SEAMEO Consultation and Workshop on Post-2015 Education Scenarios and Post-EFA Education Agenda in Southeast Asia  
28-30 January 2014, Chiang Mai, Thailand

Initiatives of SEAMEO Regional Centres that Respond to and Support the EFA Goals and the MDGs
(More details are available upon request for reference especially during workshops and discussions. Information on other SEAMEO Centres not included in this summary maybe available. Please check with workshop secretariat.)

<table>
<thead>
<tr>
<th>EFA Goal 1: Early Childhood Care and Education (ECCE)</th>
<th>Training</th>
<th>Research and Development</th>
<th>Community Outreach</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDG 4: Reduce child mortality</td>
<td>SEN</td>
<td>RECFON</td>
<td>QITEP in Science</td>
<td>TROPMED Philippines</td>
</tr>
<tr>
<td>MDG 5: Improve maternal health</td>
<td></td>
<td>RECFON</td>
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</tbody>
</table>

**SEN**
- Training for educators, teachers in terms of knowledge, support service and consultation in dealing with ASD (for implementation)

**RECFON**
- Food-based intervention and psychosocial stimulation for growth and development of under-two-year-old children (2010-2014)
- Intervention of Diarrheal Disease Control Program (DDCP) in model districts (East and West Lombok) (2011-2013)
- Improving maternal nutritional status for reduction of low birth weight for implementation in 2014)
- Improving micronutrient status of adolescent school girls (2000-2012)
- Improving nutritional status of children (2010-2014)

**RECFON**
- Endline Survey and Formative Research Ensuring Food Security and Nutrition among Children under 0-23 months old in the Philippines (2013)
- Impact Evaluation on Health Outcomes of the Essential Health third Follow-Up Care in Public Schools in the Philippines
- Parasitologic Assessment. (2012-2013)
- Comprehensive Emergency Obstetrics & Newborn Care (CEMONC) Skills Training Curriculum and Module Development (2011 to present)
- Impact Evaluation of Health Emergency Management Staff Training Course

**QITEP in Science**
- Science Literacy for Early Childhood Education, in the collaboration with the Center for Informal and Early Childhoood Education Development, Bandung Municipality (2012-2013)

**RECFON**
- Nutrition competition on healthy infant

**TROPMED Philippines**
- Courses on Food Safety (2013)
- PH 195 Field Practice for BS Public Health undergraduate students conducted activities related to maternal health and early childhood development (health education, management of IMCI, etc.)
- PH 280 Field Practice for Master of Public Health students conducted activities/research related to maternal health and early childhood development
- Student organizations conduct health education activities in different communities.

**PUBLICATION:**
- Association between pregnancy intention and optimal breastfeeding practices in the Philippines: a cross-sectional study.

**EXTERNAL LINKAGES:**
- National programs (Department of Health, Vaccine-Preventable Disease Surveillance, Member, Expert Panel Committee; Chair, National Certification Committee for Polio Eradication in the Philippines) (ongoing)
- Nutrition Council of the Philippines; Harmonization of Infant & Young Child Nutrition Modules (ongoing)
- Harmonization of Infant & Young Child Nutrition Modules (ongoing)
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**EFA Goal 2: Universalization of primary education**

**MDG 2: Achieve universal primary education**

<table>
<thead>
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<th>Training</th>
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<th>Community Outreach</th>
<th>Others</th>
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<tbody>
<tr>
<td>QITEP in Science</td>
<td>RECSAM</td>
<td>QITEP in Science</td>
<td>RECSAM</td>
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<tr>
<td>Training Course on Science Inquiry Based Learning for Primary School Teachers, focused in remote areas (2012- present)</td>
<td>Children’s Connectedness to Nature Research / Publication (2012/2013)</td>
<td>Science Class Partnership (Fresh Graduates and Teachers) in several Primary Schools, mining vicinity areas, East Kalimantan, Collaboration with TOTAL E&amp;P Indonesia (2012-present)</td>
<td>Consultancy on the enhancing and reviewing the Literacy and Numeracy Screening (LINUS) instrument of the Malaysian Examination Syndicate, Ministry of Education (2013)</td>
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<tr>
<td>SEN</td>
<td>RECFON</td>
<td>RECSAM</td>
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<td>RECSAM</td>
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<tr>
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<td>Consultancy on the enhancing and reviewing the Literacy and Numeracy Screening (LINUS) instrument of the Malaysian Examination Syndicate, Ministry of Education (2013)</td>
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<td></td>
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<td>SPAFA</td>
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<td></td>
<td></td>
<td>Lahu Cultural rehabilitation and documentation in Chiang Rai, Thailand (2009)</td>
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</tbody>
</table>
Initiatives of SEAMEO Regional Centres that Respond to and Support the EFA Goals and the MDGs
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### EFA Goal 3: Learning and life skills for young people and adults

