



SEAMEO Centres Policy Research Network (CPRN) Summit

*“Embracing Inclusivity in Education, Science and Culture
Towards a Future-Ready Southeast Asia”*

SEAMEO RECSAM, Penang Malaysia
6 - 9 March 2023

Programme & Abstract

PROGRAMME & ABSTRACT

SEAMEO CENTRES POLICY RESEARCH NETWORK (CPRN) SUMMIT

*Embracing Inclusivity in Education, Science and Culture
Towards a Future-Ready Southeast Asia*

SEAMEO RECSAM, Penang Malaysia
6 - 9 March 2023



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SEAMEO Centres Policy Research Network
Programme & Abstract Book

Compiled and edited by
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(SEAMEO RECSAM)

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Content

Messages:

Director, SEAMEO Secretariat	v
Centre Director, SEAMEO RECSAM	vi
SEAMEO Centres Policy Research Network (CPRN)	
Background	vii
Objectives	vii
SEAMEO RECSAM as the Secretariat of SEAMEO Centres Policy Research Network (CPRN) Summit for 2023	viii
Keynote Speaker	ix
Opening Ceremony	1
Programme at a Glance	2
Closing Ceremony	3
Schedule of Keynote Addresses	4
Schedule of Paper Presentations	4
Paper Presentation: Session 1	4
Paper Presentation: Session 2	5
Paper Presentation: Session 3	6
Breakout Session 1 – Common Policy Research of SEAMEO Centres	7
Breakout Session 2 – Common Policy Research of SEAMEO Centres	7
Abstract of Paper Presentations	8
Paper Presenters	20
Delegates	24
Organising Committee List	28
Acknowledgement	29

Message from the Director, SEAMEO Secretariat



It is my privilege to welcome the SEAMEO Centres Policy Research Network (CPRN) 2023 Summit on Education, Science, and Culture for Fiscal Year 2022/2023.

Rapid change in education is the buzzword among education experts especially in the transition of future education in different spaces of learning. The main purpose of the CPRN is to enhance the relevance and sharpen the responsiveness of SEAMEO Centres to the needs of education leaders for policy research to address regional human resource development issues in Southeast Asia.

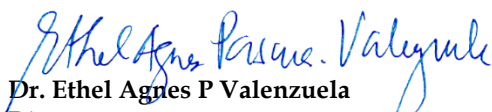
SEAMEO Centres play an essential role to harness the holistic development of human resources with “Future-Ready” education system to be in line with the advancement of technology tools in future education. The education transition is a priority to embrace the involvement of facilitators, teachers, peers, stake holders, and communities in the key of learning.

Since the launch of SEAMEO CPRN in 2013, various workshops, symposiums, activities and meetings have been conducted to address regional human resource development issues in Southeast Asia to strengthen and expand educational innovations for a technology-driven future. The SEAMEO CPRN 2023 Summit on Education, Science, and Culture also aims to strengthen and align the SEAMEO Centres’ Policy Research Network projects to be in line with the SEAMEO Strategic Plan for 2021-2030. It is an opportunity for us to provide capacity building activities and networking opportunities to share policy research and knowledge. This CPRN also enable SEAMEO to consolidate the CPRN Action Agenda for 2023.

SEAMEO Secretariat will continue to update trends on policy research, share ongoing activities with SEAMEO Centres to be in line with SEAMEO Strategic Plan (SSP) 2021-2030 in the area of Education, Science, and Culture, and inform the newly consolidated CPRN Action Agenda 2021 – 2023 research projects/ programmes.

I am certain that this summit will serve as a platform among researchers and policy makers for sharing of ideas, networking and collaboration and I am sure papers presented during the CPRN Summit will provide better insights for all of us.

Last but not least, my sincere appreciation to all the working committee members of the SEAMEO Centers Policy Research Network (CPRN) Summit for their tireless efforts and special note of thanks to all the SEAMEO Centre Directors and presenters, who brought forward the issues on regional human resource development to our attention.


Dr. Ethel Agnes P Valenzuela
Director
SEAMEO Secretariat

Message from the Centre Director, SEAMEO RECSAM



Welcome to the SEAMEO Centre Policy Research Network (CPRN) 2023 Summit!

After two years of virtual summits, I am happy that we are once again able to warmly welcome our esteemed speakers and delegates back to Penang. While the shift to a virtual setting was seamless and effective, and we appreciate the speakers and delegates from across the SEAMEO Regional Centres and Network who were able to make the physical to virtual shift with us, there was no doubt that social engagements were missed. As we emerge from the pandemic, it is therefore timely for us to reconnect physically and look forward to an engaging week of dialogue and engagement.

The 2023 SEAMEO CPRN Summit theme is *“Embracing Inclusivity in Education, Science and Culture towards a Future-Ready Southeast Asia”*. The Summit theme has been carefully chosen to emphasise that change is constant and accelerating faster than ever. Our community are facing unprecedented challenges driven by accelerating globalisation and a faster rate of technological developments. At the same time, those forces has opened up countless new opportunities for human advancement.

In the face of an increasingly volatile, uncertain, and ambiguous world, education can make the difference as to whether people embrace the challenges they are confronted with or whether they are defeated by them. In an era characterised by a new explosion of scientific knowledge and a growing array of complex societal issues, exchanges of ideas and cutting edge research that contributes to a new ecosystem of learning should continue to evolve.


The SEAMEO CPRN Summit 2023 is a call for all academicians, researchers and research scholars from the SEAMEO Regional Centres and Network to exchange and share their policy research initiatives and results. It also provides a premier interdisciplinary platform for them to present and discuss the most recent innovations, trends, and concerns as well as practical challenges encountered and solutions adopted in their research area of education, science and culture.

Held in conjunction with the SEAMEO Science Olympiad (SEASO), the second SEASO will see students across the SEAMEO region coming together in an exchange of ideas, knowledge and skills, to stimulate scientific thinking and knowledge exploration amongst students in secondary school levels by applying knowledge into real-life technological problem-solving skills to address multiple issues including sustainable development. We anticipate transformational learning and leadership development for all our youth participants.

It is also my pleasure to warmly welcome all SEAMEO CPRN Summit delegates to Penang to experience not just the Summit and networking but also the myriad of Penang’s tourist attractions. These include world famous landmarks such as the Kapitan Keling Mosque, Goddess of Mercy Temple, St. George’s Church, which was honoured as a UNESCO World Heritage Site in 2008.

This Summit will be one for us to share and update trends on policy research, share ideas and on-going activities with other regional centres & network on how to chart our journey forward to reach new heights, in line with the SEAMEO Strategic Plan 2021-2030.

Thank you for joining us for SEAMEO CPRN Summit 2023, and we hope that you will have a productive and fun-filled time at this very special Summit.



Dr. Shah Jahan Bin Assanarkutty
Centre Director
SEAMEO RECSAM

SEAMEO Centres Policy Research Network (CPRN)

Background

Education is altering the globe quicker than ever before. The transition from in-person to online learning has altered our daily routine. This is a critical problem for citizens, particularly those in Southeast Asian countries striving to improve the ability of their human resources to support social and economic prosperity. Policymakers need appropriate facts to choose the best course of action in light of the changing environment. However, a lack of research presents critical knowledge that is not always accessible, resulting in ambiguous directions and unproductive consequences.

It is imperative to prioritise a 'Future-Ready' education process and mechanism that is able to face and survive the challenging reality with the advancement of technology. The shift in priority as to embracing inclusivity in education with the involvement of teachers, peers, families and communities particularly in the learning of Science and Culture is key. In time to come students are expected to be more creative, critical and innovative problem solvers to meet the demands of forthcoming technology driven future.

SEAMEO centres play an important role as regional think tanks to harness the holistic development of human resources in the area using the various experiences built and acquired in their centres situated around Southeast Asia. To do this, SEAMEO centres must produce reliable and credible research that fits with, if not leads, development trends. The SEAMEO Centres Policy Research Network can help with this (SEAMEO CPRN).

The SEAMEO CPRN first debuted as part of the SEAMEO College, a 2013 initiative. The Network was established to enhance the relevance and responsiveness of SEAMEO Centres and the Secretariat to the requirements of Southeast Asian education leaders for policy research to address regional human resource development challenges. In March 2016, the Southeast Asian Regional Centre for Graduate Study and Research in Agriculture (SEARCA) sponsored a workshop titled "Establishment of SEAMEO Centres Policy Research Network" at College, Los Banos in the Philippines. This marked the Network's formal launch.

