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Second Strategic Dialogue of Education Ministers
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I. Introduction

SEAMEO College is a SEAMEO Project funded by Japan Fund for Poverty Reduction (JFPR) through Asian Development Bank (ADB) under the guidance of SEAMEO Secretariat as the Executing Agency. SEAMEO College envisions at strengthening the capacity of education leaders and practitioners, and promoting education and social development in Southeast Asia Region for an integrated ASEAN Community. It is a high level policy and strategy forum among education leaders and practitioners. It does not involve a physical campus.

The formal establishment of the SEAMEO College during the 47th SEAMEO Council Conference in March 2013 in Hanoi, Vietnam paved the way towards setting a new platform for engaging the region's education leaders. A Ministerial Roundtable convened in conjunction with the SEAMEO Council Conference called on SEAMEO to focus on the region's emerging education agenda for the post-2015 scenario. The Education Ministers directed specific actions to be undertaken within the framework of the SEAMEO College, thus setting the thematic focus for the first Strategic Dialogue of Education Ministers (SDEM).

The first SDEM held in Vientiane in 2014 has produced a Joint Statement of the Ministers of Education of the Southeast Asian Ministers of Education Organization (SEAMEO) on the Education Agenda for Southeast Asia (2015-2035). The ministers call for a new paradigm for the development of education in Southeast Asia that will require changes to educational systems that are not only gradual and evolutionary, but also revolutionary while still being rooted in our shared values and traditions.

SEAMEO College consists of a series of forums and research and development activities with 4 modules and focus groups, namely:

Module 1: Strategic Dialogue of Education Ministers

Module 2: High Officials Country Case Study

Module 3: Education Leaders Innovation Forum

Module 4: Innovation Forum of Youth Leaders

SEAMEO INNOTECH serves as the Lead Center for implementation of Module: The Strategic Dialogue of Education Ministers (SDEM) with the theme **Innovating, Learning and Moving Forward Together**. The SDEM is envisaged to set a more dynamic policy development process through ministerial and high-profile strategic dialogues. Designed to serve as a meeting point for practice and policy, reflection and sharing among the Education Ministers, the SDEM works best in a less structured, with less formality in discussions. The dialogue, though, would be animated by a shared desire to know the achievements and practices in the region, policies that worked and how they work best, and the lessons learned and the shared challenges. The reflection and open discussion may lead towards cooperation to drive forward the common SEAMEO education development agenda.

Organization and implementation of the SDEM is led by SEAMEO INNOTECH, the SEAMEO regional centre mandated to generate innovative and technology-based solutions addressing current and anticipated education and human resource development issues in Southeast Asia.

The 2014 forum focused on the post-2015 agenda for the region, and the one-day dialogue yielded the SEAMEO Seven Priority Areas as affirmed by the Ministers of Education during the 48th SEAMEO Council Conference held in Chonburi Province, Thailand in 2015. The New SEAMEO Southeast Asian Education Agenda are:

1. Achieving universal early childhood care and education;
2. Addressing barriers to inclusion;
3. Resiliency in the face of emergencies;
4. Promoting technical and vocational education and training;
5. Revitalising teacher education;
6. Harmonising higher education and research; and
7. Adopting a 21st Century curriculum.

The working theme for the second SDEM forum focuses in operationalizing the major areas identified in the first strategic dialogue, with emphasis on learning from the various countries' experience in undertaking reforms and innovations, and building on the experience gained to move forward with collaborative undertakings on a bilateral, multilateral basis or through cooperative ventures between institutions. These shall be set amidst the global covenants as set in the Education 2030 agenda as well as the Sustainable Development Goals.

The SDEM 2016 is meant to yield a more dynamic and forward-looking regional policy development process through dialogue among education ministers of the SEAMEO Member Countries. The process for bringing together the Ministers of Education, collectively reflecting on education concerns and issues and building consensus on development directions is as important as the recommendations and actions arrived at. The actions and directions which may surface from the discussions are critical guideposts for a shared vision and setting a path for education development in Southeast Asia.

A. Objectives and Expected Outcomes

The main objectives of the SDEM 2016

1. Collectively reflect on current education, science and culture issues in Southeast Asia and beyond;
2. Review current and emerging education concerns as well as options for collaborative undertakings; and
3. Provide a starting point for regional and cross-country collaborative interventions to address shared or unique education development concerns.

The expected outputs of the strategic dialogue

1. Documented views and reflections among Ministers of Education;
2. Input documents, country reports and presentations on key education issues being confronted, initiatives and success stories;
3. Documented agreements/consensus on priority bilateral and regional initiatives for SEAMEO.

B. Programme and Description

Time	Programme and Description
08:30	Opening Formalities
	<ul style="list-style-type: none"> • Opening Remarks from Director SEAMEO Secretariat <ul style="list-style-type: none"> ▪ Brief background on the strategic dialogue ▪ Acknowledgment of the delegations present ▪ Appreciation to the Government of Indonesia for generously hosting the meeting
	<ul style="list-style-type: none"> • Welcome Remarks by Minister of Education and Culture, Indonesia <ul style="list-style-type: none"> ▪ Citing the long-term plans of Indonesia for cooperation within SEAMEO framework as well as on a bilateral basis ▪ Demonstrating some opportunities for cooperation with Indonesia given some key experiences in policy and implementation of reforms ▪ Showcasing one key reform in Indonesia which have relevance to the rest of the region.
	<ul style="list-style-type: none"> • Opening Speech by the SEAMEO Council President <ul style="list-style-type: none"> ▪ The emerging regional framework and how SEAMEO can play a role in the changing context ▪ The seven priority areas of SEAMEO, as adopted by the SEAMEO Council and how the second dialogue would work towards moving it forward
	<ul style="list-style-type: none"> • Group photo
09:45	SDEM Overview and Expectations
	<p>The lead facilitator/consultant would be expected to present an overview of the strategic dialogue and what expected outputs would be. The elements of the presentation may include:</p> <ul style="list-style-type: none"> ▪ The origins of the seven priority areas ▪ How the second dialogue links reflection and action and how the forum would serve the starting point for concerted actions ▪ Call on maximizing the opportunities to start a real action project and call on the SEAMEO units to catalyze joint actions in the areas identified ▪ The opportunity to learn from different initiatives to ensure that the

