



Southeast Asian Ministers of Education Organisation
Regional Centre for Education in Science and Mathematics
Jalan Sultan Azlan Shah, 11700 Gelugor, Penang, Malaysia



Report on the Regional Consultative Meetings on SEAMEO Basic Education Standards (SEA-BES) and Southeast Asia Primary Learning Metrics (SEA-PLM)

4-5 November 2014

SEAMEO Hall, SEAMEO RECSAM, Penang, Malaysia

TABLE OF CONTENTS

TABLE OF CONTENTS	i
LIST OF TABLES	ii
INTRODUCTION	1
1. PROJECT OVERVIEW	2
SEAMEO Basic Education Standards (SEA-BES)	2
Southeast Asia-Primary Learning Metrics (SEA-PLM)	3
Objectives of the Meeting	4
2. PARTICIPANTS AND ACTIVITIES	5
Participant's Profile	5
Programme of Activities	9
Activities Captured in Photos	12
SEA-PLM Sessions	14
SEA-BES Sessions	15
SEA-BES and SEA-PLM Combined Sessions	16
3. SUMMARY OF EVALUATION	17
Duration of the Meeting	17
Organisation of the Meeting	17
Objectives of the Meeting	17
Topics/ Information of the Meeting	17
Ways to improve the meeting	18
Learning Experience Gained from the Meeting	18
Programme	19
4. CONCLUDING REMARKS	20
5. APPENDICES	
Appendix A: SEA-BES Summary of Discussions	21
Appendix B: SEA-PLM Summary of Discussions	25

LIST OF TABLES

Table 1	Participants and their Particulars	5
Table 2	programme of Activities	9

INTRODUCTION

A total of 54 delegates composed of curriculum specialists from the Ministries of Education of SEAMEO member countries (Brunei Darussalam, Cambodia, Lao PDR, Malaysia, Philippines and Thailand), specialists from SEAMEO centers (INNOTECH, QITEP in Science, QITEP in Mathematics, QITEP in Language, SEN, SPAFA, TROPMED Network, RECSAM and VOCTECH), and experts in curriculum and assessment from regional and international organizations and institutions as well as the officials of SEAMEO Secretariat participated in the two-day back-to-back Regional Consultative Meetings on SEAMEO Basic Education Standards (SEA-BES) and Southeast Asia Primary Learning Metrics (SEA-PLM) on 4-5 November 2014, organised by SEAMEO RECSAM, Penang, Malaysia under the guidance of SEAMEO Secretariat and with expertise and funding support from UNICEF EAPRO, Bangkok, Thailand.

Invited resource speakers were Dr. Jim Ackers, Regional Education Adviser, UNICEF EAPRO, Bangkok; Dr. Jimin Cho and Dr. Miyoung Hong, Korea Institute of Curriculum and Evaluation; Dr. Chang Gwang-Chol, UNESCO Bangkok; Dr. Mioko Saito, UNESCO IIEP-Paris; Dr. Ghazala Rafique, Aga Khan University, Pakistan; Dr. Emma Claire Pearson, Sultan Hassan al Bolkiah Institute of Education-UBD; and ACER experts – Ms Jeaniene Spink and Dr. Annie Brown (ACER Melbourne), and Dr. John Cresswell (ACER Perth). Other guests included SEAMES officials - Dr. Witaya Jeradechakul, Director; Dr. Handoko, Deputy Director; Dr. Asmah, Programme Officer, Ms Lauranne Beernaert, SEA-PLM Project assistant and Ms Camilla Woeldike, SEA-PLM Project Coordinator, UNICEF EAPRO.

1. PROJECT OVERVIEW

SEAMEO Basic Education Standards (SEA-BES)

Purpose

The SEAMEO Basic Education Standards (SEA-BES) initiative is aimed at developing one common SEAMEO basic education curriculum standards based on shared ASEAN values and national curriculum frameworks and through benchmarking with the curriculum of world-class performing countries with evidences in international assessments. Specifically, it aims to establish a common SEAMEO education framework as to the number of years of schooling and the development of basic education curriculum standards and indicators in the secondary level for the four learning areas (i.e. Science, Mathematics, English, and Entrepreneurship).

The SEAMEO Basic Education Standards would lend support to SEAMEO member countries in the following:

- to develop an enriched and functional basic education curriculum standard for secondary school level with emphases on essential life-skills, entrepreneurial skills, global citizenship, and for life-long learning;
- to strengthen basic education and address gaps and issues of equity by formulating recommendations on areas for improving the quality and relevance of curriculums in the secondary school;
- to serve as benchmark in assessing competencies involving reading literacy, scientific literacy, mathematical literacy, and global citizenship adopting the framework and mechanisms similar to SEA -PLM; and
- to strengthen ASEAN collaboration on curriculum standards and learning assessment across educational systems.

