



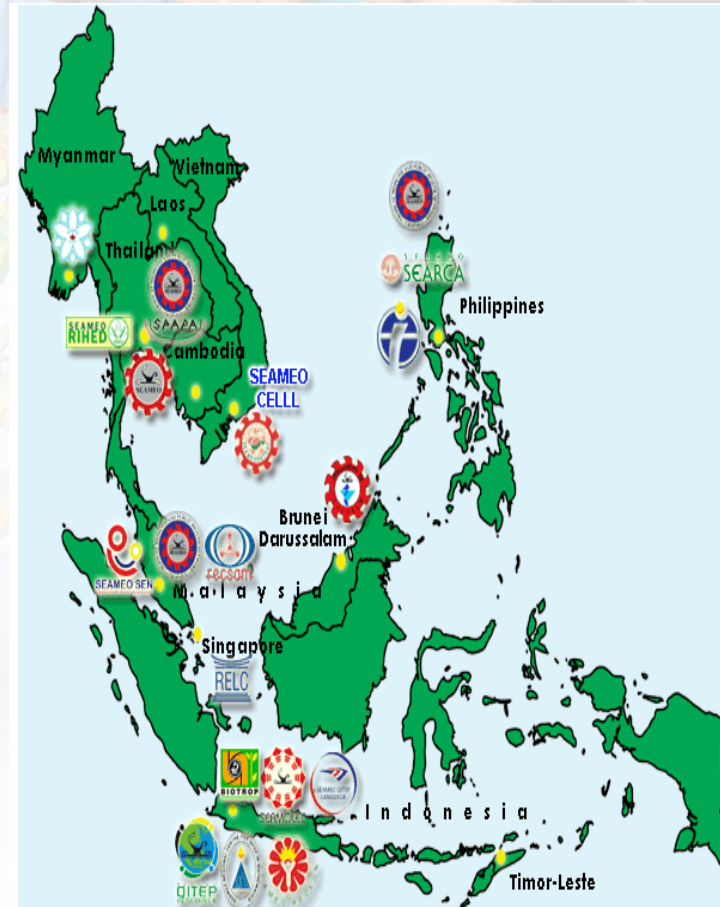
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Lifelong Learning & Disaster Risk Reduction: Policies, Programmes, Challenges and Opportunities in Southeast Asia

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SEAMEO

- The **Southeast Asian Ministers of Education Organization (SEAMEO)**
 - is a regional inter-governmental organization - established in 1965 among governments of Southeast Asian countries to promote cooperation in education, science and culture in the Southeast Asian region.



SEAMEO Member Countries



Brunei Darussalam



Malaysia



Thailand



Cambodia



Myanmar



Timor-Leste



Indonesia



Philippines



Vietnam



Lao PDR



Singapore



SEAMEO's mandate

Education

Science

Culture





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I. Situation
(LLL and DRR
in SEA)

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II. Solutions/
Actions
(Policies and
Programmes in
SEA)

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III. SEAMEO
Education
Agenda and
SDG 4
(Challenges
and
Opportunities)

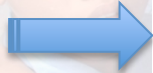
Underlying concept of my presentation

- *“The purpose of learning can no longer be regarded as no more than an initial preparation for the remainder of one’s life.*
- *Learning in the 21st century will be a continuous requirement.*
- *It will be the responsibility of societies to provide an environment, free of any barriers, in which individuals and social entities alike can satisfy their learning needs.”*

– Federico Mayor, UNESCO Director General

The world today and the learning needs

Education to inform.



Education to solve problems of the environment.



education is key to achieving sustainable development



From solutions to sustainable development



Schools and other learning centres play a role in LLL



Part 1. Situation

- In 2015, Asia-Pacific continued to be the world's most disaster prone region.
- 160 disasters were reported in the region, accounting for 47 per cent of the world's 344 disasters.
- The region bore the brunt of large scale catastrophic disasters with over 16,000 fatalities — more than a two-fold increase since 2014.
- South Asia accounted for a staggering 64 per cent of total global fatalities — the majority was attributed to the 7.6 magnitude earthquake that struck Nepal in April which caused 8,790 deaths.
- The Asia and the Pacific incurred more than US\$ 45.1 billion in economic damage in 2015 and even higher indirect losses.