	benefits extend no a a single country but the region as whole
10:00	Thematic Roundtable 1 <i>SEAMEO Education Agenda and Sustainable Development Goal #4</i>
	<ul style="list-style-type: none"> ▪ Exploring achievements and remaining concerns in the region on the goal of providing quality education for all learners. ▪ Discussing experiences of individual countries and current trends in continuous improvement of education and the relevant issues; priorities of SEAMEO Countries ▪ Laying the groundwork for future cooperative projects among the SEAMEO Members
11:00	Tea Break
11:30	Thematic Roundtable 2 <i>Innovations on Learning Delivery and Content</i>
	<ul style="list-style-type: none"> ▪ Showcasing success stories of reforms as implemented in the region. ▪ Organized along the lines of the seven SEAMEO priority, the stories would be focusing on innovations and experiences on how learning is designed, structured and delivered to address the needs of various classes of learners, including the ways we measure learning and achievement. ▪ These reforms may be system-wide or small, discrete innovations introduced in the classrooms. Some may entail significant financing and investment, or simple, incremental improvements in different teaching and assessment. These reforms, no matter how broad or small in scope, offer rich lessons and insights that may be useful to other Ministries of Education.
12:30	Lunch
14:30	Thematic Roundtable 3 <i>Engaging Key Education Players and Stakeholders</i>
	<ul style="list-style-type: none"> ▪ Exploring cutting across the priority areas, the role of the education players – the teachers, learners, administrators and policy makers, and other education stakeholders. ▪ Addressing the SEAMEO priority areas concerning making teaching a profession of first choice, higher education, TVET, early childhood care and development, addressing barriers to inclusion, among others. ▪ The Youth Statement and recommendations from the SEAMEO College Youth Forum complementing the recommendations from the 14th INNOTECH International Conference would be inputs for the Ministers’ discussion.
15:30	Coffee Break
16:00	Thematic Roundtable 4 <i>The Seven Priority Areas of SEAMEO: Agenda for the Next 3 Years (2017-2020)</i>
	<ul style="list-style-type: none"> ▪ Moving the discourse to the level of action, meant to give opportunities

	<p>for each Minister to share ideas about the themes that generated interest and possible joint work to explore the feasibility of replicating the exemplary projects or seeking assistance in setting these initiatives in their countries' contexts. The delegations would be given time and opportunity to seek out partnerships on key issues that may be relevant in the country.</p> <ul style="list-style-type: none"> ▪ The issues and possible solutions identified could serve as starting points for cooperation among the MOEs; These discussions will be documented as inputs to a set of regional cooperative projects to be reflected in the SEAMEO agenda.
17:00	Summation
	<ul style="list-style-type: none"> • Presentation of SDEM Key Statements and Agreements • Closing Remarks
18:00	Press Conference

II. Observations

A. Opening Formalities

Minister/Head of Delegation	Observation
	<p>The session began with the entrance of SEAMEO colors and followed by Opening Remarks by the SEAMEO Secretariat Director, Welcome Remarks by the Minister of Education and Culture, Indonesia, and Opening Speech by the SEAMEO Council President.</p>
<p>SEAMEO Secretariat Director Dr. Gatot Hari Priowirjanto</p>	<p>Opening Remarks</p> <p>The SEAMEO Secretariat Director SEAMEO expressed his warm regards to the Ministers of Education present in the meeting. He said that it is a great privilege to be here with all of them and be involved in this productive and successful meeting.</p> <p>He emphasized that living in this fast changing generation entails more challenges. He mentioned about the importance of the series of forums by SEAMEO across the region to create a regional platform for education ministers.</p> <p>He also recalled the discussions that happened from the 1st SDEM, two years ago in Laos PDR. He said that it has resulted into intense discussions of insightful commons and exchange of ideas on the current trends and challenges in the region, particularly ASEAN 2015. He said that through the 1st SDEM, the seven priority areas has been identified, of which the SEAMEO member countries have committed to.</p> <p>The Director said that SEAMEO Centers have been doing several programs and projects to fulfil these priorities. He expressed his hopes to work closely with the member countries more in the future to pursue these agendas to the next level.</p> <p>He also expressed his hope that this meeting be a venue for collaboration and development of projects addressing the priority areas. He pointed out the importance of investing on research and development for the priority areas.</p> <p>He said that they are here because they share the common goal for education and development. Despite the diversity of cultures, they share the same desire to provide the best education for their children. He hope that they can all work</p>

	<p>together to provide a better future for the learners.</p> <p>He shared on project, school networking, which can help the teachers and students to be global citizens by encouraging and learning from each other. He said that through the support of the Ministers, they can support and prepare their teachers, school heads, and students. He ended his remarks by expressing his desire to collaborate with the Ministers and High Officials for a better future of education.</p>
<p>Minister of Education and Culture, Indonesia H.E. Dr. Anies Baswedan</p>	<p>Welcome Remarks</p> <p>The Minister of Education and Culture of Indonesia formally welcomed the delegates of the 2nd Strategic Dialogue of Education Ministers in Bandung. He said that:</p> <ul style="list-style-type: none"> • Bandung was the place where the Asian-African Conference was convened. He said that the conference aimed to protect and elevate the weak and marginalized. He expressed his hope, as Education Minister, that they also overcome marginalization by bringing the leaders together to provide better education in the region. • Southeast Asia Region is emerging with the world paying so much attention to the region. He said that they are facing a completely different challenge compared to when SEAMEO just started. There are new challenges to be faced by the next generation and new skills are needed to overcome these challenges. • The skills considered as important today may not be as important in three to four years. He said that technology has a big part on this, changing the way people live and communicate with each other. He emphasized the importance of innovation and cooperation skills which will thrive more in the future. He said that the big challenge now is how they can provide the appropriate skills set to their learners. • Indonesia, and probably all the other countries in the region as well, is facing challenges. However, these challenges also offer exciting opportunities. He mentioned that their country has reformed their education system for a standardized curriculum.