<table>
<thead>
<tr>
<th>Training</th>
<th>Research and Development</th>
<th>Community Outreach</th>
<th>Others</th>
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<tbody>
<tr>
<td><strong>RECFON</strong></td>
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<tr>
<td>Degree (MSc &amp; PhD) and non-degree training for different stakeholders (1992-present)</td>
<td>Effectiveness of training for voluntary health workers to improve communication in safe complementary feeding of caregiver (2010-2014)</td>
<td>Organized the 8th Regional Congress: Search for SEAMEO Young Scientists (SSYS) with the theme “Beyond 2012: Greening the Environment for a Sustainable Future” for young secondary school researches across SEA region (2012)</td>
<td>Dietary management of diarrhea children guidelines</td>
</tr>
<tr>
<td>Roll out food safety trainings conducted by trainers</td>
<td>One-SEAMEO Basic Education Initiative (on-going)</td>
<td>9th Regional Congress “Disaster Risk Reduction for Sustainable Development” (2014)</td>
<td>Health and Nutrition module for facilitators of conditional cash transfer programme</td>
</tr>
<tr>
<td>Nutritionist Leadership Training (2002-present)</td>
<td>SEAMEO Borderless Schools (on-going)</td>
<td></td>
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<tr>
<td><strong>RELC</strong></td>
<td>Achieving Sustainable Society through ESD Mainstreaming (Education for Sustainable Development) into National Education System; A Bridge to ASEAN 2015 (proposal being developed)</td>
<td>Achieving Sustainable Society through ESD Mainstreaming (Education for Sustainable Development) into National Education System; A Bridge to ASEAN 2015 (proposal being developed)</td>
<td>Developing essential skills that include thinking, technology and life (work and survival) skills for sustainable living” (ongoing research)</td>
</tr>
<tr>
<td><strong>RETRAC</strong></td>
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<tr>
<td>Trainees-training and Workshop on Life Skills (3 modules) for university/college lecturers, staff of student affairs, youth and student union (every two months and ongoing)</td>
<td>Students exchange activities (2012-present)</td>
<td>Students exchange activities (2012-present)</td>
<td>The ASEAN International Mobility for Students Programme (AIMS) (2009-present)</td>
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<tr>
<td><strong>SPAFA</strong></td>
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<tr>
<td><strong>SEN</strong></td>
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<tr>
<td>Training f Special Education Teachers on transition program for Special Education students (for implementation)</td>
<td></td>
<td>Organized conferences on addressing soft skills in TVET (2008)</td>
<td>(2011)</td>
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<td></td>
<td></td>
<td>Co-organized a conference on Soft Skills in TVET (2011)</td>
<td>Library and Documentation Services (1986-present)</td>
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<tr>
<td><strong>VOCTECH</strong></td>
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<tr>
<td><strong>TROPMED Philippines</strong></td>
<td></td>
<td></td>
<td>BS Public Health Program is being reviewed to align with K-12 curriculum of the Philippines (2013-present)</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>EFA Goal 4: Adult literacy</th>
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<tbody>
<tr>
<td>Training</td>
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<tr>
<td><strong>SEN</strong></td>
</tr>
<tr>
<td>Literacy Program for Adult SEN</td>
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<tr>
<td><strong>RELC</strong></td>
</tr>
<tr>
<td>Conducts free in-house training for its staff and employees on English language and literacy classes</td>
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</tbody>
</table>
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**EFA Goal 5: Gender parity and equality**
**MDG 3: Promote gender equality and empower women**

<table>
<thead>
<tr>
<th>Training</th>
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</thead>
<tbody>
<tr>
<td><strong>SEN</strong></td>
<td>RECFON</td>
<td>RECFON</td>
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<tr>
<td>Seminars and workshops on sex education for children with special needs (for implementation)</td>
<td>Promoting Gender Equality and Women Empowerment/INO: Gender Specific Approaches on Urban Nutrition (2005-2006)</td>
<td>Training on promoting breastfeeding</td>
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<tr>
<td><strong>TROPMED Philippines</strong></td>
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<tr>
<td>Gender sensitivity orientation for students, faculty and staff</td>
<td>Strategic roles of fathers in optimizing breastfeeding practices: A study in an urban setting of Jakarta</td>
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</tbody>
</table>