Southeast Asia-Primary Learning Metrics (SEA-PLM)

Purpose

The Southeast Asia Primary Learning Metrics (SEA-PLM) serves the goal of improving quality of education through system level monitoring of learner achievements. This initiative is the first of its kind to be based on shared ASEAN values and national curriculum frameworks and aims at providing assessment of higher level of complexity and mastery of content. It is a direct response to a need for a targeted assessment tools to measure learning outcomes for primary grades. It includes 3 key learning domains: numeracy, literacy and 21st century/global citizenship skills and will initially target age 10 (grade 5), but possibilities exist to expand the metric to include assessment tools for early primary grades.

The Southeast Asia Primary Learning Metric (SEA-PLM) initiative would support SEAMEO member countries:

- to better measure and understand the status of learning achievement among the general population and for specific groups (e.g., boys/girls; sub-nationally; public/private sectors) through the lens of equity;
- to use culturally appropriate metrics for formative and summative purposes that can assess 21st century skills and critical thinking;
- to heighten the quality of education by making recommendations on areas for improving the relevance and sustainability of curriculums in primary school;
- to assert equitable learning environments that corresponds with the quality of education and holistic learning approaches as defined by the metric;
- to build technical and analytical capacities of national examination and assessment staff; and
- to strengthen ASEAN technical collaboration on learning assessment and standards across education systems.

Objectives of the Meeting

- To take stock of global, regional and national developments in curriculum and educational standards with a view to establish common standards across SEAMEO Countries;
- To agree on a coherent and feasible way forward for the development of curriculum and educational standards in the region;
- To identify key next steps in the development of SEAMEO Basic Education Standards (SEA-BES) for secondary level in Science, Mathematics, English and Entrepreneurship;
- To familiarise participants on the development of assessment standards in the region: the ECD Scales and South East Asia Primary Learning Metric (SEA-PLM);
- To enhance understanding over the future direction of SEA-PLM and agree on key principles;
- To explore the relationship between SEA-BES and SEA-PLM:
 - a. to clarify linkages between SEA-PLM and SEA-BES;
 - b. to assess overlapping areas and possibilities for sharing of developments and research;
 - c. to discuss and agree on preliminary plans for adopting the framework of SEA-PLM to inform the SEA-BES.

2. PARTICIPANTS AND ACTIVITIES

Participant's profile

This two-day meeting was attended by 54 experts, specialists and educators from 11 countries (i.e. Australia, Brunei, Cambodia, France, Indonesia, Korea, Lao PDR, Malaysia, Pakistan, Philippines and Thailand) including 16 RECSAM academic staff. Table 1 below shows the profile of the participants to the meeting.

Table 1. Participants and their particulars

Institution/ Organization / SEAMEO Centre / MOEs	Expert/ Delegate/ Position	Email Address
UNICEF East Asia and the Pacific Office Bangkok, Thailand	Dr. Jim Ackers Regional Education Adviser Ms Camilla Woeldike SEA-PLM Project Coordinator	jackers@unicef.org cwoeldike@unicef.org
Korea Institute of Curriculum & Evaluation Seoul, Korea	Dr. Jimin Cho Head, Office of Global Cooperation Dr. Miyoung Hong Senior Research Fellow	chojimin@kice.re.kr myhong@kice.re.kr
International Institute for Educational Planning Paris, France	Dr. Mioko Saito Programme Specialist	m.saito@iiep.unesco.org
UNESCO Bangkok	Dr. Chang Gwang-Chol Chief, Education Policy and Reform Unit	gc.chang@unesco.org
Universiti Brunei Darussalam	Dr. Emma Claire Pearson Senior Lecturer Sultan Hassanah Bolkiah Institute of Education	emma.pearson@ubd.edu.bn
Aga Khan University, Karachi, Pakistan	Dr. Ghazala Rafique Associate Professor and Interim Director Human Development Programme	ghazala.rafiq.aku.edu
Australian Council for Educational Research (ACER), Australia	Ms Jeaniene Spink Principal Research Fellow ACER-Melbourne Office Dr. Annie Brown Principal Research Fellow ACER-Melbourne Office Dr. John Cresswell Principal Research Fellow ACER-Perth Office	jeaniene.spink@acer.edu.au annie.brown@acer.edu.au john.cresswell@acer.edu.au

