



innotech newsletter

Newsletter of the Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH)

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Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH) is dedicated to identifying common and unique education problems and needs of Southeast Asian countries and developing innovative and technology-based solutions to address these needs.

The Center aids in educational development within and outside the region through its service areas: training and human resource development, research and development, knowledge management and special programs focusing on key areas of concern in the Southeast Asian education community.

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ON THE COVER



SEAMEO INNOTECH celebrated its 49th year of providing educational innovations in the region in January.

INNOTECH CONDUCTS TRAINING OF TRAINERS (TOT) FOR NIE CAMBODIA

SEAMEO INNOTECH continues to strengthen its partnership with the Ministry of Education, Youth and Sports (MoEYS) of Cambodia by conducting a Training of Trainers (ToT) for the National Institute of Education (NIE). Seventeen NIE faculties successfully completed the training program held from 7 to 11 January 2019 in Kampong Cham and Phnom Penh, Cambodia.


The 5-day program aims to strengthen the NIE faculties' competencies in conducting in-service training for school leaders and managers in Cambodia. Aside from enriching their facilitating skills, the participants also had the chance to deepen their knowledge and understanding of the core contents and competencies of school leadership programs. The participants were able to analyse the current and emerging education context in their country, as well as how these changes in the education landscape affect the roles and responsibilities of a school leader.

At the end of the program, the participants developed their



CAPACITY-BUILDING IN CAMBODIA. NIE faculties developed their own school leadership core curriculum contextualized within the realities and needs of Cambodia.

own school leadership core curriculum contextualized within the realities and needs of Cambodia, but still anchored on the Southeast Asian Competency Framework for School Heads. This core curriculum will be transformed into a full-blown training manual that would be used for Cambodia's School Leadership Programs starting May 2019.

Along with the conduct of the ToT, NIE and INNOTECH also sealed their partnership through a formal Memorandum of Understanding (MOU). The MOU was signed by Dr. Sieng Sovanna, Director of NIE, and Dr. Ramon C. Bacani, Center Director of INNOTECH. Dr. Sovanna is also a graduate of an INNOTECH program called Excellence in Managerial Leadership in 2015. 

The core curriculum developed by the participants will be transformed into a training manual that would be used for the School Leadership Programs in May 2019.



TEACHER MOTIVATION. The Center was commissioned to conduct research on understand why teachers enter the teaching profession and choose to remain as teachers in the Philippines.

INNOTECH TEAMS UP WITH DEPED FOR TEACHER MOTIVATION STUDY

Last 14 January 2019, SEAMEO INNOTECH presented preliminary findings of the ongoing research, “Understanding Motivation among Teachers in the


Philippines” to the Project Advisory Committee (PAC) of the said project. Through the conduct of interviews and eventually, a survey among teachers, the research aims to surface reasons why teachers decide to enter the teaching profession and choose to remain as teachers in the Philippines. The research findings likewise aim to inform future policies and

programs that would improve teacher quality and welfare.

Initial phases of the project included a thorough review of literature around teacher motivation, and the conduct of in-depth interviews among both public and private school teachers in the basic education sector. Preliminary analysis of data from interviews surfaced

emerging themes, in terms of reasons for joining and staying in the teaching profession. These themes will be refined and validated through a survey among teachers which will be developed in the next phase of the project.

During the meeting, members of the PAC shared relevant suggestions on how to further refine the themes related to teacher motivation. They likewise provided additional insights based on their experiences on teacher training, education policy implementation, and research.

The PAC is chaired by Department of Education Undersecretary Jesus L.R. Mateo and is co-chaired by SEAMEO INNOTECH Director Ramon C. Bacani. PAC members include Directors of key DepEd offices and academic research institutions -- Diosdado M. San Antonio (DepEd Region IV-A), John Arnold S. Siena (DepEd National Educators Academy of the Philippines), Runvi S. Manguerra (DepEd Teacher Education Council), Gina O. Gonong (Philippine National Research Center for Teacher Quality), Belinda De Castro (Research Center for Social Sciences and Education), and John Addy S. Garcia (Br. Andrew Gonzalez FSC College of Education, DLSU). 



QUALITY PRE-PRIMARY EDUCATION. The Center teamed up with the ECCD Council and DepEd to collect information on the situation, practices, and needs of pre-primary education personnel in low- and middle- income countries.

INNOTECH, ECCD COUNCIL, AND DEPED CONCLUDE STEPP PROJECT PHASE 1 IN THE PHILIPPINES


Back in 2016, UNESCO initiated a multi-country study called Survey of Teachers in Pre-Primary Education (STEPP). This is in partnership with different research institutions and universities around the

world. The project aims to collect pertinent information on the situation, practices, and needs of pre-primary education personnel in low- and middle-income countries. Seven countries participated in the study, namely the Dominican Republic, Ghana, Indonesia, Namibia, Togo, Vietnam, and the Philippines.