2015 disasters⁽¹⁾ in numbers

346 reported disasters
22 773 people dead
98.6 million people affected
us\$66.5 billion economic damage

Top 10

Natural disasters by number of **deaths**

Earthquake, April	Nepal	8 831
Heat wave, June-August	France	3 275
Heat wave, May	India	2 248
Heat wave, June	Pakistan	1 229
Landslide, October	Guatemala	627
Heat wave, June-July	Belgium	410
Flood, November-December	India	325
Flood, July-August	India	293
Earthquake, October	Pakistan	280
Flood, January	Malawi	278

Total of **affected people** reported by country

Dem. Rep. of Korea	18 003 541
India	16 558 354
Ethiopia	10 210 600
Nepal	5 640 301
Bangladesh	4 452 553
Philippines	3 834 514
Malawi	3 438 995
China, P Rep	3 006 093
Guatemala	2 809 910
South Africa	2 700 000

Total of **economic damage** reported by country (in billion US\$)

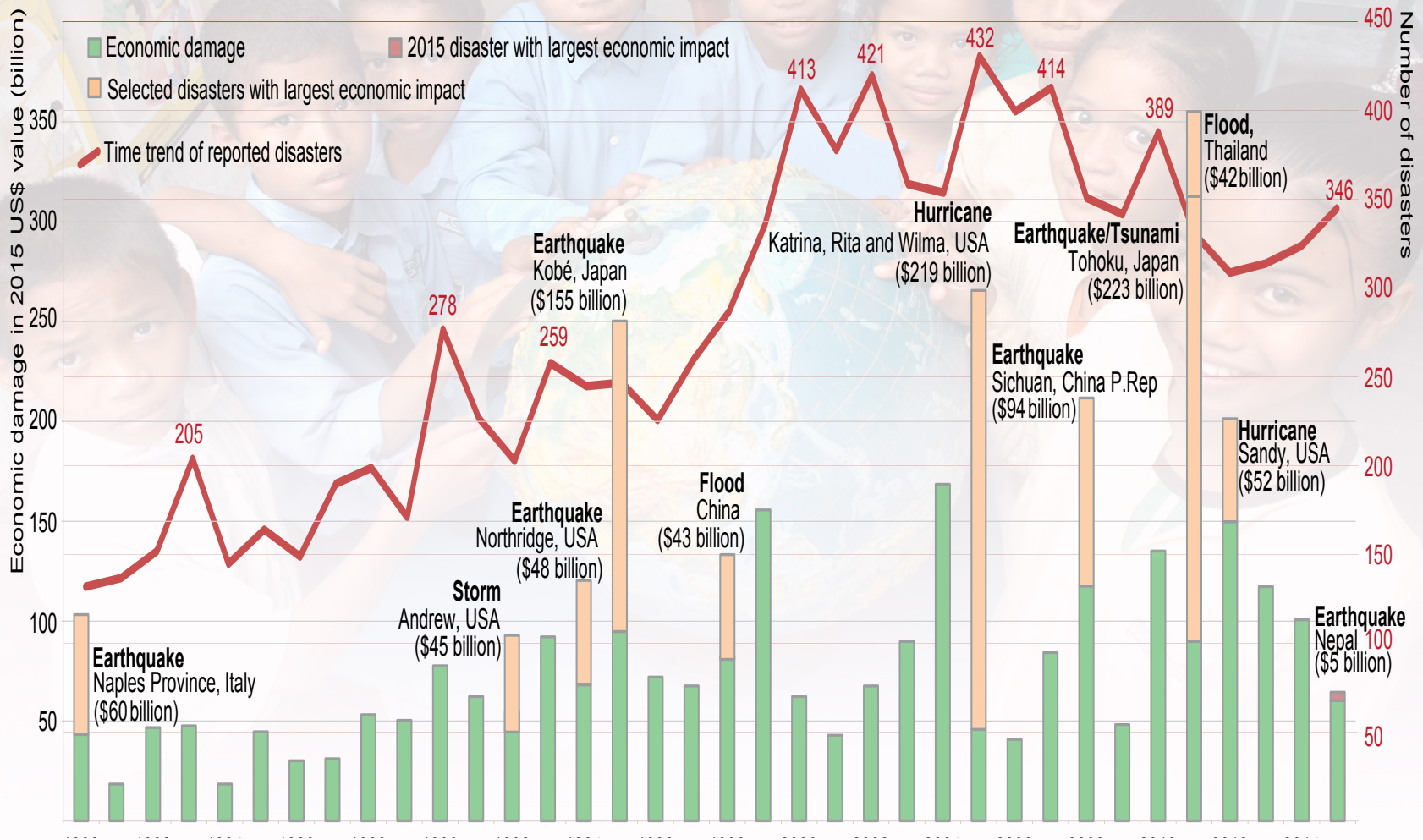
United States	24,88
China, P Rep	13,66
Nepal	5,17
United Kingdom	3,60
India	3,30
Chile	3,10
Australia	2,40
South Africa	2,00
Philippines	1,90
France	1,00

