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## EXECUTIVE REPORT

2008-2009

## KEY RESULT AREA 1

### Enhanced Program Excellence and Relevance

## Training

In pursuing the program thrust of enhancing the capabilities of Southeast Asian educators, the Center conducted eighty-nine (89) training courses, seminars, workshops and fora under varied sponsorships. Some 1,764 participants representing thirteen (13) countries were served during the period under review. These include training programs conducted by all Program units of the Center – Training Unit, Long Term Capability Building Unit (LTCBU), Flexible Learning Solutions Unit (FLSU), Research and Development Unit (RDU), and the Research Services Unit (RSU).

### 1. Funding Source

#### Internationally-Funded Programs

A total of eleven (11) programs (12%) were conducted with international funding support:

- Over the fiscal year, the Center was able to conduct two (2) two-week courses under the SEAMEO EDUCATION DEVELOPMENT FUND (SEDF), both in line with the recommendations of the Center's Governing Board during its 50<sup>th</sup> meeting held last November 2007 and 51<sup>st</sup> meeting held last September 2008, respectively, and with the training needs assessment data from the validation of the Competency Framework for Southeast Asian School Heads developed for SEAMEO INNOTECH's LEARNTECH eXCELS Project. The SEDF courses conducted were as follows:

- ❖ Excellence in Monitoring and Evaluation of Standards-Based Programs and Projects, the first SEDF course delivered via blended learning for selected School Heads in Southeast Asia. The course was innovatively designed in phases and integrated flexible online activities into face-to-face sessions:

Phase 1: Online Pre-Course Conversation (October 22-November 7, 2008)

Phase 2: Face-to-face session at SEAMEO INNOTECH Campus (November 20-December 3, 2008)

Phase 3: Post-Course Online Mentoring (January 22 to February 3, 2009).

The pre-course online conversation consisted of asynchronous and synchronous activities and access to learning materials using the INNOTECH Flexible Learning Management System (iFLEX) to profile practical concerns and issues in school monitoring and evaluation. This was followed by a two-week face-to-face and full-time training at SEAMEO INNOTECH and follow-through online activities to determine the progress of the implementation of the action plans a month after participants have returned to their posts.

Sixteen (16) elementary and secondary school principals and education officers from ten (10) SEAMEO-member countries participated in this practitioner-oriented course which enhanced their competencies in monitoring and evaluation (M&E) of standards-based school performance.

The practitioner-oriented conceptual inputs, the hands-on and skill building teaching and learning methodologies employed throughout the course, broadened the perspectives of the participants on the challenges and opportunities in the education sector. This enabled them to realize the importance of M & E as well as acquire the many techniques and skills needed in monitoring and evaluating school-based performance.

The course activities also challenged them to collectively assess complex issues, identify the core of a problem and think of various options to hurdle it. In doing so, they built a common understanding of the issues facing their schools, got inspired with exemplary strategies and success stories which they could adapt to their local context. Using new lenses and shift in paradigms, the experiences opened the eyes of the participants to new possibilities to improve not only monitoring and evaluation of standards-based school performance but also other aspects of school management that would improve the overall school performance and student achievement. The participants were able to benchmark from the successful programs and good practices shared during the 11<sup>th</sup> International Conference focused on: Transitions for Youth Success: Creating Pathways for Work and Life held from November 25-27, 2009.

The integration of the use of technology enhanced the teaching and learning experiences of the participants. The potential use of the online technology as a tool for engaging participants and expanding learning opportunities via the pre-course online conversations, sharing of daily learning journals and post-course online mentoring was highlighted in this training program. The pre-course activities provided the participants with the opportunity to re-assess their M&E competencies and to share experiences and interact with each other virtually. The online posting of daily learning journals provided the participants with a venue to share their reflections and insights while

the post-course online mentoring provided the venue for exchanging experiences on how they went about implementing their M&E plans.

- Excellence in Creating Shared Responsibility for School Success was the second SEDF blended learning course, and was conducted from January to March 2009. This practitioner-oriented course was designed to enhance knowledge and skills of school heads in partnership building and collaboration to improve student learning outcomes and other mutual development goals. As part of INNOTECH's strategic thrust to institutionalize the flexible learning approach, the course was conducted through a combination of online and distance learning activities and face-to-face sessions:

Phase 1 -- Pre-Course Online Conversation (January 12 to 21, 2009)

Phase 2 -- Face-to-face Learning and Interaction at SEAMEO INNOTECH Campus (February 2 to 13, 2009)

Phase 3 -- Post-Course Online Mentoring (March 5 to 30, 2009)

The pre-course online conversation consisted of asynchronous and synchronous activities and access to learning materials using the INNOTECH Flexible Learning Management System (iFLEX) to assess practical concerns and issues in building school-community partnerships. This was followed by a two-week face-to-face full-time training at SEAMEO INNOTECH. A month after, follow-through online activities were conducted to determine the implementation of the participants' action plans.

Twenty-two (22) school principals and education officers from eleven (11) SEAMEO-member countries participated in the course. Twelve of these participants were sponsored through the SEAMEO Educational Development Fund. The rest of the participants (10) were sponsored by local governments (5), Ministry of Education (3) and SEAMEO INNOTECH (2) as part of its corporate social responsibility. Offering public programs is also one of the implementing strategies of SEAMEO INNOTECH, and this particular course pilot-tested this strategy where 10 participants were considered as fee-paying participants.

The training course provided a "laboratory-like" setting for the participants to assess and enhance concepts and skills in creating shared responsibility for school success. Shifting to the learning lenses, the participants assessed their experiences, leadership capital and the complex challenges they are facing via structured learning activities. They simulated new ways of sharpening their skills and capabilities in convening potential partners – parents, teachers, non-government organizations and government agencies, business -- to develop collaborative strategies, programs and projects and shared responsibilities to attain mutual gains. These activities

broadened the participants' perspectives on their leadership capital (as a "store of wealth" to draw from to make things happen in their school) and the urgency of collaborating with potential partners to address complicated issues. This realization, at the start of the course, enhanced their learning (as well as unlearning) of management skills in school-community partnership and in other aspects of their role as school leader and manager.

The training course was anchored on the bridging leadership framework developed through action research by the Asian Institute of Management (AIM)-Team Energy Center for Bridging Societal Divides. As an alternative approach to the Western model of leadership, bridging leadership is characterized by the capacity to initiate and sustain a collaborative process to achieve meaningful changes through the collective action of multiple and diverse stakeholders. This model has been adopted by the Philippine Department of Education, and NGOs and bureaucracy in the region, to empower school heads and supervisors facing complex challenges especially in a decentralized school management setting. The participants from the other SEA countries also validated the usefulness of the framework in their setting. Through the continuing collaboration and selfless exchanges among practitioners and the continuing build up of learning materials customized for the education sector, the bridging leadership model could be used as the appropriate conceptual framework upon which to build competencies of school heads in the region.