The Philippine National Team for STEPP consists of the Early Childhood Care and Development (ECCD) Council,

Department of Education (DepEd) Bureau of Learning Delivery, DepEd National Educators Academy of the Philippines (NEAP) and SEAMEO INNOTECH. Phase 1 of the STEPP Project in the Philippines completed its field trial last November 2018. The trial aimed to test the survey instrument which was based on OECD's Starting Strong Teaching and Learning International Survey (TALIS).

The team participated in a series of webinar trainings on the development of a sampling framework for the field trial, field trial administration and quality monitoring, drawing sample and managing the field trial data, and on adaptation and layout of instrument and manual. The team has also organized the National Orientation on the Field Trial Administration and Quality Monitoring last August 28, 2018 which was attended by 23 participants and 2 quality monitoring officers from all over the country.

The STEPP Project hopes to inform policy makers in developing effective strategies for quality pre-primary education. This project is led by the Education Sector of UNESCO and the Australian Council for Educational Research (ACER), which provided technical expertise in the design and operationalization of the survey. 

INNOTECH CELEBRATES 49TH ANNIVERSARY, GEARS UP FOR 50TH YEAR

A year ahead of its golden anniversary, SEAMEO INNOTECH staff and partners celebrated the Center's past, present, and future through a simple but meaningful anniversary celebration with the theme, "Honoring the Past, Celebrating the Present, Envisioning the Future."


Honoring the Past

Established in 1970, SEAMEO INNOTECH has its share of long history and milestones. From its establishment, INNOTECH had its headquarters move from country to country before finally settling in the Philippines. A number of projects, both in and out of the country, has been developed and completed successfully. Current staff and partners of INNOTECH were reminded of these accomplishments and the people behind them as they go through memory lane. The halls have been transformed into a gallery with old photos showcasing not just the success of the Center programmatically, but also the fun that the staff had during those times.

Celebrating the Present

The year's accomplishments were acknowledged and celebrated through a video highlight. Two staff were also recognized for their 20 years of service—Mr. Reynaldo Canlas from the Administrative Management Office and Ms. Ma. Victoria Laguda from the Office of the Director. Mr. Clark Pulvinar from the Finance Management Office was also named SEAMEO Service Awardee. This award is given to a Center staff who has demonstrated exceptionally high level of achievement in work performance, innovation and creativity, and professionalism and commitment that contributed to the success of the organization.

Envisioning the Future

As the Center steps into a new milestone, the staff shares their hopes and dreams for the Center. The different offices wrote their vision of a Golden INNOTECH in balloons, hoping these collective dreams and aspirations for the Center to fly and soar to greater heights. The celebration concluded with a multimedia presentation of activities lined up for the Golden Anniversary in 2020. 

→ SEE GALLERY ON PAGE 8



STRENGTHENING STEM. To improve the quality of STEM instruction using digital media, national training workshops are held in the different Southeast Asian countries to introduce the the SEADSTEM.

INNOTECH CONDUCTS PHILIPPINE NATIONAL TRAINING WORKSHOP FOR SEADSTEM

On 12 February 2019, SEAMEO INNOTECH facilitated the 1st National Training Workshop in the Philippines for the Southeast Asian Digital STEM Platform, or SEADSTEM.


Nineteen secondary school teachers in the country participated in the said workshop held in Quezon City, Philippines.

SEADSTEM is a regional platform that aims to improve the quality of instruction in Science, Technology, Engineering, and Mathematics using digital education media. The platform also aims to foster project-oriented thinking among educators, allowing them to teach the subjects in an integrated approach. The beta version of the platform has been set up

in 2018 and initial contents have been developed and uploaded to the platform.

National training workshops are happening simultaneously in the different Southeast Asian countries to introduce the platform to pilot schools. The workshop also served as a venue to deepen teachers' understanding of STEM, as well as to share good practices on how they can teach STEM subjects in an integrated manner. The participants also had the chance to evaluate the current contents of SEADSTEM by developing a lesson plan that makes use of an activity found in the platform.

The feedback of teachers gathered from the different national training workshops in the region will serve as input to the assessment workshop that will be held in May 2019.

The SEADSTEM project is a collaborative work of SEAMEO INNOTECH and Goethe Institut. The national training workshop held in the Philippines was facilitated by Mr. Jesse Tuason, one of the project managers of SEADSTEM, and Ms. Rhodalyn Caluag and Ms. Sarah Ocampo, the two teacher-representatives of the Philippines to the SEADSTEM regional development team. 



MEMORIES IN INNOTECH. Staff and partners celebrated 49 years of the Center last February 2 2018. Ms. Vicky Laguda and Mr. Rey Canlas were recognized for their 20 years of service; while Mr. Clark Pulvinar was celebrated for his exemplary service.

