



SEAMEO
INNOTECH
Driving innovation for education



វិទ្យាស្ថានជាតិអប់រំ
National Institute of Education

FUTUREd Leadership Lab **(Developing future-ready, innovative** **and technology-driven leaders)** **for the NIE Cambodia**

October 20 to 24, 2025
National Institute of Education
Cambodia

FUTUREd Leadership Lab

(Developing Future-Ready, Innovative, and Technology-Driven Leaders)

October 20-25, 2025

National Institute of Education (NIE) Kampong Cham Province and Phnom Penh

Completion Report

Background

The FUTUREd Leadership Lab was conducted as part of the ongoing in-country technical assistance between SEAMEO INNOTECH and the National Institute of Education (NIE) Cambodia. This initiative stems from the long-standing partnership founded on the 2017 Memorandum of Understanding and reaffirmed in subsequent agreements. As documented in the approved memorandum dated July 15, 2025, INNOTECH authorized both the signing of a new Memorandum of Agreement (MOA) and the conduct of the in-country training program.

The request for this initiative was formalized by NIE Director, Dr. Sieng Sovanna, who sought technical assistance to strengthen the leadership, facilitation, instructional design, and digital competencies of NIE faculty members. The program aligns with INNOTECH's mandate under the 10th Five-Year Development Plan (FYDP) to support Ministries of Education through in-country capacity-building programs and is consistent with Cambodia's Education Strategic Plan (2024–2028) and the Strategic Plan for Teacher Education Reform (2024–2030).

The FUTUREd Leadership Lab was conducted from October 20 to 25, 2025, with sessions delivered at the Regional Teacher Training Center (RTTC) in Kampong Cham and the NIE campus in Phnom Penh.

Training Objectives

The training was intended to conduct capacity building for the core trainers of NIE to:

- 1. Strengthen Core Competencies of Education Leaders.** Participants deepened their knowledge and skills in key areas of school leadership, including:
 - Analyzing educational contexts and respond to emerging trends
 - Leading instructional improvements and teaching methodologies to foster student engagement and improve learning outcomes
 - Developing digital competencies for seamless technology integration in teaching and administration, with a focus on LMS utilization
 - Engaging school-community stakeholders
 - Facilitating personal and professional development
- 2. Enhance Designing, Delivering, and Facilitating These Content Areas.** Participants developed the ability to design, deliver, and evaluate training programs through:
 - Conducting learning needs assessments
 - Designing effective learning programs
 - Facilitating learning sessions
 - Monitoring and evaluating learning programs

Conduct of the Learning Needs Assessment (LNA)

A Learning Needs Assessment (LNA) was conducted in February 2025 prior to the design of the program and involved 26 NIE respondents, most of whom were senior officers and officials with over 15 years of service). The assessment yielded the following major insights.

Participants expressed the need for capacity development in:

- instructional design and new teaching methodologies
- fostering teamwork and collaboration
- educational leadership and school planning
- stakeholder and community engagement
- digital technology integration and LMS utilization
- managing change and innovating training delivery
- strengthening competencies expected of school leaders and teacher trainers

The primary challenge cited was the use of digital technology in teaching, noted by 62% of respondents. Other challenges included content-area skills, assessing student learning, stakeholder relations, and limited training support.

Respondents identified the following as most beneficial:

- learning to use an LMS (77%)
- designing learning experiences (62%)
- keeping students engaged and motivated (65%)
- adapting delivery modalities
- digital education and AI integration

The LNA results directly informed the program design, ensuring alignment with actual competency gaps and institutional needs.

Annex 1: Full LNA

Program Design

The program design, crafted directly from the results of the Learning Needs Assessment and aligned with the priorities expressed by NIE leadership, provided a structured and highly responsive approach to meeting the institution's capability-building needs. Guided by the LNA findings, INNOTECH designed a five-day workshop encompassing the following thematic areas:

- Instructional Design and Teaching Methods
- Strategic Leadership and Management
- Leveraging Digital Technologies for Teaching and Learning
- Stakeholder Engagement
- Personal and Professional Development.

These thematic areas reflected the participants' identified needs in instructional design, digital technology use, leadership, teamwork, and professional growth.

Each thematic area combined expert-led lectures with practical, hands-on activities and collaborative learning opportunities. Participants engaged in designing learning experiences, developing assessments, exploring digital tools, and creating micro-lessons using Moodle. Workshops and team-based exercises promoted collaboration, reflective practice, and peer learning, while case discussions and scenario-based activities strengthened competencies in leadership, management, and stakeholder engagement. The program also incorporated self-assessments and strengths-based activities to support personal excellence and sustained professional development, ensuring participants were well-equipped to apply and cascade their learning within NIE.

Annex 2: Program Design

Participants

The 32 participants comprised key leaders, administrators, and faculty members from the National Institute of Education (NIE) Cambodia, including the Director, Deputy Directors, Deans, Department Chiefs, and Teacher Trainers. They represented various academic and administrative units such as the Graduate School, Faculty of Pedagogy, Center of Educational Research and Innovation, College of Education, and the Department of Management and Educational Planning.