- THE UNITED NATIONS HUMAN SETTLEMENTS PROGRAMME (UN-HABITAT) funded a program in support of the SEAMEO Ministerial Declaration on Values-Based Water Education, formally adopted during the 29th SEAMEO Council Conference in March 2004. It became a full-blown project through the signing of the cooperative agreement in November 2005, and was a collaborative undertaking between UN-HABITAT and SEAMEO, with funding from the Asian Development Bank.

The project sought to address both infrastructure concerns and curricular interventions relating to water, sanitation and hygiene. The project implementation took two major tracks: the development of an assessment protocol on water and sanitation facilities in schools and building capacity in the Ministries of Education and pilot schools to effectively integrate HVWSHE in lessons. Linking human values with water, sanitation and hygiene issues goes beyond imparting and acquiring knowledge and information and focuses instead to inculcating positive attitudes and values, as well as the desired behaviors.

As a final activity under this project, the Workshop on Developing a Toolkit to Promote HVWHSE in Southeast Asian Schools was organized by the SEAMEO Regional Center for Educational Innovation and Technology in Quezon City,

the Philippines on 30 July to 01 August 2008. The workshop brought together the education workers from the SEAMEO member countries who have actively participated in implementing the project in their respective countries to discuss their significant experiences, learning and innovations in the process of implementing the project and in integrating HVWSHE in their lessons. Their insights served as the core component of the Toolkit to Promote HVWSHE in Southeast Asian Schools, which is the principal and final output of the project. Packaged in CD format, the Toolkit chronicled the project milestones, selected case studies, and the assessment protocol. It also included a section on advocacy and communications materials to promote the project.

The Workshop on Developing a Toolkit to Promote HVWHSE in Southeast Asian Schools was participated in by 11 project implementers from eight SEAMEO member countries- Brunei, Cambodia, Indonesia, Lao PDR, Malaysia, Philippines (2), Thailand and Vietnam as well as representatives from SEAMEO Secretariat and SEAMEO SEAMOLEC. The sessions were designed to ensure maximum participation and engagement of the participants as they share of stories and experiences about Project HVWSHE, what they value most about the Project, and their wishes for the Project to make more of these positive experiences possible; discuss the success factors, major lessons, and innovations and consolidate of recommendations to improve and sustain the gains of the Project.

- UNICEF, through its Philippine Office, has been funding training workshops under Project e-IMPACT (Enhanced Instructional Management by Parents, Community, and Teachers). The e-IMPACT learning system is a technology-enhanced alternative learning delivery mode for basic education and was funded initially by the International Development Research Center in 1975. It was based on the New Elementary School Curriculum (NESC) which made use of self-paced learning modules, different teaching strategies and other alternative modes of delivery intended to address problems of access and quality in education. In 1994, the IMPACT Learning System underwent revisions funded by UNICEF and the SEAMEO INNOTECH endowment fund.

In recent years, the IMPACT Learning System has been repackaged following the Revised Basic Education Curriculum of the Philippine Department of Education. It has also been enriched with multimedia components to make it more user-friendly and technology-oriented. The new version is now called the e-IMPACT Learning System.

Throughout FY 2008-2009, the Center worked to enhance and expand implementation of the e-IMPACT Learning System as an alternative delivery modality for use in small schools and multi-grade learning environments in partnership with UNICEF. RDU provided capacity building activities in support

of 19 UNICEF-funded schools in their transition from conventional modes of instruction to ADM using e-IMPACT.

For the period under review, UNICEF funded the 5-day training workshop “Training of Mentors/Trainers at the Region, Division and District Levels to Support Sustainability of e-IMPACT Implementation in 19 Child-Friendly Schools in CPC 6 Areas.” The workshop was held at the Lantaka Hotel in Zamboanga City in October 6-10, 2008, and was attended by 49 school heads, administrators, and other school officials in the district, division and region level oriented on their roles as mentors and coaches of e-IMPACT schools. The workshop also included preparation of monitoring and assessment instruments to be used by these school officials.

The RDU will also be engaged to conduct monitoring and technical assistance visits to the 19 schools in the next 2 years to ensure smooth implementation and institutionalization of e-IMPACT in these schools.

- The Polytechnics International New Zealand Ltd (PINZ), a New Zealand-based social sector development agency specializing in education, human resource development and capacity building throughout the Pacific, Asia and the Middle East, through the New Zealand Trade and Enterprise (NZTE) Office of the New Zealand Embassy in the Philippines, contracted SEAMEO INNOTECH for a Study and Benchmarking Program in the Philippines for Nepalese Teacher Training and Assessment and Examination Professionals from 10-13 November 2008.

This four-day INNOTECH program for officials from the Nepalese Ministry of Education was part of an eight-day program that focused on Teaching Training and Assessment and Examination Practices and Systems in Bangkok and Manila. The Bangkok leg, which was scheduled a week before the Manila program, was handled by NZ iCON, PINZ’s partner based in Thailand, through Ms. Piyolos Ngamvilakorn, NZ iCON Manager.

Eight (8) officials of agencies involved in modernizing classroom assessment and examination system participated in this course: 1 (the Head of the Delegation) from the Curriculum Development Center, 1 from the National Center for Educational Development (NCED) which is the NEAP counterpart in Nepal, 5 from the Department of Education, and 1 from the Ministry of Finance.

The Philippine program gave the participants an opportunity to visit and interact with high quality Philippine institutions and their staff, and provided the group with more insights and ideas on teacher training and assessment and examination practices and systems in neighboring Asian countries. The learning and experience helped guide and improve teacher development and



CAE, and as a result, helped enhance the programs and objectives that SESP is implementing and enhancing.

- The Australian Agency for International Development (AusAID), in partnership with the Department of Education, requested SEAMEO INNOTECH to provide Technical Assistance for the Conduct and Design of the Technical Working Group (TWG) Assessment and Integration Workshop of the Basic Education Sector Reform Agenda (BESRA). This TA was divided into two interrelated processes: (1) the individual workshops with the TWGs, which we called “A conversation with the TWGs: Taking stock of where we are” and (2) “Moving Forward BESRA’s Collaborative Action,” a two-day (August 13-14, 2009) workshop which convened all the TWGs for continuing conversation and integration session.

Conducted on July 29, and August 3-4 2008, the first process of this engagement enabled each TWG to review their achievements and identify the facilitating factors that have worked well for BESRA thus far. This deepened their understanding of where they are in contributing to the achievement of BESRA targets and objectives as initially indicated in the 2006 PIP, Policy Recommendations of the Review Missions, and other BESRA developments. This also led them to think about better strategic action points they need to take from 2008 onwards.

The second process was a two-day generative conversation which brought together about eighty (80) TWG members to share and catalogue the best experiences and strengths of the entire BESRA team. The stories and experiences shared during the small group conversations were used to discover trends and re-learn meaningful lessons which helped redesign the best possible direction for BESRA as a whole comprehensive package of integrated education solutions and programs.

- The Ministry of Education of Bangladesh, in line with its efforts to improve teaching quality of their secondary education teachers, sent twenty (20) Teacher Trainers/Educators from their various Teacher Training Colleges for a two-month program on Professionalizing the In-Service Teacher Training Towards Improving the Quality of Secondary Education in Bangladesh, from 23 March to 15 May 2009. The program was aimed at developing a Core of Master Trainers who are highly skilled teacher educators/trainers able to: design, implement and improve effective Training of Trainer programs and model a range of effective training strategies and techniques.

