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FOREWORD

A Message from the SEAMEO Secretariat Director

Today, the world is facing an emergency due to the COVID-19 pandemic that has been causing viral pneumonia and ultimately resulting in death among a huge number of the population. From the time the novel coronavirus was reported in early January until it was declared by the World Health Organization (WHO) as a pandemic, COVID-19 has dramatically affected the education sector and even our existing work environments in SEAMEO. The SEAMEO Secretariat (SEAMES) thus launched COVID-19 information dissemination campaigns and heeded the call of the Royal Kingdom of Thailand's Ministry of Public Health (MPH) and Ministry of Education (MoE) to help control the spread of COVID-19 infections and flatten the curve. We have been vigorously sharing COVID-19 strategies to all SEAMEO regional centres through our various social media channels, email communications, and a dedicated Line Group whose members include all SEAMEO Centre Directors.



Postponement of Events

As most SEAMEO events require the gathering of about 50 or more people, SEAMES has postponed all meetings, conferences, and capacity-building workshops that would violate existing social distancing policies. The cancellation of flights and additional immigration, quarantine, health, and travel insurance requirements of varying granularity eventually led to the cancellation of not just SEAMES events but also other regional events hosted by the SEAMEO regional centres. Shortly thereafter, lockdowns were implemented and borders were closed to curb the further spread of COVID-19. SEAMES then initiated the difficult process of canceling all scheduled events until June 2020. All international and regional conferences and student and faculty mobility programmes were also canceled to ensure that participants will not be trapped far from home and their families. Other SEAMEO regional centres, just like SEAMES, also canceled all meetings and heeded the call of their host governments to participate in the fight against COVID-19.

Shift to Work from Home, Teleworking, or Remote Engagement

SEAMES implemented a work-from-home (WFH) arrangement on a trial basis to heed the Kingdom of Thailand's call for all to remain at home in mid-March. Existing technology infrastructure, along with an evaluation of the dry run, were first carried out prior to full implementation, affording SEAMES to iron out details resulting from the experience. The WFH Policy was also shared with all SEAMEO regional centres to ensure that critical functions are not compromised as a result of varying degrees of lockdowns. Despite the physical absence of staff, all activities were carried out remotely and innovative policies that yielded productive results were implemented to ensure the unhampered operation of SEAMES. Almost all of the SEAMEO regional centres implemented similar alternative work arrangements to provide uninterrupted service.

Assistance to Member Countries

As all schools have been affected by varying degrees of lockdowns, learners, teachers, and other education stakeholders are now utilising technology and online options. COVID-19 painfully showed the world the intergenerational and technological gaps that exist across countries. As such, SEAMES immediately heeded the call of ministries of education to assist learners and teachers to use online resources. The SEAMES website was enhanced to feature online solutions to address learning needs. We have been sharing useful online education resources (OERs) in a collaborative platform from the SEAMEO community and partner organizations to help member countries ensure that learning continues wherever and whenever.

Towards a Post-COVID-19 Recovery Phase

As the COVID-19 pandemic brought on a global health and education crisis, SEAMEO will launch proactive measures to develop regional policies and programmes that will accelerate the use of technology, open and distance learning (ODL) and OERs to ensure continuity in learning, especially in times of educational disruption. SEAMEO's Priority #3—promoting resilience in the face of emergencies—also plays a crucial role in improving people's psychosocial and mental health. Now more than ever, we need to radically change our programmes and resource allocation to provide better education and health responses during emergencies.

SEAMEO joined the UNESCO Global Education Coalition for COVID-19 Response, as we need to work closely together to make inclusion a guiding principle of all COVID-19 responses and recognise the crucial role that teachers and school heads play in a pandemic. I encourage everyone to contribute in efforts to contain and manage COVID-19 and positively hope that the end is in sight and a cure is just within our reach.


Dr. Ethel Agnes P. Valenzuela



PART 1

SEAMEO Secretariat's Response to COVID-19 Pandemic

COVID-19 has dramatically changed the educational landscape in Southeast Asia. SEAMEO member countries have been affected by various quarantine and lockdown measures that triggered the closure of schools and educational institutions in an effort to flatten the curve and control the spread of the disease. In the region alone, around 247 million learners are hunkering down to continue learning from their homes in compliance with strict social distancing protocols and mandates from national governments.

For its part, SEAMES launched a multi-pronged approach to assist member countries in addressing gaps brought on by the COVID-19 pandemic. Apart from providing regular situation updates, we are also making various online resources available to contribute to remote teaching and learning efforts amidst lockdowns.

To date, member countries, education stakeholders, and national leaders can access the fruits of our labour, namely:

- Survey on the Exchange and Mobility of Students Programmes amidst COVID-19
- SEAMEO Webinar Series in Response to COVID-19
- Joint Webinar on Developing Learning Management Systems and Open Education Resources with the Philippine Commission on Higher Education
- SEAMEO Ministerial Policy e-Forum on COVID-19 Response


All of these efforts served as critical inputs to the findings and recommendations in this report that we hope will propel member countries to frame educational policies that will prepare them for future similar educational disruption.


As part of our commitment to disseminate information, meanwhile, we have been posting a weekly tally of COVID-19 cases across member countries. Our website also houses innovative open education resources that learners and educators can download free of charge. We also produced infographics that can serve as handy guides to interested educators and stakeholders on how to effectively work from home and stay productive. Our site also acts as a knowledge resource for best practices amidst lockdowns. Since the declaration of a pandemic, SEAMEO has been vigorously sharing the strategies it employed to ensure normal operations despite the implementation of remote working measures.

SEAMEO was established to address educational issues in Southeast Asia. Our ongoing efforts are a result of our overarching aspiration to enhance regional understanding, cooperation, and unity of purpose among member countries to improve the quality of life in the region through the establishment of networks and partnerships and the promotion of sustainable human resource development. The ensuing crisis is testing our resolve to achieve this aspiration but strategic collaboration will help us ensure that no learner is left behind by making learning happen wherever and whenever.

SEAMEO Secretariat Timeline of COVID-19 Activities

SEAMES became concerned with reports of the new strain of coronavirus that caused pneumonia and caused several untimely deaths in Wuhan, China, as early as February 2020. And so, when WHO declared the coronavirus dubbed “COVID-19” a public health emergency of international concern on 30 January 2020, SEAMEO immediately activated its Coronavirus Communications Committee (CCC) to review existing programmes and projects that the crisis may affect. Early responses included making hand sanitisers available in the office. A photo wall was also put up to raise awareness among all SEAMES staff members and guests. Since then, SEAMES has taken concrete steps to help fight the scourge and flatten the curve. To date, we have taken the following steps:

| Date | Document Title | Actions Taken |
|---------------|---|---|
| February 2020 | SEAMES Information Note on COVID-19 | Notices canceling all face-to-face gatherings, especially those that require travel were posted on the SEA-Teacher, SEA-TVET, and SEAMES websites. Partners and stakeholders were asked to cancel all student exchange programmes as well, which included the immediate repatriation of all participants |
| 2 March 2020 | Internal memo on flu vaccination | Flu vaccination was required of all staff members |
| 9 March 2020 | Staff assembly | All staff members attended a briefing on COVID-19 strategies and other updates concerning their welfare |
| 11 March 2020 | Internal memo: DIR1.115/117—Guidelines for WFH Arrangements | WFH policies were instituted to ensure business as usual despite quarantine implementation; critical processes (e.g., payroll and other finance-related transactions) were identified; online templates were circulated for use to monitor commitments and ensure quality performance; online meetings and teleconferencing were utilised |
| 11 March 2020 | Internal memo: DIR1.115/118—Clearinghouse Committee on COVID-19 (3Cs) | Formal creation of 3Cs and task identification; Administrative Manager was tasked to procure hand sanitisers, antibacterial soaps, and masks immediately |
| 13 March 2020 | Internal memo: DIR1.110/119—Guidance Related to COVID-19 | Mandatory temperature checks for all staff members and guests were required; self-quarantine measures and other guidelines for staff members who just returned from international travel were formalised; rules on maintaining good hygiene and frequent hand washing were reiterated; 3Cs members were appointed as point persons for clarifications |
| 16 March 2020 | Internal memo on staff outing | The postponement of the SEAMES staff outing was announced |
| 17 March 2020 | Internal memo: DIR1.110/120—Guidance on Returning from International Travel | A matrix of countries with high COVID-19 infections from the Ministry of Public Health, Thailand was circulated in relation to return protocols to avoid the spread of COVID-19 |
| 17 March 2020 | Infographic release | Two infographics on WFH best practices were posted on the SEAMES website  |

| Date | Document Title | Actions Taken |
|------------------|---|--|
| 19–20 March 2020 | Internal memo: Trial of WFH Arrangement | Staff members were asked to try working remotely |
| 20 March 2020 | Internal memo: DIR1.110/121—WFH Scheme from 23 March to 17 April 2020 | Informed all staff members about the WFH schedule; controls put in place to ensure productivity and business continuity were reiterated; critical staff members who will go to the office on Mondays, Wednesdays, and Fridays were identified; social distancing protocols were reviewed; DDAC was appointed focal point person for COVID-19 emergencies that require hospital admission |
| 20 March 2020 | Internal memo : DIR1.110/122—Guidelines on Remote Engagement and Netiquette | Videoconferencing and online meeting best practices were identified |
| 20 March 2020 | Internal memo: DIR1.110/123—WFH Internet Allowance | SEAMEO Staff were given additional allowance to subsidize Internet costs. |
| 25 March 2020 | Internal memo: DIR1.115/124—Updates on COVID-19 Emergency Measures | Reiterated social distancing measures; all staff members were informed about hospitals designated as COVID-19 treatment centres for members of diplomatic corps and international organizations |
| 30 March 2020 | Infographic on netiquette release | Released the infographic on social media |
| 1 April 2020 | What Kind of SEAMEO Staff Are You? | <p>Posted the infographic on social media</p>  |
| 2 April 2020 | Internal memo: Extending the WFH Arrangement | WFH arrangement was extended up to 30 April 2020; critical staff members may report for work physically, if necessary |
| 3 April 2020 | Social media posting | E-SEAMEO Secretariat in Action featuring an interactive check was posted on the official SEAMES Line Group portal |

| Date | Document Title | Actions Taken |
|---------------|--|---|
| 6 April 2020 | Survey on COVID-19 situation of Member Countries | Emailed a survey questionnaire to determine the current COVID-19 situation of Member Countries |
| 6 April 2020 | Start of weekly COVID-19 status updates in Member Countries | Infographic details COVID-19 confirmed cases and death tolls across Member Countries |
| 13 April 2020 | Various WFH challenges for SEAMES staff | Launched WFH happy moments and exercise for all programmes |
| 21 April 2020 | SEAMEO Webinar Series | Announced the upcoming launch of the SEAMEO Webinar Series |
| 28 April 2020 | SEAMEO Online Consultation Meeting on SEA-Teacher and SEA-TVET | Online consultation meeting to discuss mobility programmes during COVID-19 crisis |
| 29 April 2020 | SEAMEO Webinar Series #1 | Webinar #1: Emotional and Psychosocial Health during the COVID-19 Pandemic was conducted |
| 30 April 2020 | SEAMEO Webinar Series #2 | Webinar #2: Learning Continues: Making Distance Learning, Open Education Resources, and Online Resources Matter amidst COVID-19 Education Disruption was conducted. |
| 7 May 2020 | SEAMEO Webinar Series #3 | Webinar #3: Learning and Mobility in Lockdown: Snapshots of COVID-19 Effects on Student Mobility and Exchange was conducted |
| 14 May 2020 | SEAMEO Webinar Series #4 | Webinar #4: Enhancing Resilience and Connectivity in the Time of COVID-19: Snapshots of Good Practices was conducted |
| 15 May 2020 | Internal memo: Modified WFH Scheme | Put in place policies to prepare for staff members' gradual return to office |

The 3Cs meets regularly online to facilitate the easy exchange of breaking C-19 news and reliable updates from various media sources. SEAMES, through the 3Cs, has always been a step ahead in ensuring that critical steps are identified and taken as needed. As such, we remained in constant communication with the 26 SEAMEO Regional Centres and Network through the WhatsApp group of all Centre Directors.

Due to the WFH arrangement, SEAMES utilized technology-enabled communication channels in place of usual face-to-face meetings. Better Internet use also allowed us to go paperless. SEAMES also enhanced staff participation via a check-in protocol starting 31 March 2020. Photos of all staff members' workstations at home were made available to all. Health and wellness photos will also be posted soon.

To date, SEAMES constantly updates the Regional Centres to guide their future actions.