Annex 3: List of Participants

Conduct of the Training

The program emphasized practical application, experiential learning, peer collaboration, and integration of digital and AI-based tools to build the future-ready competencies of NIE faculty. The workshop was facilitated by the Learning Development and Management Office trainers:

- Ethel Joan Atienza, Senior Specialist, Learning Development and Evaluation Unit
- Clint Richard Chua, Officer, Learning Development and Evaluation Unit
- Michelle Sarabillo, Senior Specialist, Learning Management and Implementation Unit

Learning Sessions

The LNA findings directly align with the design and delivery of the training, as the sessions were intentionally structured to address the identified capacity gaps among NIE faculty. The LNA revealed a strong demand for professional development in instructional design, educational leadership, teamwork, and technology integration, particularly in the use of a Learning Management System (LMS), while also citing digital technology use as the most significant challenge in teaching.

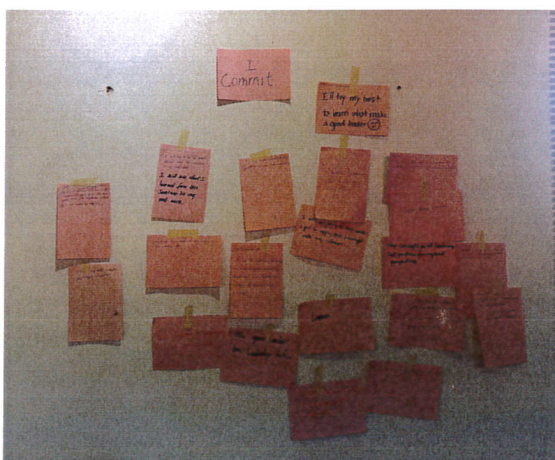
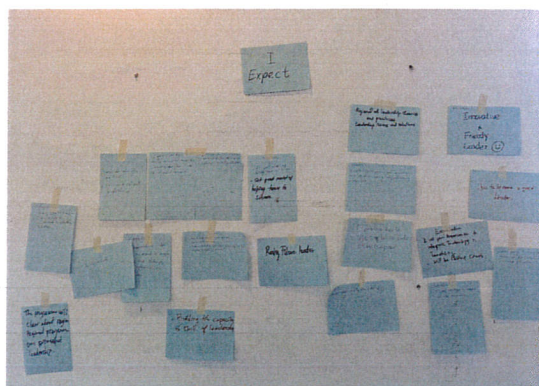
These needs were met through targeted sessions such as “Designing Learning Experiences” and “Leveraging Digital Technologies for Teaching and Learning,” which developed participants’ skills in instructional design, digital pedagogy, and the practical application of online tools, including AI and LMS-based platforms. The workshops on “Strategic Leadership and Management” and “Facilitating the Professional Development of Teachers” directly supported leadership and teamwork competencies, while “Engaging the School Community” emphasized collaborative and participatory approaches. Collectively, the training sessions responded to the LNA priorities by equipping NIE faculty with the leadership mindset, instructional design skills, and digital competencies needed to advance technology-enabled and future-ready teacher education programs in Cambodia.

Day 1



The FUTURED Leadership Lab officially opened at the Regional Teacher Training Center (RTTC) in Kampong Cham Province, Cambodia, with welcome remarks from the National Institute of Education (NIE) Cambodia, represented by Dr. Neau Vira, Deputy Director, and from INNOTECH Centre Director, Dr. Majah-Leah V. Ravago, who delivered her message through a recorded video. The opening highlighted the importance of cultivating a new generation of future-ready, innovative, and technology-driven education leaders, setting the tone for the weeklong learning journey and underscoring the shared commitment of NIE and INNOTECH to strengthen leadership and facilitation competencies aligned with Cambodia's Education Strategic Plan (ESP) 2024–2028.