Consistent with the objective of this program, hands-on and skill building teaching and learning methodologies were employed to facilitate the acquisition and/assessment of learning by the participants. The participants experienced



various teaching-learning methodologies like contextual teaching and learning, work-based learning, collaborative learning, self-regulated learning and problem-based learning which enabled them to transfer these learning technologies to the secondary education teachers.

Individual practicum exercises, simulations and reflection sessions were also utilized, but also giving importance to cooperative learning. Teacher education organizations and institutions were visited as part of the learning sessions where formal sessions and interaction with the local teacher trainers and officers were structured as well.

This eight-week program consisted of eight Modules which built up the skills of the participants every week and enabled them to enhance and strengthen their competencies as Master Trainers. Among the major outputs developed by the participants in this training are: 1) Competency Framework for Secondary Education Teachers in Bangladesh; 2) Competency Framework of Master Trainers of Secondary Education Teachers; and 3) Consolidated Session Guides on Enhancing the Teaching-Learning Competencies of the Secondary Teachers which they will use for the design of their Teachers' Training programs.

This program was conducted in partnership with the Training and Technology Transfer Ltd. (TTT) and the Ministry of Education, Government of Bangladesh.

- MOE Thailand for ICeXCELS Thailand. Four (4) classes of ICeXCELS Thailand was implemented from May 11 to June 2, 2009 for 45 officials and school directors through the National Institute for the Development of Teachers, Faculty Staffs and Education Personnel (NIDTEP) of Thailand. Details of this program can be found in the "Flexible Learning Solutions Unit" section of this report.

#### SIREP-Funded Programs

Looking to the remaining years of the current Five-Year Development Plan, the Center recognized the need to accelerate its efforts to extend the regional reach of the Center's training and research programs and services among SEAMEO member countries and expand its range of flexible learning courseware. The strategic reconfiguration of the Center's Programs and Services supported under the LEARNTECH Initiative Phase I anchored on expanded institutional partnerships, capacity building and program reformulation, has established a solid foundation for future program development. There is still, however, much to be done to fully institutionalize the strategic redirection of the Centre's regional capability building, research and knowledge management initiatives as envisioned

under LEARNTECH. To this end the Center's Governing Board approved a set of interrelated project initiatives known as the SEAMEO INNOTECH Regional Education Program (SIREP) to be supported by the Endowment Fund for the next four years under Phase II of the LEARNTECH Initiative.

The SIREP projects address the following priority thematic areas of the 7th FYDP:

- Educational Leadership and Management (and specifically capacity building in support of decentralized educational management)
- Educational Policy (with special focus on teacher professional development and educational governance)
- Equitable Access to Quality Education (with a focus on technology-based innovations such as flexible and alternative learning systems)
- Educational Partnerships (specifically strengthening technology transfer possibilities with national partner institutions to maximize regional outreach of INNOTECH training program interventions)

During the period under review, SIREP funded eight (8) activities (9%) during the fiscal year as follows:

- The Regional Educational Forum on the theme Impact of Decentralization of Education Management to School Improvement and Success last May 19-21, 2009, to foster constructive and continuing dialogue and consultation on various education issues and concerns affecting the SEA Region. The 3-day forum provided the participants with a regional perspective about the current state of education decentralization where they were able to generate new insights, ideas and possibilities on how best to pursue it given the Southeast Asian context. The forum was funded by the Center from its endowment fund under the LEARNTECH II SEAMEO INNOTECH Regional Education Program (SIREP).

Attended by 22 Senior Education Officials from the 11 member-countries, this forum enabled the participants to have a deeper understanding of the salient aspects of the various education decentralization models being implemented in the Southeast Asian Region. Among the important core factors identified which contributed to a level of success in decentralization are the following: sustained advocacy and information dissemination, capacity building of personnel regarding the change of their roles and responsibilities, adequate funding and support system in the department, close coordination with the local school boards, school committees and government units involved and presence of effective monitoring and evaluation system.

Considering the all the countries in the region are in the varying stage of implementing decentralization, it was strongly suggested by the participants the need to look into the effects and impact of decentralization to school improvement and student success. So far, no formal and deeper impact evaluation has ever been conducted to ascertain the impact of decentralization.

- For 2008-2009 the SIREP research agenda included a study of teaching standards in the SEAR region, paying particular attention to systems of developing, implementing, assessing, and monitoring teaching competency standards in the context of decentralized educational management systems. The study included a regional meta-analysis on teaching standards and convened experts for a validation workshop on Decentralization of Education in Southeast Asia. This was scheduled together with the Regional Forum on Decentralization. Details of this program can be found in the “Research Studies Unit” section of this report.
- A DACUM Workshop on the Development of a Competency Framework for Southeast Asian Teachers of the 21<sup>st</sup> Century was conducted in March 2009 as part of the SIREP research agenda on “Developing a Competency-Based Continuing Education Program for Southeast Asian Teachers of the 21<sup>st</sup> Century.” Outputs of the DACUM workshop were then subjected to a series of focus group discussions in identified SEAMEO member countries for validation. The FGDs conducted during the fiscal year were as follows:
  - Malaysia: June 9, 2009 for 14 participants
  - Brunei Darussalam: June 11, 2009 for 12 participants
  - Cambodia: June 30, 2009 for 12 participants
- One of the SIREP Projects is FLSU’s PEACeXCELS self-instructional materials development project for a flexible learning short course on “Promoting and Exercising a Culture of Peace and Respect for Cultural Diversity.” This is another eSolution or flexible learning short course based on Strand M (Promoting and exercising a culture of peace and respect for cultural diversity) of the validated Competency Framework for Southeast Asian School Heads.

In support of this, a PEACeXCELS Curriculum Grid Development Workshop was conducted from 16-17 February 2009 aimed at developing a curriculum grid that will serve as the basis for the development of modules under Strand M of the Competency Framework. This was followed by a PEACeXCELS Flexible Learning Materials Development Workshop to enhance the capacities of identified module writers and developers who will be commissioned to develop the self-instructional modules.

More details on PEACeXCELS can be found in the “Flexible Learning Solutions Unit” section of this report.