The Way Forward

SEAMES looks forward to the day that the COVID-19 crisis is addressed. When that time comes, we will:

- Provide updates on the current status of education in each Member Country and document the best strategies employed during the lockdown
- Provide updates on the current status of all SEAMEO Regional Centres and review alternative work arrangements that worked best

SEAMES intends to facilitate the international exchange of information and knowledge management to collate best practices in hopes of guiding future actions. Similarly, we will guide the regional centres to determine the following:

- Existing travel, health, and visa requirements for all Member Countries
- Updating education statistics based on the latest count of COVID-19-affected citizens
- Updating the list of schools and SEAMEO Regional Centres that may have been used as COVID-19 quarantine areas or treatment centres

As an organization that continues to enhance human capacities and explore peoples' fullest potential, SEAMEO seeks to sustain its work and aspirations for development to make lives better through providing quality and equitable education and preventive healthcare services; promoting culture and tradition and local languages; utilising information and communication technology (ICT); alleviating poverty; improving agriculture; and preserving natural resources.



PART 2

Survey on the Exchange and Mobility of Students Programmes amidst COVID-19

Since October 2014, SEAMEO through the SEAMEO Council has been focusing on seven priority areas to improve the quality of education in Southeast Asia. Throughout the years, the SEAMEO Secretariat has been spearheading efforts for two priority areas—revitalising teacher education and promoting technical and vocational education and training (TVET).

To fulfill this mandate, SEAMES thus embarked on two projects—“Pre-Service Student Teacher Exchange in Southeast Asia (SEA-Teacher)” and “SEAMEO Polytechnic Network (SEA-TVET)” in 2016. SEA-Teacher aims to enhance the global competitiveness of pre-service teacher students through practice teaching workshops. SEA-TVET, on the other hand, hopes to provide overseas internship opportunities to diploma and higher diploma TVET students through bilateral student exchange programmes. Both projects last for 30 days and involve two participating institutions from Member Countries (i.e., Indonesia, Myanmar, the Philippines, Thailand, and Vietnam) at one time.

As of early 2020, more than 3,000 learners have participated in SEA-Teacher. Meanwhile, over 255 teacher training institutions joined SEA-Teacher and SEA-TVET. Due to the ensuing

COVID-19 pandemic, however, SEAMES suspended all academic mobility programmes in a bid to stem the spread of the disease to participants in February 2020.

SEAMES remains committed to continue providing support to Member Countries post-COVID-19, however. To that end, it sought to obtain its partner universities and institutions' readiness to continue their participation when SEA-Teacher and SEA-TVET resume operations. SEAMES would like to share the results and findings of the SEAMEO Survey on Student Exchange and Mobility Programmes through this brief.

Respondents and Methodology

The SEAMEO Survey on Student Exchange and Mobility Programmes was administered online in early April 2020. A total of 160 of SEAMES's partner universities and institutions provided invaluable feedback, 93 of whom were part of SEA-TVET and 67 of SEA-Teacher.

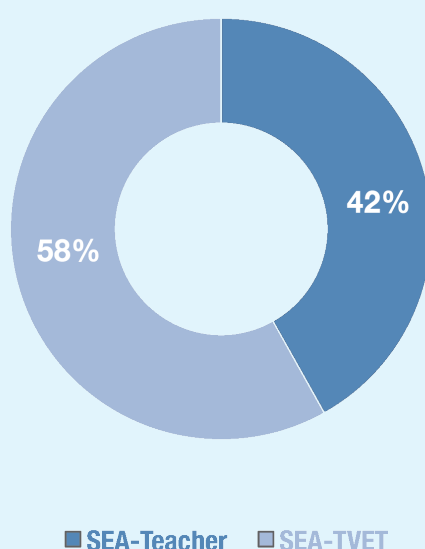


Figure 1: Distrubution of Respondents

The survey aims to provide SEAMES with useful insights on the short- and long-term issues that partner universities and institutions are facing amid the global pandemic and the challenges they foresee post-COVID-19.

Factors to Consider for Continuing Participation in the SEAMEO Student Exchange and Mobility Programmes

Amidst the closure of educational institutions in several countries throughout the region in national governments' bid to stem the spread of the virus, the survey respondents were asked to reflect on the situation. They were particularly requested to foresee challenges that may adversely affect their decision to continue their participation in the SEAMEO Student Exchange and Mobility Programmes.

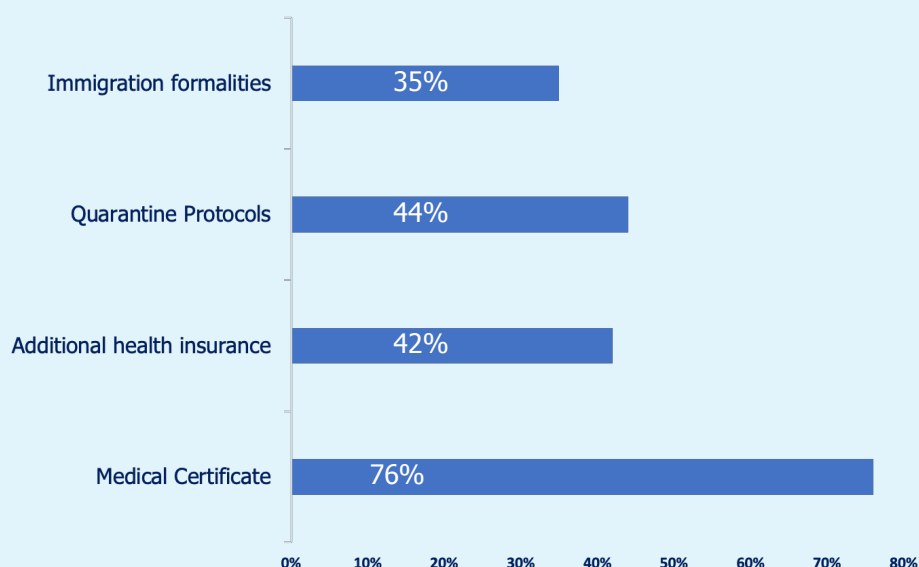


Figure 2: Factors for Academic mobility Participation

Foremost on the respondents' minds were issues related to ongoing quarantine measures and international travel restrictions, especially in countries severely affected by COVID-19. These led them to cite issues that include immigration formalities, quarantine protocols, additional health insurance, and medical certification reflecting one's fitness to travel.

Participation in the SEAMEO Student Exchange and Mobility Programmes

When asked to indicate SEA-Teacher and SEA-TVET Network Student Exchange and Mobility Programmes views on continued participation in SEA-Teacher and SEA-TVET amidst the crisis, most of the respondents expressed uncertainty. Some cited recommendations in light of the ensuing pandemic that include:

- 56%, postponing the implementation of the programmes until after COVID-19 is eradicated or a vaccine is developed
- 17%, turning SEA-Teacher and SEA-TVET into online programmes as quarantine and social distancing measures continue to be implemented
- 12%, instigating policy changes and incorporating precautionary measures into existing protocols for the programmes post-COVID-19
- 8%, providing partner universities and institutions with updates, especially after the quarantine period, to discuss the current situation and future plans
- 7%, making the SEA-TVET student exchange period more flexible in light of changes made to academic terms

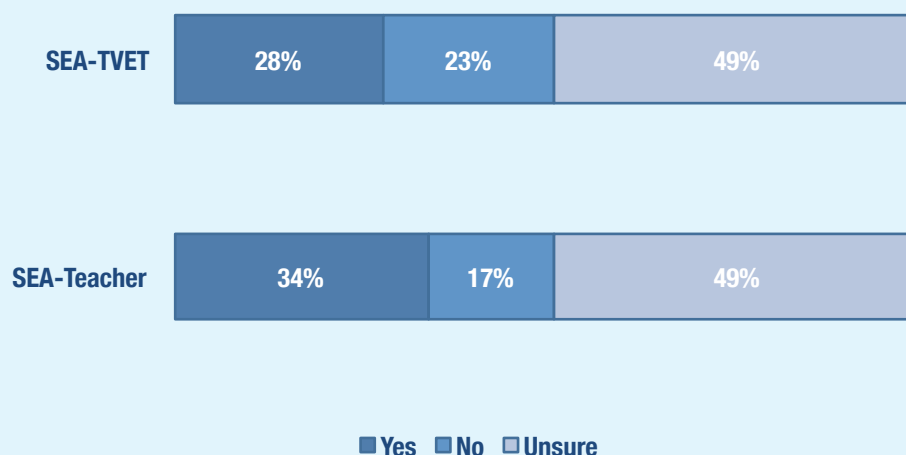


Figure 3: Readiness of SEA-Teacher and SEA TVET Institutions to Participate in the Academic Mobility Programme in 2020

Conclusion

The results of the SEAMEO Survey on Student Exchange and Mobility Programme revealed that:

- The current quarantine protocols is of great concern to SEAMES partner universities and institutions. The respondents primarily worry for the safe conduct and health of SEA-TVET participants in particular. The mandatory quarantine procedures for international visitors would also greatly affect the SEA-TVET students upon their arrival in their receiving universities' countries.
- Much like the uncertainty that surrounds national policies during and after the pandemic is dealt with, the respondents still have to consider several factors on whether or not to proceed with their participation. They have yet to make more conclusive decisions after a thorough consideration of changes to immigration rules and regulations post-COVID-19.
- Overall, the respondents are concerned about the health and safety of the students of both the receiving and sending universities and institutions. As such, a majority recommended that the programmes' implementation be postponed to at least 2021. But because they are all committed to the said programmes, they are willing to explore online alternatives for now.

Recommendations

The COVID-19 pandemic seemingly halted global mobility as we know it not only in Southeast Asia but throughout the world. As a third of the global population were placed under strict community quarantine and called on to adhere to rigid social-distancing regulations, mass gatherings and international travel, including attending school were prohibited.

In a bid, meanwhile, to curtail the effects of the closures, institutions that could continue providing educational services to students did so via remote means over the Internet. The same is true, it seems, for organizations that implement student exchange and mobility programmes such as SEAMEO.

But while recommendations to pursue online alternatives seem sound, several universities and institutions and participating students may not be equipped for distance learning. That fact is, of course, exacerbated in less-developed countries such as a majority of those in Southeast Asia. Many remote areas in nations such as [Cambodia](#), [Indonesia](#), [Malaysia](#), [Myanmar](#), the [Philippines](#), [Thailand](#), and [Vietnam](#) remain underserved when it comes to Internet access provision. In fact, only Singapore does not suffer the same problem, as indicated by a 6/6 rating for obstacles to access. (No data for Brunei Darussalam, Lao, and Timor-Leste.) More than lack of Internet access, learners would need devices to learn. Concerns regarding the technological readiness of the participating universities and institutions and their instructors' ability to provide distance learning need to be addressed as well. Instructors and students would do well to have the capability to immediately shift towards online learning methods in case of emergencies. They can solicit the help of open universities for training and guidance on the creation of learning resources. To date, there are 12 Southeast Asian institutions that belong to the [Asian Association of Open Universities \(AAOU\)](#) that they can tap.

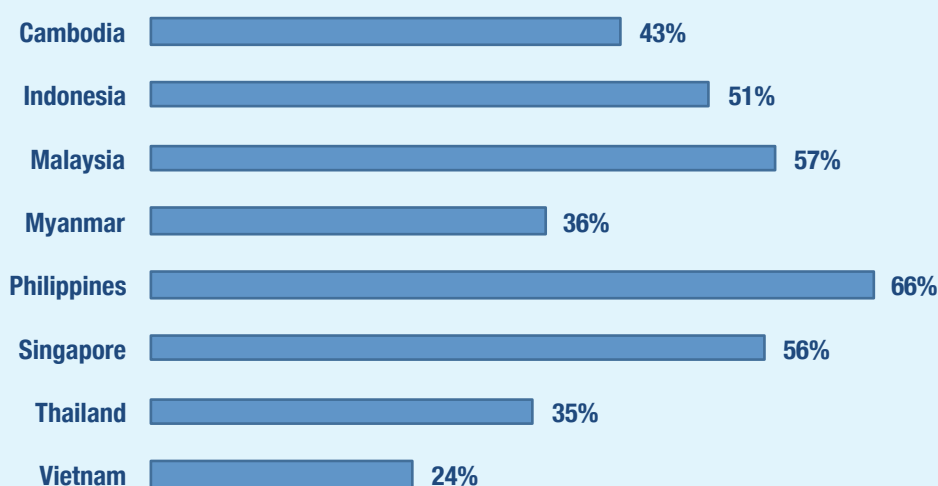


Figure 4: Internet Access Provision in Southeast Asia

(Source: Freedom on the Net 2019, <https://freedomhouse.org/country>)

And should COVID-19 finally be obliterated, universities, institutions, and organizations that implement student exchange and mobility programmes need to be better prepared to take on a similar challenge. In the future, means to protect the health and safety of participants (whether receivers or senders) should be put in place. International travelers should be provided health insurance, apart from being deemed fit to travel (i.e., non-disease carriers).