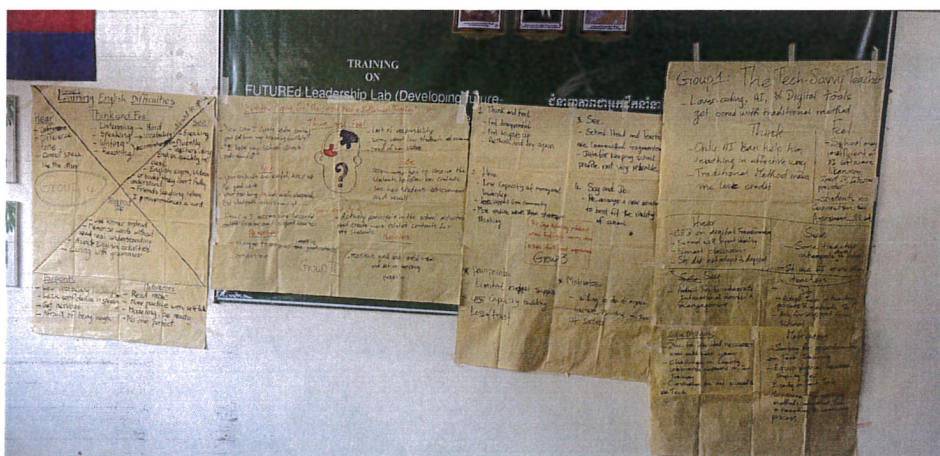
The day's session centered on the theme "The Cambodian School and the Changing World," providing participants with a deeper understanding of how school leadership must evolve amid rapid shifts in the education landscape. Drawing on the Competency Framework for School Heads in Southeast Asia, the session emphasized the importance of strategic leadership, adaptive management, and context-based decision-making, all vital for navigating the complex realities faced by today's Cambodian schools. Participants examined the characteristics of VUCA (Volatile, Uncertain, Complex, Ambiguous) and BANI (Brittle, Anxious, Nonlinear, Incomprehensible) environments, discussing how these frameworks influence planning, problem-solving, and school operations. They also engaged in Futures Thinking exercises, where they envisioned emerging trends, anticipated possible disruptions, and reflected on how school leaders can craft resilient, future-ready strategies. The activity encouraged deeper awareness of shifting educational demands and strengthened the participants' capacity to lead with foresight and agility.



Day 2

The day's learning activities were divided into two focused sessions that complemented each other in strengthening learner-centered and technology-enabled leadership. The first session, "Designing Learning Experiences," guided participants through the principles of learner-centered curriculum design, with a strong emphasis on Empathy Mapping as a tool to deepen understanding of learners' backgrounds, motivations, challenges, and aspirations. Through this activity, participants identified learner personas and mapped what these learners see, think, feel, and do, enabling more responsive and inclusive learning designs. The group outputs culminated in a reporting activity where participants surfaced key enablers of online learning—such as accessible digital tools, learner readiness, supportive policies, and the critical role of teacher facilitation—grounded in insights drawn from both the empathy maps and their collective teaching experiences.

Building on these reflections, the succeeding discussion connected learner-centered design with the broader institutional conditions needed for successful eLearning implementation. Drawing from the session on designing and developing online programs, participants examined essential enabling factors such as the presence of enabling policies, clear and well-defined systems and processes, adequate and competent human resources, the selection of appropriate and reliable technologies, and sufficient funding support. These institutional enablers helped participants recognize that effective online learning requires not only thoughtful instructional design but also a holistic readiness at the organizational level. Together, these discussions reinforced the importance of aligning learner needs with institutional capacity to ensure meaningful, scalable, and sustainable technology-enabled learning.



The second session, “AI and Digital Technologies in Education,” built on these insights by introducing practical frameworks for AI prompt design and demonstrating how generative AI can support leadership, instructional design, and innovation in schools. Participants explored concrete applications of AI for creating learning materials, streamlining tasks, and enhancing engagement, and reflected on how these tools can complement the enablers identified earlier. Together, the sessions strengthened participants’ capacity to design meaningful learning experiences while leveraging digital and AI technologies to support effective online learning environments.



Day 3

The day began with the session “Developing Digital Competencies,” which provided participants with a comprehensive understanding of how digital tools and technologies can be strategically integrated to strengthen teaching and learning. The session highlighted key digital literacy skills, ethical and responsible use of technology, and the role of digital platforms in enhancing learner engagement, accessibility, and instructional efficiency. Participants reflected on their own digital readiness and examined practical ways to embed technology into lesson delivery, assessment, and collaboration.

Building on this foundation, the second session, “Learning Management Systems (LMS) for Adaptive Learning,” offered a hands-on exploration of how LMS platforms function as essential infrastructures for modern education. Participants navigated sample LMS features to see how these systems can support adaptive learning pathways, facilitate professional learning communities (PLCs), and generate data dashboards for informed instructional and administrative decisions. Through demonstrations and guided practice, they gained insights into how LMS tools can personalize learning experiences, track learner progress, and foster continuous professional development among teachers. Together, the two sessions strengthened participants’ confidence in integrating digital technologies and managing LMS environments to support effective, flexible, and data-driven learning.



Day 4

During the final two days of the program, sessions were held at the NIE Campus in Phnom Penh, offering participants a more grounded environment for applying their learning. The day’s discussions centered on “Engaging the School Community,” emphasizing the importance of cultivating strong, trust-based relationships with students, teachers, parents, and wider community partners. Participants explored strategies for inclusive communication, collaborative problem-solving, and sustaining community involvement in school initiatives. This was followed by a hands-on “Stakeholder Mapping Workshop,” where participants used mapping tools to identify key stakeholders, assess their levels of influence and interest, and plan appropriate engagement strategies. Through group exercises and peer feedback, participants developed clearer, more strategic approaches to managing school-community relationships and fostering shared ownership in school improvement efforts.



Day 5



The final day featured Facilitating the “Professional Development of Teachers”, which highlighted the leader’s role in fostering continuous teacher learning and PLCs. The program concluded with Program Synthesis and Reflection, where participants consolidated key insights and applications of learning.