SEAMEO Secretariat Bangkok, Thailand	Dr. Witaya Jeradechakul Director Dr. Handoko Deputy Director Dr. Asmah Ahmad Programme Officer II (Evaluation) Ms Lauranne Beernaert SEA-PLM Project Assistant	witaya@seameo.org handoko@seameo.org asmah@seameo.org lauranne@seameo.org
SEAMEO RECSAM Penang, Malaysia	Dr. Hj Mohd Johan bin Zakaria Centre Director	johan@recsam.edu.my
SEAMEO INNOTECH Quezon City, Philippines	Ms Elaissa Marina E. Mendoza Senior Associate Research Studies Unit	lai@seameo-innotech.org
SEAMEO TROPMED Network Bangkok, Thailand	Dr. Ma. Sandra B. Tempongko Deputy Coordinator	jolinatwoph@yahoo.com
SEAMEO VOCTECH Brunei Darussalam	Mrs Nursyuhaidah binti Haji Ahmad Documentation Officer Mrs Noorhayati Cynthia binti Abdullah Vocational and Technical Education Specialist	Nursyuhaidah.ahmad@voctech.org cynthia@voctech.org
SEAMEO SEN Melaka, Malaysia	Ms Mazmi binti Maarof Training Coordinator Ms Rozilawati Abd Kadir Researcher	mazmi@seameosen.org rozie@seameosen.org
SEAMEO SPAFA Bangkok, Thailand	Dr. Jurarat Thammaprateep Assistant to the President Sokhothai Thammatirat Open University Nonthaburi Province, Thailand	iamjurarat@hotmail.com jurarat.tha@stou.ac.th
SEAMEO QITEP in Science Bandung, Indonesia	Lili Indarti Secretary Dr. Indarjani Deputy Director for Programme Mr. Reza Setiawan Head of Programme	secretariat@qitepscience.org deputyprogram@qitepscience.org rezaitb@gmail.com
SEAMEO QITEP in Mathematics Yogyakarta, Indonesia	Mr. Fadjar Shadiq Deputy Director for Administration	fadjar_p3@yahoo.com
SEAMEO QITEP	Dr. Felicia Nuradi Utorodewo SS	director@qiteplanguage.org

	Commission	
RECSAM Academic Staff	Dr. Suhaidah Tahir Deputy Director, R & D	suhaidah@recsam.edu.my
	Mr. Dominador D. Mangao Specialist (Science Educ), R & D	dominador_mangao@recsam.edu.my
	Dr. Nur Jahan Ahmad Specialist (Science Educ), R & D	nurjahan@recsam.edu.my
	Dr. Hazura Ab Bakar Specialist (Science Educ), R & D	Hazura_abbakar@recsam.edu.my
	Dr. Corrienna Abdul Talib Specialist (Science Educ), R & D	Corrienna@recsam.edu.my
	Dr. Ng Khar Thoe Specialist (Science Educ), R & D	nkt@recsam.edu.my
	Dr. Thien Lei Mee Specialist (Maths Educ), R&D	leimee@recsam.edu.my
	Dr. Mohd Sazali Hj Khalid Specialist (Maths Educ), R & D	Sazali@recsam.edu.my
	Dr. Koay Suan See Specialist (Science Educ), TPD	sskoay@recsam.edu.my
	Mr. Lee Shok Mee Specialist (Science Educ), TPD	Shokmee_lee@recsam.edu.my
	Dr. C. Annamalai Specialist (Science/ICT Educ), TPD	annac@recsam.edu.my
	Mr. Nakano Hideo Specialist (Science Education), TPD	nakano@recsam.edu.my
	Mr. Somukawa Takeshi JICA Senior Volunteer, TPD	takeshi@recsam.edu.my
	Dr. Warabhorn Preechaporn Specialist (Maths Educ), TPD	W_preechaporn@recsam.edu.my
	Dr. Kanageswari S. Shanmugam Specialist (Maths Educ), TPD	kanagessuppiah@recsam.edu.my

PROGRAMME OF ACTIVITIES

The first day meeting began with an opening ceremony which included a video presentation ‘RECSAM Forges Ahead’, welcoming speech by the Centre Director of SEAMEO RECSAM and by the Director of SEAMEO Secretariat. It was then followed by introduction sessions and there were also a number of presentations by delegates from United Nations Children’s Fund - Regional Office for East Asia and the Pacific (UNICEF EAPRO); Korea Institute of Curriculum & Evaluation (KICE); United Nations Educational, Scientific and Cultural Organisation (UNESCO) International Institute for Educational Planning (IIEP); UNESCO Bangkok; Universiti Brunei Darussalam (UBD), Australian Council for Educational Research (ACER) and Aga Khan University, Karachi, Pakistan. Later in the afternoon, delegates were divided into two groups and parallel sessions were conducted on SEA-BES and SEA-PLM. The second day meeting focused on presentations and discussions on outcomes from the group works. Table 2 below shows the programme of activities for the two-day meeting.