In 2020 and 2021, teaching and learning has moved from in-person to online. As we continue to deal with the post pandemic era, the SEAMEO CPRN Summit 2023 gives SEAMEO Centres/Networks a place to talk about their current research activities with other centres and look at the activities plan that was agreed upon at the last SEAMEO CPRN Summit in 2022.

Objectives

The SEAMEO CPRN 2023 Summit on Education, Science and Culture aims to:

- Strengthen and align the SEAMEO Centres' Policy Research Network projects with the SEAMEO Strategic Plan for 2021–2030 and the recent SMPeF and High-Level Forum declarations.
- Allow SEAMEO Centres and the Network to share policy research and knowledge management updates.
- Provide capacity building activities and networking opportunities to the CPRN summit participants.
- Improve and consolidate the CPRN Action Agenda for 2023.
- Share SEAMEO CPRN policy research outputs (Summit Report and Proceedings) with other SEAMEO member countries

SEAMEO RECSAM as the Secretariat of SEAMEO Centres Policy Research Network (CPRN) Summit for 2023

The SEAMEO Centres Policy Research Network (SEAMEO CPRN) was firstly introduced as a component of the SEAMEO College, a project launched in 2013. The Network is established to enhance relevance and sharpen responsiveness of SEAMEO Centres and the Secretariat to the needs of education leaders for policy research to address regional human resource development issues in Southeast Asia.

On 8-10 March 2016, the Southeast Asian Regional Centre for Graduate Study and Research in Agriculture (SEARCA) hosted a workshop entitled the Establishment of SEAMEO Centres Policy Research Network (CPRN) at College, Los Baños in the Philippines. The workshop was supported by the Asian Development Bank (Thailand) and the Japan Fund for Poverty Reduction and attended by participants from various Centres. At the end of the Workshop, there were conclusions that (1) the purpose of CPRN is valid and remains valid even beyond the lifetime of the ADB project supporting the SEAMEO College, and (2) formal establishment of CPRN as well as its functions, research agenda, structure, and operations are decisions that properly belong to the Centre Directors.

For sustainability of the Network, SEAMEO Secretariat conducted the SEAMEO Centres Policy Research Network (SEAMEO CPRN) Symposium on 30-31 January 2019 at the Four Wings Hotel, Bangkok, Thailand as the platform for SEAMEO Centres to update trends on policy research, share ongoing activities with the other Centres, and plan for future activities in 2019-2023.

The year 2020 and 2021 were the year of pandemic. The world transformed right away from lockdown to digital platforms. Ministries of Education and the world faced different issues as well as challenges. SEAMEO Secretariat convenes its first SEAMEO CPRN Virtual Summit on March 10, 2021 in Bangkok, Thailand and back to back with the First CHEVRON- SEAMEO Research Workshop for Strengthening Regional STEM Education in Southeast Asia on 11 and 12 March 2021 as the platform for SEAMEO Centres/Network to update trends on policy research, share ongoing activities with the other Centres, and revisit activities plan agreed in last SEAMEO CPRN Symposium in 2019.

In year 2022, SEAMEO RECSAM convened the second SEAMEO CPRN Summit (Hybrid) on 28 - 30 March 2022 with the theme “Steering Together in Southeast Asian Education, Science and Culture Research towards a Greater Future”. The SEAMEO CPRN Summit (Hybrid) was officially declared open by His Most Excellency Tun Dato’ Seri Utama Ahmad Fuzi Bin Haji Abdul Razak, Governor of Penang. SEAMEO regional centres and network presented and reported on the progress of on-going research projects and are encouraged to come up with concrete research projects in alignment with SSP 2021-2030 in the area of Education, Science, and Culture. The Summit highlighted the need for increasing collaboration in regional research is an important activity that needs to be addressed in forming policies for the benefit of all SEAMEO Centres for a better tomorrow.

The year 2023, SEAMEO RECSAM with the support from SEAMEO Secretariat will convene the third SEAMEO CPRN Summit and will continue to update trends on policy research, share ongoing activities with the other Centres, and inform the newly consolidated CPRN Action Agenda 2023 research projects in alignment with SSP 2021-2030 in the area of Education, Science, and Culture. The theme for the 2023 Summit is “*Embracing Inclusivity in Education, Science and Culture towards a Future-Ready Southeast Asia*”. The outputs of the CPRN Summits will be the SEAMEO CPRN Summit Reports and SEAMEO CPRN Research Proceedings for 2023.

Keynote Speaker



David Ng Foo Seong

Associate Professor National Institute of Education
Nanyang Technological University1
Nanyang Walk Singapore 63761 Email: david.ng@nie.edu.sg

David is Associate Dean, Academic Quality at the National Institute of Education (NIE), Singapore. He provides overall leadership, management, and improvement in academic, student, and programs quality. David's expertise is in future-ready learners, and complexity leadership learning. His work on future-ready learners has been adopted internationally and impacted local higher institutions of learning and schools. His work in designing and implementing complexity theory in leadership learning has helped to establish Singapore's Leaders in Education Program as a cutting-edge principal preparation program in the world. His fifteen years in leadership development in Singapore has contributed to make Singapore one of the world's highest-performing systems in PISA and other international standards.

Opening Ceremony of SEAMEO CPRN Summit 2023

7 March 2023 (Tuesday)
RECSAM Hall, SEAMEO RECSAM

0745 The arrival of delegates & registration

- 0845
- National Anthem – *Negaraku*
 - SEAMEO Colours
 - SEAMEO Song
 - RECSAM Song
 - Du'a Recital
 - RECSAM Forges Ahead

Opening Message

by H E Datin Seri Setia Dr Hajah Romaizah binti Haji Md Salleh
SEAMEO Council Vice President
Minister of Education Brunei Darussalam

Welcoming Speech

by Dr. Shah Jahan Assanarkutty
Centre Director, SEAMEO RECSAM

Welcoming Speech

by Dr. Ethel Agnes Pascua-Valenzuela
Director, SEAMEO Secretariat

Video Presentation of SEAMEO CPRN Summit 2022 & SEASO 2019

Opening Launching of SEAMEO CPRN Summit 2023 & SEASO 2023 by

H E Fadhlina Sidek
Minister of Education Malaysia

Memorandum of Understanding (MoU) Singing Ceremony between SEAMEO
RECSAM and ViTrox Academy & Penang STEM

Photography session

End of Opening Ceremony

Programme at a Glance

6 March 2023 (Monday)

Time	Session
0900	Travelling Day - Arrival in Penang. Selamat Datang!

Day 1: 7 March 2023 (Tuesday)

Time	Session	Location
0740	The arrival of Delegates & Registration	RECSAM Hall
0845	Opening Ceremony SEAMEO CPRN Summit & SEASO 2023	RECSAM Hall
0945	RECSAM Tour	Space Education Hub
1020	Photography Session	RECSAM Concourse
1030	Refreshments Break	RECSAM Concourse
1100	Keynote Message by Associate Professor David Ng Foo Seong	SEAMEO Hall
1300	Lunch Break	Mutiara Lounge
1430	Session 1 of Paper Presentation	SEAMEO Hall
1645	Refreshments Break	Mutiara Lounge
1715	End of Day 1	

Day 2: 8 March 2023 (Wednesday)

Time	Session	Location
0830	Recap of Day 1 by Dr. Shah Jahan bin Assanarkutty	SEAMEO Hall
0845	Session 2 of Paper Presentation	SEAMEO Hall
1030	Refreshments Break	Mutiara Lounge
1100	Session 3 of Paper Presentation	SEAMEO Hall
1300	Lunch break	Mutiara Lounge
1400	Nominations for SEAMEO CPRN Summit 2024 - 2025	SEAMEO Hall
1430	Breakout Session 1: Common Policy Research SEAMEO Centres <ul style="list-style-type: none"> Cluster on Education Cluster on Science Cluster on Culture 	Vietnam Room Lao PDR Room Malaysia Room
1630	Refreshments Break	Mutiara Lounge
1900	CPRN - SEASO Champion's Dinner	Eastin Hotel

Day 3: 9 March 2023 (Thursday)

Time	Session	Location
0830	Breakout Session 2: Common Policy Research SEAMEO Centres <ul style="list-style-type: none"> Cluster on Education Cluster on Science Cluster on Culture 	RECSAM Auditorium
0945	Conclusion and Reflection on the SEAMEO CPRN Summit 2023 by Datuk Dr. Habibah Abdul Rahim	RECSAM Auditorium
1015	Refreshments Break	Mutiara Lounge
1045	Closing Photograph Session	RECSAM Auditorium
1100	Closing Ceremony of CPRN Summit & SEASO Award Presentation	SEAMEO Hall
1300	Lunch Break	Mutiara Lounge
1430	Penang Island Tour	Penang
1800	End of Day 3	

10 March 2023 (Friday)

Time	Session
12:00	Travelling Day - Departure from Penang Selamat Jalan!