The FUTUREd Leadership Lab concluded with a reflection and synthesis session where participants shared key insights and personal takeaways from the weeklong training. The closing program highlighted how NIE faculty members strengthened their leadership, digital, and facilitation competencies—equipping them to become core trainers for Cambodia’s future school leadership programs. In their messages, representatives from NIE, Dr. Sieng Sovanna, and INNOTECH, Ms. Ethel Joan Atienza, reaffirmed their shared commitment to advancing educational innovation and supporting the professional growth of educators. The event ended on a high note of collaboration and optimism, with participants expressing their readiness to apply their learnings in shaping a future-ready education system for Cambodia.

The mission also served as an opportunity for Dr. Sieng Sovanna and Dr. Mam Chansen to sign the Memorandum of Understanding (MOU) in-person, as it was originally signed digitally prior to the start of the program.

The team and the key NIE officials also informally discussed current plans and initiatives of the NIE, particularly in relation to strengthening its faculty development programs and digital learning systems. These conversations provided valuable insights into NIE’s ongoing efforts and priorities, which can guide the next phase of collaboration between NIE and INNOTECH, particularly in capacity building, Learning Management System (LMS) implementation, and instructional design enhancement. The outcomes of these engagements contribute directly to advancing Cambodia’s teacher education reform agenda and align with the country’s broader goals of improving the quality and effectiveness of teacher preparation and professional development.

Results of the Evaluation Report

Overall Satisfaction		
Response	Number of Responses	Percentage of Responses
Excellent	11	61%
Above average	7	39%
Total	18	100%

The post-training evaluation, completed by 18 participants, reflected an exceptionally high level of satisfaction with the FUTUREd Leadership Lab, with the majority rating their overall satisfaction as “Excellent” at 61%. Overall, participants affirmed that the training effectively met its objectives, with 33% rating the attainment of learning goals as “Excellent,” 56% as “Above Average,” and 11% as “Average.” The relevance of the content to their roles as faculty leaders and teacher educators was also strongly emphasized, with 28% rating the training as “Excellent,” 50% as “Above Average,” and 22% as “Average.” Participants highlighted the value of integrating leadership frameworks, digital innovations, and AI-driven tools, areas that directly respond to NIE Cambodia’s priorities for teacher education reform.

The quality of facilitation received particularly strong recognition. A combined 72% of participants rated the facilitators as “Excellent” and 28% as “Above Average.” Facilitators were described as engaging, knowledgeable, and highly effective in linking theoretical concepts with practical applications. Their interactive approach fostered collaboration, reflective learning, and active participation throughout the weeklong sessions.

The program management and support teams were equally commended. The management team received consistently high ratings across facilitation skills, professionalism, and attentiveness, with 89% marking each area as “Excellent.” Program support was similarly praised, with 72% rating it “Excellent,” 22% “Above Average,” and 6% “Average.” Their collective efficiency, responsiveness, and courteousness contributed to the smooth flow of activities and a positive learning environment. The venue, together with meals provided by NIE Cambodia, received 67% “Excellent,” 22% “Above Average,” and 11% “Average,” with participants noting that the function hall was conducive for both plenary and group discussions.

Feedback from the evaluation highlighted major strengths of the program, including its practicality, well-structured design, and strong focus on digital competencies and innovative leadership practices. Participants appreciated the opportunities for collaborative learning and the clear alignment of topics with the evolving needs of Cambodian teacher education. Suggestions for improvement centered on expanding discussions on leadership models, providing more reference materials, and showcasing more concrete examples of AI-based teaching and learning applications.

Despite these suggestions, the overall satisfaction rating remained overwhelmingly positive, confirming that the workshop successfully strengthened participants’ competencies in leadership, digital integration, and facilitation. The evaluation results underscore the effectiveness of the FUTUREd Leadership Lab in preparing NIE faculty to serve as core trainers for Cambodia’s school leadership development programs.


Recommendations for Future Implementation

Based on the evaluation results, LNA findings, and consultations with NIE leadership, the following recommendations are proposed for INNOTECH to:

1. Support NIE Cambodia in institutionalizing the FUTUREd Leadership Lab
NIE Cambodia will take the lead in institutionalizing the FUTUREd Leadership Lab as an annual capacity-building program, embedding it into its regular professional development offerings. INNOTECH will continue to serve as a strategic partner, while NIE utilizes the materials and content from this run to support future internal training initiatives.
2. Provide Technical Assistance on Online Program Development
NIE prioritizes strengthening its capacity to design, develop, and deliver online programs to expand access to quality professional development through flexible learning modalities. Technical support from INNOTECH will enable NIE to create well-structured online courses that reach more educators nationwide and align with emerging trends in digital and technology-enabled learning.
3. Support the Setup, Customization, and Management of an LMS
NIE emphasized the need for continued assistance in establishing, customizing, and managing an institutional LMS, an area identified in the LNA as a major challenge. Sustained guidance will help ensure effective digital learning delivery and system-wide adoption.
4. Continue Collaboration, Mentorship, and Digital Support
Ongoing collaboration, through follow-up sessions, coaching, communities of practice, and resource sharing, will sustain momentum and reinforce NIE's long-term capacity to implement innovative, technology-enabled training programs.