Table 2 Programme of Activities

Date/ Time	Activity
Day 1: 4 November 2014	
8:00 – 8:30	Registration
8:30 – 9:30	Session 1- Welcome and Opening Expected Outcome: Participants understand the objectives and expectations of the meeting and workshop Session Chair: Dr. Suhaidah Tahir, RECSAM
	RECSAM Forges Ahead Video
	Welcoming Remarks by Dr. Hj Mohd Johan Bin Zakaria, Centre Director, SEAMEO RECSAM
	Welcoming Remarks by Dr. Witaya Jeradechakul, Director, SEAMEO Secretariat
	Introduction of Participants by Dr. Suhaidah Tahir, RECSAM
	Briefing on agenda, documentation and logistics by Mr. Dominador D. Mangao, RECSAM
9:30 – 10:45	Session 2- Developments, Experiences and Lessons Learned (Part 1) Expected Outcome: Participants gain insight into key developments and initiatives and standards from around the world Session Chair: Dr. Nelia V. Benito, MOE-Philippines
	Developments in assessment – an overview of existing global and regional approaches by Ms Jeaniene Spink and Dr. John Cresswell (Australian Council for Educational Research –ACER)
	Introduction and overview of Southeast Asia Primary Learning Metric (SEA-PLM) by Dr. Jim Ackers, UNICEF EAPRO
	Management of Quality Education in Korea: National Curriculum and Student Evaluation Systems by Dr. Jimin Cho and Dr. Miyoung Hong, Korea Institute of Curriculum and Evaluation
10:45-11:15	Photo Session and Coffee Break

11:15-12:45	Session 3- Developments, Experiences and Lessons Learned (Part 2) Expected Outcome: Participants gain insight into key developments and initiatives and standards from around the world Session Chair: Ms Elaissa Marina E. Mendoza, INNOTECH	
	Early learning and development standards and scales (ELDS): Key steps to develop a standard, challenges and lessons learned by Dr. Emma Claire Pearson, Universiti Brunei Darussalam, Brunei Darussalam	
	Early Childhood Development (ECD) Scales: Overview and lessons learned by Dr. Ghazala Rafique, Aga Khan University, Karachi, Pakistan	
	Lessons learned in developing a regional primary learning assessment systems in Sub-Saharan Africa by Dr. Mioko Saito, International Institute for Educational Planning -IIEP Paris, France	
	Plenary discussion on key issues and linkages in the development of standards regional and assessments moderated by the session chair	
12:45 – 2:00	Lunch Break	
2:00- 2:30	Session 4- Global Citizenship and 21 st Century Skills Expected Outcome: To establish a common understanding of global citizenship and its relevance to education Session Chair: Dr. Ma. Sandra B. Tempongko, TROPED Network	
	Global Citizenship: Goals, Framework and Features by Mr. Gwang-Chol Chang, Chief, Education Policy and Reform Unit, UNESCO Bangkok	
2:30 – 5:00	Session 5 - Parallel Sessions on SEA-BES and SEA-PLM	
	Group 1: SEAMEO Basic Education Standard (SEA-BES) Group at SEAMEO Hall Moderator: Dr. Hj Mohd Johan Bin Zakaria, RECSAM Objectives: 1.To identify key steps and mechanisms in the development of SEAMEO Basic Education Standards, i.Basic education framework (as to years of schooling) and ii.Basic education curriculum standards at the secondary level for the four subject areas (Science, Mathematics, English and Entrepreneurship) 2.To identify how SEA-BES enhances and complements the SEA-PLM	Group 2: Primary Learning Metrics (PLM) at Malaysia Room Objectives: Moderator: Dr. Handoko, SEAMES To enhance understanding over the future direction of SEA-PLM and agree on key principles through: 1. An in-depth discussion on the overall approach to SEA-PLM. 2. An overview of issues in relation to the three domains with specific focus being given to Global Citizenship Education.
3:30 -3:45	Coffee/Tea Break	
3:45- 6:00	Session continues	2nd PLM Steering Committee Meeting
7:30	Dinner by the Poolside	