	<p>Teacher education has also been developed. He said that all these are possible with the initiative and collaboration in the education ecosystem. He said that they allow data to be democratized; sharing their data to the public openly which allows a more effective public engagement.</p> <p>He emphasized that global challenges must be faced together. He said that Indonesia is open for long-term partnership and collaboration with the SEAMEO member countries.</p> <p>He ended his speech by welcoming the delegates again in Bandung, wishing everyone an enjoyable stay, and expressing his desires to work with and learn from the other countries.</p>
<p>The SEAMEO Council President H.E. General Dapong Ratanasuwan</p>	<p>Opening Speech</p> <p>The SEAMEO Council President delivered an opening speech. He greeted everyone present and thanked the Ministry of Education of Indonesia for making this meeting possible. He said that this is a great opportunity to reflect in order to provide a better future for all. He said that:</p> <ul style="list-style-type: none"> • SEAMEO has been serving the needs of education and research development through different projects. Much progress has been made since the first SDEM, and much more will be done in the coming years. • The region is highly competitive when it comes to education. One of the challenges he cited is maintaining the economic trend in human resource development. • Thailand, education is considered as a national agenda. Recently, they have been integrating ICT in education, as well as online learning in different modes. He also shared that they have been implementing 21st century skills in their schools, developing STEM education and critical thinking skills. He said that teachers are teaching less and facilitating more. He said that children learn more outside schools, highlighting the importance of the stakeholders’ participation in the development of education. He also said that collaboration between public, private, citizens, committee, and civil society is

	<p>highly needed. He also pointed out the importance of training manpower, vocational, development of curriculum, and learning process in order to increase Thailand’s competitiveness.</p> <ul style="list-style-type: none"> • Through the 1st SDEM, they have agreed on 7 priority areas. He also said that SEAMEO Centers have already made their moves, usually focusing on science, health, and culture. He emphasized the need to collaborate between Centers to move forward in their shared goals. He pointed out that the roadmap will help strengthen the ties within SEAMEO Centers. • Access to education is still one of the biggest problems in the region. He said that he looks forward on their next steps on how they can encourage more children to go to school. The expertise of SEAMEO will help strengthen the collaboration between SEA countries in order to address these challenges. <p>He emphasized that it is impossible to solve all these problems in just a single meeting. But they can start by sharing their countries’ experiences and best practices. He pointed out some initiatives from different countries where they can learn from. He expressed his excitement in learning from each of the country’s practices and to work together. He ended by saying that they should work together as a SEAMEO community</p>
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B. Overview

Minister/Head of Delegation/Facilitator	Observation
<p>Lead Facilitator Dr. Taufik Hanafi</p>	<p>Dr. Taufik Hanafi first welcomed everyone for this 2nd SDEM. He stated the theme of this meeting, “Innovating, Learning, and Moving Forward,” and gave a brief overview of the meeting. He also stated the objectives and expected output for this meeting</p> <p>He refreshed everyone about how the 7 priority areas came to be. He said that considering the Education for All and the national and regional reports from the first SDEM, a Vientiane statement was agreed on with the 7 priority areas. These areas were then adopted by the SEAMEO Council and are agreed by the Ministers of Education. He said that</p>

beyond 2015 is more challenging and it calls for greater urgency to move forward. He said that, like what SEAMEC president said earlier, it is important to reflect these priorities in the programs of SEAMEO and its regional centers.

He then enumerated the 7 priority areas of SEAMEO: (1) early childhood care and education; (2) addressing barriers to inclusion; (3) resiliency in the face of emergencies; (4) promoting technical and vocational education and training (TVET); (5) revitalising teacher education; (6) promoting harmonisation in higher education and research; and (7) adopting a 21st Century curriculum.

The facilitator also explained the three main objectives of the second strategic dialogue:

1. Collectively reflect on current education, science and culture issues in Southeast Asia and beyond;
2. Review current and emerging education concerns as well as options for collaborative undertakings; and
3. Provide a starting point for regional and cross-country collaborative interventions to address shared or unique education development concerns.

He said that by the end of this meeting, they hope to document the views and reflections of the Ministers and head of delegations through media releases and documented agreement with the regional initiatives of the Ministers. He said that after this dialogue, there will be a press conference to publicize the discussions and agreements from this meeting. They also hope to have collaborative actions to address common issues of the region and achieve their common goals.

He also discussed the structure of the dialogue. There will be four roundtable discussions which have different themes. There will also be country presentations for each roundtable sessions to trigger the discussion. He also showed a template of an action program which they hope each country can provide (see Annex 1).

Before they begin the first roundtable, highlights of the previous SDEM were presented through a video.

C. Thematic Roundtable 1: SEAMEO Education Agenda and Sustainable Development Goal #4 (Lead Countries: Philippines and Brunei Darussalam)

Minister/Head of Delegation/Facilitator	Observation
<p>Lead Facilitator Dr. Taufik Hanafi</p>	<p>The facilitator explained that this session will explore on the achievements and remaining challenges in the goal of providing quality education for all learners. Philippines and Brunei Darussalam will be presenting their experiences and lessons learned with their innovations.</p> <p>He also said that SEAMEO has wide actions in dealing with SDG 4. Regional Centers have adopted the 7 priority areas as program framework. He also mentioned about the roadmap that has been developed by SEAMES (see Annex 2).</p> <p>He said that Philippines and Brunei Darussalam have experiences which the other countries may find useful. He said that it is important to document these success stories and learn from them. He also emphasized that it is important to align the Center programs with the strategic goals, and to have collaborative actions with the Centers and member countries. He said that SEAMES have done several initiatives on this. He then gave the floor to the Minister of Education of the Philippines for his presentation.</p>
<p>Secretary of the Philippine Department of Education H.E. Bro. Armin A. Luistro, FSC</p>	<p>H.E. Bro. Armin A. Luistro, FSC was the first to present reports from their country. He began by saying that Bandung is a great place, a city thriving in nature. With being surrounded by greenery and nature, Ministers of Education gather to discuss about education reforms and paradigm shift.</p> <p>He looked back at the beginning of SEAMEO and said that the founders of the organization are real visionaries. When no one thought of regional cooperation, it was the Ministers of Education who started it. He said that he wants to refresh that visionary through this dialogue. He said that as they face the challenges of the new generation, they should never forget the visionary spirit that was once with the Ministers of Education. He said that:</p>