Enclosures:

- *Annex 1: Full LNA*
- *Annex 2: Program Design*
- *Annex 3: List of Participants*
- *Annex 4: Evaluation Report*


Officer, LDEU

Date: *Nov. 20, 2025*


Senior Specialist/Unit Head, LDEU

Date: *Nov. 20, 2025*


Manager, LDMO

Date: *Nov. 20, 2025*

**Training of Trainors for NIE Cambodia
Learning Needs Assessment and Program Design**

**A. Summary of Key Results from the Learning Needs Assessment Survey
(N=26)**

1. Gender

Gender	Number	Percentage
Male	23	88.5%
Female	3	11.5%

2. Designation

Gender	Number	Percentage
Officers and Officials of NIE	25	96%
School Director	1	4%

*All except one has been with NIE for at least 15 years

3. Identified learning goals

The following are the summarized/processed responses on desired learning goals. Participants expressed they would like the training to cover the following:

- Designing instruction, new teaching methods
- Fostering teamwork
- School planning, management and evaluation
- Community/Stakeholder engagement
- Financial/Resource management and mobilization
- Managing change
- Educational leadership
- Use of digital technology in teaching
- Competencies of school principals
- Competencies of teachers
- Personal Excellence
- Innovating on conduct of training (for trainors)

4. Biggest challenge in teaching

Challenge	Number	Percentage
Using digital technology in teaching and learning	16	61.5%
Lack of training on content area	4	15.4%
How to ensure students are learning	2	7.7%

Dealing with parents and stakeholders	2	7.7%
How to become an effective school leader	1	3.8%
Lack of support and time for training	1	3.8%

5. Learning Sessions that respondents deem will be most beneficial

Respondents selected from among a list of topics

Desired Learning Sessions	Number	Percentage
Learning to use an LMS	20	76.9%
Teaching and Learning in Challenging Times	18	69.2%
Keeping students engaged and motivated	17	65.4%
Designing Learning experiences	16	61.5%
Building on your strengths	15	57.7%
Adapting Learning Delivery Modalities	14	53.8%
Cultivating Joyful learning	11	42.3%
Designing assessments	11	42.3%
Building and practicing empathy	7	26.9%
Partnering with parents	7	26.9%

Additional suggested learning sessions: digital education, technology application, AI

6. Preferred training modality

Participants had mixed preferences with some indicating in-person, others blended. Some suggested the addition of a study tour.

B. Analysis of Learning Needs Assessment Results

Based on the learning needs assessment survey results and the request letter from the NIE Cambodia, specific competency areas that will comprise the scope of the five-day workshop have been identified. By the end of the workshop, the participants will have:

- Enhanced their instructional design and teaching methodologies to foster student engagement and optimize learning outcomes.
- Strengthened their leadership and management capabilities to drive institutional success.
- Developed digital competencies for seamless technology integration in teaching and administration, with a focus on LMS utilization.
- Acquired the skills to cultivate teamwork, collaboration, and personal excellence among educators.
- Been equipped with strategies to facilitate ongoing personal and professional development.

Aligned with the identified learning outcomes, the following program design has been crafted:

FUTUREd Leadership Lab (Developing future-ready, innovative and technology-driven leaders) for the NIE Cambodia

October 20 to 24, 2025

National Institute of Education, Cambodia

Program Rationale

Cambodia's Ministry of Education, Youth and Sports (MoEYS) aims to transform the country to upper-middle-income status by 2030 through the development of a knowledge-based society. Central to this vision, the Education Strategic Plan (ESP) 2024–2028 emphasizes the need to "*ensure all Cambodians have access to quality, equitable, and inclusive education enriched with knowledge, skills, discipline, ethics, good behavior, health, fitness, and lifelong learning.*" Strengthening school leadership is recognized as a key strategy to improve learning outcomes, reduce dropout rates, and promote inclusive education. Effective leadership is crucial for enhancing governance, advancing digital education, and ensuring responsive school management.

Complementing the ESP, the Strategic Plan for Teacher Education Reform (2024–2030) underscores the importance of cultivating competent school leaders to implement improvement plans, champion learner-centered teaching, and adapt to Cambodia's evolving educational landscape.

The National Institute of Education (NIE), as Cambodia's premier institution for training education managers, plays a pivotal role in developing leadership, managerial, and technical competencies. To support this effort, SEAMEO INNOTECH is partnering with NIE to implement a Training of Trainers (ToT) program that addresses leadership gaps identified in a recent learning needs assessment.

This program aims to help enhance the capacity of core NIE faculty and trainers to effectively deliver leadership development initiatives for school heads and teacher leaders. Participants will gain the knowledge, skills, and tools necessary to navigate educational challenges, lead school improvement, foster learner-centered environments, and manage future-ready initiatives. By developing a pool of skilled trainers, the program contributes to the ESP 2024–2028 goals and Cambodia's commitment to Sustainable Development Goal 4 (Quality Education), ensuring all learners have access to quality and inclusive education.