Time	Activity
Day 2: 5 November	
8:30 –10:30	<p>Session 6- Presentation and Discussion on Outcomes from Group Work on SEA-BES</p> <p>Expected Outcome: Sharing of key discussions and decisions arising from the parallel sessions on SEA-BES from Day 1</p> <p>Session Chair: Mrs. Noorhayati Cynthia binti Abdullah, VOCTECH</p> <p>Presentation of SEA-BES Action Plans by Regional Subject Expert Team</p> <p>Plenary Discussion of the SEA-BES Action Plans moderated by session chair</p>
10:30-11:00	Coffee Break
11:00 – 12:30	<p>Session 7- Presentation and Discussion on Outcomes from Group Work on SEA-PLM</p> <p>Expected Outcome: Sharing of key discussions and decisions arising from the parallel sessions on SEA-PLM from Day 1</p> <p>Session Chair: Dr. R. Indarjani, QITEP in Science</p> <p>Presentation of key issues/outcomes arising from the discussion in SEA-PLM Group Work</p> <p>Plenary Discussion of the SEA-PLM outcome moderated by session chair</p>
12:30 – 2:00	Lunch Break
2:00 – 4:30	<p>Session 8- Next Steps and The Way Forward for the Region</p> <p>Expected Outcome: Reflect on the SEA-PLM countries' immediate next steps and share recommendations and learnings on implementation issues</p> <p>Session Chair: Ms Sheila Shahar Al-Johary, MOE – Brunei Darussalam</p> <p>SEA-PLM group discussion on key steps in the way forward for SEA-PLM</p> <p>Group Discussion in next steps and the way forward for SEA-PLM (divided into 6 SEA-PLM countries)</p> <p>Presentation of next steps by each group/country</p> <p>Plenary discussion on the way forward for standards in the region with a focus on all three areas: ECD, Primary Learning Metrics and Secondary Education</p>
4:30- 5:15	<p>Session 9- Evaluation and Closing Remarks</p> <p>Expected Outcome: Key learnings from the meeting summarized</p> <p>Session Chair: Dr. Asmah Ahmad, SEAMES</p> <p>Written Evaluation</p> <p>Closing Remarks , Dr. Jim Ackers, Regional Education Advisor, UNICEF EAPRO</p> <p>Closing Remarks, Dr. Witaya Jeradechakul, Director, SEAMEO Secretariat</p>
5:15 onwards	Tea Break and End of Meeting

ACTIVITIES CAPTURED IN PHOTOS



Dr. Hj Mohd Johan bin Zakaria, Director, RECSAM and Dr. Witaya Jeradechakul, Director SEAMES delivering their welcoming remarks respectively .



Mr. Dominador D. Mangao, RECSAM giving the briefing on agenda and logistics of the meeting.

Dr. Jim Ackers, Regional Education Advisor, UNICEF EAPRO presenting the SEA-PLM.



Dr. John Cresswell and Ms Jeaniene Spink of ACER in their presentation of the developments of assessment in global and regional levels..



Dr. Jimin Cho and Dr. Miyoung Hong of KICE presenting the Korean Curriculum and Student Evaluation Systems.



Dr. Emma Claire Pearson from Universiti Brunei Darussalam in her topic on Early Learning and Development Standards (ELDS).



Dr. Ghazala Rafique from Aga Khan University, Pakistan delivering her talk on Early Childhood Development Scales (ECDS).



Dr. Mioko Saito from UNESCO-IIEP sharing her experience on a regional primary learning assessment in sub-Saharan Africa.



Dr. Chang Gwang-Chol, Chief, Education Policy and Reform Unit, UNESCO-Bangkok discussing about Global Citizenship.

SEA-PLM Sessions in Photos



SEA-BES Sessions in Photos



SEA-BES and SEA-PLM Combined Discussion Sessions



3. SUMMARY OF EVALUATION

The evaluation questionnaire was distributed on the second day just before the closing ceremony. The aim of the questionnaire was to assess the extent to which delegates felt satisfied towards the conduct of the meeting. Twenty seven evaluation questionnaires were collected. As such, the return rate of the evaluation form is 50%.

Duration of the Meeting

Majority of the delegates (17 or 63.0%) felt that the duration of the meeting which was two days was adequate; however 37.0% (10 delegates) felt that the meeting was short.