PART 3

SEAMEO Webinar Series in Response to COVID-19

SEAMES launched the SEAMEO Webinar Series to serve as a platform for experts, education stakeholders, and educators to discuss the responses of Member Countries to the COVID-19 pandemic. The series featured internal experts who provide a snapshot of how the global educational community has been addressing the challenges brought on by the virus.

The first webinar on the theme “Emotional and Psychosocial Health during the COVID-19 Pandemic” was aired on 29 April 2020. This was immediately followed by the second webinar on the theme “Learning Continues: Making Distance Learning, Open Education Resources, and Online Resources Matter amidst COVID-19 Education Disruption” on 30 April 2020. The third webinar, meanwhile, on the theme “Learning and Mobility in Lockdown: Snapshots of COVID-19 Effects on Student Mobility and Exchange” was aired on 7 May 2020. The series ended with the webinar on the theme “Enhancing Resilience and Connectivity in the Time of COVID-19: Snapshots of Good Practices” on 14 May 2020.

All of the four webinars featured international experts from various international organizations and agencies, the Education Ministries of Member Countries, and the SEAMEO Regional Centres. More than 100,000 learners from Southeast Asia and the rest of the world benefited from the sharing and interacted with the keynote speakers and panelists through comments and questions.

The SEAMEO Webinar Series is just one of the many efforts that SEAMES plans to implement to help its member countries cope with the new normal in education as the world continues to grapple with the challenges brought on by COVID-19. SEAMEO has, in fact, recently become part of the Global Education Coalition for COVID-19 Response, along with United Nations (UN) agencies, international organizations, and private sector and civil society representatives. SEAMEO is committed to advance COVID-19 education responses from around the world at the global, regional, and national levels.

Project Background

COVID-19 has transformed the education. Around 1.5 billion learners worldwide have been impacted by school closures. Distance learning became a lifeline for students. Despite several efforts, however, questions regarding equitable access to and the quality and effectiveness of non-traditional modes of learning (e.g., distance education, alternative learning modalities, flexible learning options, homeschooling, and blended learning) emerged. Doubts on effective learner assessment and evaluation as well as the readiness of educators to transition to distance learning and parents to home-based learning also surfaced.

The SEAMEO Webinar Series in Response to COVID-19 addresses the need for a platform where key players and stakeholders can discuss and share initiatives and efforts taken to address educational disruptions amidst the pandemic. SEAMES invited international experts to provide snapshots of the effects of the pandemic on the global education community and how nations have been addressing challenges. The series specifically aims to:

- Share the COVID-19 responses of education policymakers, SEAMEO Regional Centres, international development organizations, and educational institutions in Southeast Asia
- Explore the scalability of national responses and existing solutions at the regional level that can contribute to post-COVID-19 plans of actions and agenda
- Discuss the situation of learning and learners in areas under total lockdown and how SEAMEO Regional Centres can provide immediate and long-term programmes
- Provide recommended post-COVID-19 rehabilitation initiatives

Webinar Series Design

SEAMES released four webinars, each lasting no more than two hours. Each presenter was given 10 minutes for their sharing, followed by a short question-and-answer (Q&A) session.

Webinar Series Participants

Education officials and other stakeholders in SEAMEO member countries, regional centres, associate member countries, and affiliate members can attend the webinars. SEA-Teacher and SEA-TVET participants are also welcome to join. All participants were required to pre-register via the link provided on the SEAMES website and its official social media channels.

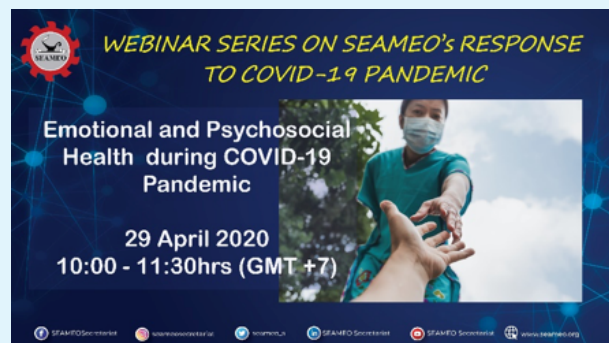
Webinar Series Outputs

The outputs, including video recordings of the webinars and the speakers' PowerPoint presentations, will be made available via the SEAMEO website. The results of the webinar series will also be presented in SEAMEO policy research fora. Note, too, that this series is just the first set among several to help the region respond to the challenges brought on by the pandemic.

Webinar #1:

Emotional and Psychosocial Health during the COVID-19 Pandemic

The first webinar in the series on the theme “Emotional and Psychosocial Health during the COVID-19 Pandemic,” accessible at <https://www.youtube.com/watch?v=WTi-lbTiARk>, was aired on 29 April 2020 at 10:00 A.M., Bangkok time. Clicking the image will let you view the video recording as well. It sought to answer these guide questions:





- As educators, how do we deal and manage emotional and psychosocial health issues brought by the prolonged school closures and lockdowns?
- What existing strategies can we utilise to deal with learners with emotional and psychosocial concerns due to COVID-19?
- How can we promote and enhance emotional and psychosocial health during and after the COVID-19 pandemic?



The webinar begun with the SEAMEO Colours and SEAMEO Song, followed by a short orientation for almost 2,700 participants who joined the YouTube live session. SEAMES Director, Dr Ethel Agnes Pascua-Valenzuela then shared a background and the objectives

of the webinar series. She underscored COVID-19's effects, especially the uncertainty and stress it brought. She then expressed hope that the experts' sharing will help the participants deal with ensuing challenges.

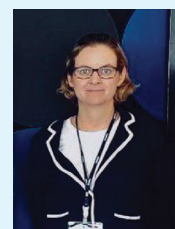
The webinar was moderated by Dr Ma Sandra Tempongko, Deputy Coordinator of the SEAMEO TROPED Network. After the opening remarks came the keynote presentations. The first webinar had two keynote speakers:

- **Dr Pratap Singhasivanon, Secretary-General and Coordinator, SEAMEO TROPED Network:** Dr Singhasivanon gave an overview of the COVID-19 pandemic, along with various nations' efforts to flatten the curve and the emotional and psychosocial issues brought on by the containment and quarantine policies. He also shared that there is little research on the matter in Southeast Asia, making it an area that requires increased focus. He also presented highlights from the KFF Health Tracking Poll conducted on 25–30 March 2020, which described how COVID-19 disrupted American lives. He ended his presentation with critical inputs on coping with quarantine and social-distancing measures to minimise their effects on people's overall psychosocial and mental health.
- **Prof John Chi Kin Lee, Vice President and Provost, Education University of Hong Kong:** Prof Lee shared how his university implemented mechanisms to address the psychosocial and emotional challenges brought on by the school closure due to COVID-19 using the so-called "Technology, Infrastructure, and Policy (TIP) Framework." He cited how the university supported students during the crisis.

After the keynote presentations, three speakers delivered their presentations:

- **Dr Muchtaruddin Mansyur, Centre Director, SEAMEO RECFO:** Dr Muchtaruddin discussed a nutritional approach to preventing and controlling mental and psychosocial health problems during the COVID-19 pandemic. He highlighted the need to address the nutritional needs of the students to ensure their health. He said that providing them with ample amounts of fruits, vegetables, and protein sources is necessary to ensure that they remain nourished.
- **Ms Salmah Jopri, Centre Director, SEAMEO SEN:** Ms Jopri's presentation focused on fulfilling the emotional and psychosocial requirements of learners with special needs, the challenges that parents, caregivers, and teachers face, and possible solutions to problems resulting from the drastic changes brought on by COVID-19. She underscored the critical role that parents, caregivers, and teachers play in addressing special learners' emotional and psychosocial needs.

- **Ms Erin Tanner, Education Specialist, UNICEF EAPRO:** Ms Tanner's presentation focused on the guidance on mental health and psychosocial support from United Nations International Children's Fund (UNICEF) amidst school closures. She emphasised the critical role that parents play in helping their children deal with stress at home. She also underscored the importance of schools as an integrated platform that supports communities not only in disseminating information but also addressing social stigma and discrimination.



After the speakers' presentations, Dr Valenzuela summed up the discussions in the following key messages:

- SEAMEO is one with the world in supporting mental well-being campaigns. We need to come together to protect everyone's well-being, especially of the most vulnerable. We need to increase collaboration with the healthcare and other sectors to ensure their safety and well-being.
- We also need to collectively support member countries by sharing online resources in time of crisis. Through the webinars, we can help shape the education of the future in a post-COVID-19 world. We need to re-imagine education and discover new possibilities together.

In closing, Dr Valenzuela enumerated the following action points:

- Share a wide variety of online tools and resources
- Stay on track of COVID-19 updates by establishing a COVID-19 team and assigning a contact person
- Seek for and share free online therapy resources for the vulnerable
- Stay active, entertained, and occupied to lift the spirits of family members, colleagues, and school community members
- Share knowledge of mental well-being campaigns

Webinar #2:

Learning Continues: Making Distance Learning, Open Education Resources, and Online Resources Matter amidst COVID-19 Education Disruption

The second webinar in the series on the theme “Learning Continues: Making Distance Learning, OERs, and Online Resources Matter amidst COVID-19 Education Disruption,” accessible at <https://www.youtube.com/watch?v=XN0c2WRkSPE>, was aired on 30 April 2020 at 10:00 A.M., Bangkok time. Clicking the image will let you view the video recording as well. It sought to answer these guide questions:

- In what better way can we achieve learning using open distance learning and OERs during school lockdowns?
- What innovations and good practices can help keep students continue learning through online education or any form of home-based instruction during this crisis?
- How can we best utilise open, distance, and e-learning options to ensure acquisition of knowledge and competencies, especially for the most vulnerable?


The webinar begun with the SEAMEO Colours and SEAMEO Song, followed by a short orientation for almost 5,000 participants who joined the YouTube live session. SEAMES Director, Dr Ethel Agnes Pascua-Valenzuela then shared a background and the objectives of the webinar series. She updated the participants about SEAMEO's open and distance learning programmes that include online learning resources and SEAMES's virtual lecture series. She also talked about OERs provided by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), Weidong, and the University of the Philippines Open University (UPOU). She spoke about various programmes as well, including SEA-MOOCs (SEAMEO and the Asian Association of Open Universities [AAOU]), Global Digital Literacy Courses (UNESCO), and Digital Kids in Asia and the Pacific (UNESCO Bangkok and SEAMEO).

The webinar was moderated by Dr Ho Thanh My Phuong, Centre Director of SEAMEO RETRAC. After the opening remarks came the keynote presentations. The second webinar had two keynote speakers:



- Ms Torunn Gjelsvik, Secretary-General, International Council for Open and Distance Education, Norway:** Ms Torunn introduced the #LearningTogether campaign and website. She pointed out that as COVID-19 began shutting down brick-and-mortar schools, the transition to online education happened almost overnight. As a global leader in online education facilitation, the International Council for Open and Distance Education (ICDE) was tasked to present a comprehensive list of resources to new members of the online world. The ICDE Secretariat created the Learning Together Campaign after putting together a task force. It then launched a webinar series, curated resources and news from around the world, and collated useful tips and tricks on the campaign page. The online community pulled through and after five weeks, ICDE received a plethora of inputs and resources from contacts worldwide. She provided updates on the campaign and shared where ICDE is headed towards next. She mentioned more upcoming webinars in cooperation with other organizations that would give stakeholders greater visibility not only on ICDE efforts but all online educators as well. She also mentioned challenges such as concerns over the quality and legitimacy of online education and OER use, which gave birth to the OER4COVID Initiative and the Dynamic Coalition.
 
- Mr Chor Meng Tan, Director, Asia Pacific, Knowledge and Learning, Wiley, Singapore:** Mr Tan shared the key findings of the COVID-19 Perceptions and Response: Survey of College and University Presidents. He highlighted that students' and employees' mental and physical health were topmost concerns of education leaders. Very few institutions have available emergency response, online learning, and other health resources. He also shared that student access and engagement are two of the challenges remote learning poses. Several institutions are concerned about their financial stability as well, given the increased attrition rate and a foreseen decline in student enrollment. Add to those the need for financial health and operational planning and faculty technical training should another crisis hit. He said that schools cannot do without operational support from governments. He emphasised, however, that despite challenges, many organizations such as Wiley rose to the occasion by making their resources available for free.
 

After the keynote presentations, four speakers delivered their presentations:

- Dr Melinda Bandalaria, Chancellor, UPOU:** Dr Bandalaria shared the role that online learning and OERs play in UPOU's initiatives. She emphasised that online learning and OERs can enable teachers to quickly shift to emergency remote teaching using digital (online and offline) and non-digital resources. These can help prepare teachers and universities for the new normal in education.
 