	<ul style="list-style-type: none">• Data shows that there are 7 million out of school youth and children across East Asia and the Pacific. As SEA is frequently visited by typhoons, young learners tend to be very vulnerable. Even the education is still vulnerable when it comes to disasters. He mentioned that during the 1st SDEM, the Ministers talk about paradigm shift. He said that if they want a paradigm shift, they should not keep talking about country practices and start a revolutionary action. He said that even though they talk about best practices of the countries, they may still face the same challenges years later.• The activity on the previous day was quite revolutionary for him. He said that, usually, each Ministers plant separate trees. But this time, it was different as the Ministers contribute to plant a single tree. He said that it is also symbolic as the tree they planted is known as the 'blackboard' tree. He said that they should do the same where all countries participate in addressing the issue of one country. He said that if they all continue to focus on their own countries, they will not achieve a paradigm shift, it will not be revolutionary. He said that they should all start to think as a region and not just as an individual country. He hopes that SEA will be a borderless region, a community.• Access is really a big problem in the Philippines and other SEA countries. He enumerated some projects of the Philippines to address this problem. They have projects like Pedals and Paddles where they provide boats and bicycles to students who travel far just to reach their schools and Kariton Klasrum (Pushcart Classroom) where they go to the streets to bring the classroom for the out of school children. They also have Conditional Cash Transfer where they give cash to parents given they send their children to schools. They also have Disaster Risk Reduction program where they provide modules about resiliency in emergencies.• The Angklung presentation they saw the previous day was symbolic as well. One person plays a single note; this represents the individual countries of the region. Together, the Angklung players create music when
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	<p>they play together with the help of their guide; he said that this represents SEAMEO where countries unite to work for the same goal, with the Regional Centers and SEAMEO as a whole guiding and binding the countries. He said that there are still unreachable areas in the Philippines that have yet to have quality education. But through the help of SEAMEO INNOTECH and other Regional Centers with massive resources, they can address this barrier.</p> <ul style="list-style-type: none"> • The challenge now is to dream and act big as how the founders of SEAMEO did more than 50 years ago. He ended his presentation, thanking the organizers, and hoping that this meeting will help them dream and act big.
<p>The Minister of Education of Brunei Darussalam H.E. Pehin Dato Suyoi Hj Osman</p>	<p>The Minister of Education of Brunei Darussalam began by thanking the Indonesian MoE for their warm welcome. He said that it was tough to follow the presentation of the Philippines. He agrees with Bro. Armin on how he looks at the issues at hand, and addressing these as a whole region. He said that much have been mentioned through previous meetings. He expressed his hope to have a fruitful discussion in this meeting.</p> <p>He recalled the goals they have set—priority areas of SEAMEO, SDG #4 of UNESCO, ASEAN 2015, etc. He said that every country in the region has done their best to address the issues and achieve these goals. He hopes for development and continued achievement of the goals.</p> <p>He shared Brunei’s experiences in addressing these issues. He hopes that through shared experiences, everyone can learn from each other.</p> <p>He said that in their country, 6-year old children should be in schools already. They have 9 years of compulsory education. He also shared that they have included 21st century skills in their national education system. They also offer multiple pathways for the children’s career. They also have remedial education for children with special needs. He also shared that the average student attendance in schools is less than 85%; he said they are trying to improve this. They also give high support for TVET and higher education. He said that they want the students to have the right skills for them to be employed. He shared that students dropping out and leaving schools does not have enough skills—a reason why they</p>

can't find a decent employment. He said that they are making sure that through the 9-year stay of children in school, they will gain enough skills to help them get a job and support themselves.

They also support improving the quality of their teachers through establishing teacher competency standards. They also have teacher academy to aid the continuing professional development of teachers. They also have programs to teach teachers how to design effective learning tools.

Preschool is also compulsory in the country. However, they are currently reviewing its curriculum.

The basic education curriculum is also being equipped with 21st century skills, aligning it with the skills needed by the industries. They want to make sure that students train with the right skills during their stay in schools. He said they ask the needed skills from the industries themselves.

They also have programs to develop the school leaders' capabilities. They have leadership and innovation programs for school leaders. He said that success of schools depends on good its leader is. They bring in foreigner coaches to help their school leaders and give them another perspective.

They also have literacy and numeracy standards which they monitor to identify the competency level of the children. They also measure the retention of students. They compare and match the competencies of the children in the classroom. They also take the PISA (Programme for International Student Assessment) to monitor their global competency. He said that there are still a lot of room for improvements and is still far behind other countries.

He said that if they want to make improvements, it should begin from home. He said that they need to share their experiences with each other and gain from it. He expressed his commitment to continuously collaborate with the SEAMEO Centers to achieve their regional and global targets.

He said that there are still a lot of areas for improvement in the system, like basic literacy and numeracy and teachers' performance. They also need to incorporate ICT in their education. He said that he was impressed with the school they visited the previous day. He said that in classrooms without teachers, ICT can take charge instead.

	<p>Lastly, he pointed out that children should be exposed to entrepreneurship skills so that they can create jobs for themselves and for others.</p>
<p>Thailand Minister of Education, H.E. General Dapong Ratanasuwan</p>	<p>Thailand Minister of Education shared some of his insights and some of Thailand’s experiences. First, on the need to develop lifelong learning; he said that they used to separate the works of their ministries (health, education, etc.), but the current government of Thailand urges inter-ministerial collaboration. He said that ministries should work together to promote lifelong learning. He showed a chart of how they implement lifelong learning development. He said that SPED is handled by the Ministry of Human Security in collaboration with the Ministry of Education. He also shared that plans of the Ministry of Health is also incorporated in the plans of the Ministry of Education. He said that all of the Ministries’ plans are synchronized in a single framework.</p> <p>Second, on the achievements and challenges of Thailand in achieving the goals set. He said that education should be prioritized in the plans of each country. He commended the initiatives shared by the other countries earlier. He shared that in Thailand, they are facing challenges in curriculum, teacher development, assessment of education centers, ICT, and administration and management. He said that the other countries may also have the same challenges although the causes are different. He seeks for the Ministers’ comments and insights on this to help them develop their roadmap.</p> <p>Lastly, he asked how these agenda can be pushed through in the ASEAN summit. He said that ASEAN usually focuses on trend and economics. He seeks for the Ministers’ commitment in pushing this through the ASEAN.</p>
<p>Parliamentary Secretary of the Ministry of Education of Singapore, Assoc Prof Muhammad Faishal Ibrahim</p>	<p>Associate Prof Muhammad Faishal Ibrahim shared his insights. He first thanked the Ministers of the Philippines, Brunei Darussalam, and Thailand for sharing their country’s experiences. He said that it is very important to look at the issues together and work on it collaboratively. He said that every individual should be given access to education in order to develop his potentials and help the society develop.</p> <p>He said that people have different abilities, talents, and needs. He said that they need to work together to develop avenues for people to achieve their potentials. He said that holistic development should be progress in school. He said</p>