The activities for the upcoming 50th anniversary were also announced in the celebration.







STRENGTHENING TIES WITH INDONESIA. Ms. Lili Nurlaili discussed possible collaboration with the Center on teacher training, ASEAN culture, dissemination and contextualization of knowledge products, and sharing of expertise.

INDONESIAN EDUCATION AND CULTURAL ATTACHE VISITS SEAMEO INNOTECH

The Education and Cultural Attaché of the Embassy of the Republic of Indonesia in Manila, Ms. Lili Nurlaili, visited SEAMEO INNOTECH last 26 February 2019 to discuss possible collaborations of her office and the Center. The discussion was facilitated by

the Manager of the Knowledge Management and Networking Office, Mr. Benito Benozza.

The half-day session with Ms. Nurlaili resulted to meaningful collaborative activities related to teacher training, ASEAN culture, dissemination and contextualization of knowledge products, and sharing of expertise. As Ms. Nurlaili is keen on enhancing the capacities of teachers and school heads in Indonesia, she expressed interest in the learning programs of the Center that are anchored on the Competency Framework

for Teachers in Southeast Asia and Competency Framework for Southeast Asian School Heads. In partnership with the Office of the Education and Cultural Attaché, 30 Indonesian English teachers will receive scholarship to one of INNOTECH's flagship online courses for teachers or the GURO21. Invitation to join and participate in the Center's Massive Open Online Course (MOOC) on Teach On: Keeping the Passion Alive was also extended to interested Indonesian teachers and educators.

Strengthened partnerships with Indonesian universities through the Office of the Education and Cultural Attaché were also tackled during the visit. Robust network and partnership agreements with the universities and higher education institutions will enable SEAMEO INNOTECH to further implement its translation, contextualization, and dissemination efforts. Moreover, Ms. Nurlaili offered to share Indonesian expertise that would help the Center in developing contents for its projects and programs as well as awareness on the cultural commonalities and diversities of the Bahasa speaking countries. She also expressed openness to share resource persons who can provide updates on the current education landscape of Indonesia and aid the Center in the development of its 10th Five-Year Development Plan.

2019 serves as the 70th year of Indonesia and the Philippines partnership in the region. The visit of Ms. Lili Nurlaili to SEAMEO INNOTECH is one of the initiatives aimed to strengthen the collaboration and partnership of Indonesia to the organizations in the Philippines. Ms. Nurlaili is an alumna of SEAMEO INNOTECH's training courses in the 1990s. 



OPENING DOORS FOR COLLAB. The Center exchanged ideas with Don Bosco Press Inc. on the current issues and trends in education in the region through its researches and trainings.

INNOTECH FACILITATES STUDY VISIT OF DON BOSCO PRESS INC.

On 28 February 2019, Don Bosco Press Inc. (DBPI), a textbook publishing company and printing press, visited SEAMEO INNOTECH to know more about the emerging issues and trends in education which can help them improve their own programs. Ten staff from DBPI were introduced to related projects and programs of the Center.

As DBPI is interested on the current issues and trends in education in the region, staff from the Educational

Research and Innovation Office (ERIO) shared some of their recent research projects and studies on Alternative Delivery Modes (ADM), Infollution, Early Childhood Care and Development (ECCD), Early Grade Reading Assessment and Early Grade Math Assessment (EGRA/EGMA), ASEAN Integration, and Teacher Motivation. Recent tools and solutions developed by the Center were also shared, such as the ADM Toolkit for Secondary Education, Toolkit for Building Disaster-Resilient School Communities in Southeast Asia, Education in Emergencies, Weaving Identities Toolkit, e-Citizenship, and Mobile Technology for Teachers, to name a few. These researches and products were done in order to provide policy recommendations as well as

learning materials that will instruction, pedagogy and learning delivery. The tools, such as ADM and Education in Emergencies, were developed to serve as alternatives to formal education.

Furthermore, as DBPI also conducts seminars and trainings for its clients, INNOTECH shared its training programs for teachers, such as the eXCELS Course Suite for school heads and GURO21 for teachers. These courses are CPD-accredited by the Professional Regulation Commission (PRC). Staff from the Center’s Learning Management Office also shared about face-to-face training programs and the Massive Open Online Course (MOOC). The MOOC entitled Teach On, is something new for online courses as it tackles teacher’s passion for teaching.

Don Bosco Press Inc. (DBPI) is a Catholic educational publishing and printing organization that also have a training institution. DBPI publishes school textbooks, produces teaching and learning resources, and provides training on publishing and printing. The brief visit of DBPI to SEAMEO INNOTECH did not only serve as a venue for knowledge sharing, but also opened opportunities for the two institutions to collaborate.