- Mr Hasan Shehzad, Programme Specialist, UNESCO-ICHEI, China:** Mr Shehzad focused on the global initiatives of the UNESCO-International Centre for Higher Education Innovation (ICHEI) to counter COVID-19 emergency disruption. He mentioned the establishment of the International Institute of Online Education (IIOE) initiated by UNESCO-ICHEI, together with partner higher education institutions (HEIs) and enterprises in Africa and Asia-Pacific countries. IIOE aims to enhance the capacity of partner HEIs in developing countries to expand access to quality higher education. He said the IIOE platform is powered by modern cloud-based systems that integrates high-quality teaching and learning materials into an efficient mechanism that allows co-development and sharing of quality educational resources and content. In terms of enhancing teachers' professional development, IIOE's assessment system has two components that evaluate users' ICT competency and skills. The ICT competency assessment is based on the UNESCO's ICT Competency Framework for Teachers. It evaluates teachers' capacities in six aspects, including understanding ICT in education, curriculum and assessment, pedagogy, application of digital skills, organization and administration, and professional learning. He also shared the results of the IIOE COVID-19 response training session attended by more than 1,000 teachers. He invited everyone to visit the IIOE page (<https://iioe.ichei.org/>) as well for more details.
 
- Dr Steven McKee, President of Worddidac and President and Founder of Labtech International Ltd.:** Dr McKee talked about how technology can transform educational systems. He started with the so-called "3Is Framework." He said that infrastructure, info-structure, and info-culture need to be considered as parts of the total investment in ICT. He also shared the required framework elements to consider such as student access. Students' obstacles, learning platforms, training for their use, content, teachers' skills, and policies must be removed for successful restructuring of education.
 
- Dr Dhruv Patel, CEO and Founder, Nisai Group, U.K.:** Dr Patel talked about continuing learning amidst the COVID-19 pandemic through online or blended approaches. He shared the current challenges in Southeast Asia, which include quality and effectiveness, assessment, progress tracking, teacher readiness, parents' capabilities, learners' well-being outside school, marginalisation, and appropriate content in local languages. He then shared what Nisai's best practices are as well as how these can be applied in the region. He said the Nisai Virtual Academy has been helping more than 2,000 displaced learners. He also shared his ideas on COVID-19's long-term impact, which requires planning to minimise further disruption. Social distancing will be challenging when schools resume operations. We expect to see increased dropout rates as well. Over time, that can lead to inevitable skills gaps in the labour market. Compounded by stress and anxiety of coping with the new normal, we need contingency measures for increased mental health and anxiety management as well.
 

After the speakers' presentations, Dr Valenzuela summed up the discussions with the following key message:

- The COVID-19 pandemic is also an education crisis. We need a collective action plan to ensure that learning continues despite different modes of delivery. We can help build a more resilient education system in the post-COVID-19 world. We just need to broker solutions as a team, free of charge.

Webinar #3:

Learning and Mobility in Lockdown: Snapshots of COVID-19 Effects on Student Mobility and Exchange

The third webinar in the series on the theme “Learning and Mobility in Lockdown: Snapshots of COVID-19 Effects on Student Mobility and Exchange,” accessible at https://www.youtube.com/watch?v=fQZgOH_qDvM, was aired on 7 May 2020 at 10:00 A.M., Bangkok time. Clicking the image will let you view the video recording as well. It sought to answer these guide questions:

- How will learning and mobility programmes change after the challenges brought on by COVID-19?
- What alternatives do we have in terms of learning and mobility programmes?
- What best practices and lessons did we learn from academic mobility programmes in Southeast Asia and how can we use them in designing post-COVID-19 scenarios?



The webinar begun with the SEAMEO Colours and SEAMEO Song, followed by a short orientation for almost 5,600 participants who joined the YouTube live session. SEAMES Director, Dr Ethel Agnes Pascua-Valenzuela then shared a background and the objectives of the webinar series. She then summed up how COVID-19 affected student and teacher mobility in Southeast Asia. She also presented key findings of the SEAMEO COVID-19 Assessment Survey, including how quarantine protocols, medical certificate and additional health insurance requirements, and immigration formalities have adversely impacted the programmes. A majority of institutions are not ready to mobilise teachers and students.

The webinar was moderated by Dr Paryono, Deputy Director, SEAMEO VOTTECH. After the opening remarks came the keynote presentations. The third webinar had two keynote speakers:

- **Dr Libing Wang, Chief of Section for Educational Innovation and Skills Development, UNESCO Asia-Pacific Regional Bureau for Education, Thailand:**

Dr Wang said blended learning will be the new normal in education. It is a combination not only of online and offline learning but also of formal, non-formal, and informal learning. He suggested physical and virtual mobility as a possibility for the future of mobility programmes. To achieve that, however, challenges with regard to physical and academic infrastructure, harmonisation of quality standards and learning outcomes, and quality assurance (QA)-based recognition are a musts. He urged institutions to improve their capacity by integrating online learning and virtual mobility into their institutional strategic plans. They must develop teaching and learning support centres and institutional templates and tools for course planning. They must prepare teachers for blended learning.



- **Mr Darren J McDermott, Team Leader, EU SHARE, Indonesia:**

Mr McDermott provided a brief introduction of the European Union (EU) Support to Higher Education in the ASEAN Region (SHARE). He then informed participants about the current Southeast Asian higher education student mobility landscape. He highlighted that mobility is the most effective method to start the higher education harmonisation process within the region. He said that while COVID-19 is causing a critical juncture in higher education internationalisation, institutions can still innovate and adapt their strategies. He encouraged them to remain engaged and remain part of an international community. He then gave a few examples of how SHARE's programmes are helping people understand the impact of COVID-19 via digital and social media platforms.



After the keynote presentations, six speakers delivered their presentations:

- **Dr Chantavit Sujatanond, Centre Director, SEAMEO RIHED, Thailand:**

Dr Sujatanond provided a background of the ASEAN International Mobility for Students (AIMS) Programme, which involves 78 universities in nine Southeast Asian countries. More than 4,900 students in 10 study areas have benefited from the programme since 2010. She then went on to present the results of the AIMS COVID-19 Survey. A majority of respondents suggested that activities shift to online platforms. At present, SEAMEO RIHED is finding ways to integrate virtual with physical exchanges. Among the challenges it faces are lack of communication and support, lack of ICT infrastructure, and hindrances to cultural exchange. She proposed a blended approach to the programme aided by ICT that would provide greater social inclusion and expand international collaboration.



- **Atty Lily Freida M Milla, Deputy Executive Director IV, CHED, Philippines:**

Atty Milla gave an overview of how COVID-19 affected the 2.9 million higher education learners in the Philippines. She said 2020 could have been a banner year for internationalising Philippine higher education but the pandemic halted that. She suggested strategies for internationalisation under the new normal, which include the Collaborative Online International Learning (COIL) Programme, virtual internships and immersions, using multiple platforms for partnerships, and localizing internationalisation programmes.



- **Dr Nakao Nomura, Regional Director of Southeast Asia and Taiwan, Office of Global Initiatives, University of Tsukuba, Japan:**



Dr Nomura provided an overview of the current situation in Japan and the country's response to COVID-19. He shared higher education policies and actions. All universities have been asked to stop dispatching students and teachers to other countries and postpone the academic term for one month. All ongoing courses are now taught online. All exchange students have been requested to return to Japan. The government also established student support programmes, including scholarships, financial support for travel costs, and living allowances. The University of Tsukuba, in particular, which participated in SEA-Teacher in February 2020, exchanged six students with three universities in Thailand, the Philippines, and Indonesia. It will explore options to improve teaching practices without the need for physical mobility. He recommended that student mobility should explore cross-disciplinary approaches to resolve issues brought on by diseases like COVID-19 and cope with Industry 4.0 or Society 5.0.



- **Dr Le Nguyen Tue Hang, Vice Provost, Duy Tan University, Vietnam:**

Dr Hang shared about the Mobility and Employability 4.0 Model. She introduced the model before COVID-19 for culture immersion, long-term mobility for academic exchange, and internship exchange for employability skills. She suggested that the model be used during the crisis. Mobility programme participants can benefit from virtual journeys, online classes, and remote internships. She gave the Virtual Hackathon as an example for training students about online entrepreneurship. She also suggested remote internship for a few disciplines such as information technology (IT), marketing, and graphic design. She recommended a buddy system where pairs of students from different countries can help each other out with on-site research and cultural exchange.



- Dr Anak Agung Istri Ngurah Marhaeni, Chief of Institute of Instructional Development and Quality Assurance, Ganesha University of Education, Indonesia:** Dr Marhaeni discussed mobile learning alternatives in light of the COVID-19 situation that led to the cancellation of student exchange programmes in February and March. The main challenge was to ensure that students can complete their internships on time. She suggested the application of the Project-Based Online Programme, which could be supervised by a lecturer and where the final project is validated by an industry partner. To successfully do that, however, challenges such as lack of cultural immersion, Internet access, and co-learner interaction first need to be addressed.
 
- Mr Brad Ker, Digital Programmes Executive and Blended Learning Specialist, Labtech International, Ltd., Indonesia:** Mr Ker focused on a solution called “Virtual TVET: 21st-Century TVET from Teacher-Led to Student-Centric to Nationwide.” He provided a new view of the teacher as a facilitator. Institutions can transform education by using new technologies. He suggested the blended learning approach that combined theoretical and practical knowledge aided by e-learning, simulation, virtual, and 2D and 3D technologies. Labtech provides solutions that can help teachers and students develop life skills that are relevant to industries now and Industry 4.0-ready. He then showed how student performances improved with the blended learning approach that enhanced learners’ critical thinking, creativity, collaboration, and communication skills.
 

After the speakers’ presentations, Dr Valenzuela summed up the discussions in the following key messages:

- Higher education in a post-COVID-19 world will be characterised by virtual exchange and mobility and blended learning. That would require open partnerships and consortia. Institutions should find a model that suits for their context and situation. Simulations and virtual field trips can also be utilised.
- We need a new mindset. Internationalisation is not just “going abroad.” We need to learn new wisdom as well. We must learn from our lockdown experiences. We also need to consider new assumptions and make internationalisation goals part of lifelong learning. We must look at new paradigms and make students the centre of our COVID-19 responses. Finally, we may need new interventions to pull programmes off. We require physical and academic infrastructure and must strive to harmonise higher education.

In closing, Dr Valenzuela enumerated the following action points:

- Share a wide variety of online tools and resources for virtual internationalisation and mobility.
- Stay on track by looking for partners that can help us internationalise education in a post-COVID-19 world.

- Seek out new information and research findings on academic mobility to cope with Society 5.0 and the post-COVID-19 world.
- Stay connected virtually via blended and non-traditional modes.
- Let students' voices be heard by allowing them to co-create academic mobility and internship programmes.

Webinar #4:

Enhancing Resilience and Connectivity in the Time of COVID-19: Snapshots of Good Practices

The fourth webinar in the series on the theme “Enhancing Resilience and Connectivity in the Time of COVID-19: Snapshots of Good Practices,” accessible at <https://www.youtube.com/watch?v=QQMgJk4mvWA>, was aired on 14 May 2020 at 10:00 A.M., Bangkok time. Clicking the image will let you view the video recording as well. It sought to answer these guide questions:

- How did countries in Southeast Asia respond to COVID-19?
- How can educators prepare for education disruptions in the future?
- In what ways can education stakeholders contribute to shaping the future of education in Southeast Asia post-COVID-19?



WEBINAR SERIES ON SEAMEO'S RESPONSE TO COVID-19 PANDEMIC

Resilience and Connectivity during the COVID-19 Outbreak: Snapshots of Good Practices

14 May 2020, 10:00 - 12:00hrs (GMT +7)

Keynote Speakers:

- Prof Dr Masato Noda, Associate Professor, Ibaraki University, Japan
- Dr Jose Roberto Guevara, Associate Professor, International Development Programme, RMIT's School of Global, Urban and Social Studies, RMIT University, Australia

Moderator:

- Dr Suhaidah Tahir, Centre Director, SEAMEO RECSAM, Malaysia

Panel Discussion Speakers:

- Dr Lian Hui, Assistant Director, International Relations Planning Division, Ministry of Education, Singapore
- Dr Joyce Andaya, Director IV, Bureau of Curriculum Development, Department of Education, Philippines
- Dr Dy Samsideth, Deputy Director General of Education, Ministry of Education, Youth and Sport, Cambodia
- Asst Prof Dr Athapol Anunthaworasaikul, Director, ESD Centre, Department of Curriculum and Instruction, Faculty of Education, Chulalongkorn University, Thailand
- Mr Renar Berandi, Regional Disaster Risk Reduction Specialist, Plan International Asia Pacific Hub

LIVE on Youtube: link.seameo.org/webinar/20200514

Registration Link: <http://bit.ly/seameo-reg1>

SEAMEO Secretariat | seameo.s | SEAMEO Secretariat | www.seameo.org

The webinar began with the SEAMEO Colours and SEAMEO Song, followed by a short orientation for almost 3,000 participants who joined the YouTube live session. SEAMES Director, Dr Ethel Agnes Pascua-Valenzuela then shared a background and the objectives of the webinar series. She underscored COVID-19's effects, especially the uncertainty and stress it brought. She then expressed hope that the experts' sharing will help the participants deal with ensuing challenges.

