preparing STEM education in Malaysian schools. **Dr Jitra Waikagul's** presentation on ***The Master of Science Programme in School Health: A Collaborative Effort Among Major Stakeholders*** discussed the multi-sectoral collaboration among various ministries - Ministry of Education, Ministry of Interior, Ministry of Public Health, and Ministry of Agriculture – and other local and international sectors toward various activities for HRD for school health. Experiences from Asian collaboration and partnership led to the creation of the master's of science program in school health, established in 2014.

Mr Mark Windale's presentation on ***Inspiring Science: Supporting Contemporary Developments in Science Education Nationality Across Thailand and Regionally Through Industry, Ministry of Education, R&D Institution and International Organization Partnership*** centered on the building of partnership as presented through the inspiring science project. The project methodology emphasized building a partnership based on a shared common vision, collaboratively develop the project plan, identify partner roles and responsibilities, and disseminating the project across the region to build new partnership. Mr Windale emphasized the importance of government support for the project to operate smoothly.

Dato' Dr. Sharifah Maimunah Syed Zin presented UNESCO-ISTIC's collaboration with *La main a la pate Foundation* for furthering North-South collaboration which has helped further South-South collaboration in priority areas of ISTIC. Enhancement of science education has benefitted from sharing best practices including linking history to science. Other models for technical collaboration and HRD has emerged from the North-South collaboration.

Discussion touched on the donor-driven project of the Mahidol University for its management with different donors to meet the national priorities. It was suggested that the receiving country should set priorities that meet the donors' areas of interest. Other discussion included how to overcome difficulties for STEM education including selection of teachers for training found to be important factor for development STEM competent teachers.

Subtheme 3: Cultural Knowledge and Education for Regional Integration and Development

Moderator **Ms Katelijn Verstraete**, Regional Director of Arts and Creative Industries East Asia, British Council East Asia,

Mr David Ocon's presentation on ***Arts Management Training in Southeast Asia: Field in Transition or Transitional Field?*** firstly clarified that arts management combines tools of business, audience and community building and operates across various genres. In Southeast Asia, arts management training faces shortage of experts and few of whom are encouraged for internal mobility within the region. The trend of international migration for higher studies in arts

management is growing, especially to western countries as regional coordination for arts management programme is not well coordinated among member countries in ASEAN. Key conclude that more financial and human resource investment is needed in this field; the need to connect and improve dialogue in regional context is also necessary along with the availability of experts from outside the region to evaluate and support the professionals in art management.

Assoc Prof Dr Kasemsak Uthaichana spoke on ***The Southeast Asian Creative Cities Network – Why SEACCN? – What are the goals and actions.*** Emphasis was placed on the dynamics of secondary cities and the remarkable force of networking within cities and in the region. Institutions such as the Southeast Asian Creative Cities Network (SEACCN), with the support from government can create proper platform for people to learn and share better.

Ms Montira Unakul's presentation on ***Promoting Intercultural Dialogue and a Culture of Peace in South-East Asia through Shared Histories*** focused on the collaborative project of the teaching of shared histories developed in partnership with APCEIU, AUN and SEAMEO. Ms Montira suggested that it is necessary to look at the fundamental issues of Southeast Asian identity and the challenges faced by ASEAN citizens. ASEAN Integration can be an opportunity for better communication and contact with one another. The shared histories project provides a way of exchanging interaction to bring about an achievable understanding of shared history. Moving towards shared histories should follow an incremental approach and government must be involved and supportive in this effort. Regional histories can speak to the connections between countries in the region. A recommendation includes using ancient civilizations as entry points to create awareness among students.

Question: Teaching history of SEA is a daunting task. What are the strategies to be considered to include the history of SEA in ethnic minority context as well?

- Answer: **Ms Montira** responded by clarifying that the development of teaching and learning materials will be from a group of independent academic who will come up with alternative/micro narratives of the history of SEA countries.

Key points form this session:

- Knowledge exchange on creative industries can create shared understanding for strong regional collaboration
- It is necessary to make intellectual space of shared history as a part of conversation and curriculum.
- The connections between countries are not understood and the gaps need to be filled; in many cases, history classes avoid difficult events
- The willingness to reform must come at policy level

Message from SEAMEO Congress and Recommendations to the Region

This session was led by **Dr Jesus C Fernandez**, Deputy Director for Programme, SEAMEO Regional Centre for Tropical Biology (SEAMEO BIOTROP), Indonesia. Dr Fernandez opened the final session by reflecting on two critical questions posed at the outset of the Congress: a) Is

education in Southeast Asia ready to support the transition of the region into an integrated economy?; and b) Do Southeast Asians understand the implications of regional integration? Participants suggested a mix of responses, though the self-reporting showed unease.

The session took stock of the given contexts of education and achievements made. The fundamentals for the regional integration such as laws and policies, framework and standards, curricula/academic programs, human resources, ICT and collaboration, networks and partnerships are already in the system but challenges lay ahead. Differences in political systems and economic status of countries, cultural and environmental diversity, quality of education and access to equitable education must be acknowledged. Moreover, the need to bridge the skills gap in Asia, to keep abreast with 21st century STEM skills, to consider the issue of standardization versus harmonization, mobility, increasing health concern and translation of policies into actions are critical while facilitating the transition process.

Synthesis drawn from the proceedings of the plenary and parallel session captured the following recommendations:

- 1) Improve governance and provision of more supportive enabling environment;
- 2) Strengthen and establish effective links between and among formal, non-formal and informal education systems to better address educational needs;
- 3) Contextualize education in existing social-cultural systems (embracing and celebrating cultural diversity; recognizing cultural heritage; adopting MLE approaches to address linguistic diversity);
- 4) Develop more productive teaching-learning designs and purposive matching of school curricula with labour market demands and for global citizenship;
- 5) Support school leadership development among teachers and administrators;
- 6) Accelerate multi-stakeholder collaboration and develop more strategic alliances;
- 7) Maximize the use of ICT;
- 8) Aggressively promote STEM and innovation for entrepreneurship in all education levels;
- 9) And continuous need for capacity building.

CLOSING REMARKS

Mr. Andrew Glass, in his closing remarks highlighted several recommendations to be taken forward in order to put into actions all the learning from the Congress. He stressed that it was such a great opportunity to bring experts from all around the world for the discussions and experience-sharing. He also spoke about the many interesting messages which were sent out during the congress such as from the Minister of Brunei who shared achievements in terms of policy formation and actual implementation, and the Minister of Cambodia who reported a decrease in the number of drop-outs of school children and mobility of labour of un-skilled trained to be skilled workers. However, he also said that diversity for regional collaboration is quite challenging, adding that university and industry collaboration and partnership for human resource development under the concepts of what could be done for and the belief that we all can achieve our goals if we all work together.

Dr. Pornpun Waitayangkoon, emphasized in her closing speech her deep appreciation to the participants, sponsors and other stakeholders for their contributions. She added that she hopes that whatever was learnt from the congress by the participants would enable one to think more for reshaping and reforming policies and practices for the regional integration. She also spoke before that audience that they have acquired significant additional knowledge, experience, and resources in relation with education and regional human development. She said that network and partnership were created with fellow educators during the two days of the congress and hopes to be further strengthened. The congress indeed became beneficial for all of everybody and congratulated SEAMEO for the success of the event.

Dr. Witaya Jeradechakul, articulated to all participants that everybody have learned so many things in a collective effort which is better than moving alone and to begin with applying concrete actions. He stressed that, the two days have been outstanding with recommendation and rich perspectives and that the active participation between speakers and participants were very fascinating. He mentioned that essential recommendations and outputs were the result of the active participation of everyone – which was for him an amazing experience working with the British Council, IPST, UNICEF and other development partners/stakeholders. He also expressed his big thanks to all the organizers. In addition, he underscored that SEAMEO Congress is a collective effort and that SEAMEO commits towards the region to build capacity for the regional integration; to reform education and develop human resources in Southeast Asia.

SEAMEO Congress 2014 Evaluation and Feedbacks

The Organisers of the SEAMEO Congress provided evaluation forms to all participants in order to gather their feedbacks in the various aspects on the actual conduct of the event. A total of 472 people participated in the event and 84 participants submitted evaluation forms. This shows a response rate of 17.8%.

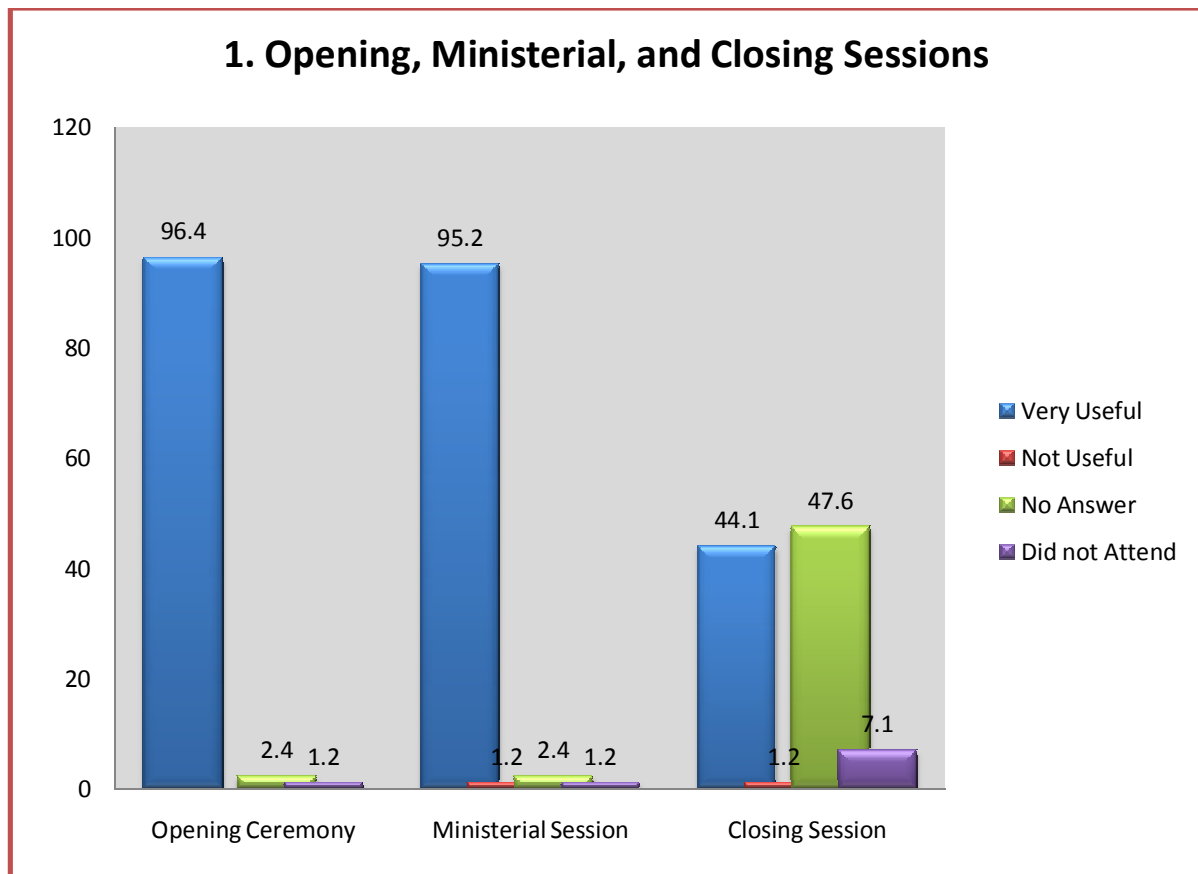
The low retrieval rate may be attributed firstly to the difficulty to submit completed evaluation forms by the 472 participants who attended the two-day Congress. Secondly, the plenary, parallel, concurrent, and poster sessions tended to go past the set time limits, thus affecting the starting and ending times of subsequent sessions. Participants may have therefore felt there was insufficient time to complete and to submit the evaluation questionnaire by the end of the Congress. Lastly, the eight-page evaluation form may have deterred participants from completing the forms. These explanatory factors suggest that improved questionnaire design, tighter time management, and different evaluation collection processes during the conduct of the event could have greatly enhanced the retrieval rate.

