



## **Mission Report**

### **REGIONAL WORKSHOP ON TEACHER EDUCATION TEACHER EDUCATION FRAMEWORKS AND REFORMS IN SOUTHEAST ASIA**

**16-17 May 2016**

**SEAMEO INNOTECH**

**Commonwealth Ave, Diliman, Quezon City**

Prepared by

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- **SEAMEO Officials and Staff Member on Mission**

1. Dr Ethel Agnes Pascua Valenzuela, Deputy Director for Programme and Development

- **Background, Description and Objectives of the Activity**

The Ministers of Education in Southeast Asia, during the Strategic Dialogue of Education Ministers (SDEM) convened last 13 September 2014 the underlying importance of teaching as a profession of choice. The Education Ministers called for interventions towards improving teaching as a profession of choice in the pre-service and induction and continuous mentoring and development programs.

In support of the ASEAN Integration and the Post-2015 agenda of SEAMEO that articulated the collective views of the SEAMEO Council, a study on teacher education frameworks and the reform on the teaching profession taking place in Southeast Asia were envisaged. The ASEAN Post 2015 Vision on Education gives emphasis on access to quality education of lifelong learning through robust capacity building programmes and provision of structural guidelines.

The Joint Statement of the Ministers of Education of SEAMEO on the Education Agenda for Southeast Asia (2015-2035) or the Vientiane Statement also indicated the priority to teaching to be given a recognition.

The SEAMEO College ADB has supported the funding of identifying frameworks for the development standard across Southeast Asian region. SEAMEO COLLEGE as the lead implementing Center for teacher education frameworks and reforms convened an experts meeting on teacher education in Southeast Asian countries to share their teacher management and development system.

The teacher education workshop aims to:

1. Collect information and document recent and on-going (20015-2010) teacher reform initiatives in Southeast Asian countries including key issues and challenges as well as opportunities
2. Identify global and regional frameworks and cooperative mechanisms on teacher education and development
3. Recommend policy options and potential regional cooperative actions to strengthen teacher education and development in Southeast Asian countries.

- **SEAMEO College Expectations:**

The SEAMEO Regional Centre for Educational Innovation and Technology (INNOTECH), as one of the Implementing Agencies (IAs) of the SEAMEO College, is currently undertaking a research study on *Teacher Education Frameworks and Reforms in Southeast Asia*. This research has been envisaged by the Ministers of Education of Southeast Asia, during the Strategic Dialogue of Education Ministers (SDEM) convened last 13 September 2014 in support of the ASEAN Integration and the Post-2015 agenda of SEAMEO. The Education Ministers called for interventions towards improving pre-service training, induction and continuous mentoring and development programs for “teacher education to be given due recognition as a worthy tertiary program through the comprehensive, strategic, and practice-based reform of the teacher management and development systems.”

Objectives of the Teacher Education Research. This research aims to contribute towards the development of a standard teacher education qualification framework for the Southeast Asian region and recommend policy options and reforms in the teacher management and development system. This objective supports the ASEAN Economic Community, where the teaching profession plays a significant role. The end goal is to make teacher education a worthy and appealing tertiary programme in Southeast Asia.

- **Highlights of the Workshop**

The Teacher Education Research Workshop was attended by 7 participants from SEAMEO member countries. UNESCO Teacher Task Force Secretariat Dr Hirmichi Katayama was invited to attend the event to give the global perspective and overview on teacher education reform framework.

The teacher education framework has three phases: 1) The *Project Scoping Review*; 2) The *Data Gathering* that starts with the review of related literature. The research data will be drawn mainly from reports and presentations on teacher education from invited resource speakers who are teacher education Country Experts/Representatives across Southeast Asia during the Regional Forum which will be convened on 16 – 18 May 2016. 3) The third phase is the *Documentation* or report writing of the research. The Report has six parts, namely: 1) Abstract, 2) Introduction, 3) Review of Related Literature, 4) Research Methodology, 5) Findings, and 6) Conclusion and Policy Recommendations.

Day 1 started with the country presentations. Synthesis of reports and presentations on teacher education from the 7 country experts/ representatives from Southeast Asia were undertaken. Day 2 was a workshop which did the analysis of current teacher reforms, issues, challenges and opportunities in teacher education and development in Southeast Asia (2005-2015) as well as the policy options and regional cooperative actions on teacher education and development in the Southeast Asian Region will be carried out.

A report is attached in Annex A.

### E. Organizer/s

- SEAMEO INNOTECH
- SEAMEO College and its selected ADB consultants
- SEAMES

### F. Role/Participation of SEAMEO

1. Provided Opening Remarks for the Meeting on behalf of the SEAMEO Director
2. Gave inputs during the regional workshop on teacher education

### G. Follow up Actions

- SEAMES need to align some of its teacher education projects with the results of the SEAMEO INNOTECH Teacher Education Reform and Framework Survey
- The Teacher Education Network developed should be included in SEAMES Teacher Education Database

### H. Photo Highlights