Closing Ceremony of SEAMEO CPRN Summit 2023

9 March 2023 (Thursday)
SEAMEO Hall, SEAMEO RECSAM

1100

Arrival of VVIP

YAB Tuan Chow Kon Yeow, The Right Honourable Chief Minister of Penang

- Photography Session
- Visit to Tanjung Gallery
- National Anthem – *Negaraku*
- State Anthem - *Untuk Negeri Kita*
- SEAMEO Colours
- SEAMEO Song
- RECSAM Song
- Du'a Recital
- RECSAM Forges Ahead

Overview SEAMEO CPRN Summit 2023 & SEASO 2023

SEASO Judges Commentaries

Concluding Speech

by Dr. Shah Jahan bin Assanarkutty
Centre Director, SEAMEO RECSAM

Closing Speech

by Datuk Dr. Habibah Abdul Rahim
Designated Director, SEAMEO Secretariat

Closing Speech of SEAMEO CPRN Summit & SEASO Award Presentation

by YAB Tuan Chow Kon Yeow
The Right Honourable Chief Minister of Penang

End of Closing Ceremony

Schedule of Keynote Message

Keynote Message

Day 1: 7 March 2023 (Tuesday), 1100 - 1300 | Venue: SEAMEO Hall | Moderator: Dr. Nanthini Jayaram

'School Leadership for Educational Reforms: Developing Future-ready Learners'

by Associate Professor David Ng Foo Seong

Schedule for Paper Presentations

Session 1 of Paper Presentation

Day 1: 7 March 2023 (Tuesday), 1430 - 1645 | Venue: SEAMEO Hall | Moderator: Ms. Sivaranjini Sinniah

1430 - 1645	Paper 1	Assessing and Enhancing Educators' Digital Competencies in Southeast Asian Countries: What Matters for Policy <i>by Dr. Shah Jahan Bin Assanarkutty from SEAMEO RECSAM, Malaysia</i> Question-and-Answer Session
	Paper 2	Future Curriculum: Horizon Scanning and Voroscopying the Future SEA's Curriculum <i>by Ms. Deva Nanthini Sinniah from SEAMEO RECSAM, Malaysia</i> Question-and-Answer Session
	Paper 3	Digital Transformation and Artificial Intelligence (AI) Education: A Case Study on Technology and Digital Resolution in Education <i>by Dr. Thong Ying Li from SEAMEO RECSAM, Malaysia</i> Question-and-Answer Session
	Paper 4	Translation and Adaptation of the World Health Organization's (WHO) Caregiver Skills Training Programme for Malay Language Speaker: A Study from Malaysia <i>by Mr. Mohd Anis bin Abdul Razak from SEAMEO SEN, Malaysia</i> Question-and-Answer Session
	Paper 5	Language Policy and Language Education in Southeast Asia <i>by Ms. Esra Nelvi M. Siagian from SEAMEO QITEP in Language, Indonesia</i> Question-and-Answer Session
	Paper 6	The STEM Career Academies Programme to Promote Aspiration and Readiness for Future Workforce among Thai Students <i>by Dr. Kritsachai Somsaman from SEAMEO STEM-ED, Thailand</i> Question-and-Answer Session
	Paper 7	Knowledge, Attitudes, and Practices of Sustainable Food Consumption among School and Adolescents in Indonesia, Malaysia and The Philippines <i>by Dr. Jesus C Fernandez from SEAMEO RECFON, Indonesia</i> Question-and-Answer Session

Day 1: 7 March 2023 (Tuesday), 1430 - 1645 | Venue: SEAMEO Hall | Moderator: Ms. Sivaranjini Sinniah

	Paper 8	COVID-19 Health Literacy among School Principals in the Philippines: An Online Survey <i>by Dr. Maria Margarita M. Lota from SEAMEO TROPED/Philippines, the Philippines</i> Question-and-Answer Session
	Paper 9	The Readiness of TVET Institutions for IR 4.0 in Southeast Asia <i>by Dr. Paryono, Ms. Hartini Mashod and Ir Dr. Tang Shi Siong from SEAMEO VOCTECH, Brunei Darussalam</i> Question-and-Answer Session

Session 2 of Paper Presentation

Day 2: 8 March 2023 (Wednesday), 0845 - 1030 | Venue: SEAMEO Hall | Moderator: Ms. Sivaranjini Sinniah

0845 - 1030	Paper 10	Developing the SEAQIM's Instrument for Mathematics Teachers' Proficiency in Southeast Asia Countries (Phase I - 2022/2023) <i>by Dr. Sumardiyono and Ms. Uki Rahmawati from SEAMEO QITEP in Mathematics, Indonesia</i> Question-and-Answer Session
	Paper 11	The Development of Our Happy Neighborhood ECCE Teacher Training Module within a Holistic Integrated ECCE and Children's Rights Framework <i>by Ms. Assila Prianggi Humara Baiin from SEAMEO CECCEP, Indonesia</i> Question-and-Answer Session
	Paper 12	Exploring Teachers' Whys in Staying in the Teaching Profession: Development of a Framework on Teacher Motivation in Southeast Asia <i>by Dr. Sherlyne A. Almonte-Acosta and Ms. Erlene G. Umali from SEAMEO INNOTECH, the Philippines</i> Question-and-Answer Session
	Paper 13	A Comparative Study of the Contemporary German VHS and the Japanese Kominkan and Shared Lessons to be Learnt from the Two Models for Southeast Asian Community Learning Centre Development <i>by Mr. Khau Huu Phuoc from SEAMEO CELLL, Vietnam</i> Question-and- Answer Session
	Paper 14	The Effectiveness of the Teacher Professional Development Programme on Teaching Practices to Promote Students' Learning and Skills in STEM Education <i>by Dr. Kritsachai Somsaman from SEAMEO STEM-ED, Thailand</i> Question-and- Answer Session
	Paper 15	An Ethnoparenting Study: Exploration Study of the Value of Children among Indigenous Communities in Indonesia <i>by Mr. Irfan Ansori from SEAMEO CECCEP, Indonesia</i> Question-and-Answer Session

Day 2: 8 March 2023 (Wednesday), 0845 - 1030 | Venue: SEAMEO Hall | Moderator: Ms. Sivaranjini Sinniah

	Paper 16	Attaining Community Food Security through School-Plus-Home Gardening Amidst COVID-19 Pandemic in Laguna, the Philippines <i>by Ms. Anna Gale C. Vallez from SEAMEO SEARCA, Philippines</i> Question-and- Answer Session
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Session 3 of Paper Presentation

Day 2: 8 March 2023 (Wednesday), 1100 - 1300 | Venue: SEAMEO Hall | Moderator: Ms. Sivaranjini Sinniah