Still, despite the low retrieval rate, the majority of respondents agreed (53.1%) and a smaller percentage of individuals strongly agreed (26.2%) that the Congress met expectations. Reflected in the majority of the anecdotal feedback, the benefits gained from the Congress, event expectations, and excellent quality of service support the finding that the Congress was a success.

Findings for the two concurrent sessions on TVET Models and Equity, Inclusion and Learning, the poster sessions, and in particular the parallel sessions across the domains of science and culture subtheme show higher percentages of non-attendance. This is explained by the fact that participants elected to attend other thematic sessions that were held simultaneously. The first concurrent session was held at the same time as plenary-panel session two, and the second concurrent session was held at the same time as plenary-panel session three. Poster sessions on both days of the Congress were impacted by preceding sessions that exceeded time limits, causing time constraints on the poster sessions. Additionally, all sections of the parallel sessions for education, science, and culture and thematic tracks were conducted at the same time. As such, the percentages for “attended other session” and “no answer” are indicated in the graph summary results. Participants were selective in electing to attend particular sessions, or in moving from one room to another according to personal, professional, and academic interests. It was also observed that some participants elected to stay in the grand ballroom following the conclusion of the large plenary sessions on both days of the Congress.

The feedbacks gathered from almost 20% (17.8%) of the participants provided significant inputs which could better improve the conduct of the SEAMEO Congress in the near future. Overall, the majority of respondents strongly agreed on the benefits gained through the Congress on increased understanding of ASEAN integration, relevant case studies of country practices towards innovation across various education domains, and the opportunities to interface with different stakeholders.

The key recommendations center on the need for better time management, stronger facilitation by session chairs, and other recommendations to maximize presentation and discussion time. The evaluation results that follow are presented in graphs and short summary.

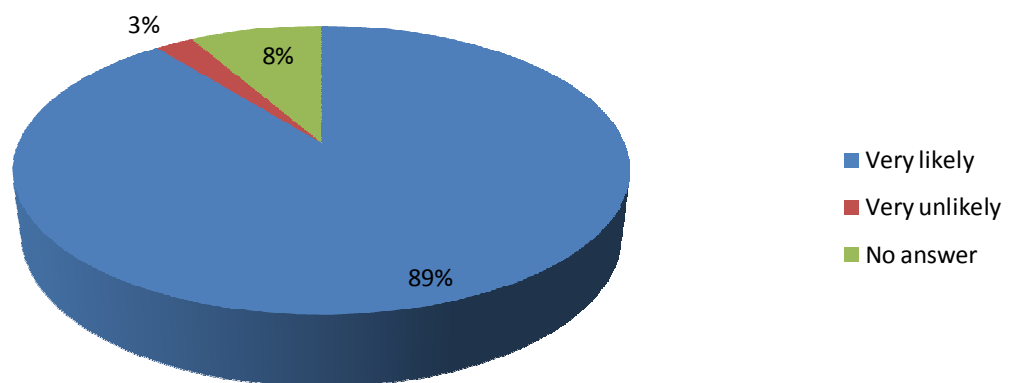


The majority of respondents found the Opening Ceremony and Ministerial Session very useful, with 96.4% and 95.2% respectively, while only 44.1% of respondents rated the closing session as very useful. The low percentage rated by respondents in the category of very useful for the closing session may be attributed to the nearly 50% (47.6%) for no answer. To further note, many participants attending the closing sessions arrived late from the preceding parallel sessions concluding on the afternoon of the second day. Thus, this may be captured in the approximately 47.6% of respondents who did not answer.

In the graphs, the Opening Ceremony includes the Welcome Remarks delivered by the SEAMEO Secretariat, IPST, and the British Ambassador to Thailand, as well as the opening address from the Vice Minister for Education of Thailand, on behalf the Minister of Education. The Ministerial Session includes the speeches and presentations from the ministers and deputy ministers, the subsequent discussion following this, and the keynote speech from Prof Richard B Davies, Chancellor of Swansea, and the discussions following this. Lastly, the Closing

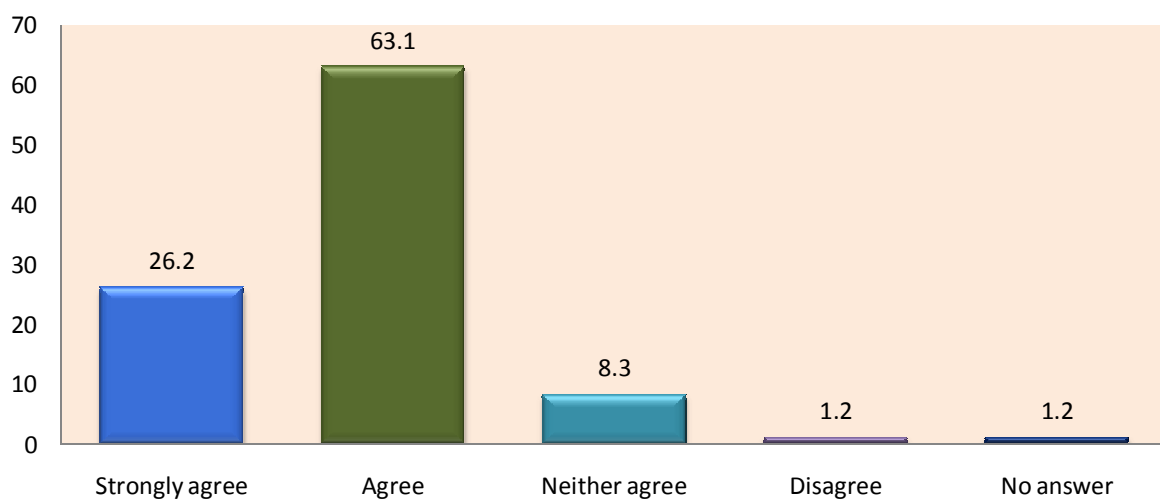
Session includes the synthesis session led by Dr Jesus Fernandez and the closing remarks from British Council, IPST, and SEAMEO Secretariat.

Likelihood that SEAMEO Congress will be recommended to a friend or colleague



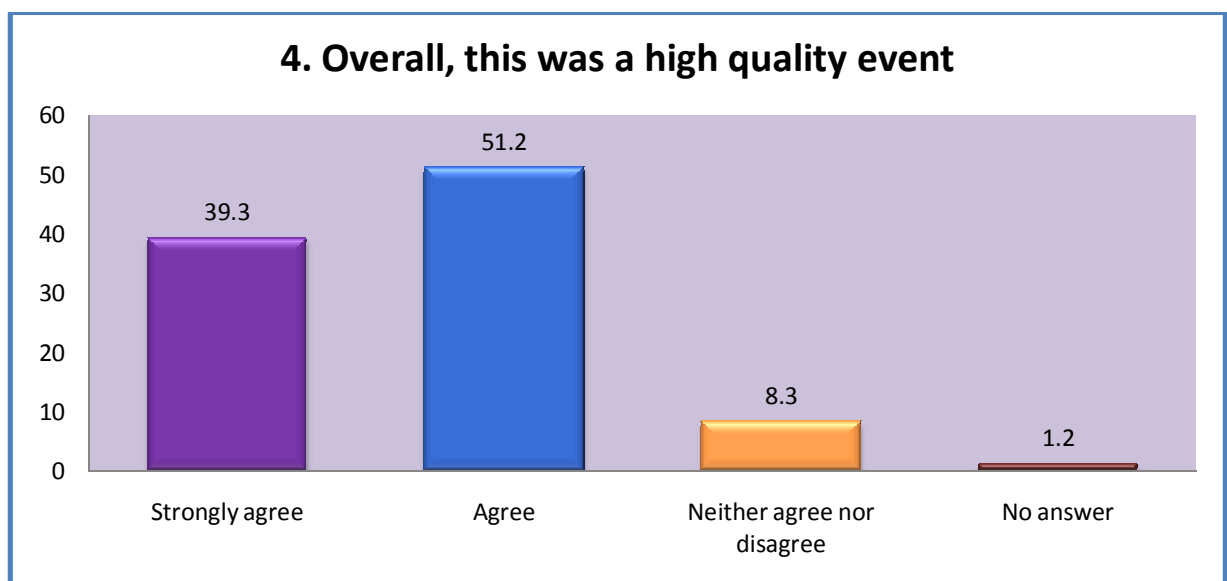
Nearly 90% of respondents rated that they would very likely recommend the SEAMEO Congress to a friend or colleague. Less than 5% of respondents rated they would not likely recommend the Congress to other friends or colleagues, while 8% did not respond.

3. This event met my expectations



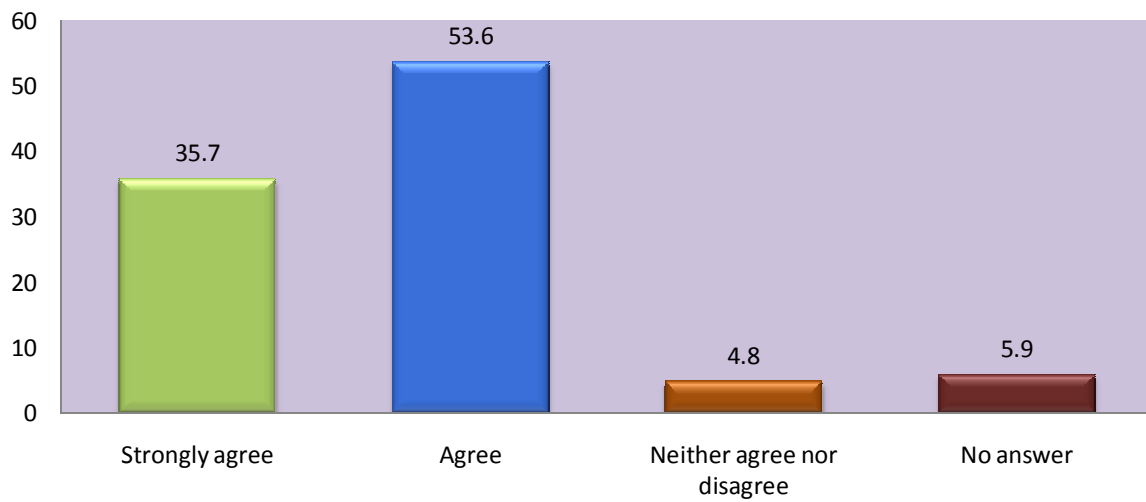
The majority of respondents (63.1%) reported that they agree that the Congress met expectations. 26.2% of respondents reported that they strongly agree while 8.3% of respondents reported that they neither agree nor disagree that the Congress met expectations.