#### Philippine Government-Funded Programs

Forty nine (49) activities (54%) were conducted for the Philippine Department of Education (DepED) during the fiscal year, as follows:

- DepED eXCELS – In the Philippines, the Center spearheaded for the first time a massive scale-up of one of its flexible learning short courses called ICeXCELS or Instructional and Curricular Excellence in School Leadership and Management for school heads of Southeast Asia, using a tripartite collaboration model between SEAMEO INNOTECH, the Department of Education and Higher Education/Teacher Education Institutions (HEIs/TEIs). For the period covered FLSU completed the implementation of DepED eXCELS 2008 on 31 January 2009. Twenty four (24) classes were conducted under DepED eXCELS I, and another twenty one (21) were conducted under DepED eXCLES II during the fiscal year. Details of this program can be found in the “Flexible Learning Solutions Unit” section of this report.
- DepED Region X – As a strong advocate and partner in peace education, the Center conducted the following programs for DepED Region X as follows:
  - ❖ Strengthening Madrasah Education Philippine Model through benchmarking, collaboration and building alliances with Brunei, Malaysia and Singapore (May 9-16, 2009). The mainstreaming of Madrasah Education in the Philippine system of basic education seeks to provide a more comprehensive, culturally-sensitive learning experience for Muslim school children nationwide. To ensure that its implementers have a better appreciation and understanding of the Madrasah program and how to effectively implement and or strengthen the program at various levels, the Philippine Department of Education requested SEAMEO INNOTECH's assistance in conducting a series of benchmarking visits to neighboring countries. This program was spearheaded by the Department of Education, Office of Muslim Affairs under the leadership of DepED Undersecretary Manaros Boransing.

Under this program, all DepED Regional Offices are being encouraged to work with SEAMEO INNOTECH to organize benchmarking study visits focused on Madrasah education. to selected countries in the Region. The first batch of this study visit was organized for the Education Officials of DepED Region X in Brunei, Malaysia and Singapore. This seven day visit provided valuable inputs on how to enhance the quality of Madrasah Education in the country and benchmark best practices in Madrasah Education in these three countries. This program also provided

the Region X Education, Officials with the opportunity to collaborate and build alliances with the learning institutions in the countries visited. This visit was structured as a learning process which enabled the participants to benchmark and compare approaches, specific programs and innovations as basis for improving the quality of Madrasah Education in Region X. This was participated by twenty-two (22) Education Officials.

- ❖ Developing a School Community of Peace II- Phases 2 (September 29-October 4, 2008 & Phase 3 (October 28-30, 2008). The second batch of this three-phased program started its Phase 1 last May 2008. Phase 2 designed as a practicum phase was conducted September 29 to October 4, 2008. This was where the participants engaged the community into an actual planning and or/ initial implementation of the action plans they have prepared in Phase 1. The activities implemented by the participants were monitored, the successes and experiences of the participants were discussed and shared as they do the planning and actual involvement the community in preparing and/or implementing their joint action plans. This enabled them to identify some areas for improvement in terms of 1) additional competencies that should be further enhanced among the participants and 2) critical concerns that need to be included in the action plan.

Phase 3, the final phase of this program was conducted on October 28-30, 2008, attended by the fifty school heads who participated in Phases 1 & 2. This was meant to be an integration workshop which was able to tie up and process the learning gained from the first two phases. They reviewed and shared their experiences and their respective realization about involving the community in the process. Their experiences and learning exchanges guided them as they review their plans and on how to best integrate peace in the teaching-learning process. The participants were also able to enrich their school community peace plans as a result of this integration workshop.

- ❖ Developing a School Community of Peace III (Phase 1: June 22-27, 2009). For the past two years, SEAMEO INNOTECH has been working with DepED Region X to support its initiatives in peace education through a series of training workshops and related capability building interventions. To date, about 150 schools in DepED Region X have been transformed into a School-Community of Peace. These schools are of varying levels of development in terms of the school-community peace projects that they have implemented, but each of them has their own success stories to tell.

Learning from the experiences of these schools and in recognition of the value of continuing this project and institutionalizing these efforts in the entire region, another batch of fifty (50) School Heads attended a similar capability building program. This program entitled “Developing a School-

Community of Peace” enhanced the participants understanding about peace education but more importantly develop concrete action steps on how to engage the community in initiating and sustaining peace building programs and activities. This was a three-phased program where Phase 1 involved the levelling off on the participants’ understanding and appreciation about the culture of peace and discovering the best strategies in promoting peace culture in the school, family and in the communities. Phase 1 was conducted last June 22-27. By the end of Phase 1, the participants were able to develop an action plan on how they can enlarge their peace programs with the involvement of their community stakeholders.

Phase 2 (July- November 2009) is the practicum phase or the actual school-community plan implementation by the school heads based on the draft action plans they have prepared in Phase 1. Phase 3 which will be conducted in December 2009, is an integration workshop that will tie up and process the learning gained from the first two phases. These plans shall become a solid basis for the region-wide programs and project on developing a culture of peace and respect for multi-cultural diversity within Region X.

- DepED Region V. The second batch of the Study Visit Program on Strengthening Madrasah Education Philippine Model through benchmarking, collaboration and building alliances with Indonesia and Singapore was organized for the twenty-five (25) senior education officials from Central Office and Region V (Bicol) from 21 to 27 June 2009. These two countries, along with other Southeast Asian neighboring countries, have long been implementing the Madrasah education as part of their national education system. The participants were exposed to the current best practices and strategies on Madrasah Education in government education agencies and schools in Indonesia and Singapore as valuable inputs to enhancing quality of Madrasah Education in the country and particularly in Region V.

At the end of the seven-day study tour, the participants consolidated their individual insights and learnings. This trip allowed them to see and experience the universality of Islamic values and culture and the thrust to develop good Muslim citizens to cope with the needs of time in Indonesia and Singapore. This highlighted the importance of providing culturally-sensitive education to Muslim Filipinos in the region. Muslim and Christians (as in the case of the Philippines) may have different cultures but the goal is the same to provide quality education.

The participants also realized that Madrasahs in Indonesia and Singapore provide community-based education in conformance with Muslim identity striving to provide unity in diversity and understanding of contemporary issues

confronting them. They saw that most Madrasahs are co-educational using school-based curriculum, which is a mix of secular and religious curriculum to prepare students not only for national examinations but more importantly to provide them with life-skills to be productive citizens in a pluralist and modern world, with a distinctive basis in Islamic belief.

- DepED Division of Isabela. The four-day program on Achieving Excellence in Teaching and Learning Strategies for Selected Science, Math and English Teachers (27-31 January 2009) was designed to address the competency requirements of 75 elementary Science, Math and English Teachers from the 46 School Districts of the Division of Isabela. The participants' competencies were updated and upgraded along the current trends and development in the teaching-learning strategies and processes, specifically in utilizing the contextual teaching and learning (CTL) approach in delivering Science, Math and English lessons and in developing assessment tools and rubrics to assess students' performance and CTL lessons.

This program was so designed not only to enhance and or develop the competencies of the participants into becoming effective and pragmatic Science, Math and English teachers but also created learning teams from among them to sustain the spirit of camaraderie and teamwork as they went through the different learning sessions. The learning teams hopefully would serve as their learning support system that would ensure continuous learning exchanges from among them when they go back to their respective workstations.