	<p>that as people have different needs, they should be able to customize programs. He said that they should learn from each other and get the whole community to address the needs. He also mentioned about the people's needs after education.</p> <p>He expressed his support in Thailand's sentiments. He said that he wants the people to have a meaningful life. He said that they should have targeted programs for the poor, middle income, and the rich. He expressed his hope to build a better society through meaningful education journey.</p>
<p>Minister of Education and Culture of Indonesia H.E. Dr. Anies Rasyid Baswedan</p>	<p>Minister of Education and Culture of Indonesia also shared some of his insights. He said that each country faces various challenges; in Indonesia's case, he said they have 21st century students but teachers and facilities are not.</p> <p>He said that they need to address the challenges of technology. He asked if technology can replace teachers; he jokingly said that teacher's union will not be happy about it. He said that teachers who motivate and inspire students cannot be replaced by technology. He said that they need to focus on how they can empower their teachers so that they cannot be replaced by technology.</p> <p>He emphasized that technology should only assist the teachers and not replace them. He also said that technology should be upgraded; however, there is also a need to train on its proper usage to maximize it. He said that what makes SEAMEO unique is their close relationship. He said that they should maximize the support given by the local government and explore the opportunity in engaging them as similar challenges happen in the subnational level.</p>
<p>Lead Facilitator Dr. Taufik Hanafi</p>	<p>Dr. Taufik closed the roundtable discussion and synthesized the insights of the Ministers. He said that highlights of the discussion includes encouraging further collaboration, dealing with out of school children, entrepreneur skills in the curriculum, teacher development, lifelong learning, non-formal education, and integrated and synchronized planning within the government.</p>

D. Thematic Roundtable 2: Innovations on Learning Delivery and Content (Lead Countries: Malaysia and the Singapore)

Minister/Head of Delegation/Facilitator	Observation
<p>Facilitator</p> <p>Prof. Dr. Brenda Corpuz (Dean of the College of Education at the Technological Institute of the Philippines)</p>	<p>Dr. Brenda Corpuz, Dean of the College of Education at the Technological Institute of the Philippines, facilitated the second roundtable discussion. She said that the two areas of the session—learning delivery and content—links to curriculum. She said that Malaysia and Singapore will be sharing their experiences and best practices on the two areas.</p> <p>She shared that many countries have adopted innovations such as reforms at all levels, use of mother tongue language, use of ICT tools, learner-centered pedagogy, and competency or outcomes-based curriculum. She said that the innovations response to national needs. This should be continuously improved, taking into account the enabling environments, training, and partnerships.</p> <p>She then gave the floor to the Ministers of Education for their presentation (see Annex 3)</p>
<p>Minister of Education of Malaysia</p> <p>H.E. Dato’ Seri Mahdzir Khalid</p>	<p>Minister of Education of Malaysia first thanked the organizers for making this event possible. He also thanked everyone present in the meeting.</p> <p>He mentioned about the green revolution in Paris that recently happened. He said that they can also push for a policy on the ASEAN program of UNESCO.</p> <p>He said that through this meeting, they can consolidate best programs which they can share and collaborate with. He said that these practices can be brought back to their respective countries. He also said that they should have a consensus declaration afterwards.</p> <p>He said that each country has their success story in education. He mentioned that in their country, they prioritize education in rural and remote areas, increasing their access to quality education. He said that accessibility also includes access to clean water, electricity, and infrastructure. Another area emphasized is the preschool. He said that they want to build a strong foundation in basic literacy and numeracy. He said that he looks forward to their upcoming enrolment as</p>

	<p>they are expecting an increase in their enrolment rate in the upper and rural areas. He said that they have also increased the number of preschool classes. They have also given out grants to encourage opening of more preschools. They also provide assistance to help children enrol in private preschool. Their Ministry also encourages preschool teachers to have a diploma on early childhood care.</p> <p>They also give priority to TVET. They start introducing basic vocational education at the lower secondary level. They also plan to convert vocational secondary schools into a college where students can get a diploma after a four-year vocational course. He said that children can choose between working and pursuing a degree in technical university. He said that there is still a need to review the existing curriculum. New methods of assessment have also been implemented. Their teachers, especially those on the specialist programs, have also been upscaled. He said that they are also reinforcing strong industrial linkages and collaboration so that vocational schools and the industry can work together. They are also mainstreaming vocational courses and minimizing its drop outs. They also aim to provide equal access, particularly to those with special needs. They want the students to gain skills needed by the industries.</p>
<p>Parliamentary Secretary of the Ministry of Education of Singapore, Assoc Prof Muhammad Faishal Ibrahim</p>	<p>Parliamentary Secretary of the Ministry of Education of Singapore began by expressing his gladness in participating in this dialogue and to share their country's experiences. He thanked the organizers for this event. He said that:</p> <ul style="list-style-type: none"> • It is important to prepare their people for the future. It is also important to make life better for them. He shared that education is a journey that never stops; it is always evolving. He said that education is nurturing the child holistically so that s/he can be the best that s/he can be. He emphasized that education is not just about academics, but also physical, emotional, and aesthetical. He reminded everyone that in whatever they do, it should be all about the interest and benefit of the child. • Every student has their own way of learning which the Ministries and teachers should consider. He said they should also consider their community involvement and contribution to the society; he

	<p>added that their country has a lot of programs focusing on this.</p> <ul style="list-style-type: none"> • Education is a lifelong journey, which is why its framework is very important. <p>He also emphasized on four principles he wants the Ministers to consider. One is the strong fundamental skills of learners, particularly in the early years such as literacy, numeracy, values education, and social skills. Next is the 21st century learning or future learning which can help the learners thrive in a complex environment. He also placed a lot of emphasis on harmonization and social and emotional competencies. He said that it takes a lot of experiential learning to develop all these components. He said that it all comes as an integrative process with all of these principles embedded in the curriculum and school activities.</p> <p>On innovations in learning delivery and content, he said that Singapore is very competitive on this. Parents always want the best for their children. He said that they want to reduce this competitive stress that the child develops. He said that children should learn while enjoying it. He said that they should not just focus on the aptitude assessment results, but also on the child’s passion. They should also have exposures to art and music. He mentioned that this is one of their strategies for learning English. He also said that secondary schools should have life programs where they apply their learning in real life.</p> <p>He also said that they have supported educators through their professional development where they also learn from each other. He also emphasized the need to learn through mother tongue language. He said that this gives opportunity for bilingual students. He said that they need to better equip their educators on this.</p> <p>He again emphasized that the child’s experience when going to school is important as their emotional, social, and technical skills develop through this. He also said that they should be able to develop the child holistically.</p> <p>He said that events like this dialogue meeting is where they can learn from each other. He expressed his gratitude on being able to participate in this process.</p>
Thailand Minister of Education,	Thailand Minister of Education shared his sentiments on the discussion. He said that he agreed with the Minister from