RECFON
- Training on promoting breastfeeding
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**EFA Goal 6: Quality of education (Page 1 of 2)**

<table>
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<tr>
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<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHAT</strong></td>
<td><strong>QITEP in Science</strong></td>
<td><strong>RELC</strong></td>
<td><strong>QITEP in Science</strong></td>
</tr>
<tr>
<td>Lecture series, seminars and workshops on Southeast Asian history and traditions (2011-present)</td>
<td>- Research on Science Curriculum Comparison among SEAMEO Member Countries (2012-2013)</td>
<td>Sharing of Centre’s expertise, experience and resources to agencies and institutions from different parts of the world</td>
<td>Series of public lectures on Science Teaching and Education Development for local teachers</td>
</tr>
<tr>
<td><strong>QITEP in Science</strong></td>
<td>- The Impact of IBSL training in teaching practice (2014)</td>
<td></td>
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<tr>
<td>Regular Regional Training Courses for Teachers and Personnel and Educators on enhancement of science learning and teaching through inquiry based science method applications (2009-present)</td>
<td></td>
<td></td>
<td>Consultancy on TIMSS for the Ministry of Education of Malaysia (2012-2013) and TIMSS 2011 for 4 participating Southeast Asian counties (Indonesia, Malaysia, Singapore, Thailand) publication (ongoing)</td>
</tr>
<tr>
<td><strong>RECFON</strong></td>
<td><strong>RECSAM</strong></td>
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<tr>
<td>Continuous curriculum and syllabus improvement to cater to increased demand for knowledge and skills in community nutrition (1992-present)</td>
<td>- Regional project to improve quality of science and mathematics education in Southeast Asia (SEARA &amp; SEARS) (2012-2013)</td>
<td></td>
<td>Consultancy for the Ministry of Education of Malaysia on Professional Learning Communities (PLC) and co-organization of the National Symposium on Professional Learning Communities (2013)</td>
</tr>
<tr>
<td>Regional workshop on innovative teaching and learning of Science through Inquiry-Based Science Education (IBSE) (2012)</td>
<td>- Review of School Based Assessment at state and national level (secondary level) (2014)</td>
<td></td>
<td>TIMSS Publications</td>
</tr>
<tr>
<td>Regular courses for educators from SEAMEO member countries on various topics (2013):</td>
<td>- A Design Based Research for Electrochemistry topic (secondary level) (2014)</td>
<td></td>
<td>Consultancy for the British Council to develop HEBAT Science curriculum for MOE Malaysia targeted to enhance thinking skills of secondary students and raise achievement in TIMSS and PISA (ongoing)</td>
</tr>
<tr>
<td>Regular courses to be conducted in FY2013/2014 on various topics</td>
<td><strong>RELC</strong></td>
<td></td>
<td><strong>RELC</strong></td>
</tr>
<tr>
<td>Training Programme on Higher Order Thinking Skills (HOTs) for Science and Mathematics Coaches (2013)</td>
<td>The Centre depends heavily on one form of “research” evidence to evaluate the impact of its training on the learners, i.e. the feedback of learners on the training provided.</td>
<td>International Seminar to support language teacher development (annually)</td>
<td></td>
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<tr>
<td><strong>RELC</strong></td>
<td><strong>RETRAC</strong></td>
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<tr>
<td>Expends 8000 to 9000 hours every year to train personnel and groups of learners from different walks of life</td>
<td>Research on “Comparing basic education models among Singapore, Thailand and Vietnam: lessons learnt for</td>
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<tr>
<td><strong>RETRAC</strong></td>
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6
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### EFA Goal 6: Quality of education (Page 2 of 2)