#### Local Government-Funded Programs

The Provincial Government of Cebu and five municipal/city governments of Cebu sponsored seven (7) capability-building activities during the fiscal year for Project APEX (Applied Academics for Excellence) implementers, school heads and selected Science, Mathematics and Technology and Livelihood Education (TLE) teachers, as follows:

- Training on Advanced Career Guidance and Counseling
- Technical Skills Enhancement Program on Plumbing NCII for APEX TLE Teachers
- Technical Skills Enhancement Program on Housekeeping NCII for APEX TLE Teachers
- Technical Skills Enhancement Program on Front Office Services NCII for APEX TLE Teachers
- Technical Skills Enhancement Program on Basic Machine Shop Course NCI for APEX TLE Teachers
- Technical Skills Enhancement Program on Shielded Metal Arc Welding



Course NCII for APEX TLE Teachers

- Technical Skills Enhancement Program on Building Wiring Installation Course NCII for APEX TLE Teachers

The five-year project aims to improve high school students' achievement in the areas of science and mathematics using the contextual teaching and learning approach, and to make the school curriculum more responsive and relevant to the needs of society, business and industry.

Details of the capability-building programs funded by local government units during the year can be found in the "Long-Term Capability Building Unit" section of this report.

#### Project Alliance Funded Programs

Project text2teach500 (t2t500) is implemented in the schools as a partnership among the local government or community institutions, the teachers and education leaders and an alliance of private corporations, including Ayala Foundation, Nokia Philippines, Globe Telecoms, and SEAMEO INNOTECH. The Parents, Teachers and Community Associations and local government units in participating communities provide a counterpart in acquiring some audiovisual equipment, keeping them secure and give support for their maintenance as well as cover the electricity costs. This kind of involvement in Project t2t500 gives the parents and the community a sense of ownership of the project results and encourages parents to be meaningfully engaged in education concerns.

Details of the nine (9) training programs funded by the Project Alliance during the year can be found in the "Research and Development Unit" section of this report.

#### Privately Funded Programs

- Angelicum College. In an effort to ensure that the instructional materials and curriculum of Angelicum College bring out that character of the desired Angelicum Graduate, which sets it apart from its competitors, SEAMEO INNOTECH was invited to provide professional assistance through a training workshop for selected school faculty and staff on Instructional Materials Development for Multimodal Flexible Learning (21-25 July 2008) that would enhance the competencies of its fifty (50) core faculty and key staff in developing learning materials for multimodal flexible learning.

This program gave the participants the opportunity to: 1) broaden their perspectives of multimodal flexible learning in the context of 21<sup>st</sup> century expectations; 2) manifest greater understanding of and confidence in the varied roles required of an instructional supervisor in the Math, Science and English

teaching-learning process; 3) apply principles and techniques in developing support materials for multimodal flexible learning and 4) take a critical examination of the Angelicum Brand vis-a-vis the modularized instructional system in the institution.

- A private sector company, the Semirara Mining Corporation, also funded five training programs under Project APEX Semirara. Details of these training activities can be found in the “Long Term Capability Building Unit” section of this report.

Sirawai Plywood and Lumber Corporation, located in Sirawai, Zamboanga del Norte, also funded a training program under the Enhanced Instructional Management by Parents, Community and Teachers (e-IMPACT) System for the teachers, school head and Department of Education officials of the Dacon Elementary School and its annex Sahara Elementary School in May 2009. A total of fifteen (15) participants attended the five-day “Orientation to the e-IMPACT System and Training Workshop on Its Instructional Delivery Mechanisms for Educators of Dacon Elementary School” held in the Culianan Learning Center in Zamboanga City.

A proposal for the second phase of the training has been submitted for consideration of SPLC.

The table below gives a breakdown of all courses according to their source of funds:

Breakdown of Activities According to Funding Source

<b>Funding Source</b>	<b>No. of Courses</b>	<b>Percent</b>
International Funding	11	12.1%
SIREP Funding	8	8.8%
Philippine Government Funding	49	53.8%
Local Government Funding	7	7.7%
Project Alliance Funding	9	9.9%
Private Funding	7	7.7%
<b>TOTAL</b>	<b>91</b>	<b>100.0%</b>

## **2. Training Content Areas**

With most courses being custom-designed for specific target clientele, the content areas, conduct and management of the training activities covered a broad and flexible range of competency areas. Programs were conducted either at SEAMEO INNOTECH premises or on site, as requested. Content areas correspond to those identified in the Center's current five-year development plan, which includes Educational Leadership and Management (79%), Educational Policy (9%), Equitable Access to Quality Education (2%) and Educational Partnerships (10%).

## **3. Training Course Participants**

A total of 1,780 participants attended the training courses, seminars, workshops and fora. Of this number, 1,752 (98%) came from the ten SEAMEO member countries. The rest (28 or 2%) came from Bangladesh and Nepal.

## **4. Participation by Country**

Of the total participants served by the Center, 1,203 or 68% are females. The gender balance in favor of females was largely due to the generally high proportion of Filipino participants, the Philippine educational sector being largely dominated by females. On the other hand, for the participants coming from other countries, only 51 out of the 139 non-Filipino participants or 34% were females.

## **5. Training Course Feedback**

Formative and end-of-course evaluation is a built-in feature of the Centre's training activities to gather feedback from participants for further improvement in the delivery of training programs and services. Of those who gave feedback, 99% indicated that the programs fulfilled their stated objectives, while 98% indicated that the program content and activities were relevant to their present lines of work. 96% percent of the respondents expressed satisfaction in the overall management of the programs.

Common suggestions to further strengthen the courses included additional topics and the conduct of post-course activities.

## Flexible Learning Solutions Unit

In accordance with the priority strategic goals of the Centre laid out in its Seventh Five Year Development Plan, the Flexible Learning Solutions Unit (FLSU) continued to focus on implementing eSolutions on educational leadership and management through innovative programs from July 2008 to June 2009.

### 1. Philippines DepED eXCELS 2008

In the Philippines, the FLSU spearheaded for the first time a massive scale-up of one of its flexible learning short courses called ICeXCELS or Instructional and Curricular Excellence in School Leadership and Management for school heads of Southeast Asia, using a tripartite collaboration model between SEAMEO INNOTECH, the Department of Education and Higher Education/Teacher Education Institutions (HEIs/TEIs). The course is a competency-based, multimodal flexible learning courseware delivered primarily using the Moodle-based INNOTECH Flexible Learning Management System (iFLEX).

Participating from November 2007 to October 2008 are 1,610 scholars of the Philippine Department of Education across the 17 regions of the country, grouped in four batches. Part of the activities were the conduct of orientation sessions on the course and the online learning system as well as the revalida (end-of-course learner assessment).

For the period covered FLSU completed the implementation of DepED eXCELS 2008 on 31 January 2009. Planning for DepEd eXCELS 2009 for another 1,610 school heads started after submission and acceptance of the Completion report for DepED eXCELS 2008.

### 2. ICeXCELS Thailand

An MOU between the National Institute for the Development of Teachers, Faculty Staffs and Education Personnel (NIDTEP) and SEAMEO INNOTECH was signed to initiate the partnership between the two institutions in implementing flexible learning courses to Thai school heads and education officials.

Last December 21 to 23, 2008, Mr. Pierangelo Alejo conducted a briefing on ICeXCELS to selected NIDTEP Officials. The briefing was intended to give the NIDTEP officials an overview of SEAMEO INNOTECH's flexible Learning courses, particularly, ICeXCELS (Instructional and Curricular Excellence in School Leadership for Southeast Asia). The visit was also intended to conduct an ocular of NIDTEP facilities.