Organisation of the Meeting

Generally, the delegates were pleased with the practical organisation of the meeting. They rated all aspects of the organisation as good with mean scores between 2.48 and 2.81 in a 3 point scale as follows: Administration (2.81), presentations (2.78), Room and facilities (2.68) and Schedule/timetable (2.48).

Objectives of the Meeting

Delegates expressed that the objectives of the meeting were met having a mean score of 2.41 in a 3 point-scale.

Topics/ Information of the Meeting

Delegates were asked if there were any other topics or information they would like to see included in the meeting. 66.7% of the delegates said 'No'; however 25.9% indicated 'Yes'. Two delegates did not indicate any answer in this column. Verbatim responses of those indicated yes are as follows:

- Example of the test.
- Involvement of SEAMEO centres in domain technical group was not known until middle of meeting. This information should have been given to participant before the meeting.
- SEA-BES framework.
- More on action plan for budget and proposal bidding.
- What IT can do for this region as far as upgrading students and teachers knowledge in mathematics and science.
- Comparison of major science and mathematics education standards in various regions.
- The content of the subject/topic.

Ways to improve the meeting

Suggestions from the delegates can be categorised into a few items such as duration of the meeting; time management or allocation of time; group discussion or networking session; availability of hand-outs; and participation of delegates from various countries. Their verbatim responses are as follows:

Duration of the meeting

- Increase the meeting to 3 or 4 full days.
- Make it a 3-day meeting. 9-1pm, 2.30-5.00pm
- If we do it in 3 days, we can have more discussions/group discussions which seem to be a good way to generate output.

Time management or allocation of time

- Too many speakers in session 3 limit into 2-3 presentations/ speakers.
- Don't rush. I saw so many things done in rough.
- Better that the stage/podium be with a table and the moderator will sit together with the presenters and control the schedule or the time.

Group discussion or networking session

- Provide more time for discussion.
- Open space session- giving all the participants to write down their ideas/thought on paper or stick on notes.
- A Brainstorming sessions with group activities and presentation, perhaps further networking activities through e-learning platforms.
- More session coordination.

Availability of hand-outs

- It could be better if the presentation (PowerPoint) is distributed to the participants before the meeting.
- Need hand out of PowerPoint presentation at the first hand.

Participation from various countries

- Full attendance of the 11 MOE curriculum experts. Enough funding to sponsor at least 2 experts from MOE.

Other comments

- General overview of Mechanism of this workshop, Relationships link between ECDS, UNESCO, Global Citizenship and other with BES and SEA-PLM.
- Administration details should be informed.
- PA system should be made available during discussion.
- Determine the framework prior the meeting.

Learning Experience Gained from the Meeting

Majority commented that their participation in this meeting provided them an opportunity to listen, share and exchange ideas among the delegates from different countries. It was a valuable platform for them to have open discussion. Their verbatim responses are as below:

- The presentation and discussion.
- Sharing of thoughts.
- The presentation from the experts and discussions.
- The sharing good practices are really an eye opener.
- Discussion and inputs from participants.
- The presentation was good and very informative.
- Sharing experience with countries like Korea/others.
- Sharing and exchange of experience to know better what offers are doing and success factors.
- Better understanding role of UNICEF and other training institutions.
- Information shared by other countries.
- The discussions.
- Global Citizenship is new information learnt in this workshop. Learning experience was open discussion with others country and area of expertise.
- Expertise/ information sharing about educational assessment.
- Additional information on assessment done prior to 2003, their policy implication and lesson learned.
- Understanding the many types of international assessment done in the region.
- Framework/ design in developing a curriculum and assessment/ learning metrics.
- The last agenda when it sums up everything.
- The lessons learned presented.
- Learn about SEA-BES because I know already SEA-PLM.

Programme

Delegates evaluated each session of the two days programme as to “usefulness” on a 3-point rating scale. The results are as follows:

Day 1

- Plenary discussions on key issues and linkages in the development of regional standards and assessments in SEA (2.63)
- Global citizenship and the new educational agenda-Developments and future perspectives (2.62)
- Management of Quality Education in Korea: National Curriculum and Student Evaluation Systems (2.62)
- SEA-PLM Working Group Meeting(2.60)

- Early Learning and Development Standards (ELDS): Key steps to develop a standard, challenges and lessons learned (2.58)
- Introduction and overview of SEA-PLM (2.56)
- Developments in assessment: an overview of existing global and regional approaches(2.56)
- Lessons learned in developing a regional primary learning assessment systems in Sub-Saharan Africa (2.50)
- SEA-BES Working group meeting (2.45)
- Welcome and opening (2.44)
- Q & A (2.33)