Program Objectives

This Training of Trainers (ToT) aims to achieve two main objectives:

- 1. Strengthen Core Competencies of Education Leaders.** Participants will deepen their knowledge and skills in key areas of school leadership, including:
 - Analyzing educational contexts and respond to emerging trends
 - Leading instructional improvements and teaching methodologies to foster student engagement and improve learning outcomes
 - Developing digital competencies for seamless technology integration in teaching and administration, with a focus on LMS utilization
 - Engaging school-community stakeholders
 - Facilitating personal and professional development
- 2. Enhance Designing, Delivering, and Facilitating These Content Areas.** Participants will develop the ability to design, deliver, and evaluate training programs through:
 - Conducting learning needs assessments
 - Designing effective learning programs
 - Facilitating learning sessions
 - Monitoring and evaluating learning programs

Participants

The program is designed for 34 NIE faculty members who form the core team of trainers for school leadership programs across Cambodia.

Program Content

- ***Program Overview***

This part of the program facilitates the participants' easing into the learning environment. It will start with a review about the role of NIE in building the capacities of education personnel and its overall capacity building strategy from which they derive the critical roles of NIE as learning facilitators/trainers.

This will introduce them to the framework, rationale, and mechanics of this ToT program. The Regional Competency Framework for School Heads will be presented in more detail as the overall anchor of the program.

- ***Session 1: The Cambodian School and the Changing World***

Cambodian schools face a rapidly evolving future, shaped by increasing regional and global interdependence, technological advancements, and information shifts. To prepare graduates for Cambodia's future, schools must strategically adapt to these changes. This session will help participants understand the dynamic educational

landscape, encouraging them to scan the environment, identify trends, and leverage opportunities for improvement. School leaders will develop an adaptive mindset, engage in strategic and reflective dialogues, and enhance their critical thinking and innovation skills to navigate this evolving context effectively.

- ***Session 2: Leading Instructional Improvements in Schools***

One of the key responsibilities of a school leader is to develop a culture of effective teaching and learning. With deep understanding of the education landscape and the changing nature of jobs, school leaders are expected to lead their team of teachers in enriching the curriculum to ensure that their students are ready for the future. This session will provide a space for the participants to learn and share a variety of curriculum enrichment strategies and working models which are relevant and responsive to the learning needs of Cambodian students matched with the current and emerging local and global requirements.

- ***Session 3: Developing Digital Competencies***

In this session, Participants will explore strategies to integrate technology into teaching, promote digital literacy, and support teachers in digital learning environments. Topics include identifying key digital skills for teachers and students, using digital tools for instruction and school management, facilitating virtual professional learning communities (PLCs), and helping teachers leverage data and digital platforms to improve instruction.

- ***Session 4: Engaging the School Community***

The daily work as school leader reflects the complex interactions they have with multiple stakeholders, students, teachers, staff, parents, supervisors, partners and relevant members of the school community. This session will invite the participants to reflect on their own stakeholder engagement practices and help them gain better understanding of their key stakeholders and their interests. Building trust is a basic ingredient of positive relationships and in creating synergy between and among the different stakeholders. This session will give the participants the opportunity to develop an engagement plan, clearly identifying the strategies in managing the relationships with various stakeholders and identifying new arrangements and possibly, structure for sustainable partnerships.

- ***Session 5: Facilitating the Professional Development of the Teachers***

School leaders champion the professional development of their staff and support building a professional learning community focused on continuous improvement in teaching and learning. This session will engage them in an open discussion and exchange to learn how best to facilitate and support the professional development of teachers that will enable them to take ownership of their own professional growth.

- ***Integration: The NIE Faculty as a Learning Facilitator/Trainer***

This session will focus on participants' role as trainers and facilitators by reinforcing their learning and deepening their understanding of adult learning principles. At the

end, they will identify their strengths and growth areas as facilitators and develop personalized plans.

Daily Schedule

- Morning sessions start at 9:00 AM
- Afternoon sessions start at 1:00 PM

Date and Time		Learning Session
Day 1 October 20, Monday	9:00 AM to 12:00 NN	Opening Program <ul style="list-style-type: none"> • Entrance of Colors • National Anthem of the Philippines and Cambodia • Messages • Introduction of Participants • Check-In Activity • Group Photo Program Overview
	12:00-1:00 PM	Lunch Break
	1:00-4:00 PM	Learning Session 1: <i>The Cambodian School and the Changing World</i> Strategic Leadership and Management Mitch S.
Day 2 October 21, Tuesday	9:00 AM to 12:00 NN	Energizing Activity Recap of Day 1 Learning Session 2: <i>Leading Instructional Improvements in School</i> Instructional Design and Teaching Methods Joan A.
	12:00-1:00 PM	Lunch Break
	1:00-4:00 PM	Continuation of Learning Session 2