The webinar was moderated by Dr Suhaidah Tahir, Centre Director of SEAMEO RECSAM in Malaysia. After the opening remarks came the keynote presentations. The fourth webinar had two keynote speakers:

- Dr Masato Noda, Associate Professor, Ibaraki University, Japan:** Dr Noda highlighted issues and challenges brought on by COVID-19 in Japan. He shared that schools across the country's 47 prefectures were closed from March to May 2020. He also noted that half of the affected households were poor. As such, students did not have access to tablets, computers, or the Internet. On top of that, more than 40% of employees were non-permanent and so cannot stay at home otherwise they may lose their jobs. He emphasised good practices, however, including the Tsukuba Blue Feather Child Charity Fund, which provided free education and lunch to poor families and making science, technology, engineering, arts, and mathematics (STEAM) education accessible via the Tsukuba Child Question Online. To enhance resilience amidst the crisis, Japan relied on digital and social connectivity to ensure inclusive and equitable access to quality education and promote lifelong learning opportunities for all; established a mutual help system; and brought stakeholders together to share their wisdom and practices with others.



- Dr Jose Roberto Guevara, Associate Professor at RMIT University and President of ICE:** Dr Guevara shared his inspiring experience with joining a recent SEA-ESD Network Meeting on the theme “Envisioning the Future of Education and Learning through COVID-19 Experience.” He challenged participants to see the lockdowns as an opportunity to strengthen and transform our education systems so they would become more resilient. He highlighted that we can cope, adapt, and transform the spectrum of learning capacities.



After the keynote presentations, five speakers delivered their presentations:

- Dr Lian Hui, Assistant Director, International Relations, Planning Division, MoE, Singapore:** Dr Lian began by detailing the concrete steps that Singapore took amidst the COVID-19 pandemic. To ensure the safety of students and teachers, schools were asked to take precautionary measures. She emphasised the Home-Based Learning Programme, which used the Student Learning Space (SLS) e-learning platform. Students can choose the profiles that best suit them, which would allow them to use a variety of online and offline tools for learning. Classroom lessons were adapted to fit online learning modes as well. Finally, self-paced online learning modules were also made available via the MoE portal. She added that Singapore also provided parents with a kit to support students from low-income families. Examinations were also conducted online.



- Dr Joyce Andaya, Director IV, Bureau of Curriculum Development, DepEd, Philippines:** Dr Andaya underlined the importance of the Learning Continuity Plan (LCP) in enabling learners to continue studying in a safe environment amidst a national lockdown. She highlighted the readiness of the Department of Education (DepEd) for distance learning as it has been making devices, Internet access, and teacher training on using technology available even before the crisis struck. The department also relied on close parent supervision for early learners. For senior high school students, resources for laboratory sessions have been made available in the cloud. LCP allowed DepEd to enhance schools' three interconnected capacities—innovation, agility, and synergy.


- Dr DySamsideth, Deputy Director-General of Education, MoEYS, Cambodia:** Dr Samsideth shared that Cambodia called for collaboration with existing education technology developers to deliver three online learning platforms for use amidst school closures. He mentioned that the Ministry of Education, Youth, and Sport (MoEYS) collaborated with the Ministry of Information to launch educational television programmes to supplement learning. Educational videos with sign language were also developed. A radio programme for indigenous students was launched as well. Several universities ran distance learning programmes. Students' and teachers' emotional and mental health needs were addressed as well.


- Dr Athapol Anunthavorasakul, Director, ESD Centre Division of Curriculum and Instruction, Faculty of Education, Chulalongkorn University, Thailand:** Dr Anunthavorasakul gave an overview of how Thailand managed education problems. He shared about the Learning Redesigned Project, which was implemented to support the MoE's Home-Based Learning Programme. The project integrated on-site, on-screen, online, and on-demand learning into the programme depending on each school's and student's condition. Online teaching clips, the DLTV Programme, and the Education Programme were made available through digital channels. The Digital Education Excellence Platform (DEEP) for teachers was also launched.


- Mr Renar Berandi, Regional DRR Specialist, Plan International Asia-Pacific Hub, Jakarta, Indonesia:** Mr Renar shared Plan International's overall guide for COVID-19 response. He discussed how COVID-19 affected millions of students' lives. He also described the country's lack of access to social and essential services as well as lifesaving information due to a digital divide. He said that females were more exposed to infection as most of the country's healthcare workers are female. He also tackled an increase in domestic violence reports. As such, he underscored the differences between males' and females' experiences. He thus urged participants to take age and sex into consideration when establishing programmes.



After the speakers' presentations, Dr Valenzuela summed up the discussions to form the 5Gs and 5Cs:

- To ensure resilience and connectivity, we need 5Gs. First, we need a guiding framework such as the Education for Sustainable Development (ESD) Framework developed by UNESCO and SEAMEO. Second, we need good governance and leadership. We must have leaders who will guide us through the sudden shift from traditional to home-based learning. These leaders should have crisis and change management skills. Third, we need galvanised and future-proof education. That will come from teacher training and professional development on using technology and policy and curriculum redesign. Fourth, we need to collate and adapt good practices. Educational responses must be context-specific. Those can be achieved via the formation of emergency teams and relevant committees that include think tanks; information sharing on precautionary measures; online resource sharing; and the creation of circuit breaker models. Finally, we need to take global action. We must work together because we share one planet.
- We summed up plans of action into 5Cs. First, we need content. That includes teaching and learning resources to enhance ESD initiatives. Second, we cannot do without connectivity and engagement. Third, we need context. E-learning platforms and resources should match the targets. Fourth, we should be ready to face challenges. These include emotional and mental health problems and recovery plans. Finally, we cannot do all that without collaboration. In a crisis as big as the COVID-19 pandemic, multilateral partnerships are critical.



PART 4

COVID-19 Response from SEAMEO Centres

Introduction

The COVID-19 may have brought unprecedented challenges in the region to include school closures, strict quarantine and social distancing requirements but it has also tested the 26 SEAMEO Centres and Network to fast track the projects and programmes meant to ensure that learning continues. Consistent with the mandate, mission and vision, the SEAMEO Centres and Network worked closely with ministries of education, strategic partners and education stakeholders to provide innovative education solutions that can effectively respond to the needs of the region.

Consistent with the mandate of the SEAMEO Centres and Network, this report captures the initiatives that were launched in an effort to help member countries to flatten the curve and ensure that both teachers, educators, and learners are equipped to transition to innovative learning strategies that would work best, given the operational realities in the member countries.

SEAMEO Centre: SEAMEO SEAMOLEC, Indonesia

| Name of Project/Initiative | Short Description | Website/Social Media Channel where Intervention Can Be Accessed |
|--|--|--|
| SEAMOLEC Mini Lecture Series (SMILES) | <p>A short online course to assist teachers, lecturers, and educators to find the easiest way in delivering online classes effectively. The topics were about simple and ready-to-use materials including theories, strategies, and tips in designing online learning.</p> <p>Held in 3 batches nationally, the programme was participated by almost 2.000 participants, and 1 batch for regional and international participants was followed by more than 3.000 participants.</p> | <p>National: Batch 1: bit.ly/seamolec-smiles Batch 2: bit.ly/seamolec-smiles2 Batch 3: bit.ly/seamolec-smiles3</p> <p>Regional: Bit.ly/SEA_smiles1</p> |
| Providing 2 Help Desk numbers (for Whatsapp chat only) | These 2 numbers are provided to assist and respond to queries related to SEAMOLEC platforms active from Monday-Friday at 9.00-17.00 hrs. | <p>Instagram post: https://www.instagram.com/p/B-Ekv37DAOP/</p> <p>Help desk numbers: +62-852-8261-1896 +62-822-2769-2390</p> |
| Facilitating video conference room creation for teachers | SEAMOLEC provide facilitation for educators to create video conference rooms needed for their online classes using 3 suggested platforms: CISCO WebEx, BigBlueButton, and Microsoft Teams. | Only offered to participants of SMILES (all batches), through participants' Whatsapp chat groups (not to public). They were invited to contact SEAMOLEC Help Desk numbers to receive this facilitation. |

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|---|--|--|
| SEAMOLEC Massive Open Online Course (MOOC) | <p>A platform for public to learn various content independently. It consists of 51 Open Educational Resources (OER) and 45 MOOCs. Currently, total users listed on SEAMOLEC MOOC is 43742 users.</p> <p>During the Pandemic Covid-19 (as of mid of March to now) the users of this platform is increased significantly.</p> <p>There are additional 4.645 new users, and 6.379 active users (data as of June 3, 2020).</p> | http://mooc.seamolec.org/ |
| The Indonesian Covid-19 Handling Task Force for Education | <p>SEAMOLEC is joining the Ministry of Education and Culture (MoEC) of Indonesia's Covid-19 Handling Task Force for Education.</p> <p>The Ministry recommends 4 SEAMOLEC online learning platforms to be used nationwide. They are:</p> <ol style="list-style-type: none"> 1. SEAMOLEC LMS (SIAJAR) 2. SEAMOLEC E-learning 3. Sumber Belajar 4. SEAMOLEC MOOC | <ol style="list-style-type: none"> 1. https://lms.seamolec.org/siajar-lms.php 2. http://elearning.seamolec.org/ 3. https://sumberbelajar.seamolec.org/ 4. http://mooc.seamolec.org/ |
| Facilitating the seTARA Daring System | <p>Assisting the Directorate of Community Education and Special Education, MoEC of Indonesia in managing and maintaining its online system called seTARA Daring.</p> <p>SEAMOLEC is facilitating the non-formal education institutions in Indonesia by giving consultancy service related to the conduct of online examination and the evaluation of exam results using seTARA Daring.</p> | http://setara.kemdikbud.go.id/kesetaraan |

| | | |
|---|--|--|
| Regional Webinar Co-hosting with SEAMEO Centres | <p>To extend and strengthen capacity for teachers and public in different areas of education during work from home stage.</p> <p>SEAMOLEC assists BIOTROP, RECFON, and RETRAC in conducting their online training/ courses through video conference platforms.</p> | https://www.instagram.com/p/CBShDwJDODM |
| Internal intervention | | |
| Staff Monitoring System | The "E-BLU-SEAMOLEC" system is designed to monitor staff attendant and activities during the work-from-home policy on daily working hours basis. All staff are required to log in and out and report their activities through the system. | https://eblu.seamolec.org can only be accessed by SEAMOLEC staff using personal ID and password) |
| Safe and Hygienic Working Environment | SEAMOLEC has carried out disinfectant procedures throughout working spaces in order to prevent the spread of Covid-19. The efforts are also with educating and enforcing staff of healthy behaviors for sustainable safety. | https://www.instagram.com/p/B-6WfYj-oX/ |
| Health facility for Staff | <p>All staff received aids from the centre in forms of:</p> <ul style="list-style-type: none"> - Influenza vaccination - Food supplement - Face masks - Hand sanitizer | |

SEAMEO Centre : SEAMEO RECSAM, Malaysia

| Name of Project/Initiative | Short Description | Website/Social Media Channel where Intervention Can Be Accessed |
|--|--|--|
| RECSAM Online Resources updates | New online teaching materials for science, mathematics and ICT for teachers and educators. This online resources were developed by science and mathematics education specialist of SEAMEO RECSAM | www.recsam.edu.my https://qr.go.page.link/zzgDy |
| LeSMaT Borderless Project | Latest information has been disseminated through WhatsApp and Telegram groups as well as FB one-stop dissemination centre and LeSMaT official website. | WhatsApp (http://bit.ly/lesmatwhatsappgroup) Telegram (http://bit.ly/lesmattelegramgroup) Website http://www.recsam.edu.my/sub_lesmatborderless FB one-stop info.centre http://bit.ly/lesmatborderlessfbgroup |
| LearnT-SMArET | Online course information dissemination and communication among participants and facilitators with Telegram | http://bit.ly/lesmatecoursetelegramgroup |
| SEA-BES and STEM PaDL | Follow up with MOE specialists on ongoing regional inter-centre collaboration research project via online | http://www.recsam.edu.my/index.php/our-resources/project/stem-padl-project |
| GrandLine Philippines Corporation Online Salon Program | "What is Useful Education for Generation Alpha", topic discussed by Mr Dominador D. Mangao, RECSAM Specialist, invited as a Resource person. | Zoom http://qr.go.page.link/9buhc |

| Name of Project/Initiative | Short Description | Website/Social Media Channel where Intervention Can Be Accessed |
|--|---|---|
| Work-from-home regulations | During an intensive outbreak of Covid-19 in March and April, all TED staff were required to work and communicate from home as part of social distancing | Centre regulation |
| Work shift as an intermittent manner | Some staff work every other day or morning and after shift to reduce a crowded number of staff at the office | Centre regulation |
| Assessing the online course delivery effectiveness for technical education during the Covid-19 pandemic outbreak in Cambodia | A research project aiming to explore the online course delivery effectiveness. The participants will be students currently studying at general and technical high schools (GTHSs) with a sample of 500 covering 16 GTHSs countrywide. The recommendation and findings will be used as an enabler for informed decision making and change. | Research article proposing solutions and alternatives |
| Exploring the academic readiness for year-3 national examination for technical education during the Covid-19 pandemic outbreak in Cambodia | As planned, year-3 national examination will be held in October or November 2020 to evaluate their academic achievements after graduating their final year. A research project aiming to explore the academic readiness for year-3 national examination targeting 100 technical education teachers covering 16 GTHSs. | Research article recommending the Ministry of Education, Youth, and Sport (MoEYS) for year-3 national examination whether it is possible or not |
| Cooperating with MoEYS (Department of Vocational Orientation) in delivering online courses through Google classroom, Zoom, Cisco Webex for technical education students at GTHSs | In addition, technical education teachers produce video clips for students learning. Homework, assignments and modules have been provided; and teachers provided feedback weekly. | Cooperating with MoEYS in delivering online courses |
| Formulating a virtual group such as Telegram, Messenger, What's up for formal communication and sharing | To pass or share any information and knowledge and easily communicate from low ranking officers to the top management for informed decision making and suggestions. | Virtual group for communication |