<table>
<thead>
<tr>
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<th>Research and Development</th>
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<th>Others</th>
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</thead>
<tbody>
<tr>
<td><strong>RETRAC</strong></td>
<td>Vietnam” (ongoing)</td>
<td>Vietnam Blended Learning Program, Round 5: Leadership skills for mid-level managers at higher educational institutions in Vietnam using blended learning (completed)</td>
<td><strong>RIHED</strong></td>
</tr>
<tr>
<td>- Training workshop on Capacity Building in Educational Leadership and Management (completed)</td>
<td>- Annual International Conferences on TESOL (annually)</td>
<td><strong>TROPMED Philippines</strong></td>
<td></td>
</tr>
<tr>
<td>Annual training workshops and sharing sessions on disseminating of ICT and the use of e-material into teaching and learning</td>
<td><strong>TROPMED Philippines</strong></td>
<td>- Review of all degree programs (2013-present)</td>
<td></td>
</tr>
<tr>
<td>- Integrating ICT in Teaching and Learning</td>
<td>- Curricular review of degree programs (2013-present)</td>
<td>- Blended learning methodology adopted in the delivery of the MHA program (2013-present)</td>
<td></td>
</tr>
<tr>
<td>- Master of Arts in Applied Linguistics (regular)</td>
<td>- A Literature Review of the Curriculum of Selected Graduate Public Health Courses (2013)</td>
<td>- Integration of Tobacco Prevention and Control in the Doctor of Public Health – Health Promotion and Education course</td>
<td></td>
</tr>
<tr>
<td><strong>SEN</strong> Seminar on Innovation in Special Education</td>
<td>- Evaluation of the Community Health Development Program of the University of the Philippines Manila in San Juan Batangas (2013-present)</td>
<td>- Development of a proposal of a Diploma Course in Hospital Health Information Management</td>
<td></td>
</tr>
<tr>
<td><strong>VOCTECH</strong></td>
<td><strong>VOCTECH</strong></td>
<td>- Updating the Revision of Public Health Promotion and Education Resource Manual (2013-present)</td>
<td></td>
</tr>
<tr>
<td>- Capacity building for educational personnel: 5 regional training courses (5 in-country and 20 customized courses) (annually)</td>
<td>- Conducted more than 30 research projects addressing various education issues related to the Southeast Asian Vocational Education Research Network (SEAVERN) (2008-present)</td>
<td></td>
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<tr>
<td>- Socializing the adoption of ISO in SEAMEO Centres (2014-2015)</td>
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**MDG 1: Eradicate extreme poverty and hunger**

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<tbody>
<tr>
<td>TROPMED Philippines</td>
<td>RECFON</td>
<td>TROPMED Philippines</td>
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<tr>
<td>▪ Short course for Communicating Nutrition Messages Using Social Media (2013)</td>
<td>Conduct of 14 studies on household food insecurity and livelihood intervention in different context (urban slum, rural, emergency settings) (2005-2013)</td>
<td>PH 195 Field Practice for BS Public Health undergraduate students conducted activities related to food security (e.g. introduction of alternative food sources)</td>
<td></td>
</tr>
<tr>
<td>▪ Paper presentations on the need for an evaluation of the accessibility and effectiveness of health education materials among urban poor population (2013)</td>
<td>TROPMED Philippines</td>
<td>Endline Survey and Formative Research Ensuring Food Security and Nutrition among Children under 0-23 months old in the Philippines</td>
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</tbody>
</table>
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**MDG 6: Combat HIV/AIDS, malaria and other diseases (Page 1 of 2)**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>TROPMED Philippines</strong></td>
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<tr>
<td>Training of Implementers on Integrated Microscopy (2012)</td>
<td>Prevalence of Parasitic Infection and Colonization in HIV-infected Persons at the Philippine General Hospital (2012-2013)</td>
<td>PH 280 Field Practice for Master of Public Health students conducted activities/research related to Tuberculosis and malaria</td>
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<tr>
<td><strong>TROPMED Thailand</strong></td>
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<tr>
<td>Training Course on School Health and Nutrition Programmes in Asia (regular)</td>
<td>The Vaccine Trial Centre (VTC) supports the development of effective vaccines to prevent emerging and reemerging diseases worldwide</td>
<td>Publications and presentations of results of research activities</td>
<td></td>
</tr>
<tr>
<td>Global Infectious Diseases Control</td>
<td>Center of Excellence for Antibody Research (CEAR) focuses on research in infectious disease that are prevalent in Thailand and aim for prophylactic vaccines, diagnosis and therapeutics</td>
<td>Establishment of external linkages and membership in various technical working groups</td>
<td></td>
</tr>
<tr>
<td>Tropical Diseases Epidemiology: A Modern Approach</td>
<td>Malaria Research Center (MRC) focuses on study of P. falciparum, P. vivax, P. malariae, P. ovale and other malaria species causing disease</td>
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<tr>
<td>Training Course on Management of Malaria</td>
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<tr>
<td>Training Course on Dengue</td>
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<tr>
<td>Training Course on Tropical Medicine for Doctors in Lao PDR</td>
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<tr>
<td>Workshop on HIV/STD for health officers in Myanmar</td>
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<tr>
<td>Asian Clinical Tropical Medicine including lectures, demonstrations, workshops, and small-group</td>
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**TROPMED Thailand**