Results of the said visit served as inputs in the preparation for the secondment of two (2) NIDTEP officials to SEAMEO INNOTECH. The secondment was intended to give the selected NIDTEP officials a more intensive understanding of the program.

From February 23 to March 20, 2009, two NIDTEP officials, Mr. Praneet Srisakda, Deputy Director of NIDTEP and Mr. Prachoom Potikul, Faculty of NIDTEP were seconded to SEAMEO INNOTECH. They underwent a series of workshops and on the job training activities with the Flexible Learning Solutions Unit (FLSU), Programs Office of SEAMEO INNOTECH. Part of their secondment activities is the preparation of a plan of action for the implementation of ICeXCELS Thailand in their country.

SEAMEO INNOTECH prepared a work plan and summary of activities included in the partnership. Part of the work plan is the implementation of ICeXCELS to 45 NIDTEP officials and school heads.

ICeXCELS Thailand was implemented from May 11 to June 2, 2009 to 45 officials and school directors through NIDTEP of Thailand.

### **3. Flexible Learning Short Courses from the eXCELS Menu**

FLSU continued to pursue the implementation of flexible learning programs through the following:

- Materials development project. One of the SIREP Projects is FLSU's PEACeXCELS self-instructional materials development project for a flexible learning short course on Promoting and Exercising a Culture of Peace and Respect for Cultural Diversity. This is another eSolution or flexible learning short course based on Strand M of the validated Competency Framework for Southeast Asian School Heads.

The basis of all eXCELS flexible learning programs is the Competency Framework for Southeast Asian School Heads, which currently has thirteen general competency strands and 115 enabling sub-competencies. Developing another eSolution for education leaders in accordance with the validation results of the Competency Framework and constant guidance from the Center's Governing Board, points now to the current final strand, Strand M : Promoting and exercising a culture of peace and respect for cultural diversity. Serving as the particular curriculum base of a new flexible learning courseware for emerging principals, the SIREP Project PEACeXCELS may well be another essential school principal competency builder, such that it complements the program for principals and newly installed administrative appointees in conflict-

stricken or disaster-stricken (natural or man-made) areas such as some parts of the southern Philippines in Mindanao, or in other Southeast Asian countries.

The project aims to develop and pilot test self-instructional learning modules on promoting and exercising a culture of peace and respect for multicultural diversity. Specifically, it aims to:

- Develop a curriculum grid that will serve as the basis for the development of modules under Strand M of the Competency Framework
- Build the capacity of module writers and developers who will be commissioned to develop the self-instructional modules
- Conduct workshops to serve as venues for discussion and presentation
- Develop of two (2) self-instructional modules in print, CD and web formats
- Develop a prototype web-based course page for the delivery of a pilot flexible learning course on Promoting and Exercising a Culture of Peace and Respect for Multicultural Diversity
- Orient key stakeholders on the course as well as conduct hands on training on the use of iFLEX
- Conduct a tryout to 22 selected participants from the SEAMEO member countries

During the fiscal year, the 2 modules have already been drafted, and are presently undergoing revisions based on inputs and suggestions of the Module Review Panel members. PEACeXCELS course pilot implementation is scheduled for October 2009.

- On-line learning components of SEDF courses. iFLEX was used as a platform for pre-course and post-course on-line components, as well as daily journals, of the SEDF programs conducted within the year. These included chat sessions, forums and reference materials in e-format.
- Exploring other partnership models with partner institutions
  - SEAMEO INNOTECH hosted meetings with selected University of Southeastern Philippines staff to explore collaboration activities on materials development. The said meetings were held last November 6 and 7, 2008.
  - SEAMEO INNOTECH facilitated the secondment of two officials from the National Institute for the Development of Teachers, Faculty Staff and Education Personnel (NIDTEP) of Thailand. The seconded staff stayed at SEAMEO INNOTECH from February 22 to March 22, 2009
  - SEAMEO INNOTECH conducted a technology transfer workshop to the National Educator's Academy (NEAP) officials aimed at preparing them to

sustain the conduct of DepED eXCELS in the future. The workshop was conducted last May 20 to 21, 2009.

- Promoting flexible learning courses. FLSU conducted an ICeXCELS orientation to selected UNESCO-Bangkok invited participants from different countries. The said orientation was held in Bangkok Thailand last November 20 to 21, 2008.

#### **4. Other FLSU Accomplishments**

FLSU also engaged in the continuous improvement of the Center's learning management system, iFLEX. Course administration tools were mechanized to aid in course management. These course administration tools include monitoring learner attendance, submission of requirements, level of participation and the like. Administrative tools have also been mechanized in iFLEX such as generation of learner ratings, directory and the like.

## **Long-Term Capability Building Unit**

The Long-Term Capability Building Unit (LTCBU) delivers capability-building packages that run for implementation periods of a minimum of six months. The unit follows the project cycle management process in the development, implementation, monitoring, and evaluation of its projects.

### **1. PROJECT APEX**

Project APEX (Applied Academics for Excellence), the flagship secondary education project of the LTCBU, is a community-based intervention that connects secondary schools to the development framework of the community through meaningful collaborations and local education governance. Academic teaching and learning utilize the workplace, entrepreneurship, and the community at large as learning contexts to enrich the student's learning and development, and ingrain in them a sense of civic responsibility early on in life.

Project APEX has the following key delivery areas: (1) development of basic entrepreneurial/ workplace competencies of students; (2) building strong institutional capacity for program sustainability, and (3) active engagement of relevant community stakeholders in project implementation.

**APEX Cebu: Developing Basic Workplace and Entrepreneurial Competencies and Building Institutional Capacity**

With the implementation of Phase II or the Career Preparation Program Phase, APEX Cebu witnessed the development of teachers in the trade areas or the



technical vocational areas where teachers were also accredited with at least an NC II (National Certification) level in cooperation with the Technical Skills Development Authority (TESDA).

- Two (2) coaching and monitoring visits on Entrepreneurship were conducted under APEX Cebu during the last year. Actual classroom observations were done and information was gathered on how the program was being implemented in the school. A meeting with the TLE EntreP teachers and the school head was also conducted to agree on areas for further improvement. These coaching and monitoring visits looked into the status of the school implementing the Entrepreneurial Preparation Model as well as the interface of the EntreP program with the Technical Preparation program being implemented in the other four APEX Cebu schools. The Teachers' Guides for Entrepreneurship were also distributed to the schools in October 2008.
- An industry validation–workshop with businesses and industries on the content and design of the Technical Preparation courses was conducted on September 5, 2008 at the Cebu Business Hotel. The validation-workshop aimed to gain the valuable support of human resources and production managers by assessing the course structure of the Tech Prep courses and the suitability of the basic competencies to the minimum entry-level skills of the target job-occupations for young human resource requirements of business and industries. A total of 36 participants coming from business and industries, academe and local government units participated in the 1-day activity.
- For the Technical Preparation Model of APEX Cebu, technical skills trainings for teachers were conducted in the areas of (1) Housekeeping, October 23–30, 2008; (2) Plumbing, October 20 – 31, 2008; (3) Front Office Service, November 10-21, 2008; (4) Machine Operation, November 10-21, 2008; (5) Building Wiring, May 11-22, 2009; and (6) Shielded Metal Arc Welding, May 11 – 22, 2009. As of date, a total of 49 TLE teachers were trained on seven trades (including food and beverage service) with a total of 7,272 training person-hours. For the other trades like Carpentry and Masonry, the technical trainings for these will be facilitated by DepED Regional Office but training funds will be provided by the project to APEX Schools to ensure that they have the materials needed for TechPrep implementation and can immediately apply the technical skills that they have acquired.
- 100% of APEX TLE teachers who took the training acquired National Certification (NC-II) successfully passed the competency assessment conducted by TESDA. To support the teaching of the Technical Preparation

program, the Career Prep Manual and Teachers' Guides were developed and are now being packaged for reproduction.