SEAMEO Centre: SEAMEO CHAT, Myanmar

| Name of Project/Initiative | Short Description | Website/Social Media Channel where Intervention Can Be Accessed |
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| Talk on World Heritage Sites in Myanmar: The Journey and Beyond | Two resource persons 1. Principle of Pyay Field School of Archaeology, 2. International Coordinator in Cultural Resource Management) will give one day talk on "The Values and Management of Bagan, a Newly Inscribed World Heritage Site" and "The Challenges to the Outstanding Universal Value of Pyu Ancient Cities". This talk will be conducted in end of July 2020. | Centre's Website and Social Media |
| Lecture Series on Buddhist Art of Cambodia, Laos, Thailand and Myanmar | Four resource persons from Cambodia, Laos, Thailand and Myanmar will give two days lectures on the Buddhist Art in Southeast Asia. This lecture series will be conducted in end of August 2020. | Centre's Website and Social Media |

SEAMEO Centre: SEAMEO TROPED NETWORK, Thailand

| Name of Project/Initiative | Short Description | Website/Social Media Channel where Intervention Can Be Accessed |
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| COVID-19 testing service | In response to the Coronavirus 2019 (COVID-19) Outbreak, SEAMEO TROPED Thailand/ Hospital for Tropical Diseases, Faculty of Tropical Medicine, Mahidol University has been providing COVID-19 testing service to people who are at risks of COVID-19 infection and several hospitals with Real - Time RT-PCR technique approved by Department of Medical Sciences, Ministry of Public Health, Thailand. | https://www.tm.mahidol.ac.th/hospital/hospital-contactus-en.php |

SEAMEO Centre: SEAMEO RECFON, Indonesia

| Name of Project/Initiative | Short Description | Website/Social Media Channel where Intervention Can Be Accessed |
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| Capacity Building | | |
| Online Training (OT) Anakku Sehat dan Cerdas: Penerapan Konsep PAUD HI melalui Sesi Parenting (Early Childhood Care Nutrition Education: Application of Holistic Integrative ECE concepts) | <p>Date of commencement: Mar 31, 2020 – Jul 16, 2020</p> <p>This is an OT for ECE educators in 10 stunting priority villages of 50 stunting priority districts in Indonesia. ECE educators are expected to be able to convey messages related to parenting, parenting and education, nutrition and health to parents of early childhood so that they can support the optimization of growth and development of early childhood. No of participants: 813.</p> <p>Language: Bahasa Indonesia</p> | http://mooc.seamolec.org/courses/course- |
| OT Asuhan Gizi untuk Tenaga Pelaksana Gizi di Puskesmas (Nutrition Care Management for Community nutritionist at the Primary Health Care Center) | <p>Date of commencement: June 02, 2020 – Aug 10, 2020</p> <p>This is an OT for community nutritionists on how to practice Food Safety and HACCP at their workplace. Special emphasize with the COVID-19 special measures related to Food Safety and HACCP. No of participants: 2336.</p> <p>Language: Bahasa Indonesia</p> | http://mooc.seamolec.org/courses/course- |
| OT Food Safety and Hazard Analysis Critical Control Point (HACCP) | <p>Date of commencement: June 01, 2020 – Aug 04, 2020</p> <p>This is an OT for community nutritionists on how to practice Food Safety and HACCP at their workplace. Special emphasize with the COVID-19 special measures related to Food Safety and HACCP. No of participants: 755.</p> <p>Language: Bahasa Indonesia</p> | http://mooc.seamolec.org/courses/course- |

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| Online Lecture Series (OLS) : Covid-19 dan Keamanan Pangan (Covid 19 and Food Safety) | <p>Date of commence: May 5th, 2020</p> <p>OLS for community nutritionists on how the impact of Covid-19 on food safety practices. The event was streamed live through RECFON Youtube channels. No of participants: 648.</p> <p>Language: Bahasa Indonesia</p> | https://youtu.be/hANY2ikOQrE |
| OLS: Asuhan Gizi di Puskesmas pada Masa Tanggap Darurat Covid 19 (Nutrition Care at the Community Health Center during the Covid Emergency Response 19 | OLS for community nutritionists on how the impact of Covid-19 on their daily tasks at primary health care centers. The event was streamed live through RECFON Youtube channels. Recording can also be found in the Youtube channel. No. of participant: 1703. | https://youtu.be/MO4Nh10FHFM |
| Community Development and Partnerships | | |
| Monitoring of flagship programs: Nutrition Goes to School (NGTS) and Early Childhood Care and Nutrition Education (ECCNE) in Indonesia. | <p>Date of implementation: May 2020</p> <p>Monitoring of implementation of our flagship program has to be done via online platform, as travelling to the area was not feasible. Through email and our Whatsapp groups with stakeholders, we send evaluation questionnaire on the implementation of NGTS and ECCNE during the pandemic to teachers and academic partners in 6 focus locations. Analysis is currently ongoing</p> | NA |
| Early Childhood Care and Nutrition Education (ECCNE) Indonesian working group meetings | <p>Date: March 23rd and May 12th 2020</p> <p>Two meetings of ECCNE Indonesian working group has been conducted online. In the meetings, the ECCNE modules (esp. how it is going to be implemented for daycare) were discussed and inputs came from Indonesian Ministry of Health, Indonesian Ministry of Education, Indonesian Ministry of Social Affairs, Indonesian Ministry of Religious Affairs, National Family Planning and Population Agency,</p> | NA |

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| | and Early Childhood Care Educators professional organizations | |
| Research | | |
| Survey: Perubahan perilaku diet, keamanan pangan, akses pangan dan faktor yang memengaruhinya selama pandemi Covid-19 di Indonesia (Changes in diet behavior, food safety, food access and the factors that influenced it during the Covid-19 pandemic in Indonesia) | <p>Date of Commence: April -June 2020</p> <p>Study to describe the changes in diet behavior, food safety, food access and the factors that influenced it during the Covid-19 pandemic in Indonesia. The survey has more than 400 respondents from all over Indonesia. Reports is currently under development. The result will be disseminated as scientific papers and policy briefs for Indonesian governments.</p> <p>Language: Bahasa Indonesia</p> | <p>Link of survey is closed, report is still under developed.</p> <p>Announcement: https://www.instagram.com/p/CAWhba3j2tm/</p> |
| Research Projects of 4th Research Grants recipients. | Adjustment has been made to the research projects conducted this year. Research that need to collect data to the community has been postponed or modified. This year we have 11 grants recipients that need to alter their research plan due to Covid-19. Monitoring of their progress has been conducted through online platform and they all determined to finished their research by November 2020. | NA |
| Action Research of Early Childhood Care and Nutrition Education (ECCNE) in Jambi, Indonesia | Modification has been made by including local academic partners. Data collection procedures has been postponed to August 2020. Currently preparation of the study is still ongoing. | NA |
| Information Dissemination | | |
| Special Covid-19 related infographics | From March up to know we had release in total 11 Covid-19 related infographics and video in RECFON's social media (FB, Twitter, Instagram). | <p>In Bahasa Indonesia : https://www.instagram.com/p/B9VtWcCI2sU/</p> <p>https://www.instagram.com/p/B9jJx8MAxin/</p> <p>https://www.instagram.com/p/B96LV5XBbax/</p> <p>https://www.instagram.com/p/B9830_dDrFw/</p> |

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| | | https://www.instagram.com/p/B-HL8KdDNYm/ https://www.instagram.com/p/B-rBkf2D8cV/ https://www.instagram.com/p/B_hlmCkDvEY/ https://www.instagram.com/p/B_rupR1DCb2/ In English: https://www.instagram.com/p/B_W16NBDvw_/ Bilingual (English and Bahasa Indonesia): https://www.instagram.com/p/B90_8JAgETC/ https://www.instagram.com/p/B-WlyuLDHgJ/ |
| Infographics of other SEAMEO countries | It is a regular program, once per week every Wednesday. Each month a different country will be featured (February: Brunei Darussalam, March : Myanmar, April: Singapore, May: Timor Leste, June : Philippines). Topic covered including nutritional issues in each country, policy and innovations related to food and nutrition and favorite food or recipe of each country. | https://www.instagram.com/seameorecfon/?hl=en https://twitter.com/SeameoRecfon https://www.facebook.com/seameorecfon/ http://seameo-recfon.org/ |
| Internal/Staff Routine Activities | | |
| Installment of new handwashing facilities at the office | Date of implementation: March 28, 2020. (announcement | https://www.instagram.com/p/B-RqTljcp2 |

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| Fun Friday: Life in the time of Corona | <p>Date of commence: April 17th, 2020</p> <p>Fun Friday is a regular meetings of staf to share recent updates on RECFON Every 3rd week of the month. Since March 2020, we are conducting the meeting via online platform. Webinar is intended for internal staff on Covid-19, but the record of the session can be found in our YouTube channel.</p> <p>Language: Bahasa Indonesia</p> | https://youtu.be/qwFdBP3DF1g |
| Regular Exercise Online | <p>Every Tuesday and Friday afternoon we continue our regular physical activity session online. We have to modified the session into afternoon session only for 30 minutes. In addition, no blood pressure monitoring was included in the program</p> | NA |
| New work from office/work from home regulations | <p>To follow to the community containment regulations in force in DKI Jakarta, since March 16, 2020, there has been a change in the system at SEAMEO RECFON. As of June 7, 2020, all employee status are working from home, except for some staff who are on duty. Since June 8, 2020, along with easing of quarantine regulation in DKI Jakarta, the number of staff working in the office have been increased. However, the principles of prevention of Covid 19 are still being implemented. The protocol was made in the form of infographics for employee and shared with the public through social media RECFON.</p> | https://www.instagram.com/p/CBLSDuJmIE/ |
| Regular meetings | <p>All meetings are conducted via online platform ZOOM, Webex and Google Met. Since June 2020, SEAMEO RECFON has subscribed to ZOOM's paid service with a capacity of 10 meeting rooms, each of which can accommodate 300 participants.</p> | NA |

SEAMEO Centre: SEAMEO QITEP in Science, Indonesia

| Name of Project/Initiative | Short Description | Website/Social Media Channel where Intervention Can Be Accessed |
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| Dissemination of COVID-19 Info from Partners | SEAQIS is one of the member institutions of Belt and Road International Science Education Coordinating Committee (BRISECC), an inter-organizational network promoting the coordinated development and common prosperity of the international science education through extensive cooperation among government departments, scientific organizations, schools and enterprises. In this COVID-19 pandemic, BRISECC provides some science videos about COVID-19 and shares information about China's online COVID-19 knowledge centre that is open to all countries. | https://www.qitepinscience.org/covid-19/ |
| Online Capacity Building Activities for Teachers and Education Personnel | <p>During this pandemic, SEAQIS conducted the following online capacity building activities for teachers and education personnel.</p> <ol style="list-style-type: none"> 1. Webinar Series on Science Teaching and Learning Innovation in the New Normal: Lesson-Learnt from Southeast Asian Countries 2. E-Training on Science Technology Engineering and Mathematics (STEM) and Inquiry-Based Learning 3. Collaboration Webinar with Centre for Development and Empowerment of Teachers and Education Personnel (CDETEP) in Science | https://www.qitepinscience.org/covid-19/ |