In addition, for the 45.2% of respondents who provided anecdotal support on the free-response on meeting expectations, the majority indicated that they gained broader understanding of ASEAN integration in various sectors and educational domains; awareness of other country practices to improve quality of education and human resource development; and better understanding of ASEAN perspectives on challenges and opportunities of integration.

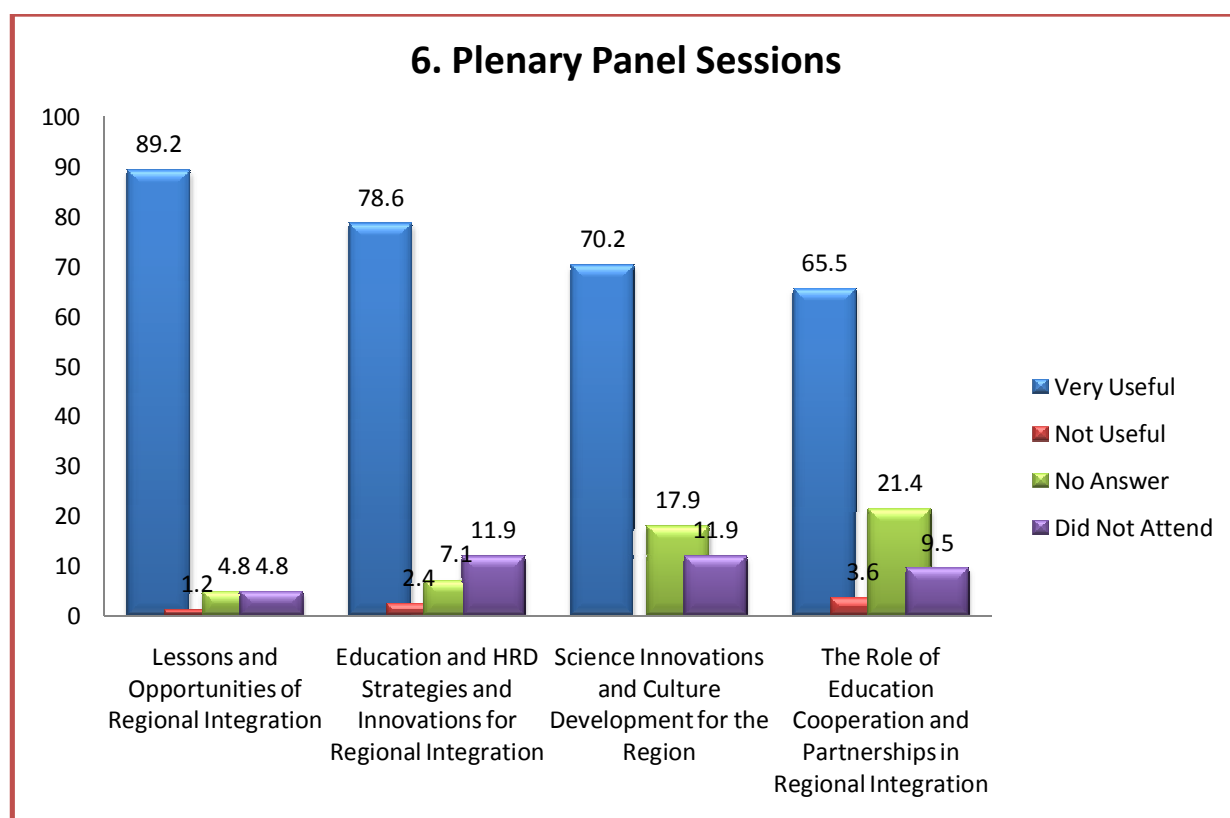


51.2% of respondents agreed that the Congress was overall a high quality event. Furthermore, nearly 40% (39.3%) of respondents strongly agreed while 8.3% of respondents neither agreed nor disagreed that the Congress was overall a high quality event. The majority of the 66.7% participants who provided feedback on free response expressed that the quality of service was excellent.

5. Overall standard of the Congress was excellent



In the section on overall standard of the Congress being excellent, 53.6% of respondents agreed that it was excellent. 35.7% of respondents strongly agreed on overall standard being excellent, while 4.8% of respondents neither agreed nor disagreed. 5.9% of respondents did not answer.



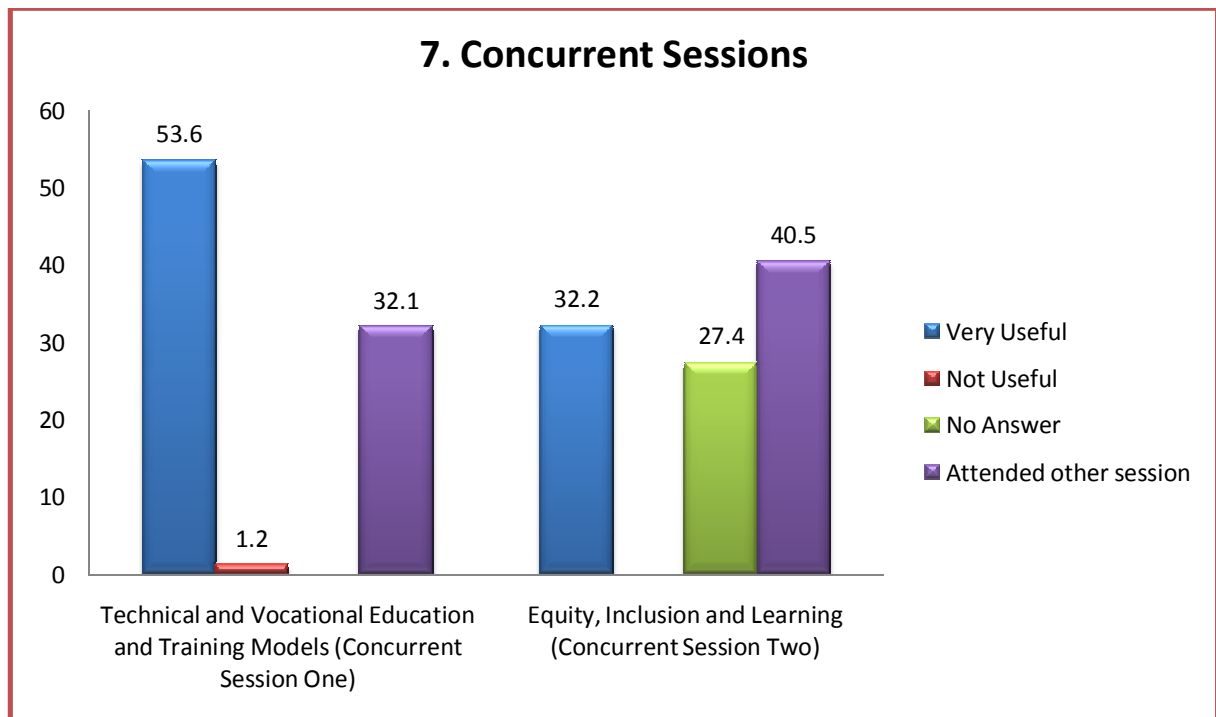
Of the four plenary-panel sessions, the first plenary session on Lessons and Opportunities of Regional Integration was rated highest (89.2%) for being very useful. For the last plenary session on The Role of Education Cooperation and Partnerships in Regional Integration, 65.5% of respondents rated it as very useful. However, less than 10% (9.5%) of respondents reported not attending this final plenary-panel session and 21.4% of respondents did not indicate a rating for the session.

The session on Education and HRD Strategies and Innovations for Regional Integration had nearly 12% (11.9%) of respondents who did not attend this session. The attendance is likely impacted by concurrent session one, which was held at the same time as this plenary session. Still, despite nearly 12% of respondents who did not attend, 78.6% of respondents found this plenary-session very useful, while only 2.4% of respondents did not find this session useful.

The third plenary session on Science Innovations and Culture Development for the Region saw the second highest rate of no response (17.9%). Although 70.2% of respondents found the session very useful, 11.9% of respondents reported not attending this session. The nonattendance is impacted by the fact that concurrent session two was held at the same time as plenary session three.

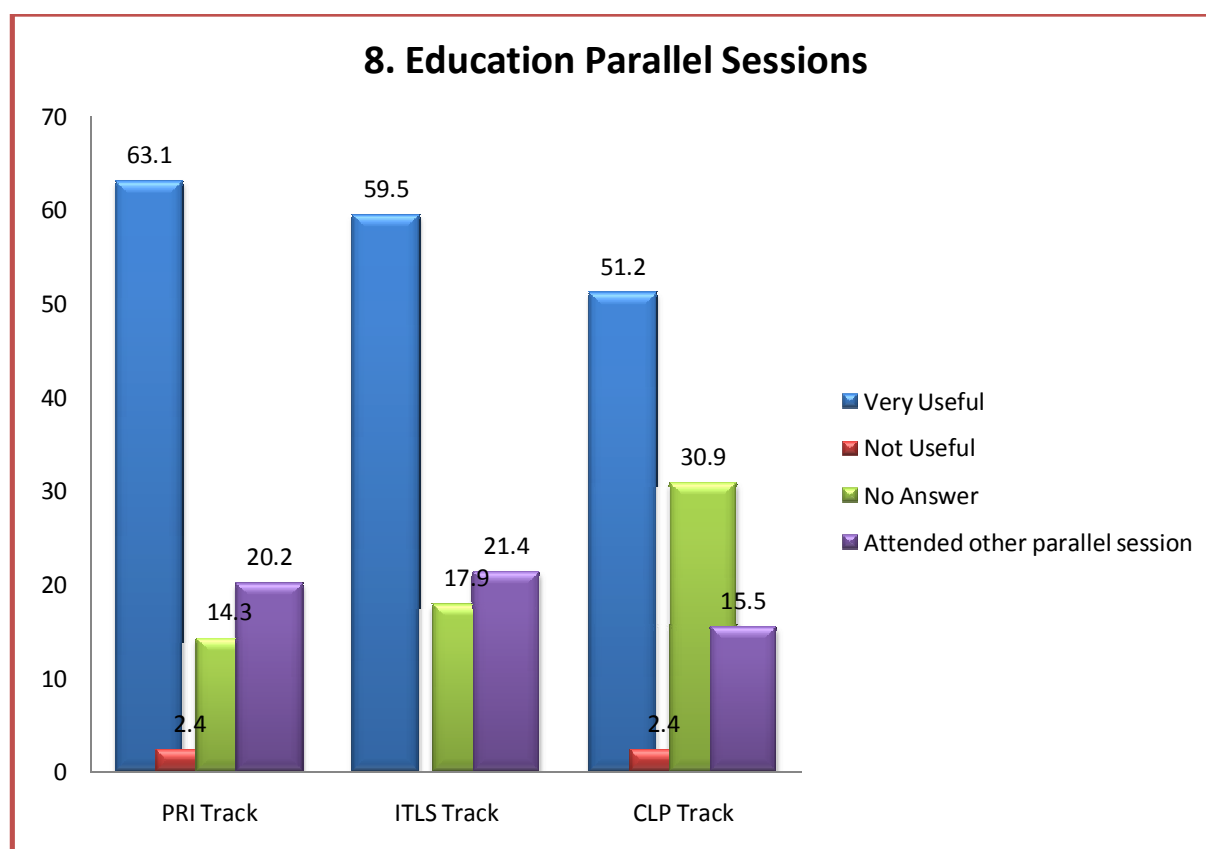
The final plenary session on the Role of Education Cooperation and Partnerships in Regional Integration, as noted above, was found to be the least useful among the four plenary sessions. At the same time, more than 20% of respondents reported not attending this session. This

plenary session also saw the highest percentage of respondents (3.6%) who did not find this session to be useful.



