Use of ICT in Reaching the Unreached in Education in Southeast Asia

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Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat
The Purpose of SEAMEO

SEAMEO is a chartered international and intergovernmental organization established in 1965 to promote cooperation in education, science and culture in Southeast Asia.

- Establishes network and partnerships
- Provides intellectual forums for policy makers and experts
- Promotes sustainable human resource development
- Develops and nurtures the capacities of teachers and school managers in Southeast Asia through 20 SEAMEO specialist institutions
11 Member Countries

Indonesia (1965)
Lao PDR (1965)
Malaysia (1965)
Philippines (1965)
Singapore (1965)
Thailand (1965)
Cambodia (1971)
Brunei Darussalam (1984)
Vietnam (1992)
Myanmar (1998)
Timor-Leste (2006)
8 Associate Members

Australia (1973)
France (1973)
New Zealand (1974)
Canada (1988)
Germany (1990)
Netherlands (1993)
Spain (2007)
United Kingdom (2013)
3 Affiliate Members

International Council for Open and Distance Education (1999)

University of Tsukuba (2009)

British Council (2010)
### Areas of Expertise

#### 12 Regional Centres for Education
1. Innovation and Technology
2. Science and Math Education
3. Language Education
4. VT Education
5. Higher Education
6. Special Education
7. Distance Education
8. Education Management
9. Teacher Capacity Building

#### 2 Regional Centres for Culture
1. Cultural Development
2. Archaeology
3. Fine Arts
4. History and Traditions

#### 8 Regional Centres for Science
1. Agriculture
2. Tropical Biology
3. Natural Resource Management
4. Tropical Medicine
5. Public Health
6. Food and Nutrition
ICT Revolution and Narrowing the Digital Divide in Southeast Asia

- Two-thirds of the population of Southeast Asia lives in rural areas.
- The disparity in living conditions between urban and rural areas leads to high urbanization in Southeast Asian cities.
- 78% of Southeast Asians use ICT in various facets of their lives.
- Broadband internet is a reality and many ICT services and applications are available.
- 100% mobile phone penetration in 5 countries, with the other Member Countries rapidly making their way towards the mark.
 Association of Southeast Asian Nations (ASEAN)

The ASEAN Master Plan on ICT (2010-2015)

- Harness the potential of ICT in establishing the ASEAN Community
- ICT is a powerful enabler to achieve integration of ASEAN communities through comprehensive and pervasive ICT adoption across the peoples of the region
The ASEAN Master Plan on ICT (2010-2015)

Key Outcomes

1. ICT as an engine of growth for ASEAN Member Countries
2. Recognition for ASEAN as a global ICT hub
3. Enhanced quality of life for peoples of ASEAN
4. Contribution towards ASEAN integration
The ASEAN Master Plan on ICT (2010-2015)

Strategic Thrusts

1. Economic transformation
2. People empowerment and engagement
3. Innovation
4. Infrastructure development
5. Human capital development
6. Bridging the digital divide
Reaching the Unreached: Education For All by 2015

- Learners from remote communities, indigenous peoples
- Girls and women children from migrant families
- Learners with disabilities
- Street children, orphans
- Children and young people affected by HIV and AIDS
<table>
<thead>
<tr>
<th>#</th>
<th>Multi-Country Projects</th>
<th>Lead Country</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Transition support for learners with disabilities</td>
<td>Malaysia</td>
</tr>
<tr>
<td>2</td>
<td>Tracking system for students at risk of dropping out</td>
<td>Philippines</td>
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<tr>
<td>3</td>
<td>Promote awareness of education for girls and women</td>
<td>Malaysia</td>
</tr>
<tr>
<td>4</td>
<td>Tracking mechanism for unreached populations</td>
<td>Vietnam</td>
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<tr>
<td>5</td>
<td>Pre-school programme for all</td>
<td>Brunei Darussalam</td>
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<td>6</td>
<td>Multi-grade teaching</td>
<td>Lao PDR</td>
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<td>7</td>
<td>Development of more community-based learning centres in rural areas in Southeast Asia for literacy and livelihood</td>
<td>Thailand</td>
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<tr>
<td>8</td>
<td>Inter-country schooling programme for stateless and undocumented children</td>
<td>Indonesia</td>
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<tr>
<td>9</td>
<td>Project on HIV and AIDS using an integrated approach</td>
<td>Thailand</td>
</tr>
<tr>
<td>10</td>
<td>Education in emergencies and disaster preparedness</td>
<td>Indonesia and Philippines</td>
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</table>
If students do not learn in the way we teach, then let us teach them in the way they learn.
Integration of ICT in Education in SEAMEO Member Countries

Status of ICT Integration in Education in Southeast Asian Countries (2010)

10 ICT In Education Dimensions

1. ICT in education vision
2. ICT in education plans and policies
3. Complementary ICT and education policies
4. ICT infrastructure and resources in schools and CLCs
5. Professional development for teachers and school leaders
6. Community mobilization and partnerships
7. ICT in the national curriculum
8. Teaching and learning pedagogies
9. Assessment
10. Evaluation and research
Integration of ICT in Education in SEAMEO Member Countries

Status of ICT Integration in Education in Southeast Asian Countries (2010)

Emerging
Cambodia
Lao PDR
Myanmar
Timor Leste
have just started ICT in education journey

Applying
have developed a new understanding of the contribution of ICT to learning

Infusing
Indonesia
Philippines
Thailand
Vietnam
have integrated ICT into existing teaching, learning and administrative practices and policies