Top 10 Number of **reported** disasters by country

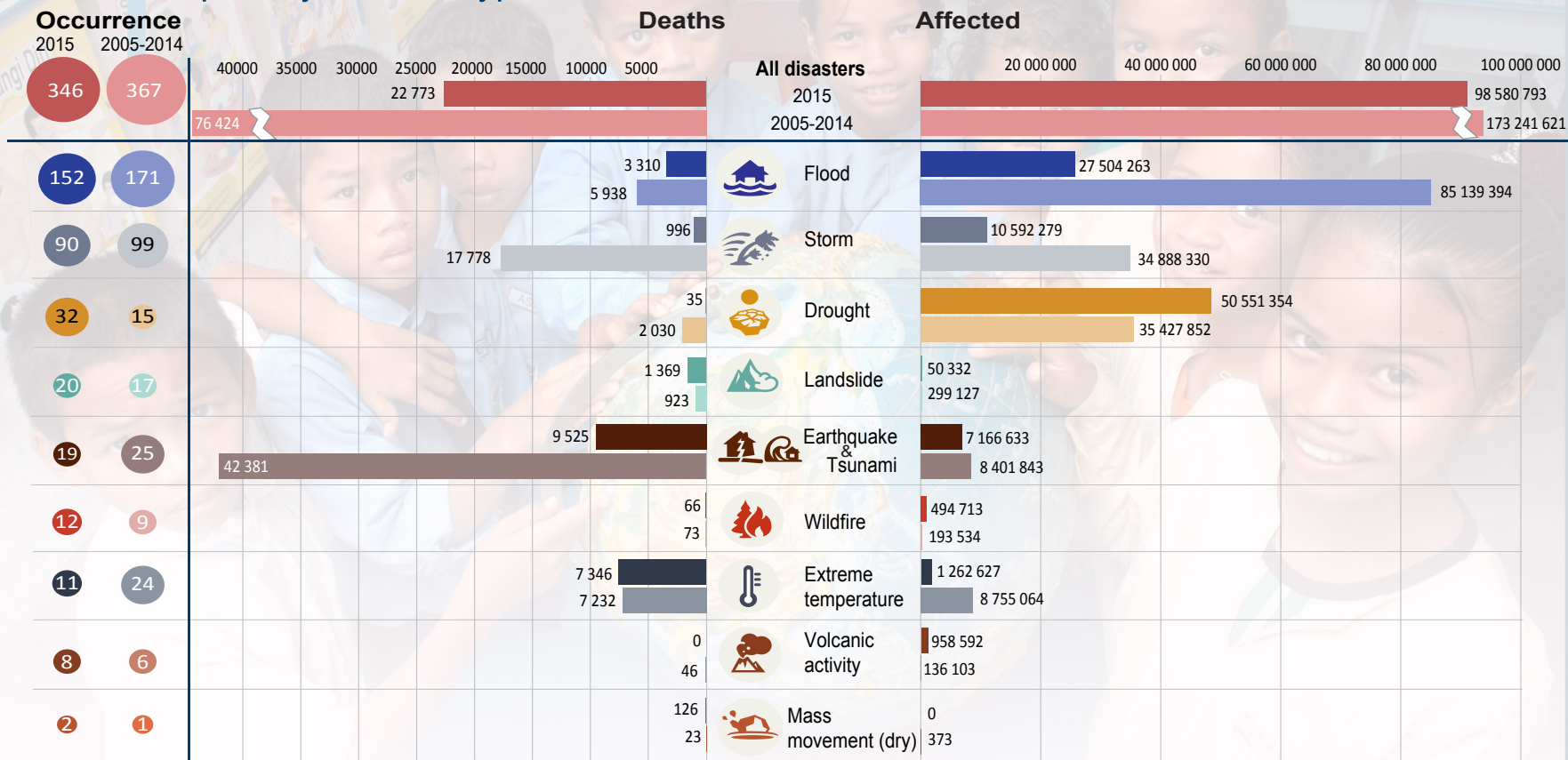


(1): Natural disasters: Epidemic and insect infestations not included

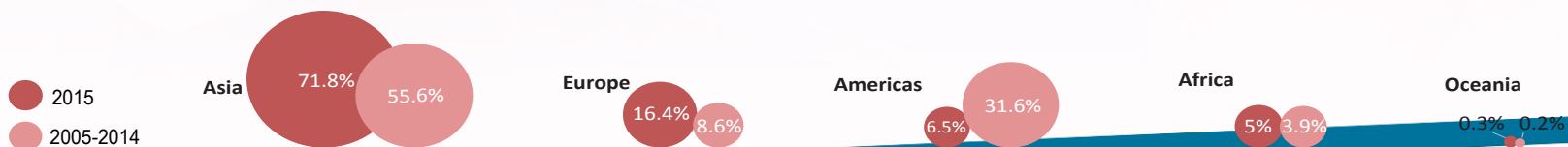
Annual reported economic damages and time trend from disasters: 1980-2015



Human impact by disaster types (2015 versus average 2005-2014)