The two concurrent sessions on day one and day two of the Congress showed mixed responses on the very usefulness of these sessions. Of the two concurrent sessions, respondents rated the TVET Models session higher for very useful. It was seen that 53.6% of respondents found the session on TVET Models very useful, while only 32.2% of respondents found the session on Equity, Inclusion and Learning to be very useful.

To note again, the TVET Models session was held at the same time as plenary-panel two while the Equity, Inclusion and Learning session was held at the same time as plenary-panel three. Thus, the noticeable percentage of participants who attended other sessions is reflected in the graph, showing 32.1% in the TVET Models session and 40.5% in the Equity, Inclusion and Learning session. The percentage of respondents who indicated no rating for the second concurrent session, seen at 27.4%, may be attributed to participants who moved to plenary-panel two and the second day poster presentations.

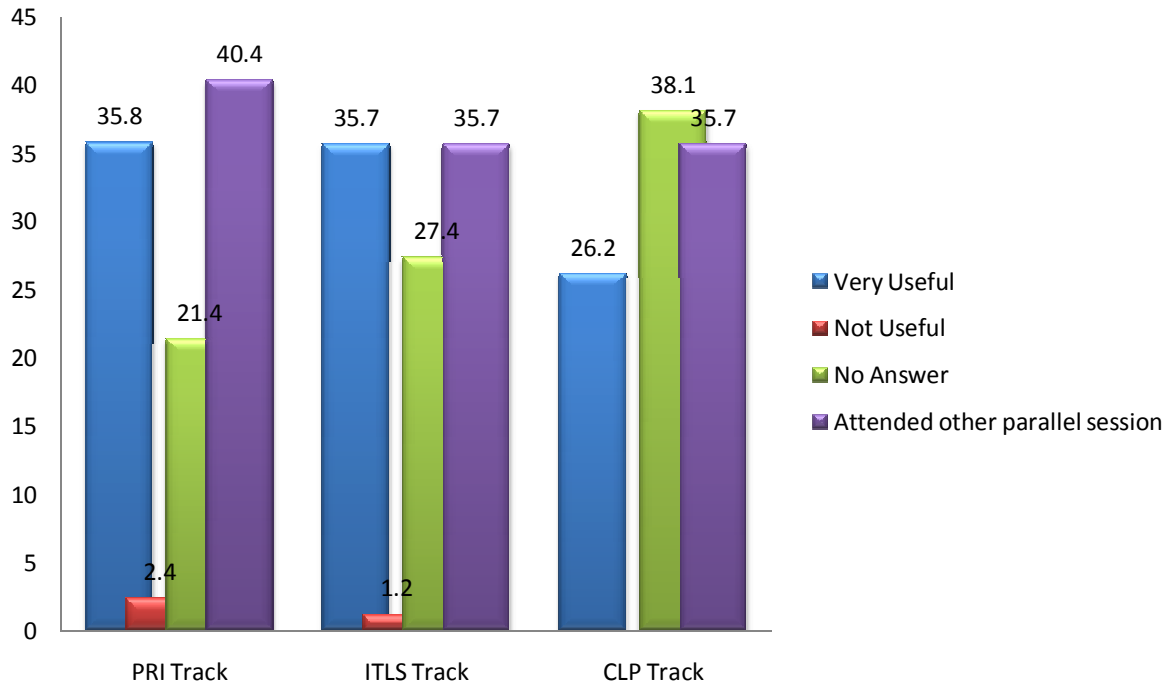


The parallel sessions for the education subtheme, re-shaping education to bridge skills gap, showed close ratings for very useful across the three thematic tracks of policies, reforms and innovations (PRI) seen at 63.1%, innovative teaching and learning strategies (ITLS) seen at 59.5%, and cooperation, linkages and partnerships (CLP) seen at 51.2%. Both PRI and CLP tracks showed 2.4% of respondents who found the sessions to not be useful.

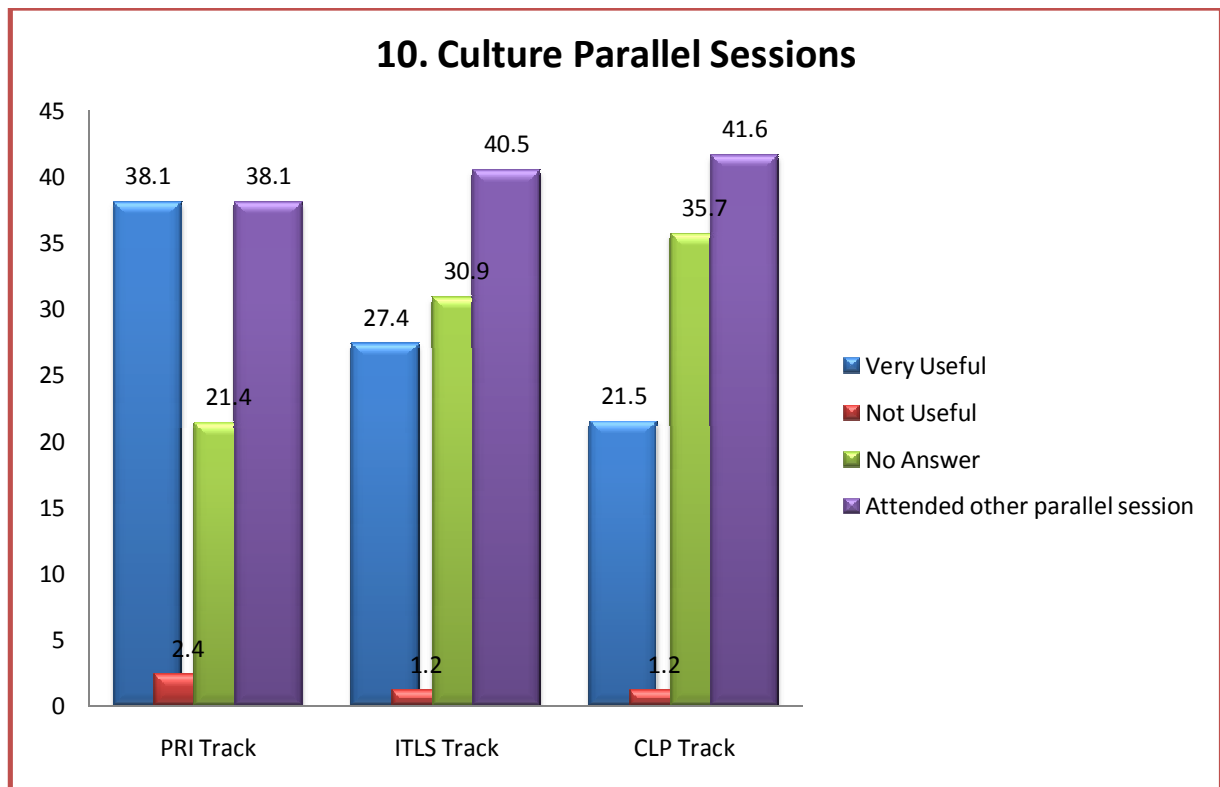
The highest percentage of respondents who did not answer was seen in the CLP track at 30.9%. In smaller percentages, ITLS (17.9%) and PRI (14.3%) saw lower rates of no answer.

The ITLS track for education subtheme saw the highest percentage of respondents who did not attend (21.4%), which is also close to the percentage reported for the PRI track (20.2%) for no attendance. For the CLP Track, 15.5% did not attend, which is the lowest percentage for no attendance among the three tracks. The rise in no answer and attended other sessions may be attributed to respondents observing other sessions.

9. Science Parallel Sessions



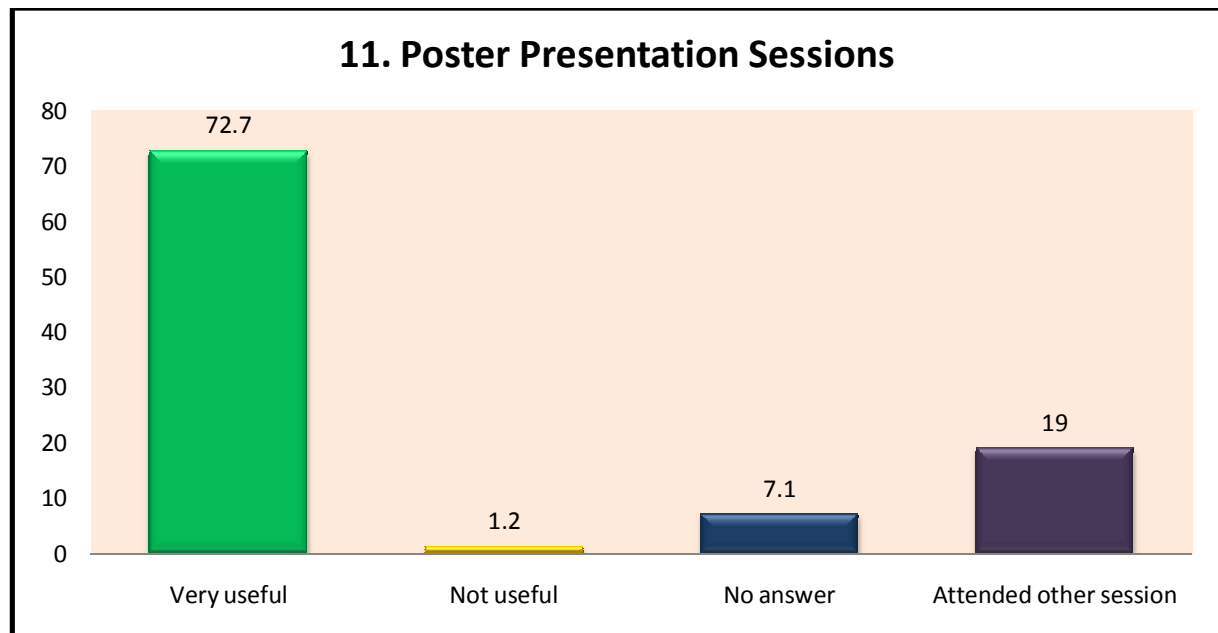
The percentage of respondents who found the thematic tracks of the science parallel sessions to be very useful is between 36% and 27%. This may be attributed to both categories of no answer and did not attend. Specifically, for PRI Track, 35.8% of respondents found the session very useful and for ITLS track 35.7% and for CLP track 26.2%. Noticeably, the percentages of respondents for the category of did not attend are even higher than the percentages for very useful in most cases. For PRI track, 40.4%, and for both ITLS and CLP tracks, 35.7%, in which respondents neither attended nor did not answer, respectively. Similar to the increases in no answer as seen in the education parallel sessions, it's likely that respondents moved to observe other sessions.



PRI track shows the highest percentage of respondents who found the thematic track very useful, at 38.1% followed by 27.4% in the ITLS track and lastly 21.5% in the CLP track.