IMPROVING SCHOOLS, LEADING INNOVATION. School directors discussed the current and emerging challenges and opportunities from the educational reforms implemented in Lao PDR.

INNOTECH TRAINS SCHOOL LEADERS IN LAO PDR

Thirty four school directors and deputy school directors in Lao PDR participated in a School Leadership Program jointly organized by SEAMEO INNOTECH and the Institute for Education Administration Development (IFEAD), the unit in charge of professional development of school leaders and teachers in the country. From 4 to 8 March 2019, the participants worked on developing their own School Improvement Plan.


This training program was done in support of the country’s Education Sector Development Plan and Five-Year National Socio-economic Development Plan, which are both part of the Lao

government’s industrialization and modernization efforts. By prioritizing education and human resource development, Lao PDR hopes to progress and move beyond the ranks of least developed countries.

School leaders have a big role to play in this changing landscape. More than ever, they are expected to have greater understanding of the education context, trends, and patterns in order to continuously improve their instruction, lead innovation, and manage their schools.

Through this program, the participating school directors and deputy school directors had the chance to discuss and exchange ideas on the current and emerging challenges and opportunities from the reforms being

implemented in their school and in the country. They also recognized and shared the good practices that they are currently implementing in their schools but they realized the need to think of creative solutions that would respond to the new challenges in their schools. The program enabled them to enhance the critical competencies they need to effectively lead their schools. At the end of the 5-day program, the participants were able to put their learning and insights into actionable items by developing their individual School Improvement Plan in consultation with the IFEAD.

The Vice Minister of Lao PDR's Ministry of Education and Sports (MoES), Associate Prof. Dr. Khampay Sisavanh, who is a former Governing Board Member of SEAMEO INNOTECH, was present during the opening ceremony of the program. Vice Minister Sisavanh, in his opening speech, provided the overall context of the program and presented the expectations of the Ministry to all school heads of the country. The opening ceremony was also graced by the presence of other MoES officials, namely Director General Chansamouth Keosoutha, Deputy Director General Darasack Ratsavong of the International Cooperation Office, and the Deputy Director General for Training Dr. Kagnasone Navamane. 





PROFESSIONALIZATION OF TEACHING. Teachers, school leaders, educators, unions, and ministries of education officials discussed the existing teaching standards and how these can support the initiatives and progress on achieving the Sustainable Development Goal 4.

INNOTECH PARTICIPATES IN CONSULTATION WORKSHOP FOR THE DEVELOPMENT OF GUIDANCE FRAMEWORK FOR PROFESSIONAL TEACHING STANDARDS

SEAMEO INNOTECH, represented by Educational Research Unit Senior Specialist, Dr. Sherlyne Almonte-Acosta, participated in the Consultation Workshop for the Development of an International Guidance Framework for Professional Teaching Standards, 18-19 March 2019 in Addis Ababa, Ethiopia. The consultation workshop was organized to review the findings of the comparative country analysis done as part of the

Phase I of the project, as well as post suggestions on the draft Guidance Framework.

The development of an International Guidance Framework was a recommendation brought up during the 10th Policy Dialogue Forum of the International Task Force on Teachers for Education 2030. UNESCO, the International Task Force on Teachers for Education 2030,

and the International Institute for Capacity Building (IICBA) in Africa took the lead in developing the said framework in order to support the different countries in elaborating their standards for the teaching profession.

While teaching standards describe the desirable level of performance of teachers at the different stages of their career and facilitate the professionalization of teaching, the guidance framework is meant to be aspirational and not prescriptive. It hopes to support the governments and teacher organizations in assuring quality teacher education and quality teaching in the country and the region.

The consultation workshop, which was attended by teachers, school leaders, teacher educators, unions, and ministries of education officials, served as a platform to discuss the existing teaching standards and how these can support the initiatives and progress on achieving the Sustainable Development Goal 4, particularly SDG 4.c on quality teachers. The draft International Guidance Framework for Professional Teaching Standards focused on five (5) areas of competencies: Professional Knowledge and Understanding; Professional Skills and Practices; Professional Values, Attributes, and Commitment; Professional Partnerships; and Professional Leadership.



One particular point raised during the consultative workshop is the contextualization of the international guidance framework. While it is tagged as an international guide, the experts reminded that it should be inclusive to allow the governments to use the guide according to their own context and priorities. The experts also highlighted the need to look at the competency and standards progressively, emphasizing on the guidance framework being aspirational rather than prescriptive.

This consultation workshop held in Ethiopia is part of the series of consultations plotted within the year. IICBA, together with UNESCO and International Task Force on Teachers for Education 2030 is set to conduct similar consultation workshops in the different regions of the world. The finalized framework is targeted to be released by the end of the year. 