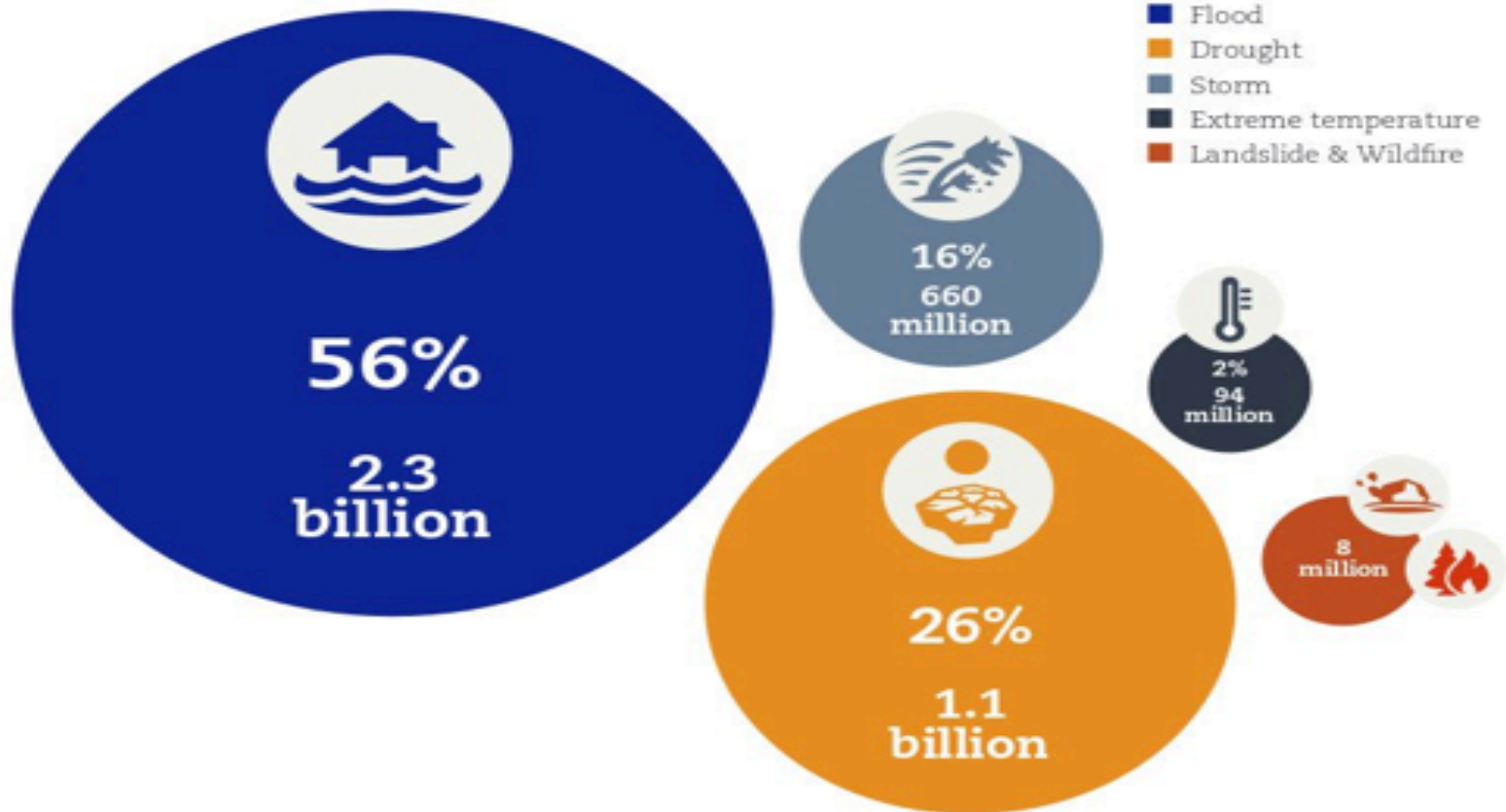


Percentage of deaths by continent



Numbers affected by floods and other natural disasters, 1995 to 2015. Image: UNISDR / CRED

Numbers of people affected by weather-related disasters (1995-2015)
(NB: deaths are excluded from the total affected.)