The culture parallel sessions show the lowest percentages for very useful across the three subthemes of education, science, and culture. They also show consistently high percentages of no response and no attendance. In addition, the culture parallel sessions are the only sessions that indicate percentages for not useful across the three thematic tracks. Specifically, 2.4%, 1.2% and 1.2% of respondents found PRI, ITLS, and CLP thematic tracks to be not useful, respectively.

Overall, the high ratings for no answer and attended other parallel sessions is due to the likelihood that participants were more drawn to other sessions. This greatly impacted the ratings for very usefulness in the culture parallel sessions. Furthermore, it was observed by informal head count that the culture parallel sessions saw the lowest attendance compared to the other domains of education and science. Here, small sample bias contributes to the likelihood of skewed results for what appears to be significantly low ratings for very useful.



The majority of respondents (72.7%) rated the poster presentation sessions as very useful. While 1.2% of respondents rated the posters session as not useful, noticeably, 19% did not attend and 7.1% did not answer. The poster sessions on both days of the Congress were greatly impacted by the plenary-panel and concurrent sessions which exceeded prescribed time limits, thus affecting the mobility of participants to attend the poster sessions on both days and to indicate a response on the usefulness of the session.

Other comments provided from participant free-response sections

- A. Organization of the Congress
 - a. Very systematic, well-organized, very efficient
 - b. Very accommodating and helpful staff
 - c. Great quality of organization, materials, and speakers
 - d. Quality service in most areas experienced, felt, and affirmed
- B. Relevancy of Content/Topic
 - a. Most of the participants found the topics relevant
 - b. Understood the common and shared viewpoints in ASEAN
 - c. Materials of conference exuberant and thought provoking
 - d. Increased understanding of ASEAN integration was hoped for and achieved
 - e. Some papers lacked depth of study, perspective, and methods; some presentations on case studies too technical with limited emphasis to practical usefulness for implementation
 - f. Understood the common and shared viewpoints in ASEAN
 - g. Participants appreciated the focus on closing the regional gap
 - h. Informative, truly innovative, and responsive to the needs of time
- C. Benefits gained from the Congress

- a. To have a broader horizon in understanding ASEAN integration in various sectors and educational domains
 - b. Networking and meeting with different stakeholders
 - c. State of education in Member Countries
 - d. Collaborate with educators from different countries
 - e. Discovering initiatives and developments in the region
 - f. Enhancing cross border education, collaboration, international linkages with schools and industry
 - g. Personal and professional growth to integrate into workplace
 - h. Development of relevant various projects in education for adoption and adaptation
 - i. Gain awareness of what other countries are doing to improve quality of education
- D. Speakers
- a. The speakers are really good experts
 - b. Documentations and lecturers very good
 - c. They were committed and showed high degree of caring
 - d. Overall, the expertise of the invited guests was not fully utilized because of the very limited time given them
 - e. Sharing of local experience is very useful in contextualizing each community's problems
 - f. Provide the participants as an "ASEAN Community" more action plans based on more reliable, correct data or even experiences
- E. Recommendations on Future Conduct of SEAMEO Congress
- a. Allocate more time for presentations, Q&A, and discussions
 - b. No separate parallel welcome receptions (referring to the separate receptions held for plenary speakers and for participants).
 - c. Provide *halal* food
 - d. Extend duration of Congress to three days so that all speakers are able to present completely
 - e. Better time keeping; good papers suffered due to limited time given to them
 - f. Select fewer expert speakers for more discussions
 - g. More representational presenters from among ASEAN countries
 - h. Chairs should be stronger at managing speakers and questions and comments from the audience
 - i. Audience can submit questions in writing during the sessions. This can help limit uninformed remarks from the floor.
 - j. Must have excellent facilitator for the synthesis to identify specific topics
 - k. Need to synthesize all results of the discussions to make it useful
 - l. Maybe hold a small workshop session where participants can ask questions or share ideas in small groups
 - m. Photographers often blocked view of the LCD screen projector
 - n. Access to internet for those not staying at the Congress venue
 - o. More cultural events integrated to the event

APPENDICES

SEAMEO CONGRESS PROGRAMME

MONDAY, 20 OCTOBER 2014	
1400-1800 hrs	Pre-Registration (<i>Front Entrance, Grappino Restaurant, 5th Floor</i>)

TUESDAY, 21 OCTOBER 2014	
0700-0830 hrs	Registration (<i>Front Entrance, Grappino Restaurant, 5th Floor</i>)
0830-0930 hrs <i>Grand Ballroom 6/F (Ballroom A, B and C 6/F)</i>	Opening Ceremony Welcome Remarks <i>Dr Witaya Jeradechakul, Director, SEAMEO Secretariat</i> Remarks <i>H E Mr Mark Kent, The British Ambassador to Thailand</i> <i>Dr Pompun Waitayangkoon, President, The Institute for the Promotion of Teaching Science and Technology (IPST), Thailand</i> Opening Address <i>H E Admiral Narong Pipattanasai, Minister of Education, Ministry of Education, Thailand (tbc)</i> Presentation of Plaque of Recognition Photo Session
0930-0945	Refreshments (Foyer, 6/F)
0945-1215 hrs	KEYNOTE SESSION
0945-1145 hrs <i>Grand Ballroom 6/F (Ballroom A, B and C 6/F)</i>	SPECIAL MINISTERIAL SESSION Southeast Asia Education Ministers' Perspectives on Current Challenges to Education System in Asia and Reforms to Re-Shape Education for Regional Integration <i>H E Pehin Abu Bakar Apong, Minister of Education, Ministry of Education, Brunei Darussalam</i> <i>H E Dr Hang Chuon Naron, Minister of Education, Youth and Sport, Ministry of Education, Youth and Sport, Cambodia</i> <i>H E Br Armin A Luistro FSC, Secretary of Education, Department of Education, Philippines</i> <i>H E Dr Zaw Min Aung, Deputy Minister for Education, Ministry of Education, Myanmar</i>
1145-1215 hours <i>Grand Ballroom 6/F (Ballroom A, B and C 6/F)</i>	KEYNOTE SPEECH Visions on the Future of Education and Human Resource Development (HRD) in Southeast Asia: Why the Need to Re-think and Re-shape Education, Science and Culture <i>Prof Dr Richard Davies, Vice Chancellor, Swansea University, United Kingdom</i>
1215-1315 hrs	Lunch (<i>The Promenade Restaurant, 4/F</i>)

1315-1415 hrs	PLENARY-PANEL SESSION 1: Lessons and Opportunities of Regional Integration
Ballroom B and C 6/F	<p>Moderator: <i>Mr Philip Purnell, Manager, Educational Research and Innovation Office, SEAMEO Regional Centre for Educational Innovation and Technology (SEAMEO INNOTECH), Philippines</i></p> <p>Fundamental Education and HRD Reforms in Southeast Asia Needed for Successful Regional Integration <i>H E Alicia Dela Rosa Bala, Deputy Secretary-General, ASEAN Socio-Cultural Community, ASEAN Secretariat, Indonesia</i></p> <p>Lessons and Experiences: EU Regional Integration and Education <i>Mr Andy Gibbs, Deputy Secretary-General, Edinburgh Napier University, United Kingdom</i></p> <p>Cultural Diversity and Development in Times of Regional Integration <i>Dr Michael Lim Tan, Chancellor, University of the Philippines, Philippines</i></p> <p>Discussions</p>
1415-1515 hrs	PLENARY-PANEL SESSION 2: Education and HRD Strategies and Innovations for Regional Integration
Ballroom B and C 6/F	<p>Moderator: <i>Dr Ho Thanh My Phuong, Centre Director, SEAMEO Regional Training Centre (SEAMEO RETRAC), Vietnam</i></p> <p>The Role of Innovative Education, Science and Culture in Regional Integration: A UNESCO's Perspective <i>Dr Gwang-Jo Kim, Director, UNESCO Asia and Pacific Bureau of Education, Thailand</i></p> <p>Regional Integration and Education: Classroom-Level Perspective <i>Mr Andrew Glass, Country Director, British Council Thailand</i></p> <p>Innovations on Teaching Health and Science Education and Its Contributions to Skills Development <i>Prof Dr Richard Davies, Vice Chancellor, Swansea University, United Kingdom</i></p> <p>Two Hands Clapping: Changing Economies Demand Changing Education <i>Dr Erik Butler, Distinguished Scholar, Education Development Center, USA</i></p> <p>Discussions</p>
1415-1515 hrs	CONCURRENT SESSION 1: Technical and Vocational Education and Training Models
Banglampoo Room, 6/F	<p>Moderator: <i>Mrs Denise Amyot, President and CEO, Colleges and Institute Canada, Canada</i></p> <p>TVET Policies and Practices: The Role of TVET in Regional Integration and Development in Southeast Asia <i>Hj Md Sharifuddin Hj Md Salleh, Centre Director, SEAMEO VOCTECH, Brunei Darussalam</i></p> <p>Reforms in TVET System for Regional Integration: UK Model <i>Ms Emma Whitehead, Skills Adviser, British Council, United Kingdom</i></p> <p>Reforms on TVET in Southeast Asia: The Thai TVET System <i>Assoc Prof Dr Numyoot Songthanapitak, President, Rajamangala University of Technology Lanna, Chiang Mai, Thailand</i></p> <p>Innovations on TVET and Education-Industry Alliances to Address Job-Skills Mismatch: The Chinese Experience <i>Dr Yang Jin, Director-General, Central Institute for Vocational and Technical Education, China</i></p>

	Discussions
1515-1545 hrs (Foyer, 6/F)	POSTER PRESENTATION
1545-1600 hrs	Refreshments
1600-1730 hrs	PARALLEL SESSION 1 Track 1: Policies, Reforms and Innovations (PRI)
Ballroom B and C 6/F	<p>Sub-Theme 1: Re-shaping Education to Bridge Skills Gap</p> <p>Moderator: <i>Mr Dominic Regester, Deputy Director Education East Asia, British Council</i></p> <p>Integrating Transferable/Transversal Skills in Education and Training: Findings from the Asia-Pacific <i>Mr Cheol Hee Kim, Programme Specialist, and Ms Barbara Trzmiel, Research Assistant, Education Policy and Reform Unit, UNESCO Asia-Pacific Regional Bureau, Thailand</i></p> <p>Going Borderless: Managing Change or Changing Management? <i>Dr John Law, Higher Education Adviser, British Council, United Kingdom</i></p> <p>Impact of Transnational Education on Host Countries: Can TNE Widen Access to Higher Education, and Does It Help to Fill Skills Gaps? <i>Mr Michael Peak, Education Research Manager, British Council, United Kingdom</i></p> <p>Bridging the Gap: From Policy to Practice <i>Dr Baldev Singh, Consultant, Ministry of Education, Brunei Darussalam</i></p> <p>Q&A Session</p>
1600-1730 hrs	PARALLEL SESSION 1 Track 1: Policies, Reforms and Innovations (PRI)
Ballroom A 6/F	<p>Sub-Theme 2: Prospects and Possibilities for Enhancing Science and Technology Education</p> <p>Moderator: <i>Dr Pompun Waitayangkoon, President, Institute for the Promotion of Teaching Science and Technology (IPST), Thailand</i></p> <p>Promoting Lesson Study Practices in Mathematics Classrooms: SEAMEO QITEP in Mathematics' Experiences <i>Dr Wahyudi, Deputy Director for Programme, SEAMEO QITEP in Mathematics, Indonesia</i></p> <p>The Special Science Elementary School Project in Region V, Philippines: An Assessment <i>Dr Rhodie H. Quirab, Department of Education, Division of Ligao City, Region V, Philippines</i></p> <p>Capacity Building for Schools Through Flexible Learning Solutions <i>Mr Juan Robertino D Macalde, Specialist, Flexible Learning Solutions Unit, SEAMEO INNOTECH, Philippines</i></p> <p>Q&A Session</p>
1600-1730 hrs	PARALLEL SESSION 1 Track 1: Policies, Reforms and Innovations (PRI)
1600-1730 hrs Banglampoo Room, 6/F	<p>Sub-Theme 3: Cultural Knowledge and Education for Regional Integration and Development</p> <p>Moderator: <i>Ms Myint Myint Ohn, Centre Director, SEAMEO Regional Centre for History and Tradition (SEAMEO CHAT), Myanmar</i></p>