<p>H.E. General Dapong Ratanasuwan</p>	<p>Malaysia giving emphasis on preschool. He also mentioned about the non-academic areas that Minister from Singapore shared. He added that family are key actors and should also be involved. For example, when teaching about discipline, he said that the child will not learn it if her/his family members and the community s/he lives in does not practice discipline or do not reflect what is taught in school. He said that other Ministries in the government can also be involved in programs for this. He also shared one of Thailand’s programs on distance learning. He said that in the country, each community has a school and these schools cannot be abolished by the government. However, some schools have less than 20 students. They tried to merge the schools as there are a lot of schools that are just few kilometres away. But with the culture, they have experienced difficulties. But, he said, it also has positive effects like implementing distance learning in schools. He said that developing ICT infrastructure in the country is very important.</p>
<p>Vietnam Minister of Education and Training H.E. Prof Dr Bui Van Ga</p>	<p>Vietnam Minister of Education and Training also shared some of his insights. He said that it is very important to include climate change on the issue. He said that they are currently experiencing serious environmental problems and that children should also learn how to share nature resources and use it efficiently.</p>
<p>Facilitator Prof. Dr. Brenda Corpuz</p>	<p>The facilitator closed the session as she highlights some topics or issues discussed through the roundtable discussion such as ECCD and TechVoc. Most importantly, she highlighted that the child should always be the center of curriculum development.</p>

E. Thematic Roundtable 3: Engaging Key education players and stakeholders (Lead Countries: Indonesia and Vietnam)

Minister/Head of Delegation/Facilitator	Observation
<p>Lead Facilitator Dr. Taufik Hanafi</p>	<p>Dr. Taufik Hanafi said that the success of the region in providing quality education depends on the effective engagement of their stakeholders. He said that in this session, Ministers from Indonesia and Vietnam will share their experiences. Representative from the recently held SEAMEO Youth Forum will also be presenting to hear some of the sentiments of the young ones (see Annex 4).</p>
<p>Minister of Education and Culture of Indonesia H.E. Dr. Anies Rasyid Baswedan</p>	<p>The Minister of Education and Culture of Indonesia, began his presentation by again welcoming the Ministers in Bandung. He continued with his country presentation, emphasizing the importance of engaging the public in government projects.</p> <p>He said that the presence of technology has changed the way people interact with one another. He said that the new challenges they face needs a different approach. He shared a survey they previously did, asking students how satisfied they are with the education system. Results show that 70% said they are satisfied. However, he questioned the results saying that satisfaction is tied with expectation. He said that even if the education quality is just half of other countries' and learners said they are satisfied; it is not against the law. But still, he wants to improve the quality of education in the country.</p> <p>He said that to achieve quality education, they should improve the quality of teachers and have a quality education ecosystem. He emphasized the word 'ecosystem' saying that it is an interaction of all stakeholders. He said that to engage the public, they should provide them information they don't have access to before and ask for their feedback. He said that the 'oxygen' in this education ecosystem is the information; information will make the ecosystem function.</p> <p>He shared their project to engage the public more, the Education Balance Sheet. He said that alignment is one of their biggest challenges. The balance sheet is an infographic</p>

	<p>showing the balance between the allocated resources and the service it has delivered. For example, on infrastructure, one side of the sheet is the budget while the other side shows how many classrooms have been built. The sheet also shows dropout rates in a particular area.</p> <p>He also mentioned that 20% of the government’s budget is allocated for education. He said that it is also important to disclose information kept by the Ministry. They also disclose exam results of teachers. He said that this is not a new method. Though some may feel uncomfortable disclosing information to the public, it is still necessary. He said that education should be a movement, but it will only happen if the government provide substantial information.</p> <p>He mentioned about the levels of public engagement—informing, consulting, involving, and collaborating. He said that through the recent reforms, they have involved the public and partnered with civil organizations. He said that through these, there is a sense of ownership; education is everyone’s business. He also said that engaging everyone ensures them that the future is good. He also shared that teachers should be told that they are not merely teaching, but are painting the future society.</p> <p>He also shared that parents are the best school superintendent. He said that they leave the monitoring to the parents. They provide the parents information about the school and gather their feedback on it.</p> <p>He also mentioned about the issue of integrity. He said that while it is easy to monitor cheating, it is very difficult to measure honesty. He mentioned about their project of awarding high integrity schools. He said that schools awarded with high integrity will be given big certificates which they can display in the school.</p> <p>He ended, saying that with the presence of technology, they can involve and engage the people; and this is how they can move.</p>
<p>Vietnam Minister of Education and Training, H.E. Prof Dr Bui Van Ga</p>	<p>H.E. Prof Dr Bui Van Ga talked about the future development of the region. He said that it will be based on the context of globalization and climate change.</p> <p>He said that there is a need for stakeholders to cooperate and for SEAMEO member countries to closely collaborate</p>

	<p>with each other. He said that there is a need to establish a learning culture where students can communicate more openly and where all stakeholders are involved and participating.</p> <p>He said that English plays an important role in the employment. He said that they are currently improving the teaching-learning process of learning a foreign language. He said that implementation of the said project is still limited to qualified teaching staff.</p> <p>He also mentioned about innovation on human resource development. He said that with digitization, most jobs done by workers can now be replaced with machines. He said that there is a need to gain more creative competencies.</p> <p>He also said that they should educate on being adoptive to climate change. Vietnam is one of the countries suffering from phenomena. He said that there is a need to learn to adapt in the new environmental condition.</p> <p>He also mentioned that parents' engagement in the school system and school activities is essential. He said that in their country, PTA is very strong from the class level to the school level. He said that their PTA is meeting twice a year to have better cooperation between school and parents. Now, teachers and parents can communicate digitally through a digital group.</p>
<p>Youth representative from the recently held SEAMEO Youth Leadership Forum, Mr. Kenny Lee Chee Hwa</p>	<p>Mr. Kenny Lee Chee Hwa, youth representative from the recently held SEAMEO Youth Leadership Forum, had the chance to express the views of the younger ones. He said that he is here to present the voice of the 21st century. He also said that although he is just alone, he represents the 44 young leaders of the region.</p> <p>He began by giving an overview of the Youth Leadership Forum. He then presented the outcome of the 7-day forum. He said that the regional mind-set of the forum was to understand the differences of each country's culture. He said that they talked about how they can use the values to guide the future leaders.</p> <p>The Youth Declaration includes the following:</p> <ul style="list-style-type: none"> • Establishing a strong and recognized network of SEAMEO Youth Leaders to foster stronger regional collaboration.