1100 - 1300	Paper 17	Symposium on Traditions of Food in Southeast Asia: In Trace of Southeast Asia's Food Culture <i>by Ms. Thuzar Aung from SEAMEO CHAT, Myanmar</i> Question-and- Answer Session
	Paper 18	Developing and Strengthening Culture-Based Education in Southeast Asia via the Basic Education Curriculum <i>by Ms. Thuzar Aung from SEAMEO CHAT, Myanmar</i> Question-and- Answer Session
	Paper 19	Current Practise of Climate Change Learning Implementation in Junior High Schools in Indonesia <i>by Dr. Elly Herliani from SEAMEO QITEP In Science, Indonesia</i> Question-and- Answer Session
	Paper 20	Exploring Positive Classroom Climate Factors for Technical Education in the SEAMEO Country Region <i>by Dr. Songheang Ai from SEAMEO TED, Cambodia</i> Question-and- Answer Session
	Paper 21	Learning and Sustaining UK-Southeast Asia Technical Vocational Education and Training Partnerships <i>By Dr. Paryono and Ms. Hartini Mashod from SEAMEO VOCTECH, Brunei Darussalam</i> Question-and-Answer Session
	Paper 22	Study on the Potential of Micro-Credentials Implementation by Utilizing ACCSTP and CATC for Southeast Asia TVET and HE Institutions in Tourism <i>by Dr. Wahyudi and Ms. Cahya Kusuma Ratih from SEAMEO SEAMOLEC, Indonesia</i> Question-and- Answer Session
	Paper 23	Situational Analysis of Community Involvement in Supporting Learning in the Context of the COVID - 19 Pandemic <i>by Dr. Sombounmy Phomtavong from SEAMEO CED, Lao PDR</i> Question-and-Answer Session

Day 2: 8 March 2023 (Wednesday), 1100 - 1300 | Venue: SEAMEO Hall | Moderator: Ms. Sivaranjini Sinniah

	Paper 24	<p>Saving Biodiversity through the Inclusion of Environmental Education in the Curriculum of ASEAN High Schools and Vocational Students under the Ministry of Education</p> <p><i>by Dr. Zulhamsyah Imran and Mrs. Risa Rosita from SEAMEO BIOTROP, Indonesia</i></p> <p>Question-and-Answer Session</p>
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Schedule for Breakout Session 1

Breakout Session 1: Common Policy Research SEAMEO Centres

Day 2: 8 March 2023 (Wednesday), 1430 - 1630

Education Cluster

Location: Vietnam Room

Moderator: *Dr. Songheang Ai from SEAMEO TED, Cambodia*

Science Cluster

Location: Lao PDR Room

Moderator: *Dr. Jesus C. Fernandez, SEAMEO RECFON, Indonesia*

Culture Cluster

Location: Malaysia Room

Moderator: *Dr. Mohd Azlis Sani bin Md. Jalil, SEAMEO SEN, Malaysia*

Schedule for Breakout Session 2

Breakout Session 2: Common Policy Research SEAMEO Centres

Day 3: 9 March 2023 (Thursday), 0815 - 0930

Education Cluster

Location: RECSAM Auditorium

Moderator: *Dr. Songheang Ai from SEAMEO TED, Cambodia*

Science Cluster

Location: RECSAM Auditorium

Moderator: *Dr. Jesus C. Fernandez, SEAMEO RECFON, Indonesia*

Culture Cluster

Location: RECSAM Auditorium

Moderator: *Dr. Mohd Azlis Sani bin Md. Jalil, SEAMEO SEN, Malaysia*

Abstract of Paper Presentations

Paper Presentation: Session 1

Day 1: 7 March 2023 (Tuesday), 1430 - 1645 | Venue: SEAMEO Hall | Moderator: Ms. Sivaranjini Sinniah

Paper 1 by SEAMEO RECSAM

Assessing and Enhancing Educators' Digital Competencies in Southeast Asian Countries: What Matters for Policy

Shah Jahan bin Assanarkutty & Dr. Kamalambal a/p Durairaj

SEAMEO RECSAM, Malaysia

Abstract

This research paper discusses the importance of enhancing the digital competencies of educators in Southeast Asian countries to ensure students are prepared for the digital age. The study emphasises the need for a comprehensive approach to address the current state of digital competencies among educators in the region. The paper provides recommendations for action, including increasing access to professional development opportunities, resources, and training, creating technology-enhanced learning environments, and partnering with tech organizations. The study received 58,690 responses, indicating a large sample size. The findings of the research highlight the need to invest in the professional growth of educators in the region to equip them with the necessary skills to prepare students for the digital era. The recommendations provided in this paper can be used to improve the digital competencies of educators in Southeast Asian countries, which will ultimately benefit the students and help them succeed in a rapidly evolving digital world.

Paper 2 by SEAMEO RECSAM

Future Curriculum: Horizon Canning and Voroscopying the Future SEA's Curriculum

¹Deva Nanthini Sinniah & ²Zainun Mustafa

¹SEAMEO RECSAM, Malaysia, ²University Pendidikan Sultan Idris, Malaysia

Abstract

Curriculum Design for Future is an initiative to re-imagine the prospective Southeast Asia's (SEA's) curriculum. To understand the foresighted phenomenon, a horizon scanning activities was conducted. The horizon scanning was benefitted the machine-readable future-thinking via future platform. Sixty-seven phenomenon with specific description and indicator was emerged according to the topic of interest 'Curriculum Design for Southeast Asia'. The long-list directories were then set as the item for a survey. The survey was set based on four construct namely global, societal, organisational and technological changes that might responsive to the need of changes in Curriculum in Southeast Asia. From the finding, the phenomenon was then envisioned towards the potentiality according to the principle of Voroscope. Seven spectrums of Voroscope including preposterous, possible, plausible, projected, probable and preferable future was identified. Having this research was conducted using the future studies and foresighting approach, this finding does not attempt to make prediction nor offer definitive answers about the future. The finding of this working paper balances out the objective projection of the machine-readable future thinking and subjective perception of specialist and experts that would be further furnish by other means of data collection while progressing this research activity.

Paper 3 by SEAMEO RECSAM

Digital Transformation and Artificial Intelligence (AI) Education: A Case Study on Technology and Digital Resolution in Education

¹Ying Li Thong, ²Shah Jahan bin Assanarkutty & ³Wahyudi

^{1&2}SEAMEO RECSAM, Malaysia, ³SEAMEO SEAMOLEC, Indonesia

Abstract

Due to digital transformation, more complex challenges appear in the educational sector and shifted our living, learning, and working style. More Artificial Intelligence (AI) experts are needed to achieve the aspirations for Fifth Industrial Revolution (5IR) that encircle the notion of harmonious collaborations of human-machine and emphasize on well-being of multiple stakeholders such as government, communities, society, educators and learners, companies, employees, customers etc. Digital tools and AI technologies are adopted, adapted, and applied in the evolved education. System to accelerate the educational digital transformation, contribute to the production of education-edge AI and to improve education quality. However, there are a lot of obstacles and challenges faced by logic- and knowledge-based. AI education. There are limitations in teaching and learning models, guidelines, and digital platforms to promote AI literacy and AI ethics. Prevalent AI education curricula and learning systems should be developed in future curriculum to expose AI's technical skills, concepts, knowledge, ethical and societal implications, AI career adaptability and impacts. AI concepts, technical knowledge, and implementations were exposed to the students via workshops, webinars, competitions, exhibitions, talks and activities that incorporate ways of things such as systems thinking, computational thinking and design thinking. Qualitative and quantitative evaluations were carried out. This mixed-mode research on AI in education is aligned with SEAMEO Education Agenda Priority Area 7 "Adopting 21st Century Curriculum" and Priority Area 4 "Promoting technical and vocational education and training" to prepare the students towards AI era and reshape the preparation and readiness of educators and the students in AI education and digital learning.