Southeast Asia

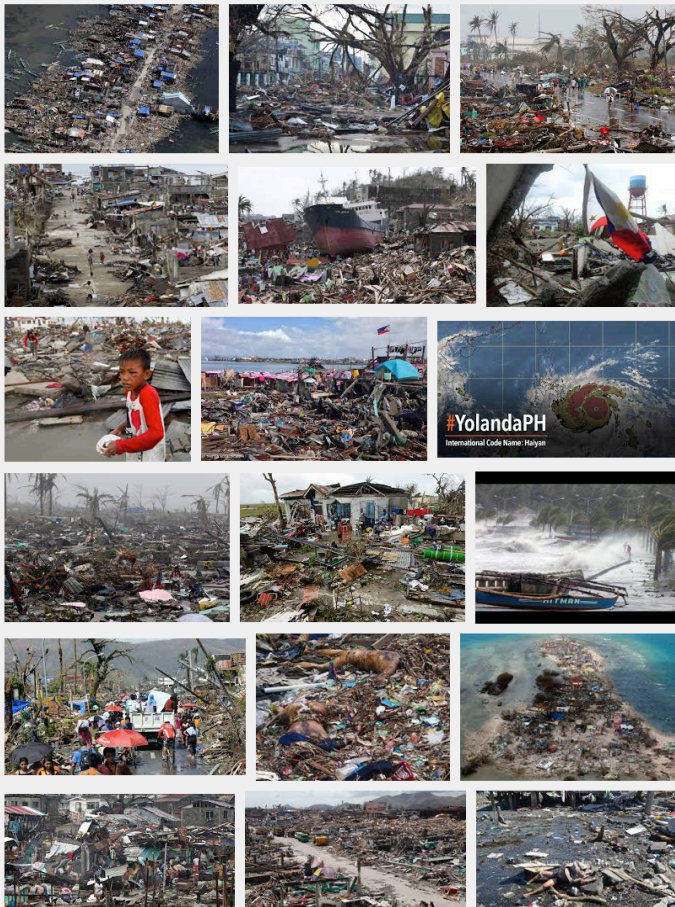
Myanmar

- On 2 May 2008, Cyclone Nargis made landfall in Myanmar, crossing the south of the country over two days, and devastating the Ayeyarwady Delta region.
- According to official figures, 84,500 people were killed and 53,800 went missing.
- A total of 37 townships were significantly affected by the cyclone.
- The UN estimates that as many as 2.4 million people were affected

Indonesia

- Among its total 252 million population are 60.9 million students.
- More than 2,000 schools were destroyed or damaged from 2004 to 2013 alone.

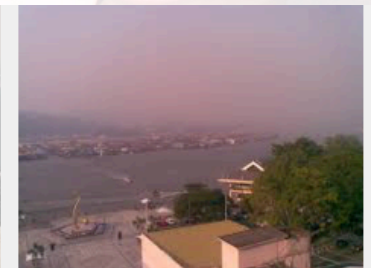
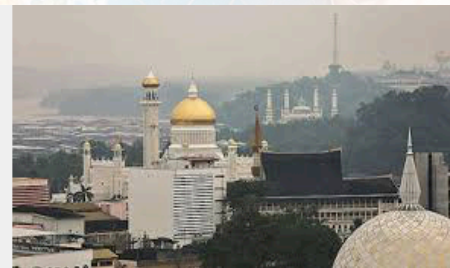
Philippines: Disaster Profile



- Philippines is situated along two major tectonic plates of the world – the EURASIAN and PACIFIC Plates
- 300 volcanoes, 22 as active
- average of 20 quakes per day
- average of 20 typhoons a year, five (5) of these are destructive
- 36,289 kms. of coastline vulnerable to tsunami

Fire Haze in Indonesia, Singapore, Malaysia and Brunei Darussalam

- About pre-mature deaths in haze from Indonesia and affecting Singapore, Malaysia and Brunei Darussalam as well.