- Hospital for tropical diseases
- Medical mobile clinics
- Academic and laboratory services to other institutes, hospitals, researchers and public health workers
- Health care services at Rajanagarindra Tropical Disease International Centre, (RTIC) in Ratcaburi, Thailand
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### Research and Development

<table>
<thead>
<tr>
<th>Initiative Description</th>
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<tbody>
<tr>
<td>Innovative Strategies for the Sustainable Control of Asian Schistosomiasis and other Helminth Zoonoses through Socio-Ecosystem Based Intervention (2011 – present)</td>
</tr>
<tr>
<td>Development of ELISA based test for detection of schistosomiasis in animals (2011-present)</td>
</tr>
<tr>
<td>Therapeutic and prophylactic drug intervention for Schistosomiasis (meta-analysis) (2012)</td>
</tr>
<tr>
<td>Determination of Infection Rate of Schistosoma japonicum in Humans and Animals in Calatrava, Negros Occidental, the Philippines Using Concological, Serological and Molecular Diagnosis (2013)</td>
</tr>
<tr>
<td>Development of Soil transmitted Helminthiasis Control Program (STHC) Information System (2012)</td>
</tr>
<tr>
<td>Scaling up Integrated Neglected Tropical Diseases Control as part of War on Worms – Western Visayas, Philippines (2012)</td>
</tr>
<tr>
<td>Mapping the risk of soil transmitted helminth infections in the Philippines (2012)</td>
</tr>
<tr>
<td>In-vitro screening for the anti-dengue activity of Vitex negundo (Lagundi) (2011-present)</td>
</tr>
<tr>
<td>Dengue vector Surveillance in Selected Public Schools in the National Capital Region (Program) (2012-2013)</td>
</tr>
<tr>
<td>Development of a National Program for the Elimination of Asbestos-Related Diseases in the Philippines</td>
</tr>
<tr>
<td>Development of a National Action and Implementation Plan for the National Chemical Safety Management</td>
</tr>
<tr>
<td>Baseline Research Study on the Occupational Diseases Among Workers in Public Healthcare Facilities and DOH Offices</td>
</tr>
<tr>
<td>Exposure assessment of hospital wards (2013-2014)</td>
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</tbody>
</table>
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**MDG 7: Ensure environmental sustainability (page 1 of 2)**

<table>
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<tbody>
<tr>
<td>QITEP in Science</td>
<td>RECSAM</td>
<td>QITEP in Science</td>
<td>RECFON</td>
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</tbody>
</table>
| ▪ Regular Training Course on Environmental Education for Sustainable Development for Regional Teachers (2009 – present)  
▪ Disaster Risk Reduction Lecture integrated in Earth and Space Science Education Training Course (2011 – present)  
▪ Workshop on Disaster Risk Reduction and Management for Local Teachers (2012) | ▪ APN funded project “Climate Change Integrated Education Model: Adaptive Capacity for the Next Generation” workshops in Malaysia, Indonesia, Thailand, Philippines and Lao PDR (2012-2013)  
▪ Developing Outdoor Learning Guidebook for Primary Science (ongoing) | ▪ Cultivating the Environmental Awareness among primary students and youth (2011)  
▪ Assisting the Green School Establishment around Bandung District in (2010 to 2012) | Module development on climate change in collaboration with other SEAMEO Centres (2010) |
| RECSAM | TROPMED Philippines | RECSAM | RECSAM |
| Conducted an international Seminar on “Innovative Climate Change Education for Sustainable Development in the context of K-12 curriculum was organized in 3 locations in the Philippines. (2012-2013) | ▪ Baseline Health Study of Communities Adjacent to the Coal-Fired Power Plant in Brgy. Cavag, Subic, Zambales, Philippines  
▪ Stable Isotope Analysis of Lead in Fish from Laguna Lake (2012-2013)  
▪ Environmental Health and Socio-Economic Monitoring of Communities around Sual Coal-Fired Thermal Plant (2011-2012)  
▪ Baseline Health Study of Communities Adjacent to the Coal-Fired Power Plant in Davao (2011-2012) | ▪ Monitoring on impact of environmental exploitation  
▪ Profile of potential human toxicology in several different mining areas (2007 and 2012) | Disaster Risk Reduction Education’ tele-collaboration promoting ESD entitled “Promoting sustainable living in the borderless world through blended learning platforms’ (2012-2013)  
| SPAFA | RECFON | SPAFA | TROPMED Philippines |
| Managing Risk from Climate Change (2001)  
▪ Profile of potential human toxicology in several different mining areas (2007 and 2012) | ▪ Mangrove Conservation Education (2013-present) | ▪ Incorporation of Biosafety/ Biosecurity principles in Medical Microbiology subjects  
▪ Release of various publications  
▪ Creation of external linkages |
| SEN | TROPMED Philippines | | |
| Workshop and seminar on Environmental Awareness and Green Technology (2016-2020) | ▪ PH 195 Fie PH 280 Field Practice for Master of Public Health students conducted activities/research related to environmental sustainability  
▪ Practice for BS Public Health undergraduate students conducted activities on Solid Waste Management (e.g. health education, establishment of MRF, community organization, etc.) | | |