Day 2

- Presentation on key issues/outcomes arising from Sea-PLM group (2.65)
- Plenary discussion on next steps of the SEA-PLM outcome (2.64)
- Presentation of Sea-BES action plans (2.58)
- Group discussion on next steps in the way forward for Sea-PLM (2.56)
- Plenary discussion of the SEA-BES action plans (2.50)
- Presentation of next steps by each group/country (2.50)
- Plenary discussion on the way forward for standards and assessments in the region (2.39)

CONCLUDING REMARKS

Based on the positive responses provided by the delegates through answering the evaluation forms, it can be concluded that the Regional Consultative Meetings on SEAMEO Basic Education Standards (SEA-BES) and Southeast Asia Primary Learning Metrics (SEA-PLM) has been conducted successfully with its objectives achieved. This meeting successfully provided a platform to review issues, exchange of ideas and share experiences especially on the aspects of curriculum development and educational standards in the region. Nevertheless, the delegates also gave some comments on how to improve the conduct of the meeting. Those comments are equally important for the organising committee to improve the quality of similar meetings or events in future. The two significant aspects can be taken into consideration for future meeting are the duration of the meeting and allocation of longer time for group discussion.

Appendix A – SEA-BES Discussion Points

Objectives:

1. to identify key steps and mechanisms in the development of SEAMEO Basic Education Standards (SEA-BES)
 - a. Basic education framework (as to years of schooling)
 - b. Basic education curriculum standards at the secondary level for the four subject areas (Science, Mathematics, English and Entrepreneurship)
2. to identify how the framework of SEA-PLM can inform SEA-BES
3. To get consensus or common understanding on characteristics, definition and framework of basic education and then formulate action plans that could be done to move forward.

Initial Discussion Highlights

- The final product of SEA-BES would be to see mobility not only in higher education but also in secondary education. Students get certification, accreditation, be recognized and able to move from the secondary schools in the 11 SEAMEO countries.
- There is a need to share the vision of SEA-BES. As such the mission or vision of the Ministries of Education of SEAMEO countries need to be reviewed for common things, uniqueness and share with one another.
- As initial step, there is a need to map out the curriculum with other countries as well as gather information on what other countries do with assessment
- There is a need to identify common content in the basic education curriculum standard. Suggestions included ASEAN history, ASEAN culture, ASEAN languages, English, Mother Tongue
- There is difficulty in describing basic education in terms of content and scope. Would the above suggested content be treated as course/subject or as supplementary/enrichment?
- There is a need to identify ASEAN principles and values and to take into consideration all types of culture in SEA countries.
- There is an issue on the concept and definition of regionalization and mobility/mobilization...and quality in education... quality certification... quality accreditation...and purpose
- There is an issue how to add entrepreneurship and global citizenship.
- Mapping out the SEAMEO curriculum would show what are common and what are different and to gauge how close or far they are from the common standards ... to help other countries that fall short of the “common” standards. There is also a need to benchmark with other high-performing countries.
- There is a need to accommodate/ consider what are the unique things that SEAMEO countries want to get from mobility (Ex. ASEAN’s awareness 8-9 key elements of SEAMEO values)
- There is a need to revisit MARWA and relate it to SEA-BES
- In formulating standards, there is a need to consider the basic

unchanging education concepts inherent in the subjects to be learned by the students as well as for the teachers.

- There is a need to make a proposal for pilot schools/class for ASEAN language and other languages (Japanese, Korean, etc.) and also to include entrepreneurship.
- Basic education standards need to include teacher standards (i.e. SEAR-ST/SEAR-MT), curriculum standards, student standards, school environment, and aspirations.
- There is a need to have a common agreement on what is the definition of basic education to serve as guide or framework...so other areas could follow.
- Basic education is being addressed at early years, secondary and higher education. We need not duplicate at primary level since UNICEF is looking and doing something on it. For mobility, it is better at the secondary level.
- There is a need to agree on the definition of basic education and second step is to map curriculum of 11 SEAMEO countries
- Standard is the statement of expectation (what is expected) that reflects students are able to function in the society.
- Entrepreneurship involves creativity, employability and innovation.
- Issue on whether to treat the five learning areas (Science, Mathematics, Language, Global Citizenship, and Entrepreneurship) as individual separate subjects or holistically (look for elements that cut across)
- Look into topics that cut –across development of skills such as entrepreneurship, thinking skills, problem-solving, communication and technology skills, citizenship/global, lifelong learning, 21st century skills
- Importance of English language and other languages
- To conduct validation before pilot testing
- Important to get the agreement of all stakeholders before initiating the workshop in order to see the value of the project