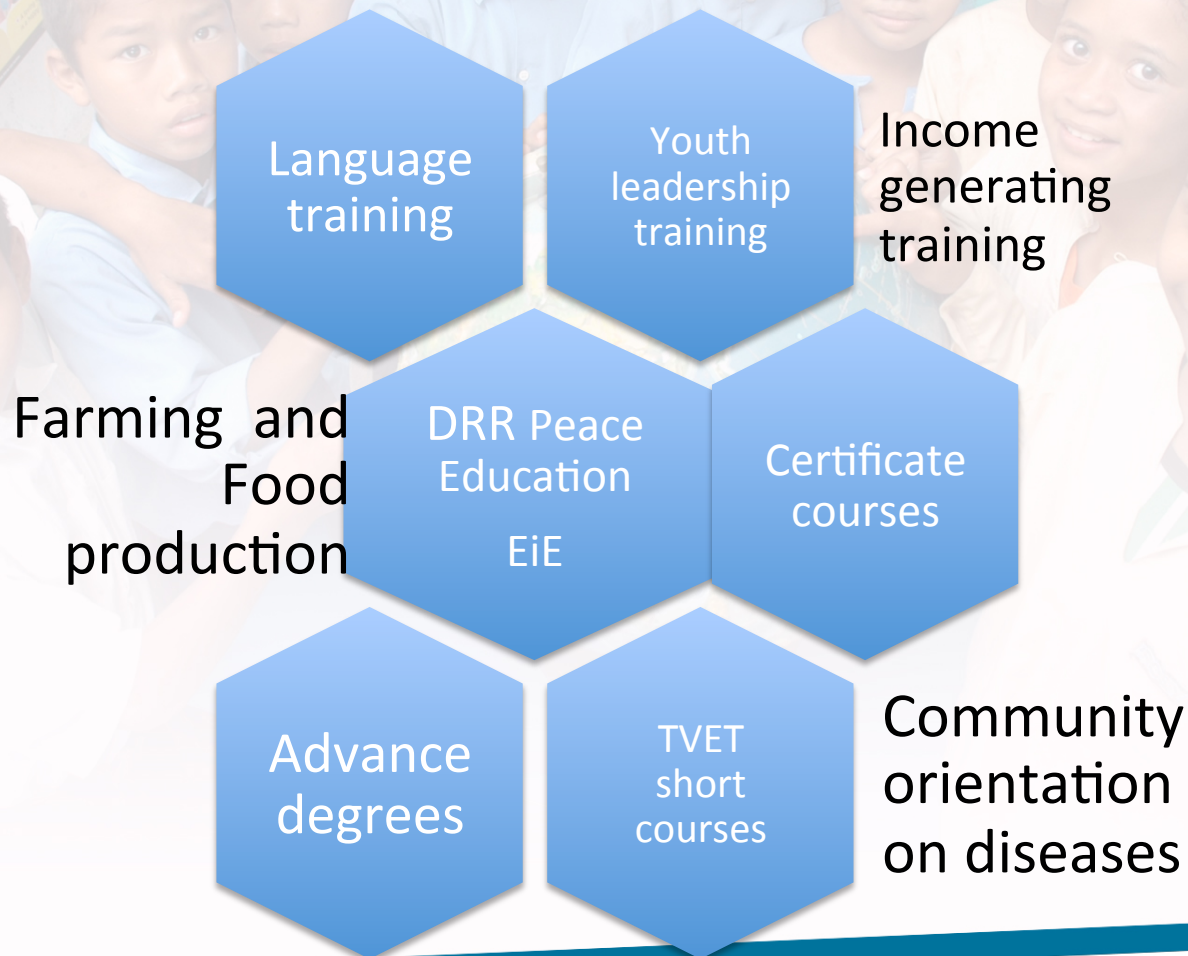




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LIFELONG IN LEARNING IN SEA

What LLL programs are in SEA?



Baseline LLL Profile: Who are in LLL in SEA?