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| Survey on School Community Readiness on The Implementation of Science Learning in The New Normal | To gather information about the implementation of science learning in the New Normal period, SEAQIS will conduct a survey targeting school principals, science teachers, students, and parents from elementary to high school levels in Southeast Asia. | https://www.qitepinscience.org/covid-19/ |
| Training Modules Development | As a mean to keep polishing the skill and maintain the productivity of the staff during the Work-from-Home period in the COVID-19 pandemic outbreak, SEAQIS decided to improve the quality of their programmes further by developing training modules. The modules are intended to complement SEAQIS programmes, making it easier for the participants (science teachers and education personnel) to grasp the knowledge shared in training and apply them later in their classroom. To facilitate the staff in developing modules, SEAQIS organized a series of online workshops by utilizing an online platform. | https://www.qitepinscience.org/covid-19/ |
| Online Staff Capacity Building Activities | <p>SEAQIS provides and facilitates the staff capacity building programmes during this pandemic. Due to the Work-from-Home arrangement, this program is implemented online using several online meeting platforms. The online staff capacity building activities implemented during the work from home arrangement were:</p> <ol style="list-style-type: none"> 1. Online Capacity Building Activities for Staff of SEAMEO Centres in Indonesia (Collaboration between 7 SEAMEO Centres in Indonesia) 2. Online In-House Training (IHT) on Publishing a Scientific Journal 3. Online Knowledge Sharing Day (KSD) between SEAQIS Staff. | https://www.qitepinscience.org/covid-19/ |

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| Support to Community | <p>As we know that SEAQIS is located inside its host institution campus, Centre for Development and Empowerment of Teacher and Education Personnel (CDETEP) in Science and shares its facilities. CDETEP in Science is equipped with facilities such as hall, laboratories, and dormitory. In collaboration with the local government, the dormitory is provided for doctors and nurses in Bandung to support them in fighting against COVID-19. Besides, CDETEP in Science is also provided COVID-19 preventive equipment such as masks, hand sanitizer, and also put a poster of applying healthy lifestyle in the public area. The Centre also sprays disinfectant in the neighbourhood area.</p> | https://www.qitepinscience.org/covid-19/ |
| Redefining Employees Engagement During COVID-19 Pandemic | <p>SEAQIS has to make a lot of adjustments to the way it engages employees during the COVID-19 outbreak to maintain their productivities. Ensuring that the employees are mentally and physically healthy in the face of such significant change is very crucial. In response to this situation, the Centre is taken several following actions.</p> <ol style="list-style-type: none"> 1. Awareness towards COVID-19 2. Survey on the Effectiveness of SEAMEO QITEP in Science Employees' Performance during Work from Home 3. SEAMEO QITEP in Science Employees' Self-Assessment on COVID-19 Risk | https://www.qitepinscience.org/covid-19/ |

SEAMEO Centre: SEAMEO SPAFA, Thailand

| Name of Project/Initiative | Short Description | Website/Social Media Channel where Intervention Can Be Accessed |
|---|---|---|
| SPAFA SESH (Launching soon) Online (Public) | Series of eight online activities to share experiences among professionals and practitioners, disseminate updates on activities and research in the Southeast Asian region, and provide training services on work-related endeavours. | Facebook, YouTube, Zoom |
| Living with Water, Heritage and Risks: An Educator's Guide for Global Citizenship (launched) Online (Public) | Online dissemination of educational resources and development in other Southeast Asian languages. | SPAFA Facebook SPAFA website |
| SEAMEO Cultural Week (re-launched) Online (Public) | Re-posting of video documentation on Southeast Asian intangible cultural heritage (i.e. food recipes, traditional games). | SPAFA Facebook SPAFA YouTube |
| Umpukan sa Nayon: A Discussion on Archaeology and Cultural Education in Changing Times Online (Closed Group) | SEAMEO SPAFA's Senior Specialist in Archaeology was a resource person (speaker) to share perspectives from a regional standpoint. Organized by Nayong Pilipino and Tuklas Pilipinas. | Zoom and Facebook |
| SPAFA-ED (Archaeology Educators Network) Online (Closed Group) | Online meeting / seminar to discuss for teaching of archaeology has been affected during Covid-19 | Google Meets, Facebook (closed group) |
| Technical Support: Developing Disaster Risk Management Plan for the Megalithic Jar Sites in Xienkuang, Plain of Jars, Laos Online (Closed Group) | Provide guidance to Lao officials from the Department of Heritage on developing a disaster risk management plan for the archaeological site recently inscribed on the UNESCO World Heritage List. | Zoom (closed group) |
| SEAMEO SPAFA Strategic Plan 2020-2022 Online (Closed Group) | Developed the Centre's Strategic Plan for FY2020/2021 and FY2021/2022 in accordance with Culture Priorities under the SEAMEO Strategic Plan 2020-2030 and SDGs. Formulated Centre-specific OKRs and KPIs. | Google Meets, Google Docs, Google Slides (internal) |

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| Archaeology Advanced Field Training in Human Bone Handling and Conservation | Intensive training for field archaeologists in human osteology and the excavation, extraction and stabilization of human remains, particular focus in Southeast Asian tropical conditions | Facebook, Website |
| Online preparations for postponed activities | | |
| 2nd Training on Disaster Risk Management for Southeast Asian Cultural Heritage: Understanding People, Nature and Culture – Building Resilience of Living Settlement | Use of Kampong Ayer and its landscape as a case study to implement a place-based approach to heritage management, with a focus on increasing resilience through disaster risk management and climate change adaptation. | Zoom, Facebook, Website |
| Online preparations for postponed activities | | |

SEAMEO Centre: SEAMEO VOCTECH, Brunei Darussalam

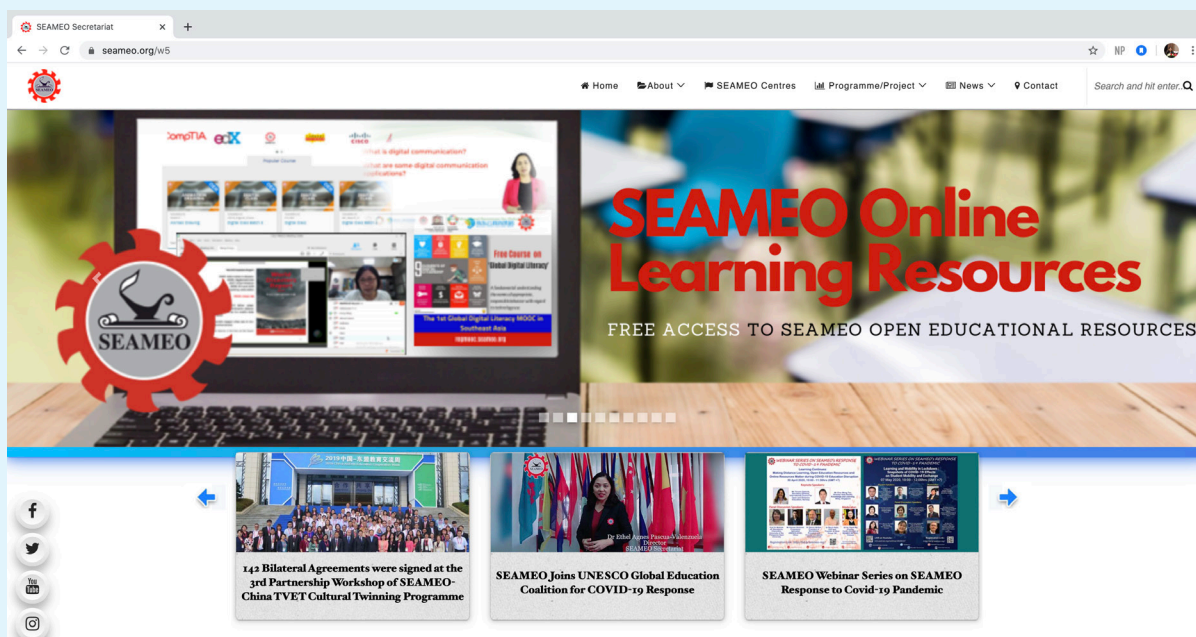
| Name of Project/Initiative | Short Description | Website/Social Media Channel where Intervention Can Be Accessed |
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| Online Training programmes and video conferencing | SEAMEO VOCTECH (SV) is boosting up its e-learning capabilities by shifting its training programmes online and utilizing video conferencing to conduct lectures and meetings. | E-learning via Edunet |
| Participated in SEAMEO Response to COVID-19 | SV participated as panelist for TVET Go Digital for IR 4.0 on 21st May 2020 and a moderator in the Webinar Series on 7th May 2020. | SEAMEO Webinar 3 |
| SV Work From Home (WFH) Policy and Implementation of Business Continuity Plan | SV-WFH was implemented on 30 March until 28 April 2020, except for few staff who were working in shifts. With the use of Google Duo, Zoom, Video Calls, helped in better communication amongst the staff throughout the time of SV-WFH. | SV website |

SEAMEO Centre: SEAMEO BIOTROP, Indonesia

| Name of Project/Initiative | Short Description | Website/Social Media Channel where Intervention Can Be Accessed |
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| Online Training on Fisheries Agribusiness: Creative Camp for Indonesian Vocational School Teacher 2020 | Collaboration with vocational school, FPIK UNPAD, industries, private sector and other SEAMEO Centre | Zoom Meeting |
| Pelatihan Daring Agribisnis Perikanan: Kamp Kreatif Guru SMK Indonesia 2020 | | |
| Online Seminar on Ex-Mining Land Reclamation | Collaboration with Forum Komunikasi Pengelola Lingkungan Pertambangan Indonesia (FKPLPI) | Zoom Meeting |
| Seminar Daring Reklamasi Lahan Pasca Tambang | | |
| Online Seminar on Understanding Urban Farming | <ul style="list-style-type: none"> •Collaboration with AGATHIS IPB University •Objectives: <ol style="list-style-type: none"> 1.To enhance awareness and understanding of participants on urban agriculture concepts; 2.To share knowledge on various and adaptable urban agriculture technologies | Zoom Meeting |
| Knowledge Sharing Series: Tropical Small Islands Management | | Zoom Meeting |

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| Online Seminar on Urban Farming Part 2: Mushroom Cultivation | <ul style="list-style-type: none"> • Collaboration with AGATHIS IPB University • Objectives: to share knowledge on various and adaptable urban agriculture technologies (mushroom cultivation) in SEAMEO BIOTROP | Zoom Meeting |
| <p>Online Training on Urban Farming Implementation to Support Family Food Security</p> <p>Pelatihan Daring Penerapan Pertanian Perkotaan dalam Mendukung Ketahanan Pangan Keluarga</p> | <ul style="list-style-type: none"> • Objectives: <ol style="list-style-type: none"> 1. To improve the understanding and awareness on basic concepts of urban farming 2. To share the technology on the implementation of urban farming based on the current condition as well as to support the food security for family 3. To enable the participants to practice and develop innovative project on urban farming. | <ul style="list-style-type: none"> • Webex • Youtube Channel SEAMEO BIOTROP <p>https://www.youtube.com/watch?v=xFELLFR8fWo</p> |
| Best Practices on SMM Implementation based on ISO 90001:2015 | | <ul style="list-style-type: none"> • Zoom Meeting • Youtube Channel SEAMEO BIOTROP |
| <p>Essential Oil Utilization in Handling Covid-19</p> <p>Pemanfaatan Minyak Atsiri dalam Penanganan Covid-19</p> | Collaboration with Dewan Atsiri dan Badan Penelitian dan Pengembangan Pertanian | <ul style="list-style-type: none"> • Zoom Meeting • Youtube Channel <p>http://www.youtube.com/watch?v=u2Qu7BH19K0</p> |

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| Online Seminar on Urban Farming Part 3: Hydroponics Technique | <ul style="list-style-type: none"> • Collaboration with AGATHIS IPB University • Objectives: to share knowledge on adaptable urban agriculture technologies (hydroponics technique) in SEAMEO BIOTROP | Zoom Meeting |
| <p>Forest and Degraded Land Productivity Enhancement in Indonesia</p> <p>Peningkatan Produktivitas Hutan dan Lahan Terdegradasi di Indonesia</p> | Collaboration with Masyarakat Silvikultur Indonesia (MasSI), IPB University, Universitas Nusa Bangsa | Google Meet |



PART 5

SEAMEO Knowledge Resources and Innovations in Time of COVID-19 Lockdown

Prior to the lockdown and closures of schools, there is a wide disparity in the available learning resources across all Member Countries. However, the COVID-19 pandemic which led to the unprecedented closure of schools and the immediate shift to online, distance and home-based learning has magnified the gaps in the available learning resources for all learners who are suddenly barred from going to schools and converting homes into a learning space. While some countries are ready and have easily transitioned to the alternative learning modalities, there is a rush to produce learning materials to ensure that learners are not left behind despite the school closures.