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SEAMEO Consultation and Workshop on Post-2015 Education Scenarios and Post-EFA Education Agenda in Southeast Asia  
28-30 January 2014, Chiang Mai, Thailand
Initiatives of SEAMEO Regional Centres that Respond to and Support the EFA Goals and the MDGs

(More details are available upon request for reference especially during workshops and discussions. Information on other SEAMEO Centres not included in this summary maybe available. Please check with workshop secretariat.)

**MDG 7: Ensure environmental sustainability (page 2 of 2)**

<table>
<thead>
<tr>
<th>Training</th>
<th>Research and Development</th>
<th>Community Outreach</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TROPMED Philippines</strong></td>
<td></td>
<td><strong>VOCTECH</strong></td>
<td></td>
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<tr>
<td>▪ 69th Postgraduate Course in Occupational Health and Safety (PGCOHS) (2013)</td>
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<tr>
<td>▪ 88th- 101st Certification Course for Water Refilling Station and Plant Operators (CCWRSP) (2012- 2013)</td>
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<tr>
<td>▪ Writeshop for Disaster Risk Reduction and Management Manual (2013)</td>
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<tr>
<td>▪ Short Course on Safe and Green Hospital (2013)</td>
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<tr>
<td><strong>VOCTECH</strong></td>
<td></td>
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<tr>
<td>Organized a Regional Training Programme on TVET Curriculum for Sustainable Development: (2010)</td>
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</table>
Initiatives of SEAMEO Regional Centres that Respond to and Support the EFA Goals and the MDGs

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**MDG 8: Global partnership for development (page 1 of 2)**

<table>
<thead>
<tr>
<th>Training</th>
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<tbody>
<tr>
<td>QITEP in Science</td>
<td>RECFON Sustainable Micronutrient Interventions to control deficiencies and Improved Nutritional status and General health in Asia. (SMILING Project) (2012-2014)</td>
<td>RECFON Community Development Area in Karawang International Industrial City (KIIC) in collaboration with SEAMEO Centers in Indonesia (2011-present)</td>
<td>RECFON Communication Forum on Nutrition and Health (2002-present)</td>
</tr>
<tr>
<td>RECSAM</td>
<td>RECSAM The &quot;Disaster Risk Reduction Education” project is part of UNESCO APEID tele-collaborative project (networking partners including Malaysia, Philippines, Germany, Thailand) with pilot studies of e-learning platforms to be prepared for SEAMEO Borderless school to promote ESD (2013)</td>
<td>RELC Partnerships with private sector such as the Singapore Press Holdings to provide an international conference at no cost to participants</td>
<td>RECSAM Educational and Cultural Global Experience Programme in collaboration with University of Western Sydney, Australia (UWS) to gain understanding of Malaysian culture and education system and to enhance the formation of closer relationships between Australian and Malaysian educators (2013)</td>
</tr>
<tr>
<td></td>
<td>RELC Impact evaluation of training conducted in collaboration with multiple partners</td>
<td></td>
<td>RELC Inclusion of global partnerships as strategic thrust in Centre’s blueprint and actions plans</td>
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<tr>
<td></td>
<td>TROPMD Philippines</td>
<td></td>
<td>TROPMD Philippines</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Publication on Significant Predictors of Underutilization of Inpatient Benefits among PhilHealth members in Selected Barangays in Manila</td>
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</tbody>
</table>