Agreements

- The meeting has agreed the definition of basic education as follows:
SEAMEO defines basic education standard (BES) as the minimum competency in teaching and learning of science, mathematics, language literacy that are achieved through engagement in formal, non-formal and informal education in order to function successfully/effectively in society taking into account cultural differences and the importance of ASEAN values, of global citizenship and entrepreneurship.
- Standards should encompass learning, teaching, quality assurance
- Need to look at “Teacher Competency” or “Teacher Quality Domain” and “ Learner Competency”
- Need to embed the country’s context and also ASEAN context in the definition of basic education
- Need to review available documents/literature/ resource persons

on teacher competency standards/quality assurance (i.e. Africa, South-South Cooperation)

- Need to take perspectives from experts/institutions/organizations (i.e. UNICEF, UNESCO, KICE, etc.)
- Meeting in February 2015 to discuss deeper about Global Citizenship
- Need to stay tuned with the Learning Metric ask Force (LMTF)
- ECD and PLM can link to regional scale
- Discuss how to harmonize SEA-PLM with SEA-BES
- SEA-BES can be held back-to-back activity with SEA-PLM
- Summary report by RECSAM as basis for future concrete steps to share with UNICEF
- SEAMEO RECSAM to prepare project proposal to source out funds from donor-agencies and institution such as the UNICEF EAPRO with the support of SEAMEO Secretariat to conduct the workshop
- To conduct:
 - Phase 1 – Workshop 1 (tentative February 2015)
 - Review/Map out the curriculum of SEAMEO
 - Agree on domains and sub-domains
 - Develop draft standards, domains, sub-domains
 - Agree on ASEAN/regional values, sub-values and principles, 21st century skills
 - Agree on scope and content (Science, Mathematics, Language, Entrepreneurship 21st century skills)
 - 3 days duration
 - Relook/revisit the curriculum mapping done by SEAMEO QITEP in Science and SEAMEO QITEP in Mathematics

Workshop 2 (tentative June 2015)

- Refining the standards
- Setting guidelines on how to adapt/adopt the standards (i.e. indicators/ local descriptors)

Phase 2 – Validation (It is important to get the agreement of all stakeholders.)

Phase 3 – Piloting

Appendix B- SEA-PLM
SEA-Primary Learning Metrics

Summary of key points and Issues to consider

Teaching Learning

- Focus on changing the teaching and learning practice at the classroom level.
- Need to ensure there is not a disconnect between the assessment, classroom, teacher and students.

Facilitate Thinking

- An assessment program which should facilitate the student to think, not to just remember.

Teaching to the Exam

- Recognise the risk of teaching to the exam.

The Media

- Concern of media repercussions with regard to publishing of the results.

Reduce the Gap

- Question of how to reduce the gaps between the results of international and national assessments.
- Recognition that a regional assessment might be able to provide more detailed information about what students can and can't do.

Curriculum

- Recognition that the assessment initiative could support in-country curriculum reform efforts.

ECD and SEA-PLM

- Question of how to relate ECD to SEA-PLM

The Region

- Hope that students, after graduation, will remain in the region.

Policy Issues

- Financing of the Education Sector
- Devolution of power
- Socio-economic background
- Equity of performance
- Teacher quality
- Student first language

Predictor of Success

- Question of whether or not assessments can provide a predictor of success.

21st Century Skills

- Important to consider 21st century skills not only academic skills

Inclusion

- Question of inclusion, specific for children with hearing, visual or learning difficulties, or for gifted children. Noted that for comparability, there needs to be a high level of inclusiveness.

Resources

- Resources for each country need to be considered.

Reporting of Results

- The way the data is collected and reported is critical to ensure that the results of the assessments are used.

National Identities

- Important that countries national identities are still reflected within the common assessment, question of including a national option section.

Out of School

- Question of what to do with the out of school children, with a suggestion of working through 'literacy centres' rather than house based assessments which are highly costly.
- Need to consider how the data is reported as this is mainly targeted towards 'in-school' policies.

Final thought...

“It’s ASEAN, it’s us, so why not. If it is a way of helping teachers and students improve, then why not. ”

Prepared and submitted by:

Dr. Suhaidah Tahir, Deputy Director

Mr. Dominador D. Mangao, Specialist

Ms. Bhavani Ramasamy, Programme Officer

Ms. Ong Mei Yean, Research Officer

Research & Development Division

SEAMEO-RECSAM, Penang, Malaysia