Paper 4 by SEAMEO SEN

Translation and Adaptation of the World Health Organization's (WHO) Caregiver Skills Training Programme for Malay Language Speaker: A Study from Malaysia

¹Sazlina Kamaralzaman, ¹Mardhiah Mohd Zain, ¹Syahidatul Amirah Zubir, ¹Siti Zuhairah Mohamad Saufe, ¹Toh Yi Xuan, ¹Masne Kadar, ¹Hasnah Toran, ¹Nur Zakiah Mohd Saat, ¹Nor Afifi Razaob @ Razab, ²Hanani Harun Rasit, ²Jalil Azlis-Sani, ³Kartini Ilias, ⁴Nil Farakh Sulaiman, ²Mohd Zulkarnain Abdul Wahab, ²Mohd Anis Abdul Razak, ⁴Puteri Nurfariza Arbain & ⁴Nilam Suhana Othman

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³Universiti Teknologi MARA, Malaysia, ⁴GENIUS Kurnia Centre, Malaysia

Abstract

WHO Caregiver Skills Training (WHO-CST) programme is an evidence-based intervention developed for families of children with developmental disorders or delays (NDD), aged 2 to 9 years old. WHO-CST module was designed to be incorporated in diverse cultural settings. Translation and adaption procedures in this three-phase project, were adapted from the World Health Organization's implementation guidelines. This paper presented the initial findings from Phase 1 which aimed to validate the WHO-CST in Malay language for it to be adapted according to Malaysia cultural settings and context through content validity testing and cognitive interview (CI). This was a sequential explanatory mixed-methods design study, where the quantitative approach was used to analyse content validation by expert reviewers and a qualitative approach was used to analyse cognitive interviews with parents of children with autism spectrum disorder (ASD). Nine panels of experts from five different professional fields reviewed the instrument and eight caregivers were recruited for CI. The instrument used in this study was the translated Malay version of the Summary of Key Messages of WHO-CST to represent the whole module. The quantitative findings yielded an excellent content validity index (CVI) as the experts expressed the average scores ranging from 0.96 to 0.99. In CI, few problems were identified within 23 items in the module and were classified under four codes. Suggestions and feedbacks given by the caregivers will be used for further revision of the instrument. WHO-CST module in Malay language was found valid and suitable to be used among Malaysian parents or caregivers of children with ASD. All Malay-speaking nations, but notably Brunei and Indonesia, who are members of SEAMEO, can benefit from this study's public health solution and translational framework.

Paper 5 by SEAMEO QITEP in LANGUAGE

Language Policy and Language Education in Southeast Asia

R. Dian Dia-an Muniroh & Esra Nelvi M. Siagian

SEAMEO QITEP in Language, Indonesia

Abstract

The purpose of this study is to collect information regarding language policy applied by each country in Southeast Asia and languages taught at Southeast Asian schools as well as in higher education. Moreover, the study aims to gather information on the international language, foreign language and official/national languages of ASEAN countries which are of interest to upper secondary school and higher education students in the region. The information gathered will be used as bases for writing policy briefs. The policy briefs provide recommendations to the Ministry of Education (MoE) in SEAMEO Member Countries regarding language education and support for the teaching of the official/national languages of ASEAN countries in order to strengthen ASEAN collective identity. This study is a multi-year project conducted from 2021 to 2023. A qualitative approach is used in this study. The data were collected using a focus group discussion (FGD) technique and a set of questionnaires. Representatives of 11 SEAMEO Member Countries participated in the two batches of FGD. From the FGDs, data pertinent to language policy and language education, starting from primary school to higher education, were obtained from 23 resource persons during the 1st and 2nd FGD. Furthermore, a set of questionnaires were distributed to 4296 respondents. From the questionnaires, information on students' preference for the international language, foreign language and official/national languages of ASEAN countries was gathered. Currently, the study is at the stage of data processing.

Paper 6 by SEAMEO STEM-ED

The STEM Career Academies Program to Promote Aspiration and Readiness for Future Workforce among Thai Students

¹Yaowalak Jittakoat, ²Supunnee Junpiro, ³Jirarat Sitthiworachart, ²Wanploy Jinagool,

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¹SEAMEO STEM-ED, Thailand, ²Suranaree University of Technology, Thailand

³King Mongkut's Institute of Technology Ladkrabang, Thailand, ⁴Pibulsongkram Rajabhat University, Thailand

Abstract

The SEAMEO Regional Centre for STEM Education (SEAMEO STEM-ED) initiated the STEM Career Academies program using career strands as an organizing framework for learning and instructions that helps students connect academic subjects and their applications to the world of work in a specific career pathway. The Centre developed partnerships among employers, communities, and universities that contributed resources, adult mentors, and opportunities for students to engage in career-related works and internships. In addition to academic enrichment, career awareness, and occupational skills development, STEM Career Academies also helped develop 21st century skills to prepare young adults for the ever-changing, technology-oriented, innovative society. This research study is designed to measure the impacts of the program in aspiring students on their future careers and prepare them in the skills related to their future careers and overall career readiness. The one-group survey and quasi-experimental research design were used for data collection in both the treatment group (those participating in the project) and the control group (those who did not participate in the project). The researchers collected both qualitative and quantitative data. The researchers are in the process of collecting data. The study results will be analyzed and presented to policy makers in March 2023.

Paper 7 by SEAMEO REC FON**Knowledge, Attitude and Practice of Sustainable Food Consumption
Among School Adolescents in Indonesia, Malaysia and the Philippines**

SEAMEO REC FON, Indonesia

International Medical University of Malaysia, University of the Philippines Los Banos

Abstract

This is an ongoing study that is aimed to assess the readiness of school adolescents in Indonesia, Malaysia and the Philippines to adopt sustainable food consumption (SFC) concepts based on their existing knowledge, attitude and practice towards these concepts as well as in relation to their sociodemographic profiles, food security level and food environment. These SFC concepts consist of sustainable production and processing, reduced food miles, reduced food packaging, sustainable dietary pattern, and food waste management. The study adopts a cross sectional quantitative and qualitative design through online survey and focused group discussion. A minimum calculated population of 850 school adolescents from each of the said countries through snowball convenience sampling were targeted as survey respondents for this study. Ten school adolescents from this sample size in each country will be purposely selected for focused group discussions. Data collection in Indonesia has been completed in December 2022 involving 1,429 school adolescents while ethical clearance to start the study has yet to be obtained for Malaysia and the Philippines. Initial results in Indonesia show that among the sociodemographic profiles of the respondents, their gender was found to have a significant relationship with their attitude and practice levels while their age group with their knowledge level towards SFC concepts at $p \leq 0.05$ value. Most of the respondents have moderate to low knowledge level while one-third of them have either low, moderate or high attitude and practice level towards sustainable food consumption concepts. More than 50 percent of the respondents know about “eating enough” and “no plastic waste” movement under the SFC concepts of sustainable diet pattern and food waste management, respectively. Respondents show more favorable attitude on “consuming locally harvested food” and “buying food from local market” under the SFC concept of reduced food miles. Female respondents scored better in their attitude and practice towards SFC concepts compared to their male counterpart. Teachers are considered by majority of the respondents to influence their knowledge, attitude and practice of sustainable food consumption. More than three-fourths of the respondents belonged to moderate to high food security status but the study has yet to do further analysis on this including their food environment and exposures to SFC information.

Paper 8 by SEAMEO TROP MED Philippines**COVID-19 Health Literacy among School Principals in the Philippines: An Online Survey**

Maria Margarita Lota, Louella Patricia Carpio, Crystal Amiel Estrada, Vicente Belizario, Jr., Ma. Sandra Tempongko & Ma. Carmen Tolabing

University of the Philippines Manila, Philippines

Abstract

As leaders of the institution, principals may be considered the driving force in initiating school health promotion and implementing health-promoting activities. However, there is a paucity of knowledge on the health literacy of school principals on COVID-19. This online cross-sectional survey aimed to describe the work situation and COVID-19 health literacy of school principals in the Philippines during the COVID-19 pandemic. A total of 385 principals participated in the survey from August to December 2021 with a mean age of 47.39 ± 8.99 . Most participants (77.60%) responded that the amount of their working time during the pandemic was either more or similar to before the pandemic. More than half of the principals felt that they were very informed (68.50%) and not at all confused (53.03%) when it comes to COVID-19. At the time, more than half were vaccinated with at least one dose against COVID-19 (66.14%). In terms of attitudes toward vaccination, most (75.59%) totally agreed that vaccination was important to protect themselves and their families. More than half the principals totally agreed that vaccines were safe (61.68%), effective (62.37%), compatible with their attitude (58.05%), and compatible with their religion (58.84%). Filipino school principals had sufficient health literacy with means ≥ 3.0 . The various roles of teachers in the delivery of health services in schools underscore the importance of having sufficient health literacy, especially among school principals. Sustaining and intensifying training of educators on health-related topics must be done to maintain and further improve health literacy in the school community.