	<p>Re-thinking Language and Culture in Education for the ASEAN Community: Case Studies of Myanmar Migrant Children in Thai Schools <i>Dr Kamolthip Phonlabutra, Faculty of Humanities and Social Sciences, Phetchaburi Rajabhat University, Thailand</i></p> <p>Standard Thai Achievement of Ethnic Karen First Grade Students in Three Different Types of Classrooms <i>Ms Chapanit Sawaengmongkon, Instructor and Ph.D. Candidate, Department of Foreign Languages, Faculty of Liberal Arts, Rajamangala University of Technology Krungthep, Thailand</i></p> <p>A Development of Tools Enhancing 21st Century Skills for Thai Youths' ASEAN Preparation <i>Mr Montree Polyium and Dr Thanyawich Vicheanpant, Quality Learning Foundation, Thailand</i></p> <p>Q&A Session</p>
END OF DAY 1	
1800-1900 hrs	Welcome Dinner (<i>The Garden, 8/F</i>)

WEDNESDAY, 22 OCTOBER 2014	
0830-0945 hrs	PLENARY-PANEL SESSION 3: Science Innovations and Culture Development for the Region
<i>Ballroom B and C 6/F</i>	<p>Moderator: <i>Dr Sandra B Tempongko, Deputy Coordinator, SEAMEO Regional Tropical Medicine and Public Health Network (SEAMEO TROPED Network), Thailand</i></p> <p>Science, Technology, Engineering and Mathematics (STEM) for Regional Growth and Integration <i>Professor Emeritus Dr Montri Chulavatnatol, Chairman, Institute for the Promotion of Teaching Science and Technology (IPST), Thailand</i></p> <p>Promotion of Cultural Diversity to Facilitate Regional Integration <i>Dr M R Rujaya Abhjakom, Centre Director, SEAMEO Regional Centre for Archaeology and Fine Arts (SEAMEO SPAFA), Thailand</i></p> <p>Reforms in Health and Science Education for the Development of Southeast Asia: Focus on School Health <i>Prof Dr Pratap Singhasivanon, Secretary-General/Coordinator, SEAMEO Regional Tropical Medicine and Public Health Network (SEAMEO TROPED Network), Thailand</i></p> <p>Skills Development and Cooperation in Science and Innovation Industries: Thailand Model <i>Dr Sampan Silapanad, Vice Chairman of Executive Committee, The Human Capacity Building Institute, The Federation of Thai Industries (FTI), Thailand</i></p> <p>Discussions</p>
0830-0945 hrs	CONCURRENT SESSION 2: Equity, Inclusion and Learning (Global Evidence on the Importance of Equity in Education for Social Cohesion and Economic Development)
<i>Banglampoo Room, 6/F</i>	<p>Keynote: Equity, Learning and Development: Why Making Rights Realities Makes Sense <i>Prof Keith M Lewin, Director of the Consortium for Research on Educational Access, Transitions and Equity (CREATE), United Kingdom</i></p>

	<p>Panel Debate: Equity in Education Moderator: <i>Prof Keith M Lewin, Director of the Consortium for Research on Educational Access, Transitions and Equity (CREATE), United Kingdom</i></p> <ul style="list-style-type: none"> • <i>Dr Chemba Raghavan, Education Specialist (OOSC, ECD and Gender), UNICEF EAPRO, Thailand</i> • <i>Ms Teija Vallandingham, Education Specialist (Emergencies and Peacebuilding), UNICEF EAPRO, Thailand</i> • <i>Dr Devashish Dutta, Youth & Adolescent Development Specialist, UNICE EAPRO, Thailand</i> <p>Summary and Conclusion</p> <p>Discussions</p>
0945-1015 hrs	POSTER PRESENTATION
1015-1030 hrs	Refreshments
1030-1200 hrs	PARALLEL SESSION 2
	Track 2: Innovative Teaching and Learning Strategies (ITLS)
Ballroom B and C 6/F	<p>Sub-Theme 1: Re-shaping Education to Bridge Skills Gap Moderator: <i>Mrs Tay Sor Har, Centre Director, SEAMEO Regional Language Centre (SEAMEO RELC), Singapore</i></p> <p>Digital Citizenship in the Asia-Pacific Region <i>Dr Yuhyun Park, Director (Academic Projects), Nanyang Technological University and Co-Founder, infollutionZERO, Singapore</i></p> <p>Strategies for Integrating Transferable Skills in Technical and Vocational Education and Training <i>Dr Paryono Paryono, Deputy Director, SEAMEO VOTEC, Brunei Darussalam</i></p> <p>The Role of the Head Teacher in Student 21st Century Skills Development <i>Mr Dominic Regester, Deputy Director Education East Asia, British Council</i></p> <p>Addressing 21st Century Skills through ICT <i>Dr Michael W Churton, Professor, College of Education, University of South Florida, USA</i></p> <p>Promoting Effective Learning and Collaboration across SEAMEO Member Countries through Online Forums <i>Dr Marie Alina Yeo, Language Specialist, SEAMEO RELC, Singapore</i></p> <p>Q&A Session</p>
1030-1200 hrs	PARALLEL SESSION 2
	Track 2: Innovative Teaching and Learning Strategies (ITLS)
Ballroom A, 6/F	<p>Sub-Theme 2: Prospects and Possibilities for Enhancing Science and Technology Education</p> <p>Moderator: <i>Prof Dr Edward Reeve, Utah State University, USA</i></p> <p>The Impact of Innovative Media in Enhancing Science and Technology Education <i>Mr Andreas Klempin, Regional Science & Media Project Manager, Goethe-Institut Thailand, and Dr Marla Stukenberg, Country Director, Goethe-Institut Thailand</i></p>

	<p>Mathematics Education for Disaster Risk Reduction <i>Dr Wahyudi, Deputy Director for Programme, SEAMEO QITEP in Mathematics, Indonesia</i></p> <p>Preparedness and Attitude of College Students toward ICT-Based Education in a New and Younger HEI in Bacoar City, Cavite, Philippines <i>Mr Jonathan Adanza, Research Development Officer, St. Dominic College of Asia, Philippines</i></p> <p>Q&A Session</p>
1030-1200 hrs	<p>PARALLEL SESSION 2</p> <p>Track 2: Innovative Teaching and Learning Strategies (ITLS)</p>
Banglampoo Room, 6/F	<p>Sub-Theme 3: Cultural Knowledge and Education for Regional Integration and Development</p> <p>Moderator: <i>Dr M R Rujaya Abhakorn, Centre Director, SEAMEO Regional Centre for Archaeology and Fine Arts (SEAMEO SPAFA), Thailand</i></p> <p>Promoting Intangible Cultural Heritage for Educators to Reinforce Education for Sustainable Development in the Asia-Pacific Region <i>Ms Vanessa Achilles, Programme Officer, Culture Unit, UNESCO Asia-Pacific Regional Bureau, Thailand</i></p> <p>Building a Strong Foundation for Education through Culturally and Language Relevant Early Childhood Care and Education in remote villages of Northern Thailand <i>Ms Wilailuck Dechsri, Early Childhood Care and Education Coordinator, The Foundation for Applied Linguistics, Chiang Mai, Thailand</i></p> <p>MTB-MLE Strategies for Marginalized Indigenous Ethnic Minorities in Cambodia <i>Ms Anne Thomas, Education Advisor, Non-Timber Forest Products, Ratanakiri, Cambodia</i></p> <p>Development of Orang Asli Knowledge-based Homeschooling Model for Orang Asli Children Using Interpretive Structural Modelling <i>Mr Mohd Nazri Abdul Rahman, Ph.D. Candidate in Curriculum and Instructional Technology Department, Faculty of Education, University of Malaya, Kuala Lumpur, Malaysia</i></p> <p>Q&A Session</p>
1200-1300 hrs	Lunch (<i>The Promenade Restaurant, 4/F</i>)
1300-1415 hrs	PLENARY-PANEL SESSION 4: The Role of Education Cooperation and Partnerships in Regional Integration
Ballroom B and C, 6/F	<p>Moderator: <i>Dr John Law, Higher Education Adviser, British Council, United Kingdom</i></p> <p>Education for Entrepreneurship and Innovation: The Education for the Future <i>Assoc Prof Dr Sompop Manarungsan, President, Panyapiwat Institute of Management, Thailand</i></p> <p>Education Cooperation between National Governments and Industry to Facilitate Bridging Skills Gap and Regional Development <i>Mr Hugh Vanijprabha, Managing Director, Rolls Royce (Thailand) Limited, Bangkok, Thailand</i></p> <p>Inter-Regional Cooperation and Partnerships: Sustainability to Ensure Successful Regional Integration <i>Dr Christopher Hill, Director, Research Training and Academic Development, University of Nottingham (Malaysia Campus), Malaysia</i></p>

	<p>Utilising Cooperation and Partnerships for the Promotion of Cultural Knowledge and Education for Regional Integration and Development <i>Mr Manus Brinkman, Former Secretary-General, International Council of Museums, France</i></p> <p>Discussions</p>
1415-1430 hrs	Refreshments (Foyer, 6/F)
1430-1600 hrs	<p>PARALLEL SESSION 3</p> <p>Track 3: Cooperation, Linkages and Partnerships (CLP)</p>
Ballroom B and C, 6/F	<p>Sub-Theme 1: Re-shaping Education to Bridge Skills Gap</p> <p><i>Moderator: Dr Bambang Purwantara, Centre Director, SEAMEO Regional Centre for Tropical Biology (SEAMEO BIOTROP), Indonesia</i></p> <p>British Council and Microsoft: Deep Learning Skills in ASEAN Schools <i>Mr Dominic Regester, Deputy Director Education East Asia, British Council and Ms Felicia Brown, APAC Education Programmes Manager, Microsoft, Singapore</i></p> <p>Challenges in Collaborating Stakeholders in Work Integrated Learning in Higher Education <i>Dr Nattavud Pimpa, Associate Professor, Management, RMIT University, Australia</i></p> <p>Fit For School – The Value Of Partnership In Building Healthy And Supportive Learning Environments <i>Mr Ralf Panse, Project Consultant, Learning Management Office, SEAMEO INNOTECH, and Dr Bella Monse, Principal Advisor, Fit for School - Technical Assistance for Effective School Health, GIZ, Philippines</i></p> <p>The Indonesia Australia Vocational Education Leadership Training Program (IA-VELT) as an Enabling Mechanism for Enterprise Community Colleges <i>Mr Michael Fay, Director and Head of Education Services, AFG Venture Group, Australia</i></p> <p>Sufficiency Economy: Youth Development through Sufficiency Economy Project <i>Ms Nongnart Sondysuvan, SCB Advisor, CSR Activities, The Siam Commercial Bank PLC, The Siam Commercial Foundation and Ms Sasinee Limphong, Project Manager, Siam Commercial Foundation, Thailand</i></p> <p>Q&A Session</p>
1430-1600 hrs	<p>PARALLEL SESSION 3</p> <p>Track 3: Cooperation, Linkages and Partnerships (CLP)</p>
Ballroom A 6/F	<p>Sub-Theme 2: Prospects and Possibilities for Enhancing Science and Technology Education</p> <p><i>Moderator: Ms Kessara Amomvuthivorn, Innovative Education, Kenan Institute Asia, Thailand</i></p> <p>Making STEM Education Work: Exploring Partnership Between SEAMEO RECSAM and MOE Malaysia <i>Dr Suhaidah Tahir, Deputy Director of Research and Development and Mr Dominador D Mangao, Specialist, SEAMEO RECSAM, Penang, Malaysia</i></p> <p>The Master of Science Program in School Health: A Collaborative Effort Among Major Stakeholders <i>Dr Jitra Waikagul, Chief of School Health Promotion Unit, Faculty of Tropical Medicine, Mahidol University, Thailand</i></p>