Day 3 October 22, Wednesday	9:00 AM to 12:00 NN	Energizing Activity Recap of Day 2 Learning Session 3: <i>Leveraging Digital Technologies for Teaching and Learning</i> Principles of Technology Integration in Teaching and Learning AI in education overview Joan A.
	12:00-1:00 PM	Lunch Break
	1:00-4:00 PM	Continuation of Learning Session 3 Digital Tools LMS for adaptive learning Clint C.
Day 4 October 23, Thursday	9:00 AM to 12:00 NN	Energizing Activity Recap of Day 3 Learning Session 4: <i>Engaging the School Community</i> Stakeholder Engagement Mitch S.
	12:00-1:00 PM	Lunch Break
	1:00-4:00 PM	Continuation of Learning Session 4 Learning Session 5: <i>Facilitating the Professional Development of Teachers</i> Mitch S.
Day 5 October 24, Friday	9:00 AM to 12:00 NN	Energizing Activity Recap of Day 3 Continuation of Learning Session 5 Program Integration and Closing <ul style="list-style-type: none"> • Reflection and Action Planning • Synthesis • End-of-Course Evaluation

Learning Methodology

The program uses experiential learning approaches, including:

- Group and collaborative discussions and activities
- Structured learning experiences (SLEs)
- Reflective exercises and self-assessments

Assessment for Learning

Participants' learning will be assessed through:

- Pre- and post-training competency assessments
- Observations during practice facilitation sessions
- Peer and facilitator feedback mechanisms
- Development of an individual action plan

Certification

Participants who fulfill all requirements, including the development of an action plan, will be awarded a Certificate of Completion.

Program Management Team and Facilitators

- Ethel Joan Atienza
Senior Specialist, Learning Development and Evaluation Unit
- Clint Chua
Officer, Learning Development and Evaluation Unit
- Michelle Sarabillo
Senior Specialist, Learning Management and Implementation Unit



វិទ្យាស្ថានជាតិអប់រំ
National Institute of Education

FUTUREd Leadership Lab
(Developing future-ready, innovative and technology-driven leaders)
October 20 to 24, 2025
National Institute of Education, Cambodia

LIST OF PARTICIPANTS

No.	Titles	Name	Position
1	Dr.	Sieng Sovanna	Director
2	Dr.	Neau Vira	Deputy Director
3	Mrs.	Bun Sophany	Deputy Director
4	Mr.	Thai Heng	Deputy Director
5	Dr.	Mam Chansean	Director of the Graduate School
6	Mr.	Leng Borey	Director of the General Affairs Unit
7	Mr.	Mao Sareoun	Dean of the Faculty of Pedagogy
8	Dr.	Chheang Sangvath	Director of Center of Educational Research and Innovation
9	Dr.	Sieng Veasna	Deputy Director of Graduate School
10	Mr.	Chap Ratana	Deputy Director of Graduate School
11	Mr.	Loch Chanthan	Deputy Director of Graduate School
12	Mr.	Seng Lang	Deputy Director of the General Affairs Unit
13	Mr.	Lorn Lyna	Deputy Director of Center of Educational Research and Innovation
14	Mr.	Po Bunthan	Deputy Director of Center of Educational Research and Innovation
15	Dr.	Kouy Sokean	Vice Dean of the College of Education
16	Mr.	Mon Munint	Chief of the Department of Management and Educational Planning
17	Mr.	Cheang Channak	Chief of Graduate School Department
18	Dr.	Chea Chanponna	Chief of CPD Department
19	Mr.	Lim Vann	Vice-chief of the Department of Management and Educational Planning

No.	Titles	Name	Position
20	Mrs.	Nou Channy	Chief of Social Science Department
21	Mrs.	Chhoumm Poeuv	Vice-chief of the Personnel Office
22	Mrs.	Khek Samnang	Teacher Trainer
23	Mr.	Chan Thoeun	Vice-chief of Graduate school Department
24	Mrs.	Sok Vanna	Vice-Chief of Continuous Professional Development Department
25	Mr.	Thach San	Vice-Chief of Continuous Professional Development Department
26	Mr.	Ouk Uttarak	Vice-Chief of Graduate School Department
27	Mr.	Yorn Rortana	Officer of the Finance Office
28	Mr.	Prak Peouv	Teacher Trainer
29	Dr.	Chhorn Than	Officer of the Research Office
30	Mr.	Soeng Kimseng	Director of Anukwat High School
31	Mrs.	Chhoeun Sreynich	Director of Anukwat Primary School
32	Mr.	Ouch Phalroth	Officer of the Finance Office

FUTUREd Leadership Lab

(Developing Future-Ready, Innovative, and Technology-Driven Leaders)

October 20-25, 2025

National Institute of Education (NIE) Kampong Cham Province and Phnom Penh

Evaluation Report

Introduction

This report presents the results of the post-training evaluation conducted for the FUTUREd Leadership Lab, jointly organized by INNOTECH and the National Institute of Education (NIE) Cambodia. The program was designed to enhance the leadership, facilitation, and digital competencies of NIE faculty members who will serve as core trainers for future school leadership initiatives.