Paper 9 by SEAMEO VOCTECH

The Readiness of TVET Institutions for IR 4.0 in Southeast Asia

Paryono Paryono & Hartini Mashod

SEAMEO VOCTECH, Brunei Darussalam

Abstract

Industry Revolution 4.0 (IR 4.0) has begun to transform the working process environment, which have profound effects on society, economies, employment, and people's personal life. This necessitates the adoption of effective strategies and the involvement of several stakeholders in order to prepare the workforce for future jobs. In this regard, this subject was discussed during the 4th High Officials Meeting on SEA-TVET in Manila, where Technical and Vocational Education and Training (TVET) leaders from Southeast Asia advocated for a study to evaluate the preparedness of TVET institutions for IR 4.0. Henceforth, SEAMEO VOCTECH has taken the initiative as the principal investigator and coordinator of the inter-centre collaboration project. The purpose of this paper is to share the current progress this project which has two main objectives: to evaluate the readiness of TVET institutions for IR4.0 and to seek opinions and ideas from TVET and industry leaders for the future development of IR 4.0 in Southeast Asian nations. This regional endeavour involves the participation of 24 researchers from nine ASEAN nations. To evaluate the preparedness of TVET institutions, a Smart Education Readiness Index (SERI) framework comprising the three fundamental IR 4.0 pillars of Process, Technology, and Organisation was established. This research will be conducted in nine ASEAN nations, namely Brunei, Cambodia, Indonesia, Lao PDR, Malaysia, the Philippines, Singapore, Thailand, and Vietnam. This study will employ a mixed-methods research approach that includes a survey questionnaire and focus group discussion. Understanding the current state of industry and TVET institutions in terms of their preparedness for IR 4.0 is crucial so that the government and industry participants can develop the policies and strategies required to meet IR 4.0 criteria. Even though a number of studies have been conducted, none of them have included ASEAN/ SEAMEO member states and have mostly focused on measuring the industry's preparation with little attention on TVET readiness.

Paper Presentation: Session 2

Day 1: 8 March 2022 (Wednesday), 0845-1030 | Venue: SEAMEO Hall | Moderator: Ms. Sivaranjini Sinniah

Paper 10 by SEAMEO QITEP in Mathematics

Developing the SEAQiM's Instrument for Mathematics Teachers' Proficiency in Southeast Asia Countries (Phase I - 2022/2023)

Sumardiyono & Uki Rahmawati

SEAMEO QITEP in Mathematics, Indonesia

Abstract

Teacher competence is an important thing to be concerned about since teachers play a vital role in the education system. To become professional, a teacher must have some knowledge and skills that will support them in providing good quality mathematical teaching and learning. However, it is very much important to keep, maintain and evaluate the teachers' skills and knowledge in order to be able to provide a qualified teaching and learning environment for students. This research is a part of a development study aimed to develop a rigorous region-wide instrument to measure Mathematics Teachers Proficiency in Southeast Asia Countries. In the first phase of this research, two lecturers, two analysts, and seven researchers were involved to develop the theoretical and methodological framework for developing a set of Teachers' Proficiency instrument test for Primary and Secondary Mathematics Teachers in Southeast Asia. This phase produced an assessment framework with the twelve sub-indicators for Pedagogical Content Knowledge (PCK), six for Technological Content Knowledge (TCK), and ten for Technological Pedagogical Knowledge (TPK), which cover mathematics teachers' proficiency components. In addition, during the item development for the assessment tools, it produced three sets of assessment items for primary school teachers and three sets of items for Junior High School Mathematics Teachers. It is expected that the questions items can be further validated, digitalised and tried out in the next phase.

Paper 11 by SEAMEO CECCEP

The Development of Our Happy Neighborhood ECCE Teacher Training Module within a Holistic Integrated ECCE and Children's Rights Framework

Assila Prianggi, Asep Subagja & Rizal Nugraha

SEAMEO CECCEP, Indonesia

Abstract

This article aims to develop Our Happy Neighborhood (OHN) module using the framework of Holistic Integrated Early Childhood Care and Education (HI ECCE) and children rights. HI ECCE generic idea is an attempt to paradigmshifting of ECCE domestication. It argues young children care and education out of family monopoly is mandatory. However, the deep rooted of colonialism in ECCE setting lead to impairment of this objective. Therefore, this article states the use of critical theory of post-colonialism allow further inquiry for revealing domestication complexity of ECCE. The methodology of the research is a literature review followed by the empirical study by the use of interview data on 30 ECCE teachers in Tasikmalaya city, 2 from Serang city, 2 from Bogor city, 2 from Tegal city, and 1 from Cimahi city Indonesia. They have enrolled HI ECCE teacher training conduct by SEAMEO CECCEP. Using the purposive sampling those participants were selected. Seven ECCE teachers from 4 cities interviewed in the focus group discussion aims to training evaluation in 2021 and at the same occasion the 30 teachers from Tasikmalaya city interviewed in 2022. In total there are 37 participants. The result of the study shows significant impairment of ECCE domestication which lead to woman care exploitation by recognizing ECCE teachers as care labor compare to professional one. ECCE teachers whom most of them are women being treated unequally both caused by the domination of global north standard policy within neoliberalism and regime of values within gender construction. By this result, this article proposed Our Happy Neighborhood (OHN) which promoting multisectoral collaboration and children right without exploiting women's care.

Paper 12 by SEAMEO INNOTECH

**Exploring Teachers' Whys in Staying in the Teaching Profession:
Development of a Framework on Teacher Motivation in Southeast Asia**

Sherlyne A. Almonte-Acosta, Ph.D. & Erlene G. Umali

SEAMEO INNOTECH, Philippines

Abstract

Improving teacher quality is an important endeavour in pursuit of better learning outcomes. Thus, understanding the motivations of teachers in remaining in the profession is crucial in improving teacher and student performance. This project aims to develop a Southeast Asian framework for the motivations of teachers in staying in the profession. Specifically, it seeks to identify the current laws, policies, programs and practices of each Southeast Asian country that support teachers' motivation to stay in the profession; and, determine factors that motivate teachers in staying in the profession. In pursuit of this, participation of different SEAMEO Centres and/or Ministries of Education of Southeast Asian countries are encouraged to accurately capture the motivating factors in staying in the teaching profession in their respective countries. In the development of a Southeast Asian framework for teacher motivation, the framework for teacher motivation in the Philippines from SEAMEO INNOTECH (2018) study will serve as a springboard. In the webinar, the country/centre representatives will discuss the policies, programs, and practices in their respective countries that motivate teachers to stay in the profession. For the workshop, the representatives will share the data from their interviews with teachers in their respective countries. At the end of the workshop, a working draft of the framework shall be developed which will later be validated by Content Experts. The finalized framework will serve as reference guide in developing a survey instrument for another study on the predictive analysis of motivations of teachers in Southeast Asia in staying in the profession.

Paper 13 by SEAMEO CELLL

A Comparative Study of the Contemporary German VHS and the Japanese Kominkan and Shared Lessons to Be Learnt From the Two Models for Southeast Asian Community Learning Centre Development

Khau Huu Phuoc

SEAMEO CELLL, Vietnam

Abstract

This comparative study of the Japanese Kominkan and the German Volkshochschule is to identify the shared features of the two models that have made them popular and sustainable local sites for people, especially adults to acquire practical knowledge, to learn and upgrade skills for their jobs and daily life, to gain better understanding of the world so that they can develop personally and contribute not only to the communities they belong to but also the wider world. The findings of the study will be analysed and consolidated into recommendations that can help increase the personal and social benefits of community learning centres in Southeast Asian countries. The study employs the qualitative method and is based on the theory of transformative learning, social constructivism, and andragogy, three of the key theories in adult learning and education. UNESCO Recommendations on Adult Learning and Education and DVV's suggestion of three main services of institutions of adult learning and education: Orientation, Education and Participation will be considered in the making of the study recommendations.