51 years old and above

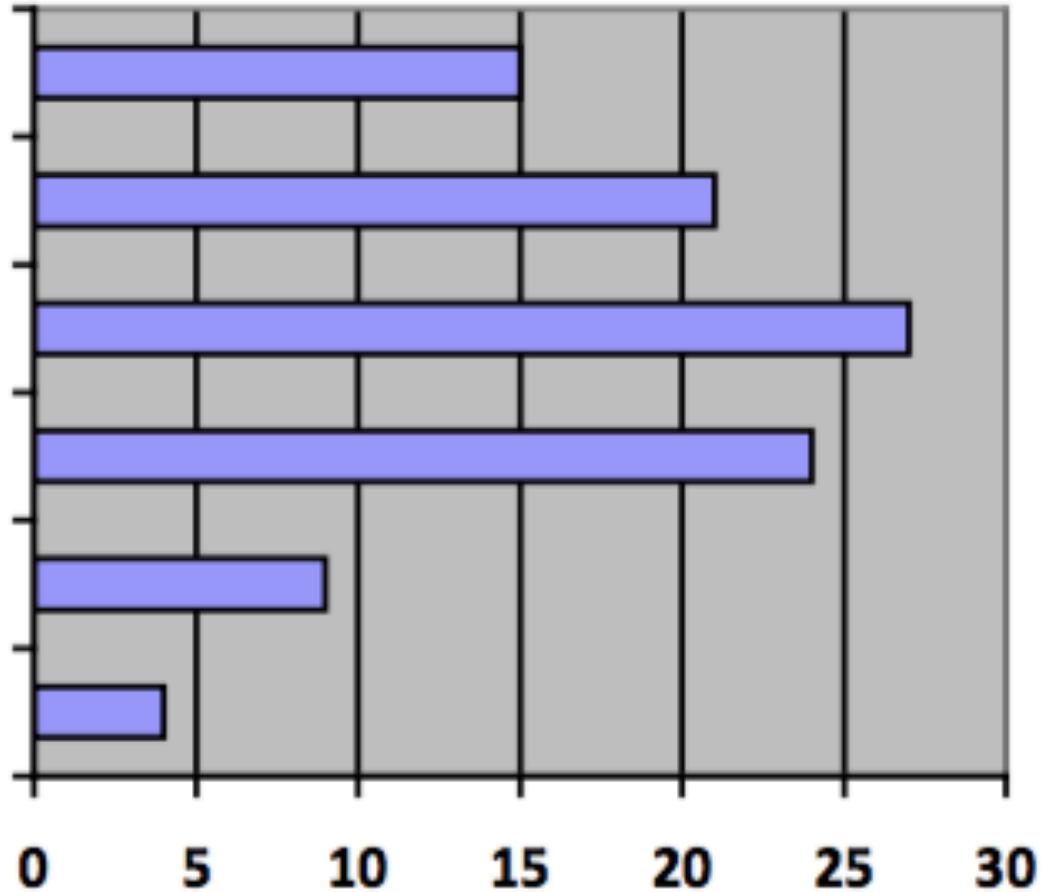
41-50years old

25-40years old

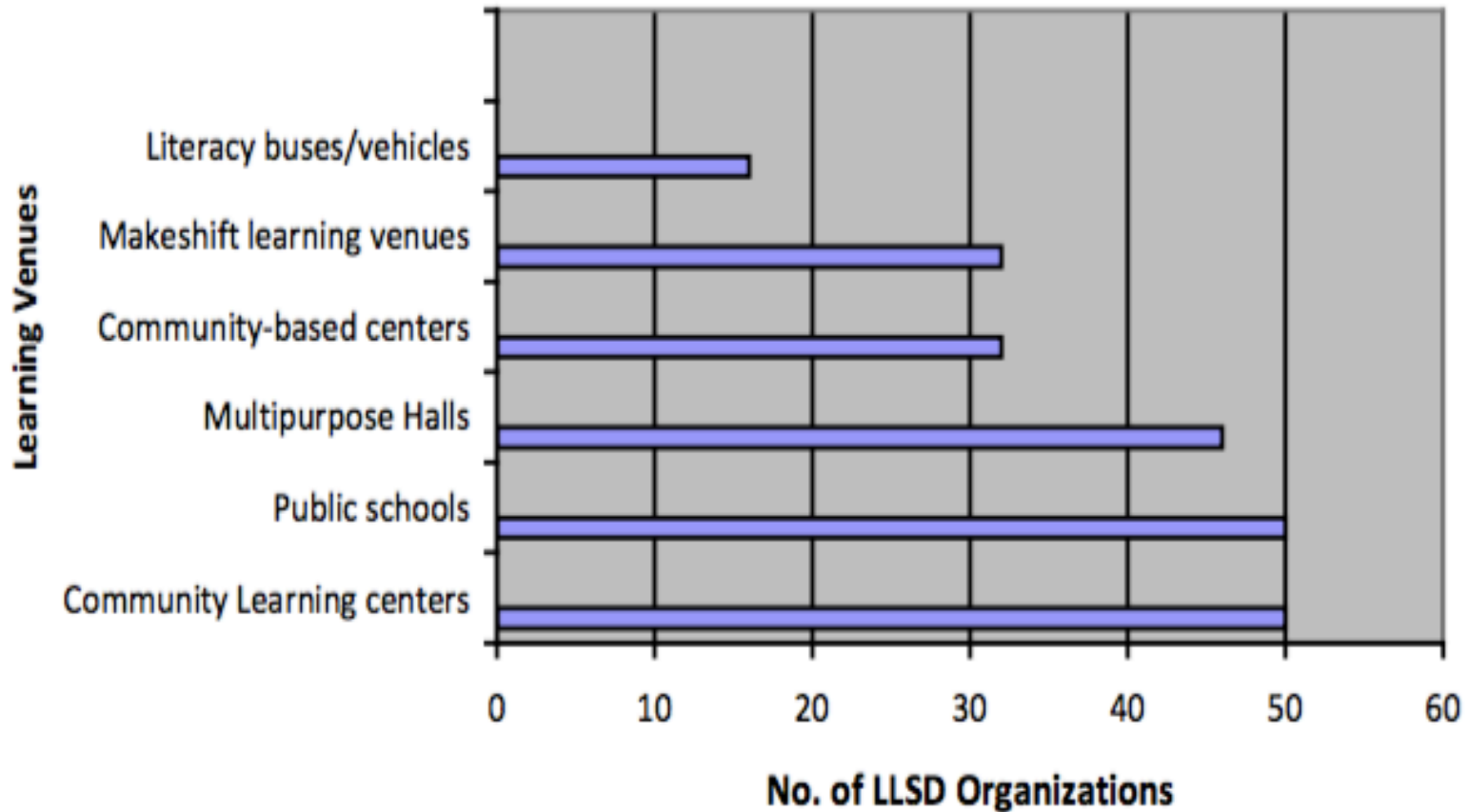
15-24years old

6-14years old

0-5years old



Baseline LL profile in SEA: Where are the Lifelong Learning conducting classes?



Regional Landscape

- Policy support
- Allocation of resources for LLL
- Public – private partnership and networking
- Research and Development
- Capacity building (traditional and ICT-based)
- Advocacy and communication

Part 2. Solutions: International Agenda

- COP 21 (2015 Paris Climate Change Conference)
 - The COP21 supports the call for action on the Paris Pact on Water and Climate Change Adaptation.
 - About 196 countries in Bonn to start implementation of the Paris Agreement on Climate Change.
 - Action Plan – limiting global warming and developing mechanism to help countries cope with climate change
 - 177 officially signed the Paris agreement

Part 2. International Agenda

- 1990 Education For All

2000 Dakar Framework for Action on Education For All

2012 The Future we want Higher Education Sustainability Initiative

2015 Incheon Declaration 2030 Agenda for SDGs

1992 Agenda 21

2005 UN Decade of ESD

2014 Muscat Agreement World Conference on ESD for Global Action Agenda

Regional Agenda: SEAMEO Education Agenda (2015-2035)

basic learning opportunities of all learners through innovations in education delivery and management to provide for the previously inaccessible and vulnerable groups.

01

Early Childhood Care and Education

02

Addressing Barriers to Inclusion

03

Resiliency in the Face of Emergencies

Preparing schools leaders, teachers, students, and local communities in managing and maintaining the delivery of education services during emergencies such as conflicts, extreme weather, and natural disasters.