- The training on advance career counseling and guidance is second part of the training on career management for TLE subject teachers and guidance counselors. The training was conducted on September 8 – 12, 2008 at the DepED ECOTECH Center and was participated by 19 TLE teachers and 5 guidance counselors. The course aims to provide participants with a working knowledge on career guidance and counseling particularly in enhancing the career counselor's management capability in the formulation and operation of a Career Counseling Management System. The concrete outcome of the workshop is the School Career Portfolio.
- As a follow-up enhancement program for all APEX Cebu school administrators, the project facilitated the training on bridging leadership by sending them to the Center's blended learning course on "Excellence in Creating Shared Responsibility for School Success" designed for school heads and education managers in Southeast Asia on February 2-13, 2009. This training was designed to enhance knowledge and skills of school heads in the region on partnership building and collaboration to attain improved student learning outcomes and other mutual development goals.

#### APEX Semirara: Building the Foundations for Applied Academics

For the year in review, Project APEX was fully implemented in its new project site, Semirara, Antique funded by a private sector company, the Semirara Mining Corporation (SMC). An innovation in project delivery with its compacted project time frame, APEX Semirara, has seen the most dynamic yet focused approaches in teacher competency development with intensive coaching and enhancement sessions both on strategies and subject area content.

As a newly opened site with a project time frame of only one year, it is highly focused on the development of science and math teachers as core learning facilitators/trainers of Applied Academics (APEX) using the Contextual Teaching and Learning (CTL) approach.

- To this end, two (2) enhancement sessions following the formal training on CTL were conducted – 20 teachers participated on October 7-9, 2008 and 18 teachers on March 2-5, 2009. Likewise, four (4) coaching sessions involving actual classroom observations and mentoring by subject matter experts in science and math were completed. Thirteen (13) teachers attended the 1st coaching session conducted on July 14-18, 2008, and fifteen (15) teachers in the 2nd sessions on September 1-5, 2008. In the

3rd and 4th coaching sessions, 21 teachers participated on November 17-21, 2008 and 24 teachers on February 2-6, 2009 respectively.

- Technical assistance on materials development was also undertaken – 19 teachers participated in the 1st session conducted on August 30-31 and September 5-6, 2008 while 17 from the same group attended the 2nd session held on April 13-17, 2009. These activities provided venues to assist the teachers in the development of contextually appropriate instructional materials. In cooperation with the British Council, Training on Classroom English was also conducted on January 12-17, 2009 for 32 teachers (including the principals) to develop their competence and confidence in using English as a medium of instruction in the classroom and for employability.
- To set the baseline and assess the level of further intervention needed in the area of content mastery in Math, Science, and English, diagnostic and competency tests were administered for both learners and teachers of Semirara. A total of 59 first year students from the Divine Word School of Semirara Island (DWSSII) took the National Diagnostic test on November 10, 2008. Meanwhile, 51 teachers from the three Semirara schools (including the DWSSII Elementary Department) also took the Competency Assessment on February 14, 2009. The assessments, conducted in cooperation with the Department of Education's National Education Testing and Research Center or NETRC, validated earlier findings of the need to develop content mastery among the teachers and learners in Science, Mathematics and English. As such, a Summer Remediation program was developed and completed in cooperation with the University of the Philippines- National Institute for Science and Mathematics Education Development (UP-NISMED) and West Visayas State University (WVSU). This program covered the following: Content Enhancement for 14 English Teachers (April 27-May 9); Continuing Professional Education for 13 Science and Math Teachers (April 27-May 22); and Remediation Program for an average of 100 Semirara Learners attending the Math, Science and English classes (April 15-May 1).

#### APEX Leyte: Engagement of Relevant Stakeholders

To complete the deliverables for APEX Leyte which formally closed in September 2007, sustainability planning workshops in the school communities were conducted and an end-of-project evaluation to gauge the initial impact of the Project APEX intervention was also initiated.

It provided technical assistance for the development of a long-term plan for sustaining and expanding the initial impact of Project APEX in its Leyte project

schools. Series of sustainability-planning workshops in the school communities were held as a venue for firming up the school's individual sustainability plans based on the actual experiences of the school community in implementing the initial plans drawn up at the second phase. The workshops also validated the vision or aspiration statements of the school. As in the first workshop, this sustainability planning held on January 6-14, 2009 brought together the various stakeholders of the project – teachers, students, parents, school heads, local government unit officials and other community partners in collaborative conversations to draft a plan where everyone in the school community creates a vision and shares in the responsibility of delivering the completion of this vision into reality.

#### Project Management, Monitoring and Evaluation

The 2<sup>nd</sup> Project Steering Committee Meeting (PSC) for APEX Semirara was conducted on October 1, 2008 in Semirara Island, Antique and the 4<sup>th</sup> PSC Meeting for APEX Cebu was on October 20, 2008. The PSC is a venue for presenting to the project stakeholders the status of implementation of activities of the project, its accomplishments, as well as recommendations for future directions. The PSC members decide on the overall strategic direction that the project should take. Aside from the PSC meetings, active and continuous consultations with the stakeholders particularly its sponsors, are highly observed in all of the Project APEX sites.

To keep track of the progress of APEX, project monitoring and evaluation visits for APEX Cebu and APEX Semirara were conducted twice for each of the sites in the last year. In these visits, classroom observations were conducted to look into the adoption of the Contextual Teaching and Learning approach in the classrooms. Stakeholders of the project – teachers, students, parents and other community partners were also gathered for discussions on the current status of project implementation in their school communities as well as to generate recommendations for improvement of project delivery. For APEX Semirara, the monitoring visits were held on September 22-24, 2008 and February 18-20, 2009. On the other hand, the APEX Cebu project monitoring included EntreP coaching on July 14-16, 2008 and March 2-4, 2009. As a follow-up activity, 5S Quality Management Audit was conducted in Cansojong National High School on Oct 6-8, 2008. The audit results were remarkable showing significant changes in the way schools organized their classrooms, laboratories, library, offices and their surroundings. The audit also aims to review areas for improvement as agreed with the 5S school coordinators in the last monitoring visit. 5S Audit was performed by an external auditor from Center of Industrial Technology and Enterprise (CITE).