	<ul style="list-style-type: none"> • Allying with NGOs, educational institutions and local government authorities in fostering an educational and social environment where children or youths are encouraged to respect each other and their differences in cultures, recognize multicultural values and challenges within multi-cultural/multi-faith communities, promote less stressful educational environment and encouraging amiable social interaction and relations for greater intercultural understanding. • Enhancing the capabilities of existing ASEAN corners in secondary schools and universities to promote better understanding and learning about the various types of cooperation and agreements among SEAMEO member countries, ASEAN and ASEAN+3 countries, while encouraging discussion on creating a collective ASEAN identity and sharing capacity building opportunities among the younger generations through social media. <p>Organizing team-building activities and youth camps to enhance cohesion within the student body throughout a student’s secondary or tertiary years and raise awareness of Sustainable Development Goals.</p> <p>He emphasized the second point saying that people need to understand each other and respect diversity. He said that if one does not understand the other countries’ culture, there won’t be a spirit of collaboration. He said that they need to see each other as a big family.</p> <p>He also pointed out the importance of 21st century skills; learners should be able to foster leadership skills, cooperation, and communication skills. He said that these skills cannot be learned within the four walls of the classroom.</p> <p>He ended by assuring the Ministers that the youth of today, the leaders of tomorrow are always ready to help them.</p>
<p>Thailand Minister of Education, H.E. General Dapong Ratanasuwan</p>	<p>H.E. General Dapong Ratanasuwan shared some of his insights. He said that, in line with what the Minister from Indonesia said on engaging the public, they should bring the concept into action. He said that collaboration with the public, private, and civil society is needed.</p> <p>He shared that in their country, there is a public-private</p>

	<p>steering committee which consists of Minister of Education and CEO of companies. This committee helps design implementation methods of projects. They also have a sub-committee on database, curriculum, teacher and principal development, community involvement, and young leadership development. He also said that it is important to engage partners and push collaboration forward.</p>
<p>Permanent Secretary of the Ministry of Education of Myanmar, Dr. Soe Win</p>	<p>Dr. Soe Win asked a question for the Minister from Indonesia. He asked about the parent involvement in the monitoring and evaluation. He also mentioned that the usual users of technology in their country are young. The Minister from Indonesia answered and agreed that technology users are usually young.</p> <p>He said that technology allows students and parents to not just use the information, but to also contribute to it. He said that they have developed their platform so that parents can also provide input to their system. They also ask students to report about the state of their schools through pictures. He said that their current platform just contains information from the government, but they plan to include the uploading feature to engage the public more. Also, through the platform, parents can see and compare the schools before they pick the best school for their children. He said that they hope to achieve the highest level of engagement which is collaboration. He said that their platform is not designed to just inform but also to get the public to participate.</p>
<p>Minister of Education of Malaysia, H.E. Dato' Seri Mahdzir Khalid</p>	<p>H.E. Dato' Seri Mahdzir Khalid shared his insight on the issue of 21st century student, 20th century teachers, 19th century infrastructure; he said that this is the reality in most Southeast Asian countries. He said that they need to emphasize how they can assimilate between the young generation students and the older practice of teaching and infrastructure.</p>
<p>Lead Facilitator Dr. Taufik Hanafi</p>	<p>The facilitator closed the session as he highlights some topics or issues discussed through the roundtable discussion such different approaches adopted by member countries in promoting and strengthening the level of public engagement in improving quality education.</p>

F. Thematic Roundtable 4: The Seven Priority Areas of SEAMEO: Agenda for the next 3 years (2016-2018)

Minister/Head of Delegation/Facilitator	Observation
<p>Lead Facilitator Dr. Taufik Hanafi</p>	<p>Dr. Taufik Hanafi synthesized the previous roundtable discussions to introduce the session. He said that through the discussions, they have talked about lessons learned. Now, they will focus more on the actions (see Annex 5).</p>
<p>Permanent Secretary of the Ministry of Education of Myanmar, Dr. Soe Win</p>	<p>Dr. Soe Win shared some of their country's projects from the past 5 years. He said that they have projects on capacity building for teacher education. They are also promoting English language skills in collaboration with the British Council.</p> <p>Their current education system requires 5 years in primary, 4 years in middle school, and 3 years in high school. He said that they are currently developing their curriculum. He also said that recently, the TVET sector has been handed over to the Ministry of Education. In higher education, they are conducting capacity building training for school leaders.</p> <p>He also said that they want to promote the monitoring system just like Indonesia. He thanked the Minister for sharing the idea.</p> <p>He said that they will be changing the promotion system of teachers. Previously, he said, teachers that are promoted teach to a higher level and get a higher salary. Now, teachers will remain on the level they are teaching, primary level for example, but will still get higher salary.</p> <p>They are also conducting comprehensive education sector review where they will include the Priority Areas of SEAMEO. He said that the framework has been published already. He also said that they will be strengthening their cooperation with SEAMEO Centers.</p> <p>He said that they are already implementing projects aligned with the 7 priority areas. He said that they have extended their preschool services to remote areas. They are also improving its curriculum to better prepare them for primary schools. They also have ECCD policy to support children from birth until 18 years of age. They are also conducting teacher quality assurance and teacher management to help the</p>

	<p>teachers develop their selves. They also plan to improve their higher education and redesign their basic education curriculum to integrate 21st century skills.</p>
<p>Lead Facilitator Dr. Taufik Hanafi</p>	<p>Dr. Taufik synthesized that Myanmar has done a lot of projects. He also pointed out that there are more similarities than differences in the experiences of the countries. He highlighted the importance of further collaboration.</p>
<p>Director of SEAMEO Secretariat, Dr. Gatot Hari Priowirjanto</p>	<p>Dr. Gatot Hari Priowirjanto talked about their initiatives. He said that they are in close collaboration with the other SEAMEO Centers for projects that will help them achieve the priority areas. He said that throughout their projects, they always include teacher, student, parent, and official involvement.</p>
<p>Vice Minister of Education and Sports of Lao PDR, H.E. Dr. Kongsy Sengmany</p>	<p>H.E. Dr. Kongsy Sengmany shared his reflections. He suggested some actions that they can do in the region to address the priority areas. He said that education sector needs to improve the schools, equipment, materials, facilities, and enhance the skills of the school administrators. He said that through the 7 priority areas, they can promote the role and function of SEAMEO.</p> <p>He asked the other Ministers on how they can cooperate. He said that they also need support from the outside to provide good quality of education.</p>
<p>Permanent Secretary of the Ministry of Education of Myanmar, Dr. Soe Win</p>	<p>Dr. Soe Win agreed with SEAMES to collaborate with school levels as this will help the students to collaborate with other countries and learn from each other.</p>
<p>Secretary of the Philippine Department of Education H.E. Bro. Armin A. Luistro, FSC</p>	<p>H.E. Bro. Armin A. Luistro, FSC suggested that the setup of the next meetings could be changed. He said that if they continue to just share their best practices, it will not address the problems of SEA. He said that there is an urgent need to respond to the needs of out of school children that are not even in their data.</p> <p>He proposed to create a task force or to assign a Regional Center to identify where these children are. Next step will be harvesting resources that are currently available but may not be accessible to individual countries. He said that they can share information through technology. He said that resources available should be shared to all. He again</p>