- QITEP in Science
  - Promoting Real Australia-Indonesia Science Education (PRAISE), Partnership in science education development ([2012-present])
  - Training Workshop for Science Educator for Asia-Pacific Region, In collaboration with ISTIC-UNESCO (2013-present)

- RECSAM
  - Implementing agency for training course for educators from Zambia under the sponsorship of JICA (2013)
  - Implementing agency for Third Country Training Programme for participants from Colombo Plan countries funded by Malaysian Technical Cooperation Programme (MTCP) and Colombo Plan Secretariat (2012)
  - Conducted a workshop on “Inquiry Based Science Education” (IBSE) for educators from African countries organized by International Science, Technology and Innovation Centre (ISTIC) for South-South Cooperation under the auspices of UNESCO and The Future University of Sudan and supported by MANAGEM, The World Academy of Sciences (TWAS), Federal Ministry of Education of Sudan, State Ministry of Education of Sudan and Islamic Educational, Scientific and Cultural Organization (ISEESCO) (2013)

- RECFON
  - Sustainable Micronutrient Interventions to control deficiencies and Improved Nutritional status and General health in Asia. (SMILING Project) (2012-2014)

- RECSAM
  - The "Disaster Risk Reduction Education” project is part of UNESCO APEID tele-collaborative project (networking partners including Malaysia, Philippines, Germany, Thailand) with pilot studies of e-learning platforms to be prepared for SEAMEO Borderless school to promote ESD (2013)

- RELC
  - Impact evaluation of training conducted in collaboration with multiple partners

- TROPMD Philippines
  - Evaluation of Reaching Urban Poor Program - WHO (ongoing)
  - An Economic evaluation of multi-parasite control strategies in the Philippines (2013)

- VOCTECH
  - Working with Regional Cooperation Platform (RCP) on TVET Teacher Education
  - Working with British Council, UNESCO Bangkok, and RCP on Transferable Skills in TVET (Models for Integrating Transferable Skills in TVET Curriculum, Teaching-learning and Assessment)
Initiatives of SEAMEO Regional Centres that Respond to and Support the EFA Goals and the MDGs
(More details are available upon request for reference especially during workshops and discussions. Information on other SEAMEO Centres not included in this summary maybe available. Please check with workshop secretariat.)

MDG 8: Global partnership for development (page 2 of 2)

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<tbody>
<tr>
<td>RELC</td>
<td>Developing partnerships with countries within the region and beyond</td>
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<tr>
<td>SPAFA</td>
<td>• International Conference on Managing the integration of Cultural in Development Programmes (2002-2009)</td>
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<td></td>
<td>• International Conference on Cultural Heritage and Disaster Risk Reduction (2013)</td>
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<td>TROPMD Philippines</td>
<td>• Updating of the National Database of Human Resource for Health (2012)</td>
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<td>• Basic Course on Management for Middle Level Health Professionals (2013)</td>
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<td>• Organization Development (2013)</td>
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<td>• Human Resource for Health Management (2013)</td>
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<td>• Executive Course Hospital Management (2013)</td>
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<td>• Short Course on Strategic Planning and Development (2013)</td>
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<td>• Municipal Leadership &amp; Governance Program (2013)</td>
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<td></td>
<td>• 8th and 9th CPH-National Institute of Public Health (NIPH) International Training Course (2013)</td>
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<td>VOCTECH</td>
<td>• Working with East Asia Summit (EAS) on TVET Quality Assurance Framework</td>
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<td></td>
<td>• Working with Asia Europe Meeting (AEM) on Qualification Framework</td>
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### Top 5 EMERGING ISSUES/ TRENDS in Education and Development

Key factors to consider are economy, technology, society (demographics and culture), environment, ASEAN integration and others.

<table>
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<th>CHAT</th>
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<tr>
<td>Some emerging issues/trends, challenges and development in Myanmar are:</td>
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<tr>
<td>- Increase of young people’s interest in science and technology, economics, business management, etc, and thus decrease of their interest in their own culture, history and tradition and historical values.</td>
</tr>
<tr>
<td>- Though wearing traditional clothes is encouraged especially at universities, strong influence of dresses fashion from west and Korea can be seen among teenagers outside universities and in connection with it this can eventually lead to the disappearance of traditional culture, custom of Myanmar people.</td>
</tr>
</tbody>
</table>
QITEP in Math
- Curriculum reform
- Reach the outreach
- Education gap