	<p>Inspiring Science: Supporting Contemporary Developments in Science Education Nationally Across Thailand and Regionally Through Industry, Ministry of Education, R&D Institution and International Organisation Partnership <i>Mr Mark Windale, Principal Lecturer, Centre for Science Education, Sheffield Hallam University, United Kingdom and Dr Kanchulee Punyain, Bureau of Academic Affairs and Educational Standards, OBEC, Ministry of Education, Thailand</i></p> <p>ISTIC's Initiatives in Enhancing Science Education through North-South and South-South Cooperation <i>Dato' Dr. Sharifah Maimunah Syed Zin, Coordinator STEM Education Consultative Unit, International Science, Technology and Innovation Centre for South-South Cooperation (ISTIC) for South-South Cooperation under the auspices of UNESCO, Malaysia</i></p> <p>Q&A Session</p>
1430-1600 hrs	<p>PARALLEL SESSION 3</p> <p>Track 3: Cooperation, Linkages and Partnerships (CLP)</p>
Banglampoo Room, 6/F	<p>Sub-Theme 3: Cultural Knowledge and Education for Regional Integration and Development</p> <p>Moderator: <i>Ms Katelijn Verstraete, Regional Director of Arts and Creative Industries East Asia, British Council East Asia</i></p> <p>Arts Management Training in Southeast Asia: Field in Transition or Transitional Field? <i>Mr David Ocon, Fellow and Lecturer, City University of Hong Kong, Hong Kong SAR, China</i></p> <p>The Southeast Asian Creative Cities Network – Why SEACCN? – What are the goals and actions? <i>Asst Prof Dr Kasemsak Utaichana, Assistant Director of the Chiang Mai University Science & Technology Park (CMU STeP), Thailand</i></p> <p>Promoting Intercultural Dialogue and a Culture of Peace in South-East Asia Through Shared Histories <i>Ms Montira Unakul, Programme Officer, Culture Unit, UNESCO Asia-Pacific Regional Bureau, Thailand</i></p> <p>Q&A Session</p>
1600-1730 hrs	<p>MESSAGE FROM SEAMEO CONGRESS AND RECOMMENDATIONS TO THE REGION</p>
Grand Ballroom 6/F (Ballroom A, B and C 6/F)	<p>Synergising Education, Science and Culture for Long-Term Development</p> <p>Moderator-Presenter: <i>Dr Jesus C Fernandez, Deputy Director for Programme, SEAMEO Regional Centre for Tropical Biology (SEAMEO BIOTROP), Indonesia</i></p> <p>Closing Remarks <i>Mr Andrew Glass, Country Director, British Council Thailand</i> <i>Dr Pompun Waitayangkoon, President, The Institute for the Promotion of Teaching Science and Technology (IPST), Thailand</i> <i>Dr Witaya Jeradechakul, Director, SEAMEO Secretariat</i></p>
END OF CONGRESS	

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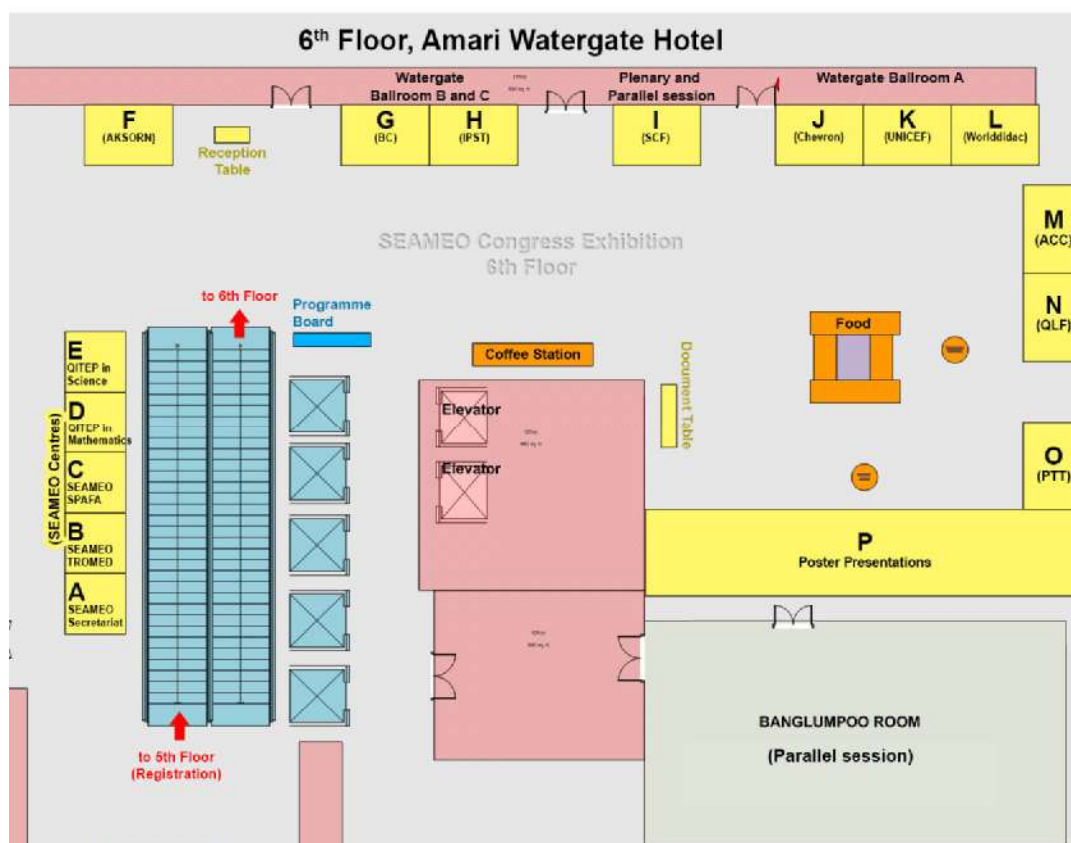
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Space Number	Exhibitors
A	SE AMEO Secretariat
B	SEAMEO TROPED Regional Centre for Tropical Medicine (SEAMEO TROPED/ Thailand)
C	SEAMEO Regional Centre for Archaeology and Fine Arts (SEAMEO SPAFA)
D	SEAMEO Regional Centre for Quality Improvement of Teachers and Education Personnel in Mathematics (SEAMEO QITEP in Mathematics)
E	SEAMEO Regional Centre for Quality Improvement of Teachers and Education Personnel in Science (SEAMEO QITEP in Science)
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P	Poster Presentations

Details of Exhibitors

A Southeast Asian Ministers of Education Organization Secretariat (SEAMEO Secretariat)



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

Its 11 Member Countries include Brunei Darussalam, Cambodia, Lao PDR, Indonesia, Malaysia, Myanmar, the Philippines, Singapore, Thailand, Timor Leste and Vietnam. It embodies 8 Associate Member Countries: Australia, Canada, France, Germany, the Netherlands, New Zealand, Spain and United Kingdom; and three Affiliate Members, namely the International Council for Open and Distance Education (ICDE), the University of Tsukuba, Japan and British Council.

Over the past four decades, SEAMEO has developed 20 specialist institutions throughout Southeast Asia which provide regional leadership in human resource development and diverse expertise that they offer in education, culture, health, environment, and agriculture and natural resources.

Tel: +66 (0) 2391 0144 | Fax: +66 (0) 2381 2587

Address: 920 Sukhumvit Road, Bangkok 10110, Thailand

Email: secretariat@seameo.org

Website: www.seameo.org

B SEAMEO TROPMED Regional Centre for Tropical Medicine (SEAMEO TROPMED/ Thailand)



The SEAMEO TROPMED Thailand, hosted by the Faculty of Tropical Medicine, Mahidol University, Bangkok, offers training on endemic tropical diseases, parasitology, community and preventive medicine. It also conducts researches on alternative control measures of diseases and the promotion of healthy lifestyles, including trials of new chemotherapeutic compounds and new vaccines. It provides clinical care to patients suffering from tropical diseases.

Tel: +66 (0) 2354 9199 | Fax: +66 (0) 2354 9198

Address: Mahidol University, 420 /6 Ratchawithi Road, Bangkok 10400, Thailand

Email: tmirunit@mahidol.ac.th

Website: www.tm.mahidol.ac.th/eng/

C SEAMEO Regional Centre for Archaeology and Fine Arts (SEAMEO SPAFA)



SEAMEO SPAFA, established in 1985, is the Regional Centre for Archaeology and Fine Arts. SEAMEO SPAFA is under the aegis of the Southeast Asian Ministers of Education Organization (SEAMEO) and is hosted by the Government of Thailand. SEAMEO SPAFA supports programmes and activities within the framework of its 3 Flagship Programmes:

Archaeology: 1) Advancing Southeast Asian Archaeology

- International Conference on Southeast Asian Archaeology
- Underwater Archaeology
- Rock Art Studies

Fine Arts: 2) Sacred Universe

- Religious and Spiritual Arts
- Southeast Asian Performing Arts and Oral Traditions

Heritage and Conservation: 3) Conservation in the Tropics

- Conservation of Documentary and Tangible Heritage
- Studies on Southeast Asian Vernacular Architecture
- International Conference on Cultural Heritage and Disaster Risk Reduction

SEAMEO SPAFA acts as the regional coordinator for professionals and practitioners in its fields of concern by organizing meetings, forums, workshops, and performances. These activities highlight both the cultural diversity and uniqueness of the Southeast Asian region, and promote mutual understanding and collaboration for increased collective knowledge and a better quality of life. SEAMEO SPAFA also provides library/documentation services that provide reference materials on archaeology and arts, as well as personnel exchange for participants from member countries. SEAMEO SPAFA strives to be a global reference and authoritative knowledge centre on Southeast Asian archaeology and fine arts.

Tel: +66 (0) 2280 4022 to 9 | Fax: +66 (0) 2280 4030
Address: 81/1 Sri Ayutha Road, Samsen, Theves, Bangkok 10300, Thailand
Email: spafa@seameo-spafa.org
Website: www.seameo-spafa.org

D

SEAMEO Regional Centre for Quality Improvement of Teachers and Education Personnel in Mathematics (SEAMEO QITEP in Mathematics)



SEAMEO QITEP in Mathematics is one of the newly Centers under the SEAMEO. Launched on July 13, 2009 by H. E. Jurin Laksanawisit, the Centre continues to nurture the quality of Mathematics teachers and education personnel in within Southeast Asia countries and beyond.