	emphasized that the real challenge here is to move out from thinking of their individual countries.
Minister of Education and Culture of Indonesia H.E. Dr. Anies Rasyid Baswedan	H.E. Dr. Anies Rasyid Baswedan said that SEAMEO was the seed of ASEAN where they had been able to form union. Now the next step is to form unity through people to people connection. He said that SEAMEO is the avenue to pursue these things they have discussed for the whole day thorough connecting schools, teachers, and students using technology, and building cooperation not only on the national level but also on the subnational level.
Secretary of State Ministry of Education, Youth and Sport of Cambodia H.E. Dr. Nath Bunroeun	The Minister from Cambodia said that they need to improve teacher education to attract more people to pursue teaching and become a teacher. They should ensure the quality of their teachers. They should also have programs to keep the teachers in the system.
Director General Cabinet of Policy, Planning and Cooperation of Timor Leste H.E. Antoninho Pires	The Minister from Timor Leste, H.E. Antonio da Conceição, suggested that they include programs for PWDs, multilingual education and mother tongue, for disaster, and TechVoc. He also said that they have recently revised their curriculum. He introduced their model on literacy.
Director of SEAMEO Secretariat, Dr. Gatot Hari Priowirjanto	Dr. Gatot thanked the Ministers for their suggestions for SEAMEO. He said that they will work on the task force as soon as possible.
Lead Facilitator Dr. Taufik Hanafi	<p>After the discussions, Dr. Taufik Hanafi asked the draft statement to be presented to the Ministers. They read through it, made some comments and suggested minor edits.</p> <p>The Minister from the Philippines commented that he understands that it is needed to have a statement after every meeting. However, he said that the statement does not reflect the spirit of what they have talked about the whole day. He said that they can accept this statement, for the sake of having a statement. But there should be another version where concrete action plans are incorporated. The rest of the Ministers agreed. Dr. Gatot also expressed his agreement and said that they will prepare the document as fast as they can.</p> <p>Dr. Taufik Hanafi, on behalf of the facilitators, thanked and expressed high appreciation to the Ministers, the head of</p>

	<p>delegations, distinguished delegates for important contribution so that the dialogue was very fruitful, visionary and productive. Dr. Taufik Hanafi also thanked the Secretarite of Ministry of Education and Culture of Indonesia, SEAMEO Secretariat and SEAMEO INNOTECH for an excellent support.</p>
<p>Minister of Education and Culture of Indonesia H.E. Dr. Anies Rasyid Baswedan</p>	<p>Closing Remarks</p> <p>H.E. Dr. Anies Rasyid Baswedan, delivered his closing remarks. He said that the challenge they face is tremendous. But these challenges also propose huge opportunities for cooperation and collaboration. He emphasized the importance of follow-up; said that this meeting should result into a concrete action.</p> <p>He also highlighted that they should act as a community. He said that this kind of strong cooperation can only be observed with Southeast Asian countries. He said that they are not just talking about schools, but of the future. He hoped that this one-day dialogue brings them to the next level of cooperation. He also hoped that they create a next generation which sees the region as a community that will bring prosperity, brotherhood, and peace. He thanked everyone who attended the meeting and apologized for any shortcomings. He ended by again thanking them for coming to Bandung and expressed his hope that they enjoyed their stay.</p>

III. Conclusions and Recommendations

A. Conclusions

In general, the second Strategic Dialogue of Education Ministers (SDEM) was very successful. The agenda of dialogue, the four thematic roundtables, has been mostly covered during the meeting. The dialogue has been able to collectively reflect on current education, science and culture issues in Southeast Asia and beyond; review current and emerging education concerns as well as options for collaborative undertakings; and provide a starting point for regional and cross-country collaborative interventions to address shared or unique education development concerns.

Another important indicator of the achievement of the meeting is active participation and contribution of the ministers and the head of delegates in genuinely sharing the important lessons learned and ideas, and agreeing to strengthen the collaborative actions to address the common issues and challenges within the framework of the SEAMEO's seven priorities agenda. The observation of the strategic dialogue as presented in Chapter II shows that all the ministers and the heads of delegations shared ideas and lessons learned to address the common challenges in achieving the education development goals of the region.

The Statement of the Southeast Asian Ministers Of Education Organization (SEAMEO) Council on the Action Agenda for SEAMEO (2016-2019) collectively adopted by the Ministers of Education and Heads of Delegations of the Member States of the Southeast Asian Ministers of Education Organization gathered in Bandung Indonesia, 28 April 2016, clearly show a strong commitment of the ministers of the member states to improve the access and quality of education in the region (see Annex 6).

B. Recommendations

The programme design is suitable to serve the purposes of the strategic dialogue: i) reflecting on current education, science and culture issues in Southeast Asia and beyond; ii) reviewing current, and emerging education concerns as well as options for collaborative undertakings; and iii) providing a starting point for regional and cross-country collaborative interventions. The SDEM held in Bandung was designed for a limited number of lead participants (Minister of Education plus two) and also provided space for advisers and observers. The design worked best in less structured with less formality setting in discussion.

The physical arrangement and activity flow were guided to the need to keep the intimate interaction at informal level, with maximal opportunities for reactions, questions and observations. The results of the strategic dialogue as presented in Chapter II shows that every minister and head of delegation appeared comfortable in sharing ideas and lessons learned during the four roundtable discussions.

The role of facilitator is very important in facilitating the interactive roundtable discussions, and ensuring the programme design and the physical arrangement working as expected, particularly in ensuring the activity flowing smoothly and participants to stay motivated and active to participate and contribute. The role of the facilitator is to contribute to the successful implementation of the Strategic Dialogue of Education Ministers.

The background documents and country presentations should be made available several weeks prior to the meeting, and the secretariat should have enough time to circulate the materials to the participants to review and digest the documents. The readiness of the relevant documents for the participants are important in determining the success of the dialogue.

The SEAMEO secretariat and the secretariat of the host country should encourage the participants of the member countries to send the country presentations prior to the event.

The clarity of the scope, purpose, outline, potential future collaborative actions and the format of presentation are important for the participating countries in better preparing the materials and interventions, and also for the secretariat to identify the projects and consolidate the output documents.

The preparatory activities should involve the SEAMEO Secretariat, the SEAMEO INNOTECH, the hosting country (Ministry of Education) and the consultants in the very beginning of the process. The preparatory activities include the programme design, programme management, the division of labour between the parties involved and the communication mechanism among the relevant parties.

ANNEX