

Mission Report

**SEAMEO- UNESCO Venezia Regional Office for Science and Culture of Europe Meeting
Venezia, Italy
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Prepared by

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A. SEAMEO Officials and Staff Member on Mission

1. Dr Ethel Agnes P Valenzuela
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B. Background, Description and Objectives of the Activity

1. The European Countries adopted Education 2020 and indicators and benchmarks have entered the vocabulary of education reform efforts in recent years. Indicators and benchmarks at European level have had both direct and indirect influence in the development and implementation of the Good School Reform. As a matter of facts, many measures introduced by this law and implementing legislative decrees match with the objectives and priorities areas of ET2020 framework.
2. Meanwhile, SEAMEO has adopted the Seven Priority Areas. The meeting compared the use of European benchmarks and the definition of specific national targets that have served the purpose of gradually developing the culture of accountability in education and have guided the new structure of the National School Evaluation System. SEAMEO has been promoting over the last years orientation on the SEAMEO Education Agenda.
3. The meeting shared recent education policies taking into account ET2020 goals and SEAMEO Education Agenda.
4. The meeting discussed the possibility to undertake qualified actions and measures for monitoring/evaluating processes at /national/local/school levels between a European country and a SEAMEO member country.
5. European benchmarks and SEAMEO indicators have to be compared for future reform Programmes.

C. Participants

1. SEAMES DDPD
2. UNESCO Venezia Director and Education Specialist Mr Igor Kitaev, Education Specialist

D. Organizer/s

1. UNESCO Venetia Office

E. Highlights of the Activity/Summary Points

1. Meeting with UNESCO Venezia Highlights

- A meeting took place at the UNESCO Venezia meeting room . A brief presentation was provided by DDPD on SEAMEO Education Agenda covering the present initiatives and on-going programmes,
- UNESCO Education Team also brief SEAMEO on their on-going activities for European countries
- DDP shared the different comparative studies done in the past especially under SEAMEO INNOTECH regional comparative studies
- UNESCO shared their interest in doing the comparative study with SEAMEO to level policies and practices on ESD and GCED.
- UNESCO has available funds to carry out the study-
- UNESCO Venetia and SEAMEO have to ask and inform UNESCO HQ to support the project which will start by May 2018 to Dec 2018.

F. Role/Participation of SEAMEO

- SEAMEO DDPD is the main person to give orientation on Seven priority areas
- SEAMES DDPD has done several research comparison on assessment system in Southeast Asia and this was presented to UNESCO Venetia

G. Follow-up Actions Needed

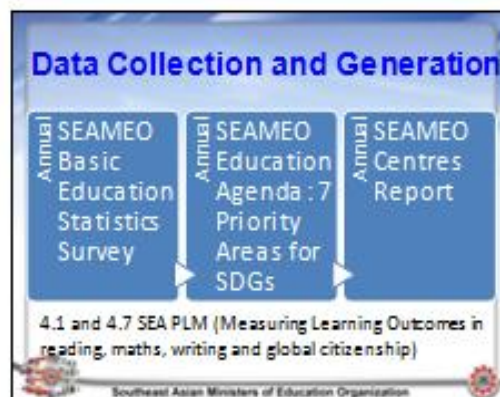
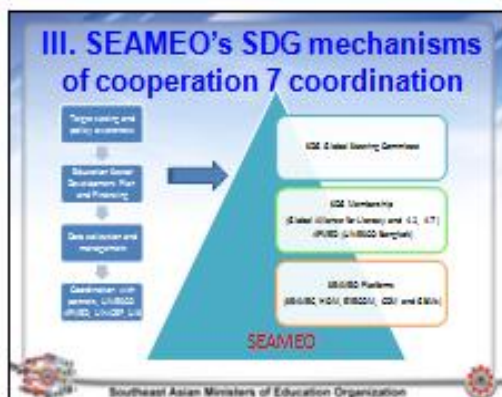
- To follow up the proposed comparative study
- To network with UNESCO HQ on ESD project support for the EU SEAMEO programme

H. Photos



I. Ppt presentation in the mtg (Annex 1)





SDEM 3 Framework for Action

1. Promote collaboration as a priority for addressing the Asian Priority Issues (API) including Quality, TEF, TVET, Teacher Education, Higher Education and Research and Advancing 21st Century Skills, along with strong engagement, mobilizing key players in education to enhance regional cooperation in all form that regional stakeholders and engagement from internal and external partners are necessary to realize the SDEM 3 Mission Agenda. Strongly promote the stability of 21st century tasks in expanding education.
2. Utilize technology in the digital age in mapping and disseminating good practices, building evidence, strengthening (or demonstrating) such good practices in line with the role of SDEM 3 Centre in field in developing the appropriate technology and generate data and tools necessary to support the development and sharing of good practices in implementing the Mission Agenda using local language and appropriate local methods surrounding these good practices.
3. Address challenging key priority areas, namely:
 - 1) Addressing Demands in Inclusive Education
 - 2) Promoting resilience in the face of emergencies, ensuring a healthy learning period by Member Countries; see response of the value of promoting a regional partnership and integrated approach in providing solutions to these pressing global problems and addressing them in areas of difficult circumstances and meeting the needs of the children in urban slums and rural areas, rural and remote areas, standing internal resources as necessary.

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SDEM 3 Framework for Action

4. Highlight sharing of data and knowledge for enhancing quality education of all levels, use technology in the context of digital learning, demonstration and regional level SDEM 3 and SDEM 3C ensuring multilateral cooperation with SDEM 3 partners such as regional and international, all levels and fields, in realizing the Asian Priority Issues of SDEM 3 and contributing towards SDG.
5. Focus rapidly building effective programmes with high impact and low cost, being good evidence and regional needs, in teaching and learning such as digital classroom/ blended learning, including open and distance learning, mixed learning, etc. emphasizing the focus of internationalized education, using the 21st Century Skills/21st Century Competence and available resources, with greater regional need and better (value added) meet demand of the region.
6. Provide platform for improving teacher quality, recognize that teachers are the key to quality learning, raise SDEM 3 Centre and other participants support the learning needs of teachers, for formal and non-formal or distance education.
7. Carefully assess the regional needs in TEF and skills demands including higher education, research and innovation in response to the socio-economic, political, and culture trends rapidly changing place in changing, requiring digital, information, such as international settings, inclusion, attainment and internally. Organize resources to have regional capacity development, using the expertise in line to the various SDEM 3 Centre.

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Thank you

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