*To be implemented in 2023-2024

Paper 14 by SEAMEO STEM-ED

The Effectiveness of the Teacher Professional Development Program on Teaching Practices to Promote Students' Learning and Skills in STEM Education

¹Yaowalak Jittakoat, ²Krittaphat Wongma, ³Prakittiya Tuksino & ¹Kessara Amornvuthivorn

¹SEAMEO STEM-ED, Thailand, ²Sakon Nakhon Rajabhat University, Thailand

³Khon Kaen University, Thailand

Abstract

The study of the effectiveness of the Teacher Professional Development program on teaching practices to promote students' learning and skills in STEM education has the objectives to 1) examine the adoption and application of the STEM education concepts from the Teacher Professional Development program by participating teachers in their teaching practices, 2) study the teachers' attitude and increased confidence after participating in the program, and 3) investigate the changes in teachers' teaching practices and the impacts on students' STEM skills development and learning. The quasi-experimental research is designed to assess the causal relationships of influencing factors through collecting and analysing both qualitative and quantitative data. The sample size consisted of 157 mathematics teachers and science teachers and 2,790 grade 5 – grade 9 students from 47 schools. The research tools used consisted of a teacher survey, a student survey, a teacher's interview guide, and the Uteach Observation Protocol (UTOP) in STEM education. The results showed the impact of the STEM Professional Academy program on teaching practices with positive, strong, and statistically significant differences in the teaching practices between teachers in the intervention and the comparison groups. The practices and behaviour observed included 1) classroom management to create a STEM classroom atmosphere, inquiry-based activities, and integrated-STEM approach, 2) tracking and evaluating what students had learned, and 3) teacher's confidence in teaching using an integrated STEM approach to teach students (p -value = 0.05). Moreover, the difference in STEM skills that the students developed through the lesson and classroom engagement and participation in STEM activities was statistically significant between the treatment and the comparison groups (p -value = 0.05). It is recommended to expand the STEM Professional Academy program by promoting integrated STEM approach in schools in other Southeast Asian countries with appropriate adaptation to the context of each country.

Paper 15 by SEAMEO CECCEP

An Ethnoparenting Study: Exploration Study of the Value of Children among Indigenous Communities in Indonesia

²Ramdaeni, S, ¹Rahmah, F, ¹Ansori, I & ¹Huzaimah, S

¹SEAMEO CECCEP, Indonesia

²IAIN Syekh Nurjati Cirebon, Indonesia

Abstract

The dichotomy in perceiving the value of children and adults has long been a concern that has the potential to harm children. Children who are considered innocent and helpless make them not have a broader framework for expressing opinions and participating in social society. The dominant discourse about children is constructed and strengthened through western epistemology in literature and pedagogical practice. Accordingly, parents are considered to have limitations in raising children because they must adjust the standards and ways of parenting in a family. Further, this study aims to explore the value of children among ethnic communities in Indonesia, specifically in the ethnic community in West Java, Indonesia. This research, using Focus Ethnography, was conducted for 32 days in 9 families. The analysis results show that not all childhood is interpreted separately from adults. Through the study of ethnoparenting, children have the same capacity as adults as beings who can follow customary and traditional rules. In conclusion, this research reflects the value of children among parents in the ethnic community perceive that children can take a role in the family unit, school institutions, and the natural, social and community environment.

Paper 16 by SEAMEO SEARCA

**Attaining Community Food Security through School-plus-Home Gardening
Amidst Covid-19 Pandemic in Laguna, Philippines**

**¹Anna Gale C. Vallez, ¹Gerlie T. Tatlonghari, ¹Donna Bae N. Malayang,
²Pedcris M. Orencio & ³Blesilda M. Calub**

¹SEAMEO SEARCA, Philippines, ²University of the Philippines Open University, Philippines

³University of the Philippines Los Baños, Philippines

Abstract

Food security among households in the Philippines was affected by Covid-19 pandemic. Poverty is one of the underlying causes of food insecurity as it nullifies the rights to access adequate food access and other basic human needs. This study documents and presents a case on how the school-plus-home gardens (S+HG) helped to negate the adverse effects of the Covid-19 pandemic. A total of 597 and 120 responses were gathered for the rapid online survey and case study, respectively. The results of the study confirmed that households in the province of Laguna experienced food insecurity during the Covid-19 pandemic. The overall reduced coping strategy index is 17.78 which indicates that households employed few coping strategies which reveals that there is a relatively lower percentage of households experiencing severe food insecurity and hunger (30%), and thus are not compelled to make abrupt changes in their food consumption behavior. This study also showed that the school gardens were still operational despite the disturbances brought about by the pandemic. It served as a source of food for the children and their families (food supply, 79%) and a source of seeds and planting materials for the home gardens (material inputs, 14%). Home and community gardens, on the other hand, helped to shorten the food supply chain (supply, 43%), created savings and additional income for the family (economic, 39%), students became familiar with common and local vegetables and learned the basic production techniques (education, 1%), provided nutritious food for the household (nutrition, 6%), served as a hobby for the family members during the lockdown period (recreation, 3%), and lessened impacts on the environment through organic agriculture practices and recycling/upcycling of non-biodegradable items (environment).

Paper Presentation: Session 3

Day 1: 8 March 2022 (Wednesday), 1100 - 1300 | Venue: SEAMEO Hall | Moderator: Ms. Sivaranjini Sinniah

Paper 17 by SEAMEO CHAT

Symposium on Traditions of Food in Southeast Asia: In Trace of Southeast Asia's Food Culture

Ms. Thuzar Aung from SEAMEO CHAT, Myanmar

Paper 18 by SEAMEO CHAT

Developing and Strengthening Culture-Based Education in Southeast Asia via the Basic Education Curriculum

Ms. Thuzar Aung from SEAMEO CHAT, Myanmar

Paper 19 by SEAMEO QITEP in Science

Current Practise of Climate Change Learning Implementation in Junior High Schools in Indonesia

¹Elly Herliani, ²Indrawati, ³Diny Mardiana & ⁴Rina Mutaqinah

^{1&2}SEAMEO QITEP in Science, Indonesia, ³Nusantara Islamic University, Indonesia

⁴Center for Quality Assurance Development of Education, Indonesia

Abstract

The purpose of this study was to describe an implementation of climate change learning in Junior High Schools in Indonesia and its challenges. A qualitative approach with a survey method and a Guttman scale questionnaire were used consisting of dichotomous and open-ended questions. It is concluded that most schools have implemented environmental/CC learning; have programs to develop eco-friendly lifestyles and to imitate natural ecosystems, but few used sustainability principles; main learning conducted through extracurriculars and habituation with the teacher as eco-friendly lifestyle role model and via integration of environmental content/climate change issues using inquiry based learning; cognitive assessment conducted mainly by tests, practicum, and interviews in all subjects while behavioral assessment primarily by observation in all subjects; the main challenges are the low awareness of school members which leads to low support with education/guidance and habituation as alternative solutions. The study recommend to integrate ESD/CC issues into Adiwiyata program by making some adjustments to suit the LO of ESD scope and approaches also strengthen school team understanding regarding the adjustment to accelerate the implementation of ESD; to maintain the commitment of the school team, Adiwiyata networking should be equipped with a support system that provides continuous support so that they gain the benefits and stay updated; to conduct research on constraints and supporting factors so that the extra-curricular and habituation program can be effective; to give adequate understanding and awareness in mimicking stable natural ecosystems when developing school; to collect more data to make the findings more representative and holistic.

Paper 20 by SEAMEO TED

Exploring Positive Classroom Climate Factors for Technical Education in the SEAMEO Country Region

Songheang Ai & Vorn Tim

SEAMEO TED, Cambodia

Abstract

The classroom climate is an important factor of effective classroom management. Although there are some uncertainties about the cause and effect of classroom management, the relationship established between the classroom climate and many other aspects of academic activities makes the classroom climate a valuable organizing principle for enhancing instruction. A quantitative research method was employed to identify the effective classroom climate factors for technical education in the 11 SEAMEO countries. A cross-sectional survey design was used with principal component analysis (PCA) approach to analyze data from 855 technical education students. Four components were explored namely: Teachers' Effective Instructional Management (TIM), Student Learning (SL), Students' Interpersonal Skills (SIS) and Teachers' Professional Practices (TPP). The linear and multiple regressions were used to test hypotheses. The results pave the way for further actions on classroom management techniques, pedagogical and content knowledge.