In this year's SEAMEO Congress, SEAMEO QITEP in Mathematics will proudly showcase the following items to the Congress Participants:

- Centre's Profile
- Publication (Journals, Reports, and Learning Materials)
- Video
- Teaching Aids

Tel: +62 (274) 889 987 | Fax: +62 (274) 887 222, 885 752
Address: Jalan Kaliurang Km 6, Sambisari, Condongcatur, Depok, Yogyakarta 55283, Indonesia
Email: secretariat@qitepinmath.org
Website: www.qitepinmath.org

E

SEAMEO Regional Centre for Quality Improvement of Teachers and Education Personnel in Science (SEAMEO QITEP in Science)



Located in Bandung, the SEAMEO QITEP in Mathematics promotes programmes and activities in improving the quality of teachers & education personnel in the areas of Science.

SEAMEO QITEP in Science will display and disseminate centre publications and PRAISE teaching materials. Centre publications consist of centre profile, annual programme leaflet, Newsletter and Annual Report of centre activities. The centre also offers scholarships for teachers and education personnel in SEAMEO Member Countries to attend conference and trainings conducted by the centre. Promoting Real Australia-Indonesia Science Education (PRAISE) Teaching materials are science books for students and science teachers. The centre publications and PRAISE teaching materials will be limited number.

Tel: +62 (22) 421 8739 | Fax: +62 (22) 421 8749
Address: Jalan Diponegoro No 12, Bandung 40115, West Java, Indonesia
Email: secretariat@qitepscience.org

Website: www.qitepscience.org

F Akson Education Company Limited



Akson Education Company Limited is one of the largest education companies in Thailand with a variety of educational products serving the growing needs of schools, teachers, and students across the country.

Akson's booth showcases Twig, award-winning online education resources offering film-based products. Launched in 2011, Twig is now available in 14 languages and distributed to more than 50 countries worldwide. In addition to the film footage from BBC Motion Gallery, NASA, NHK, CCTV, ABC and etc.

Twig comprises comprehensive learning resources such as film information, film summary, key facts, glossary films, related films, transcripts and quizzes to enhance comprehension in the subjects. Twig's outstanding educational content has been widely recognised by leading industry experts and thus received the range of awards and nominations such as BETT Award, Teacher's Choice Award, Education Resource Award and etc.

Taking a further step in being Thailand's leader of educational innovation, Akson Charoen Tat Co. Ltd., has bought a copyright from Twig and is committed to delivering deep-seated understanding through the real-world content to spark enthusiasm which Twig offers in any classroom. Please visit our site at www.twig-aksom.com

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Address 142 Tanao Rd. Pranakorn, Bangkok 10200, Thailand

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Website: www.aksom.com

G British Council



The British Council is the United Kingdom's international organisation for cultural and societal relations.

The British Council creates international opportunities for the people of the UK and other countries and builds trust between them worldwide. This is what we call 'cultural relations'.

We build trust and understanding for the UK to create a safer and more prosperous world. In terms of our reach and impact, we are the world's leading cultural relations organisation. Cultural relations, as a component of international relations, focuses on developing people-to-people links and complements government-to-people and government-to-government contact. We use English language, arts & society and education – the best of the UK's great cultural assets – to bring people together and to attract partners to working with the UK. The British Council has over 7,000 staff working in 191 offices in 110 countries and territories.

We focus our work on three areas of development, which are English, arts & society and education. We work closely with UK government departments, national governments and

ministries around the world and multilateral organisations on many projects.

Through our work in education in Thailand, we create strong connections and partnerships between the UK and the Thai government and private sectors through our “BC Connection” platform. We foster dialogue and international partnerships between educational institutions and organisations, convening both regional and global conferences and a range of policy dialogues. We work closely with partners such as the Ministry of Education, the Thai Research Fund and SEAMEO, to name just a few.

Our work in sharing expertise internationally in English language training and developing cultural and educational programmes has spanned 80 years and we are always keen to establish links and to work collaboratively with new partners to create real and positive change in Thailand and across the region.

Tel: +66 (0) 2657 5678 | Fax: +66 (0) 2253 5311

Address: 254 Chulalongkorn Soi 64, Siam Square, Phyathai Road, Pathumwan, Bangkok 10330, Thailand

Email: info@britishcouncil.or.th

Website: www.britishcouncil.org, www.britishcouncil.or.th

H Institute for the Promotion of Teaching Science and Technology



The Institute for the Promotion of Teaching Science and Technology (IPST) has initiated new approach for teaching science, mathematics, and technology by emphasizing on knowledge and skills needed for professional life in highly competitive economy and society. This approach is named “STEM Education” which integrates science, technology, engineering and mathematics by focusing on real-life problem solving. In order to promote an implementation of STEM Education in the classroom, IPST has established “STEM Education Network” consisting of National STEM Education Center (NSEC), Regional STEM Education Centers (RSEC), and STEM Education Network Schools. This network aims at building collaborations among public and private agencies nationwide. A detailed description of the STEM Education Network will be presented.

Tel: +66 (0) 2335 5222, +66 (0) 2392 4021 | Fax: +66 (0) 2381 0750

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Email: pr@ipst.ac.th

Website: www.ipst.ac.th

I The Siam Commercial Foundation



The Siam Commercial Foundation is a public charity organization founded by the Siam Commercial Bank Plc. on 25 January 1995. Our objective is to promote quality development, civic consciousness and volunteer spirit among the youth and to enhance them to become active citizens by applying their potential to further society's benefits and their own. Our main activity is to support the youth the opportunity to learn from experience and problems of community, and also to enhance "surrounding people", which mainly are (1) teachers (2) parents - community's leaders - Local Administrative Organization (3) non-government organizations (4) government sectors (5) local core youth, which will be trained to achieve "coaching skill" and to become successful change agent for youth development in their environment.

Our foundation does not implement projects. We are a catalyst that supports partner organizations to ensure that their youth development projects achieve the results faster with strong organizational management and that they work as network with other organizations which would enhance the knowledge and national movement in youth development in the long run.

Our contribution is to work as a "companion" to collaborate with other organization's ideas and targets, and to promote new knowledge and skills. We also support knowledge translation, communication to society and work with other organizations to enhance and elevate more benefits. Our projects are like "social lab", to create innovation which leads to further national movement in youth development.

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J

Chevron Thailand Exploration and Production, Ltd.



Since 1962, Chevron Thailand Exploration and Production, Ltd. has operated in Thailand with systematic management of safety, health and environment, reliability and efficiency to achieve world-class performance.

Chevron strives to be a good neighbor, sharing the concerns of our communities and working to create a better future. In partnership with governments and non-profit organizations, Chevron has invested in initiatives that help strengthen and improve the communities where we work. These investments are focused on four areas (4Es): **E**ducation, **E**nvironment and energy conservation, **E**conomic development and **E**mployee engagement

Highlight: Chevron-INCREASE (Inquiry-based Classroom Reasoning for Experiential and Active Science Education Project) is one of the projects under Chevron's "The Power of Human Energy" CSR campaign that aims to tackle social issues in Thai communities. Partnered with Kenan Institute Asia (Kenan), the project will change the way science is taught in schools by training teachers and principals to use inquiry-based science curriculums with their students and building strong teacher networks.

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K UNICEF Regional Office for East Asia and the Pacific



The United Nations Children's Fund (UNICEF) Regional Office for East Asia and the Pacific – also known as UNICEF EAPRO is one of seven UNICEF Regional Offices working to advance children's rights in more than 150 countries around the globe.

UNICEF EAPRO is a hub for information, technical expertise and coordination for UNICEF Country Offices. It also supports these offices in their efforts to raise much-needed resources. To do this, UNICEF EAPRO advocates for national investment in children and child-centred social policies. It liaises with major intergovernmental bodies, such as other United Nations agencies, civil society organizations, bilateral and multilateral institutions. Part of the current mission is to build and strengthen regional partnerships for achieving the UN Millennium Development Goals (MDGs), the World Fit for Children goals and the realization of the Convention on the Rights of the Child.

UNICEF EAPRO Education Section aims to achieve equity in education for all children through advocacy, building partnerships and generating and sharing knowledge. To help countries reach those still left behind, the education section work within areas such as early childhood development, quality education, adolescent education, gender equality, and peace building.

UNICEF EAPRO Education Section also coordinates region-wide activities in support of children's rights, such as the South East Asia Primary Learning Metric (SEA-PLM) in collaboration with the SEAMEO Secretariat and the regional Out-of-School Children Initiative (OOSCI) in collaboration with UIS Bangkok. An overarching objective for UNICEF EAPRO is to provide a resource for all those working to make life better and safer for children in East Asia and the Pacific.

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L Worlddidac Association



Worlddidac, based in Berne, Switzerland, is the global trade association for companies providing products for education and training at all levels. It is the only globally operating organization in this business sector. Worlddidac members are the leading companies in the educational sector that not only provide products, but also have the expertise to respond the needs in a changing international educational landscape. Worlddidac organizes international trade shows on different continents, which serve as platforms for producers, distributors, educational institutions, governmental departments, and relevant end-users. Educational institutions, government agencies and multilateral funding organizations know Worlddidac Association as the prime solution for the best educational infrastructure worldwide.

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M

ASEAN- China Centre



The ASEAN-China Centre is an inter-governmental international organization established in November 2011 by the Governments of the Member States of the Association of Southeast Asian Nations and the Government of the People's Republic of China, to promote ASEAN-China cooperation in trade, investment, tourism, education and culture. The Headquarters of the ASEAN-China Centre is located in Beijing.

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N

Quality Learning Foundation



The Quality Learning Foundation (QLF) is a state agency under Regulation of the Prime Minister's Office. It acts as a catalyst as well as a change agent in supporting quality learning and education reform in Thailand. It focuses on promoting lifelong learning, accelerating quality learning, addressing inefficiencies in resource management of the education system and proposing effective solutions.

QLF works towards five critical goals:

1. Quality Learning and Teaching. Improving learning and teaching of students so that it is more comprehensive and meets the needs of equity and of promoting skills.
2. Inspired Learners. Inspiring students and the whole of society in the appreciation and excitement of learning and becoming a self-learner.
3. Inclusive Education. Ensuring that all students –especially those with the fewest resources - have access to the opportunities they need to succeed in school and life.
4. Quality workforce. Improve the skills of the Thai workforce to enable it to be more competitive at the international level through collaboration between the public and private sector.
5. Social Participation. Achieve education development through the participation of various sectors - private sector, social sector, local governments and media - which will lead to more sustainable and comprehensive development.

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PTT Public Company Limited



We strongly believe that science and technology will foster logical and systematic thinking in the new generation and drive our country toward sustainability.

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Coverage by media and other institutions and organizations

The Brunei Times

Borneo Bulletin

Radio Television Brunei

Ministry of Education Thailand

University of Tsukuba

New Straits Times Online

Worldidac Asia

Bureau of International Cooperation, Office of the Permanent Secretary

Siamrath Newspaper

Khaosod Newspaper

AEC News

Quality Learning Foundation