Transforming
Brunei
Malaysia
Singapore
have used ICT to support new ways of teaching, learning and administration

Based on UNESCO’s model of ICT Development in Education
Integration of ICT in Education in SEAMEO Member Countries

Status of ICT Integration in Education in Southeast Asian Countries (2010)

Emerging Issues

1. Holistic approach towards the development of the national ICT in education plans and policies
2. Provision of professional teacher development with emphasis on pedagogy
3. Emphasis on ICT in national curriculum and assessment
4. Planning for evaluation and research of ICT in education
5. Sharing and transfer of ICT in education best practices and lessons learned among the countries and schools in the country.
6. Support “Emerging” group of countries in their ICT education efforts through partnerships.
SEAMEO’s Initiatives to Strengthen Education in Rural Communities in Southeast Asia

4 Major Areas

1. Developing and providing local content
2. Promoting ICT as an educational tool
3. Developing management information systems
4. Promoting online forums
SEAMEO’s Initiatives to Strengthen Education in Rural Communities in Southeast Asia

Developing and providing local content

<table>
<thead>
<tr>
<th>Project/Activity</th>
<th>Lead SEAMEO Regional Centre</th>
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<tbody>
<tr>
<td>1. Text2teach: Instructional materials development and teacher capacity building in audio/video–enhanced learning in mathematics and science</td>
<td>SEAMEO INNOTECH</td>
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<tr>
<td>2. EXCELS Programme or Excellence in School Leadership – training courses for school administrators and education managers using blended learning</td>
<td>SEAMEO INNOTECH</td>
</tr>
<tr>
<td>3. Southeast Asian Education Network (SEA EduNet): a repository of learning materials and a portal for education networking</td>
<td>SEAMEO SEAMOLEC</td>
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Excellence in School Leadership (EXCELS) by SEAMEO INNOTECH
### Promoting ICT as an educational tool

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<tr>
<td>1. Implementation of low-cost Interactive Smart Boards in disadvantaged areas</td>
<td>SEAMEO RETRAC</td>
</tr>
<tr>
<td>2. Training for communities and schools on topics such as computers for instruction, using ICT and the Internet, Wiki for instruction, web-based course development, and self-access study for teachers</td>
<td>SEAMEO SEAMOLEC</td>
</tr>
<tr>
<td>3. Use of Moodle as an online platform for knowledge of agriculture and natural resource management and solutions exchange</td>
<td>SEAMEO SEARCA</td>
</tr>
<tr>
<td>4. Development of multimedia learning materials including web-based platforms for networking and mobile telephony</td>
<td>SEAMEO SEARCA</td>
</tr>
<tr>
<td>5. Training on the use of ICT tools and ICT-based materials for HIV/AIDS preventive education</td>
<td>SEAMEO TROPMED Network</td>
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### SEAMEO’s Initiatives to Strengthen Education in Rural Communities in Southeast Asia

#### Developing management information systems

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<td>1. Capacity building on the use of basic ICT and information retrieval for community development</td>
<td>SEAMEO BIOTROP</td>
</tr>
<tr>
<td>2. School-community partnership for preventive education by developing web-based project databases</td>
<td>SEAMEO TROPMED Network</td>
</tr>
<tr>
<td>3. The Use of Geographic Information System (GIS) and Remote Sensing Technology for Natural Resources Management</td>
<td>SEAMEO BIOTROP</td>
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### Promoting online forum

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<tr>
<td>1. Networking of graduate fellows and agriculture leaders via online modalities</td>
<td>SEAMEO SEARCA</td>
</tr>
<tr>
<td>2. Use of Facebook and other social media in communication</td>
<td>SEAMEO Secretariat and SEAMEO Centres</td>
</tr>
</tbody>
</table>
1. Digital divide will continue to be a challenge in Southeast Asia – resources are limited but what is important is ICT is integrated and harnessed in our resources to employ the most cost-effective measures to reach the widest audience possible in our efforts to provide greater access to quality education.

2. Challenges remain in the attempts to alleviate access of rural communities in the use and benefits of ICTs. Comprehensive framework is needed as well as cooperation among key stakeholders such as governments and policymakers, industry and civil society.
Conclusion and Take-away Messages

3. ICT and affordable and equitable broadband access is critical for socio-economic development. The urban successes of providing services including education in urban areas need to be replicated in rural areas.

3. SEAMEO will continue to play its role in strengthening human resource development and connecting rural communities in Southeast Asia through ICT to reach those who remain unreached in education.
1. Examine the global and Asia-Pacific discourses on MDGs, EFA Goals and Post-2015 Education Agenda

2. Determine the application, implication and adaptability of these discourses on education and the Post-2015 Education Agenda in Southeast Asia, paying particular attention to conditions that are supportive of the ASEAN Community

3. Identify gaps and recommend specific options for post-2015 education agenda in Southeast Asia

4. Develop regional plans of actions based on identified recommendations and options for post-2015 education agenda in Southeast Asia
SUB-THEMES

1. **Regional Integration:** Opportunities to Education, Science and Culture and HRD in Southeast Asia

2. **Re-thinking Education:** Re-shaping Education to Bridge Skills Gap

3. **Re-thinking Science:** Prospects and Possibilities for Enhancing Science and Technology Education

4. **Re-thinking Culture:** Inclusion of Cultural Diversity and Development in Regional Integration
Thank you very much.
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www.seameo.org