For its part, SEAMEO has launched a survey to determine the available knowledge resources and education innovations that learners from Southeast Asia and all over the world may easily access. Such resources are expected to play a pivotal role in helping the region already reeling from the negative effects of the COVID-19 pandemic. This chapter is meant to inform all educators and education stakeholders of the available open education resources and other knowledge resources that are accurate, reliable and responsive to the needs of learners.

SEAMEO Secretariat OERs

SEAMEO Secretariat has produced massive open online courses and open education resources which can be found in the following link:

- seamooc.seameo.org. This platform contains the Global Digital Literacy Course. This course will help learners develop a fundamental understanding the norms of appropriate, responsible behavior with regard to technology use. The modules will help learn the essential skills to begin computing with confidence, be more productive at home and at work, stay safe online, use technology to complement your lifestyle, and consider careers to put acquired skills to work.

SEAMES, together with the University of the Philippines Open University, has also offered the following open education resources:

- networks.upou.edu.ph. The UPOU Commons under this link is the repository of Open Educational Resources (OERs) developed by the UP Open University. These OERs also include video materials and Study Guides developed for Business Analytics major track of IT Education and Business Management Programs as well as the Service Management Program based on relevant PSGs issued by CHED. The materials are licensed under CC-BY-NC-ND.
- tvup.ph. TV UP is an internet television (webcast) network operated by the University of the Philippines which delivers free content (Open Educational Resources) for information and educational purpose. The OERs cover a wide range of topics that can be used by both teachers and students and other individuals interested to learn about the subject area.
- oercommons.org. OER commons is a public digital library of open educational resources. Teachers can explore, create and collaborate with other educators around the world to improve curriculum.
- model.upou.edu.ph The official learning platform for the Massive Open Online Courses (MOOCs) offered by the UP Open University. The MOOCs include the free online courses for university administrators, teachers so they can do technology-enhanced/ technology-enabled teaching; and technical staff who can provide support for the online component of the remote teaching. A special set of modules under the “Quick Guide to Migrating Residential Courses to Online Teaching” was designed to enable teachers to continue teaching amidst the restrictions and disruptions brought about by the COVID-19 pandemic. For each module completed, the learner will be given the Certificate of Module completion and completing the seven modules and the capstone requirement will qualify the learner to get the Certification on Migrating Residential Courses to Online Teaching”. Other MOOC Certification programs are also available in this learning platform.

SEAMEO Regional Centres

SEAMEO Regional Centres have also launched open education resources that may be accessed through the following links:

- <https://www.seameo-innotech.org>. SEAMEO INNOTECH has identified the following knowledge resources that learners may use during the lockdown:
 - IMPACT Guidebook
 - IMPACT Orientation Video
 - Alternative Education in Emergencies Guidebook
 - Training designs on Alternative Education in Emergencies
 - Infographics on Alternative Education in Emergencies
 - Infographics on Recommended Facebook Apps
 - GURO21 Course 2: Developing Higher Order Thinking Skills
 - ICeXCELS (Instructional and Curricular Excellence for School Leadership in Southeast Asia)
 - TEACHeXCELS (Teaching and Learning Excellence for School Leadership in Southeast Asia)
 - SUPEReXCELS (Supervision Excellence for School Leadership in Southeast Asia)
 - CHANGeXCELS (Change Management Excellence for School Leadership in Southeast Asia) HEALTHeXCELS (Health Management Excellence for Southeast Asian School Heads)
 - PEACeXCELS (Peace Education Excellence for School Leadership in Southeast Asia)
 - LEADeXCELS (Excellence in Leading Education in Emergency Situations for Southeast Asian School Heads)
 - Massive Open Online Course: Teach On: Keeping the Passion Alive
 - IMPACT modules
 - MT4T e-Citizenship 10 sets of learning packets

- MT4T e-Citizenship ebook for Teachers about Cyber Wellness and Digital Citizenship
- Assessment tools in the ALM Toolkit for Secondary Education in SEA
- Text-to-Teach videos
- Assessment tools used in Applied Academics for Excellence (APEX) Teacher's Guides for Secondary Schools
- Radio-based learning materials to support ALS
- <https://seamolec.org>. SEAMEO SEAMOLEC has developed a number of online resources to include the following:
 - SEAMOLEC Online Journal, <https://journal.seamolec.org/index.php/journal>
 - OER Hub, <http://rumahbelajar.id/>
 - SEAMOLEC MOOC, <http://mooc.seamolec.org>
 - Learning resources, <https://sumberbelajar.seamolec.org/>
- The following resources may be accessed from the following links of **SEAMEO TROPMED/ Philippines**:
 - Open Access Resources. <http://library.upm.edu.ph/node/64>
 - Resources on COVID-19. <http://library.upm.edu.ph/node/125>
 - Local databases of UP Manila. <http://library.upm.edu.ph/node/69>
- **SEAMEO QITEP in Language** has the following online resources:
 - Language Teaching Techniques: Good Practices from Indonesia. <http://web.qiteplanguage.org/language-teaching-techniques-good-practices-fromindonesia/>
 - Language Teaching Video for Secondary School Teachers (Arabic, English, German, Indonesia and Japanese). <https://sites.google.com/qiteplanguage.org/video-pembelajaran-seaqil/>

- **SEAMEO RETRAC** interventions are as follows:
 - The Pillars of Educational Leadership in the Digital Age.
https://drive.google.com/file/d/1kvrO0ODAUdTIOhwuh_D6j7BtYIWkcfnK/view
 - Culturally Responsive Teaching.
<https://drive.google.com/file/d/15jBIBiuYemJX586ulQgSbV8tHNBqe-H/view>
 - Understanding Human Behavior in Organization.
<https://drive.google.com/file/d/1nDrg8DqVqFabuBRnkbh8DIQlhGhi8pZZ/view>
 - Interpersonal Skills in the Workplace.
<https://drive.google.com/file/d/1WSRfAQsaoMn47tXhOsQQpBLGXU1zyaGf/view>
 - Build Self-Motivation Skills That Work.
<https://drive.google.com/file/d/1ZiaYzPzaCKrhRNEf1c6LAVY-h9Mfy-Rb/view>
- **SEAMEO QITEP in Mathematics** instructional videos can be found in the official YouTube channel of QITEP
 - Mathematical Thinking Mathematical Thinking and How to Develop It.
<https://www.youtube.com/watch?v=oCp2HijnVSk>
 - Lesson Study Part 1 Approach of Lesson Study: Plan, Do, See.
https://www.youtube.com/channel/UCV_bAZtvM9HmGujCQnlpkpA
 - Lesson Study Part 2 Approach of Lesson Study: Plan, Do, See
<https://www.youtube.com/watch?v=NNWtmlQ7YNs>
 - Lesson Study Part 3 Approach of Lesson Study: Plan, Do, See
<https://www.youtube.com/watch?v=njNK6xoAkwQ>
 - Problem Solving Problem Solving in Mathematics Education
<https://www.youtube.com/watch?v=WfgVBxvXrio>
 - Realistic Mathematics Education 1: Introduction to RME
<https://www.youtube.com/watch?v=fjXyNmNTBWg>
 - Realistic Mathematics Education 2: Observing RME in Classroom Practice
<https://www.youtube.com/watch?v=PBfPXrh37n8>
 - Differentiated Instruction Differentiated Instruction:What, Why, and How
https://www.youtube.com/watch?v=zVT80r_MECQ

- The Use of ICT in Mathematics Teaching and Learning
<https://www.youtube.com/watch?v=FP3zMclw7C4>
- **SEAMEO QITEP in Science** instructional videos can be found in the official YouTube channel of QITEP:
 - Leaf Pigment Chromatography: Biology and Physics.
<https://www.youtube.com/watch?v=IX-GlqgzQ78>
 - Simple Electric Circuit Physics. <https://www.youtube.com/watch?v=EvXhRxSpg7Q>
 - Yeast Air Balloon Biology and Chemistry.
<https://www.youtube.com/watch?v=AbSro5LWelk>
 - Fake Lung Biology and Physics. <https://www.youtube.com/watch?v=TiDNpoRD0qs>
 - LavaLampChemistryandPhysics.<https://www.youtube.com/watch?v=4PIHyZ8SeLY>
 - Get Closer to Matter: Teacher Guide.
<https://www.qitepinscience.org/blog/2019/03/14/praise-book-for-teacher/>
- **SEAMEO BIOTROP** interventions can be found in the following links:
 - Plant Tissue Culture in SEAMEO BIOTROP.
<https://www.youtube.com/watch?v=DesjBSpcHzk&t=323s>
 - Intensive Fruit Tree Gardening. <https://www.youtube.com/watch?v=bBPJcO5Ky-U>
 - Potted Fruit Tree for Intensive Small Space Fruit Tree Gardening.
https://www.youtube.com/watch?v=N4MP8_Eb-So&feature=youtu.be
 - Educational Video on Oyster Mushroom Cultivation.
https://www.youtube.com/watch?v=hudlth_f5q8
 - SEA CC4: Identification and Best Practices Documentation of Urban Agriculture.
<https://www.youtube.com/watch?v=aqf2eyHskKs>
 - SEA CC 4: Agri-based Enterprise Development and Implementation.
<https://youtu.be/j1pZh-Hw3NI>
 - SEA CC 4: Soil-based Vegetable and Fruit Tree Gardening.
<https://youtu.be/bbvDLOFF9yU>
 - SEA CC 4 – Solid Organic Waste Composting. <https://youtu.be/TbLYoulSy-k>

- SEA CC 4: Introduction to Aquaculture. <https://youtu.be/LEFk2KH2064>
- SEA CC 4: Oyster Mushroom Cultivation. <https://youtu.be/h3ISN9BXWb0>
- SEA CC 4: Urban Agriculture – Hydroponics. https://youtu.be/30c3kuMj6_s
- SEA CC 4: Urban Agriculture – Orientation and Introduction to Urban Agriculture
<https://youtu.be/c9aOEMaDs8>
- **SEAMEO RECFON** resources can be found in the following links:
 - Management of nutrition and WASH at school.
<https://www.youtube.com/watch?v=LIPZKv3WtUI>
 - Online lecture series.
https://www.youtube.com/playlist?list=PLm1zmmCGfBMW_hwMLshSe3uRGtfu2qX3A
 - Seminars in Food and Nutrition.
https://www.youtube.com/playlist?list=PLm1zmmCGfBMWxgjGQEJ_4CSPHIXk6LdJL
 - Tutorials on Food Contaminant test.
<https://www.youtube.com/watch?v=RSFJaDBTWn0&list=PLm1zmmCGfBMULn2PEpEkpOvUsUqaChbqB&index=2&t=0s>
 - Microteaching demonstration on Nutrition topic
<https://www.youtube.com/watch?v=k6S4N3gP2E8&list=PLm1zmmCGfBMULn2PEpEkpOvUsUqaChbqB&index=3&t=0s>
 - RECFON's Books on Food and Nutrition (Education).
<https://www.seameorecfon.org/en/publications/books>
- **SEAMEO SPAFA** resources can be found in the following links:
 - Living with Water, Heritage and Risks: An Educator's Toolkit for Global Citizenship.
<http://www.seameo-spafa.org/school-based-approach-in-promoting-disaster-risk-management-for-cultural-heritage-consultative-meeting-and-workshop-28-31-january-2019-brunei-darussalam/>
 - Tales from the Paddy Fields.
https://drive.google.com/open?id=14yQMC7icCVAkV656f50GG-YL9p_KQwc_
 - 100 Everyday Objects from Southeast Asia and Korea.
<http://www.spafajournal.org/index.php/spafapub/issue/view/89>
 - Cultural Understanding through Paintings of Southeast Asia and Korea.

<http://www.spafajournal.org/index.php/spafapub/issue/view/94>

- SPAFA Journal. <http://www.spafajournal.org/index.php>
- SPAFA Library collection. <http://www.seameo-spafa.org/seameo-spafa-library/>

All the above online materials are for free and may be accessed by clicking the links or checking the websites of SEAMEO Regional Centres including their official social media channels. It is hoped that educators and education stakeholders shall take advantage of these free and available education resources as schools are closed and teaching is temporarily occurring online or in the homes with the parents and guardians taking a more active role in educating children.

Acknowledgements

COVID-19 has brought with it unprecedented challenges but the SEAMEO Secretariat faced them head on with two committees to ensure that learning is sustained and no learner is left behind amidst school closures and lockdown. The SEAMEO Secretariat Webinar Committee and the Clearinghouse Committee on COVID-19 are SEAMES' frontliners in assisting the member countries to transition to the new normal and harness appropriate technologies in their response to challenges brought by the COVID-19 Pandemic. Armed with the most recent data and reliable information, these two committees worked tirelessly to ensure that SEAMEO's response to the challenges are utilized by those who needed them the most: educators and education stakeholders in the member countries and all over the world.

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