A total of 18 participants completed the evaluation survey, providing feedback on the effectiveness of the program in terms of design, facilitation, management, support, venue, and overall satisfaction.

Results and Findings

The Evaluation covers the program organization and delivery, facilitation and learning interaction and engagement, and learning environment and support.

Overall, the evaluation results reflect a very high level of participant satisfaction across all areas of the FUTUREd Leadership Lab. Participants consistently rated the program's objectives, relevance, and facilitation quality in the "Above Average" to "Excellent" range.

The facilitators and management team were highly commended for their professionalism, responsiveness, and ability to create an engaging and collaborative learning environment. The majority of participants rated their overall satisfaction as "Excellent", confirming that the training successfully met its purpose of building the leadership and digital capacities of NIE faculty members. The positive results demonstrate the program's effectiveness and its alignment with NIE Cambodia's ongoing efforts to strengthen teacher education and institutional leadership development.

Attainment of Training Objectives

Participants agreed that the training effectively achieved its objectives. The sessions were perceived as relevant and aligned with participants' professional growth and institutional goals.

Attainment of Training Objectives		
Response	Number of Responses	Percentage of Responses
Excellent	6	33%
Above average	10	56%
Average	2	11%
Total	18	100%

Schedule and Flow of the Training Sessions		
Response	Number of Responses	Percentage of Responses
Excellent	6	33%
Above average	9	50%
Average	3	17%
Total	18	100%

Schedule and Flow of the Training Sessions

The schedule and flow of the sessions were generally well-received. Most participants appreciated the balance between lectures, group activities, and sharing sessions, which promoted engagement without overwhelming participants.

Relevance of the Training

The content was considered highly relevant to the participants' roles as faculty leaders and teacher educators. The focus on leadership, innovation, and technology resonated with the current priorities of NIE Cambodia.

Relevance of the Training		
Response	Number of Responses	Percentage of Responses
Excellent	5	28%
Above average	9	50%
Average	4	22%
Total	15	100%

Program Management Team

Program Management Team	Excellent	Very Good	Good
Facilitation Skills	16 (89%)	1 (6%)	1 (6%)
Professionalism in Attitude	16 (89%)	1 (6%)	1 (6%)
Attentiveness and Helpfulness	16 (89%)	1 (6%)	1 (6%)

The program management team demonstrated strong facilitation, coordination, and organizational skills throughout the training. Participants commended their professionalism, efficiency, and courteousness, noting that their attentiveness and

responsiveness ensured the smooth implementation of all activities. The team's proactive support and dedication created a positive and well-managed learning environment that contributed significantly to the overall success of the program.

Facilitators

The three facilitators, Ms. Ethel Joan Atienza, Ms. Michelle Sarabillo, and Mr. Clint Richard Chua, collectively received very high ratings from participants. Averaged across all respondents, the results show that most participants rated their facilitation as excellent (5). Participants described them as engaging, knowledgeable, and effective in linking theoretical concepts to practical applications. Their interactive approach fostered collaboration and reflection throughout the sessions.

Facilitators		
Response	Number of Responses	Percentage of Responses
Excellent	13	72%
Above average	5	28%
Total	18	100%

Program Support		
Response	Number of Responses	Percentage of Responses
Excellent	13	72%
Above average	4	22%
Average	1	6%
Total	18	100%

Program Support

The program support team was praised for their effective coordination and logistical assistance. Participants recognized their professionalism, politeness, and efficiency, noting that their attentiveness enhanced the overall participant experience and ensured that all activities ran smoothly.

Venue – Function Hall

The venue was considered conducive for learning, providing sufficient space and a comfortable environment for both plenary and group discussions. The function room and meals were provided by the National Institute of Education (NIE) Cambodia.

Venue – Function Hall		
Response	Number of Responses	Percentage of Responses
Excellent	12	67%
Above average	4	22%
Average	2	11%
Total	18	100%

Strengths of the Training

Participants highlighted that the training was “practical, relevant, and well-structured,” particularly in developing school leadership and digital competencies. They also appreciated the facilitators’ engaging delivery and the opportunity for collaborative learning.

Areas for Improvement

Participants suggested to include “more supporting documents and materials, expanding discussions on leadership models and technology integration, and providing more examples on AI-based teaching and learning applications.”

Next Steps and Sustainability

Building on the strong results of this evaluation, both INNOTECH and NIE Cambodia may consider institutionalizing the FUTUREd Leadership Lab as an annual capacity-building program for NIE faculty and education leaders. Future runs may include the development of advanced modules on instructional leadership, digital innovation, and AI integration in education, as well as blended and online delivery modes supported by a customized Learning Management System (LMS).

Furthermore, participants’ feedback can guide the refinement of materials and incorporation of local case studies to sustain engagement and contextual relevance. By maintaining continuous collaboration, mentorship, and digital learning support, the program can serve as a model of innovation and leadership development for other SEAMEO member countries, contributing to the broader goal of transforming education systems in Southeast Asia through technology and capacity building.