Priority Areas 2015-2035

Promoting Technical and Vocational Education and Training (TVET)

04

Promoting TVET among learners, teachers and parents with more visible investments and relevant curricula that focus on creativity and innovation, with a clear pathway to lifelong learning, higher education and regional labour, skill and learners' mobility.

Adopting a 21st Century Curriculum

07

Promoting Harmonisation in Higher Education and Research

06

Institutional-level harmonisation taking place with Member Countries investing in the strengthening of higher education institutions with each institutions determining their most important needs, supported by research, in order to be able to coordinate and set quality

Revitalising Teacher Education

05

Making teaching a first choice profession through comprehensive, strategic, and practice-based reforms of teacher management and development systems through more professional preparation at pre-service and in-service processes, following an explicit and shared teacher competency framework and a set of standards applicable across the region.

Ministers Recommendation

1. Utilization of the 21 SEAMEO Centres as the mechanism to implement the seven priority areas at the national, regional level and beyond and synergizing with ASEAN;
2. Linking the seven priority areas with the curriculum and moving towards global citizenship;
3. Promoting teachers and school leaders' competencies standards in the SEAMEO Member Countries;
4. Mobilizing and sharing of knowledge, skills and best practices among SEAMEO Member Countries, namely in the areas of TVET, English proficiency skills, digital competencies, 21st Century and employability skills; and
5. Involvement of parents in the education system through the “partnering with parents” initiative to foster common understanding on quality education to the parents in the education of their children.

SEAMEO Project 10: Disaster Risk Reduction and Preparedness

- Review of participating countries' strategies on disaster risk reduction and management and preparedness;
- Provision of children's kits and guidelines on emergency preparedness, safety and vigilance;
- Teachers and community involvement on education in emergencies;
- Advocacy to national governments, global donors and international networks to address educational concerns in areas affected by conflict/ disasters and development
- Development of DRRM Framework for Basic Education

Education in Emergencies Wealth of Resources from SEAMEO Centres and partner organizations



DISASTER RISK REDUCTION IN EDUCATION IN EMERGENCIES

A GUIDANCE NOTE FOR EDUCATION CLUSTERS AND SECTOR COORDINATION GROUPS

"Don't just wait for disaster" (Ban Ki Moon)



Part 3. SDG4 Pathways 1- Policy development and awareness

Policy gaps on providing equitable access to quality education and lifelong learning across all levels

- SDG 4 promotes an even expanded access to all levels of education and lifelong learning
- It has implication for changes in legislation from the SEAMEO level, planning and budgeting
- Governance of basic education – decentralization of educational management
- Blueprint for Actions on SDG 4

Part 3: SDG Pathways- MOOCS and Digital technologies

Massive education and training needs will require ICT infrastructure and facilities

There is a need for more resources to reach the unreached and the most marginalised groups in the SEA region

- SEAMEO will work to ensure that MOEs support for MOOCS and digital facilities are supported and accredited
SEAMEO will work to support a less rigid and traditional education and will expand nonformal, informal and alternative learning schemes

Part 3: SDG Pathway- Engagement and partnership

- We cannot do it alone; MOEs cannot do the SDG alone.
- SEAMEO Dialogue of education Ministers have reiterated the resources (both human and financial) in meeting the agreed international goals
- SEAMEO action agenda recognizes partnership for resource sharing for LLL and DRR.
- SEAMEO will continue to work across countries and even beyond- sharing its expertise in capacity building and research
- Promote advocacy to advance the Education Agenda (7 priority areas in support of SDG4)
- SEAMEO will work with member countries, associate member countries, the civil society, partners and the community to reach the SDG 4 goals and the 7 Education Agenda

Opportunity: SEAMEO Star Village

- The SEAMEO STAR Village Program is a **collaborative endeavor among the six SEAMEO Centres in Indonesia** which aims to develop a **community-based sustainable development model that could reinforce the SEAMEO Community Involvement Program** especially in helping address the SEAMEO 7 Priorities and the Post-2015 Sustainable Development Agenda



Biggest Opportunity for SEAMEO



IC TIẾNG VIỆT

THE CONFERENCE
"PROMOTING EDUCATION FOR SUSTAINABLE DEVELOPMENT
THROUGH COMMUNITY LEARNING CENTRES"
IN HOA BINH PROVINCE



- A center dedicated for the promotion of lifelong learning.
- CELL is doing a research study into lifelong learning in Southeast Asia entitled *Towards an ASEAN Lifelong Learning Agenda*.
- A study on best practices in lifelong learning in ASEAN countries, identifying common features that can be replicated in other countries of the region.

Concluding Remarks

- Connection between LLL and DRR
- The SEAMEO Education Agenda will accelerate progress on DRR through LLL roadmaps
- SEAMEO Star Village and Community Education thru CSRs and SEAMEO network schools may be a good model for Community-based learning
- Being the executive arm of MOEs, a more holistic approach to learning may be carried out- SEAMEO CELLL and other SEAMEO Centres play a big role in DRR through LLL.



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THANK YOU