QITEP in Science
1. Accommodating differences in professional teacher development and science education progress in urban and rural areas among SEAMEO Member countries
2. Multicultural education and cultural curriculum in global setting education development to achieve ASEAN integration and connectivity
3. Identify strategic actions and potential cooperation in education development while sharing capacity and capabilities to achieve equitable and sustainable regional cooperation and beyond

RECFON
1. Socio-demographic and economic context and constraints
2. Technology for increased access to information and resources for knowledge
3. Exchange of resources

RECSAM
1) Improving students’ higher order thinking skills
2) Improving access to education for all
3) Enhancing bilingual proficiency

RETRAC
- To most young people, what remains after graduation is skill. This requires an education to provide learners with skills to live and work in a more and more competitive and challenging environment.
- Preparing young people for the workforce, this focuses on pragmatism, while promoting education of citizenship, tradition and cultural identities.
- Applying technology in teaching and learning

RIHED
1. The impact of global forces, including globalization, massification, diversification and marketization on higher education.
2. The development of a regional common space in higher education.
3. The increasing range of demands placed on higher education institutions and the pace of intra- and international competition.

SEN
Transition program for special education and employability for sen adults
Recreational activities for special education
SPAFA
1. Education based on understanding the global issues (new economic dynamics of movement and trade; increasingly diverse populations; and environmental changes) in order to learn to live together in peaceful environment.

2. Education having a role in creating better understanding of the need to preserve natural resources and cultural heritage and raising awareness of environmental changes (increasing number of natural disasters during the previous 30 years) by changing attitudes and behaviours to make a difference.

3. Alternative vocational education based on self-reliance and creativity using available knowledge and tools accessible through the Internet and long-distance education.

TROPMED Thailand
1. Low literacy
2. Limited English proficiency
3. Low opportunity in Education (many more children in remote areas need educational opportunity and scholarship)

VOCTECH
The top 5 of TVET trends and issues (1) TVET quality assurance, (2) qualification framework, (3) relevancy of curriculum to incorporate green technology, employability skills including entrepreneurship and high order thinking skills, (4) articulation, (5) authentic teaching-learning and assessment (SEAMEO VOCTECH, 2013)

Top 3 CHALLENGES in Education and Development
Current and anticipated challenges (may include opportunities as well as stumbling blocks), remaining EFA and MDG shortfalls and others.

QITEP in Math
1. Teacher readiness
2. Education disparity
3. Community involvement

QITEP in Science
1. Quality of education for all, and especially for vulnerable groups of society (remote areas, poverty, disabilities)
2. Professional teacher Development integrated with entrepreneurship to address demographic changing
3. ICT for globalization and “friendly” learning and teaching resources and facilities.

RECFON
1. Suboptimal cognitive capacity
2. Hidden hunger (micronutrient deficiencies)
3. Inter-sectoral collaboration for program planning & Implementation

RECSAM
(1) Improving students' achievement in mathematics and science
(2) Implementing school-based assessment

(3) Enhancing parent-school partnership

RETRAC
- Equity in education remains a big issue because of the enlargement of poverty gap.
- Creating opportunities for equal access to education
- Differences among regions in terms of ICT development
- Bringing quality education to all

RIHED
1. The diversity of the Southeast Asian higher education landscape and the differences existing between systems and among higher education institutions.

2. The development of harmonization mechanisms, such as credit transfer and quality assurance frameworks.

3. Reform and innovation to support the cultural, socio-economic and sustainable development of the region.

SEN
Standardised SEN definition in Southeast Asia
Data collection of SEN educational acts, policy, NGO and educational and support services for Southeast Asia
Research and innovation in Special Education

SPAFA
1. Meeting the educational challenges in the ASEAN Community.

2. Enhancing knowing and skills in the arts as neuroscience has shown that they are crucial to creativity and innovation (that also benefit the maintenance of competitive edge in the production of goods and services).

3. Developing student awareness in navigating through a whole new set of dangers in the use of technologies and the internet.

TROPMED Thailand
1. To improve the quality of education
2. To provide free education and scholarship for the less fortunate children supported by government, private sectors and etc.
3. To support students to become proficient in English to prepare for AEC

VOCTECH
1. Commitments from the member countries on the promotion of TVET, skills development and labour mobility.
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<tr>
<td>2.</td>
<td>Coordination across Ministries, especially for developing and implementing TVET quality assurance and qualification framework.</td>
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<tr>
<td>3.</td>
<td>Recognition of prior learning to support Lifelong learning is not yet established in many SEAMEO countries.</td>
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