Paper 21 by SEAMEO VOTTECH

Learning and Sustaining UK-Southeast Asia Technical Vocational Education and Training Partnerships

¹Paryono Paryono, ²Que Anh Dang & ¹Jaya Priah Kasinathan

¹SEAMEO VOTTECH, Brunei Darussalam, ²Coventry University, United Kingdom

Abstract

This research papers explores various collaborations between United Kingdom (UK) and Southeast Asian countries in Technical and Vocational Education and Training (TVET) and identify few strategies in sustaining collaborations. Using various secondary data and literatures as well as interviewing TVET providers, the paper maps and addresses the diverse forms and models of partnerships between the UK and the East Asian Region; and elaborates the selected case studies that will help inform future TVET projects between the UK and ASEAN+3 countries. Various TVET collaborations were found at the policy level and institutional level in the form of policy dialogues, technical assistance, training and certification, creating institutions abroad, and curricula adoption. For the case studies, this paper will focus on City & Guilds, Vietnam qualifications framework in TVET to study further, and Skills for Prosperity in Southeast Asia. To conclude, the paper proposes strategies to expand and sustain partnerships at various levels: government, multi-lateral or regional, institution, student and teacher as well as addressing equal partnerships.

Paper 22 by SEAMEO SEAMOLEC

Study on the Potential of Micro-Credentials Implementation by Utilizing ACCSTP and CATC Framework for Southeast Asia TVET Providers and HEIs in Tourism

¹Nila Krisnawati, ¹Munawaroh, ¹Robert La Are, ⁴Wahyudi & ²Cahya Kusuma Ratih

¹Swiss German University, Indonesia, ²SEAMEO SEAMOLEC, Indonesia

Abstract

The COVID-19 pandemic has significantly impacted teaching and learning activities, leading to a shift towards educational technology. This change has been particularly important for TVET providers and HEIs, as they strive to enhance the quality of their graduates to meet the demands of the job market. One response to this demand has been the increasing popularity of micro-credentials, which offer learners more flexible and accessible education and training options than traditional degrees. In Southeast Asia, the tourism industry is a vital source of employment opportunities and economic growth. However, the industry faces a skills gap, with a shortage of trained professionals to meet the growing demand. Micro-credentials can help bridge this gap by providing learners with more targeted, competency-based education and training. The ACCSTP and CATC framework, which is part of the ASEAN MRA-TP, can be utilized by TVET/HE institutions in tourism to promote the implementation of micro-credential courses. This paper provides an overview of the ASEAN common standards and curriculum that support the implementation of micro-credentials, as well as SEAMOLEC initiatives that utilize an ODL approach. The paper concludes by presenting a framework for adapting ACCSTP and CATC into academic and non-academic programs at TVET/HE institutions. By using these standards to promote the implementation of micro-credentials in tourism, Southeast Asia can standardize the skills of its tourism professionals and improve graduates' employability. However, while this proposed framework is a step in the right direction, further work is needed to refine and verify its effectiveness. Therefore, it is essential for governments, employers, and industry associations to work together to support the development and implementation of micro-credentials in tourism.

Paper 23 by SEAMEO CED

Situational Analysis of Community Involvement in Supporting Learning in the Context of the COVID -19 Pandemic

¹Kiengkay Ounmany, ²Sombounmy Phomtavong & SEAMEO CED Team
^{1&2} SEAMEO Community Education Development, Lao PDR

Abstract

This research aims to address two main questions: (1) What has been the role and relative success/challenges of school communities in supporting learning in the context of the pandemic? (2) What are good practices and challenges facing VEDCS/CLCS in supporting learning in face of the COVID-19 pandemic impacts? The apparent impacts of Covid - 19 on education was school closures. As online learning could not be implemented, the school closure was making the students lost opportunity to learn. The longer the schools were closed, the greater the impacts it created on students and their parents. MOES managed to reopen the schools in a short period of time; however, not all students could return to the school due to social distancing and facemask mandatory measures. For the students who could not return to school, they continued to suffer from learning loss. Some students did not want to return to school as they find employment or did something else contributing to increase dropout rate. Most of the schools, reported an increasing number of drop out during the pandemic. Participatory research approach was the main research method for this study. Data collection techniques include participatory mapping (n=9), focus group discussions (n=9), semi-structure interviews with teachers (n=40) and parents (n=59), and questionnaire survey with students (n=113). The research finding presented, schools and communities used passive approach in responding to the impacts of Covid - 19 on education. Among the schools participated in the study, only one reported it implemented online learning during the lockdowns. However, the participation was very low among the students due to economic and personal factors. The rest of the school did not systematically implement online learning. Yet, some teachers tried to initiate online learning using their personal digital devices and internet access. Their initiative was limited to basic application of social media such as WhatsApp or Facebook to share the assignment and communicate with their students. The barriers to the implementation of online learning include the underdeveloped ICT infrastructure in the schools, the limited capability of teachers to use online learning platforms, and the ability of parents to provide material supports. Many parents struggled to provide learning materials for their children due to loss of income to the pandemic. In addition, a significant number of parents have limited capacity to guide their children to learn due to lower education attainment and time constraint.

Paper 24 by SEAMEO BIOTROP

Saving Biodiversity through the Inclusion of Environmental Education in the Curriculum of ASEAN High Schools and Vocational Students under the Ministry of Education

¹Zulhamsyah Imran, ¹Risa Rosita, ¹Perdinan, ²Evelyn V. Bigcas, ¹Supriyanto, ¹Sri Widayanti & ¹Rhomi Ardiansyah

¹SEAMEO BIOTROP, Indonesia, ²Mindanao State University, Marawi, Philippines

Abstract

Disappearing biodiversity has caused natural environmental issues, declining due to excessive exploitation of nature without regard to its carrying capacity and ecological function. To save biodiversity, we can start with one of the activities through environmental education. Environmental education aims to form a community that shows concern for the environment and related problems and increases the knowledge, motivation, commitment, and ability to work individually and collectively in finding alternatives and providing solutions to prevent the issues. Regarding BIOTROP's function as a leading Centre of Tropical Biology in Southeast Asia, SEAMEO BIOTROP needs to develop and improve innovative strategies to overcome problems and strategic challenges in Science and Education, one of which is related to efforts to save biodiversity from an early age. In general, this research aims to increase students' awareness of tropical biodiversity in supporting the inclusion of environmental education among senior secondary students in ASEAN. The research method used in this study is quantitative and qualitative through observational study with a cross-sectional approach. The variables that will be collected include demography, general information (knowledge of biodiversity and the role of SDGs in biodiversity), and KAP (Knowledge-Attitude-Practice). Data will be analyzed using SPSS 23 to find out how deeply students feel 'aware of saving biodiversity through the inclusion of biodiversity in environmental education in the curriculum of ASEAN High schools and Vocational schools at the ASEAN level.

Paper Presenters

Assessing and Enhancing Educators' Digital Competencies in Southeast Asian Countries: What Matters for Policy

Centre:	SEAMEO RECSAM, Malaysia
Name:	Dr. Shah Jahan Bin Assanarkutty
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Future Curriculum: Horizon Scanning and Voroscopying the Future SEA's Curriculum

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Digital Transformation and Artificial Intelligence (AI) Education: A Case Study on Technology and Digital Resolution in Education

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Translation and Adaptation of the World Health Organization's (WHO) Caregiver Skills Training Programme for Malay Language Speaker: A Study from Malaysia

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Language Policy and Language Education in Southeast Asia

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The STEM Career Academies Programme to Promote Aspiration and Readiness for Future Workforce among Thai Students

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Knowledge, Attitudes, and Practices of Sustainable Food Consumption among School and Adolescents in Indonesia, Malaysia and the Philippines	
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A Comparative Study of the Contemporary German VHS and the Japanese Kominkan and Shared Lessons to be Learnt from the Two Models for Southeast Asian Community Learning Centre Development

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The Effectiveness of the Teacher Professional Development Programme on Teaching Practices to Promote Students' Learning and Skills in STEM Education

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An Ethnoparenting Study: Exploration Study of the Value of Children among Indigenous Communities in Indonesia

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Attaining Community Food Security through School-Plus-Home Gardening Amidst COVID-19 Pandemic in Laguna, Philippines

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Symposium on Traditions of Food in Southeast Asia: In Trace of Southeast Asia's Food Culture

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Developing and Strengthening Culture-Based Education in Southeast Asia via the Basic Education Curriculum

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Current Practise of Climate Change Learning Implementation in Junior High Schools in Indonesia

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Exploring Positive Classroom Climate Factors for Technical Education in the SEAMEO Country Region

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Learning and Sustaining UK-Southeast Asia Technical Vocational Education and Training Partnerships

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Saving Biodiversity through the Inclusion of Environmental Education in the Curriculum of ASEAN High Schools and Vocational Students under the Ministry of Education

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