For APEX Leyte, an End-of-Project Evaluation was initiated in December 2008. This end-of-project evaluation tried to assess the effectiveness of the delivery of inputs and outputs in achieving the project's intended goals. The End-of-Project Evaluation, which was subcontracted to a third party, has been completed and ready for presentation/submission to APEX Leyte stakeholders.

## **2. BIÑAN POST-SECONDARY SCHOOL (BPSS) PROJECT**

The BPSS Project is a one-year development project fully supported by the Local Government of Biñan with the technical guidance of SEAMEO INNOTECH. It built on the APEX Career Preparation Program, and aimed to lay the groundwork for the establishment of a model post-secondary school where high school graduates can continue to pursue their technical-vocational education and be equipped with entry-level skills needed by business and industries in Biñan, to meet the demand of local businesses and industries for skilled labor.

From July 2008 to date, the project succeeded in providing the start-up activities for the pre-operation and management of the Biñan Post Secondary School using the facilities of the existing Biñan Training Center (BTC). The technical research report was finally presented to LGU-Biñan together with DepED officials, TESDA, high school teachers, students and the PTCA on October 30, 2008 and February 24, 2009 respectively.

This study was commissioned to the Training System Networking Foundation Inc. (DTSNETFI) to identify and develop a ladderized post-secondary technical curriculum to be offered and a business plan in setting-up a community college. To match with the job market, business and industries in Biñan were consulted on the appropriate curriculum/programs that have been developed based on the results of the technical study. To further support the implementation of the project, the LGU developed a charter for the establishment of a Biñan Training and Skills Development Center using the facilities of the Biñan Training Center and provided an initial amount of 5.5M to finance its pre-operation and management. The project facilitated the completion of the preparatory training classes for selected high school graduates in cooperation with TESDA and DepED-Biñan. Also referred to as the "Processing Stage" intervention for the pilot batch, a total of 40 students have completed the technical courses on computer technology-NC II and electrical technology. Finally, to assess the process and outcome of the project, a project evaluation using qualitative approach was conducted in cooperation with the Research Studies Unit in May, 2009. The evaluation report with recommendations to enhance the project had been packaged for submission to LGU- Biñan.

## Research and Development Unit

### 1. **text2teach500**

text2teach (t2t) is the Philippine counterpart of the global Bridgeit Project of Nokia International designed to enhance the capacity of Mathematics, Science and English teachers through multimedia video clips stored on Nokia cellular phones. t2t has been implemented in the Philippines for the past three years through an alliance of partners, which include Ayala Foundation, Inc. (AFI), Nokia, Globe, SEAMEO INNOTECH and DepED.

In Phase 1, 81 schools piloted the t2t technology which makes of Nokia cellular phones and the Media Master to access and store multimedia video clips for Grade 5 and 6 science classes. In Phase 2 of the project, t2t partnered with ELSA (Educational Livelihood and Skills Alliance) funded by the USAID to increase school recipients from Mindanao and the ARMM. During this phase, additional video clips were developed and produced by SEAMEO INNOTECH to include English and Math subjects, taking into consideration the cultural sensitivities of Muslim learners. The evaluation of Phase 1 and Phase 2 of t2t implementation showed very positive results in increasing learning gains of learners exposed to the technology. This prompted the alliance to further widen the reach of t2t in Philippine public elementary schools.

The successful implementation of t2t project to date led the project alliance to decide to roll out the project in 500 more schools over the next three years, thus the birth of text2teach 500 (t2t500). Through the efforts of AFI as project leader, interface with the local government units (LGUs) through the GILAS was undertaken. The LGUs sponsor part of the costs for the teacher training, materials and television sets.

Below are highlights of the Project for fiscal year 2008-2009:

- the Local School Boards (LSB) of seven city governments (Vigan City, Candon City, Ilagan, Tuguegarao City, Santiago city, Baguio City and La Trinidad) provided counter-part funding for the project. Through the efforts of AFI as project leader, interface with the local government units (LGUs) through the GILAS was undertaken. The LGUs sponsor part of the costs for the teacher training, materials and television sets.
- nine (9) t2t500 Orientation and Training of Teachers and Schools Officials were conducted
- During the t2t500 launching ceremonies in Ilagan, Tuguegarao, Vigan and Candon, several LGUs have requested for additional training for extension schools. The first such training for extension schools was held for 6 schools in Vigan City. Now all 18 schools of the division are t2t500 schools.

- total number of t2t500 partner schools trained for FY 2008-2009 = 92
- total number of teachers, school heads and DepED officials trained for FY 2008-2009 = 451 participants.
- start of t2t500 implementation in schools: SY 2009-2010
- additional trainings will follow for identified pilot and extension schools in FY 2009-2010
- as of June 2009, t2t500 will be known as t2t Phase 2

Other possible engagements related to t2t/ t2t500 include the following:

- Development of t2t lesson guides and video clips in English, Science and Math for Grades 3 and 4; and
- Development of t2t teachers' materials to improve content knowledge in Science, English and Math with State Universities and Colleges as credit-granting partners.

## **2. Capacity Building for UNICEF-Supported Schools Implementing e-IMPACT**

Throughout FY 2008-2009, the Center worked to enhance and expand implementation of the e-IMPACT Learning System as an alternative delivery modality for use in small schools and multi-grade learning environments in partnership with UNICEF. RDU provided capacity building activities in support of 19 UNICEF-funded schools in their transition from conventional modes of instruction to ADM using e-IMPACT.

A Training of Mentors/Trainers at the Region, Division and District Levels to Support Sustainability of e-IMPACT Implementation in 19 child-Friendly Schools in CPC 6 Areas was conducted last October 6-10, 2008 in Zamboanga City with 46 school heads, administrators, and other school officials in the district, division and region level oriented on their roles as mentors and coaches of e-IMPACT schools. The workshop also included preparation of monitoring and assessment instruments to be used by these school officials.

The RDU will also be engaged to conduct monitoring and technical assistance visits to the 19 schools in the next 2 years to ensure smooth implementation and institutionalization of e-IMPACT in these schools.

## **3. Refinement of e-IMPACT (enhanced-Instructional Management by Parents, Community and Teachers)**

e-IMPACT is the upgraded version of the alternative delivery mode (ADM) developed some 30 years ago by SEAMEO INNOTECH to address educational problems of access and quality among member countries. The upgrading was meant to align the learning materials to the current basic education curriculum of the Philippine Department of Education and infuse audio-visual support materials in English and



Filipino lessons. Previously, the learning materials were revised to make the content more sensitive to the culture and religion of the predominantly Muslim learners in Region 9 and ARMM (Autonomous Region for Muslim Mindanao) where the system was being implemented.

In FY 2006-07, the learning materials were further refined and submitted for copyright with funding support from the SEAMEO INNOTECH Endowment Fund. A further refinement was undertaken in FY 2007-08 to develop the Leader's Guides in support of the peer-group learning modules for levels 3 to 6 pupils. The refinement process produced the final version of the 449 learning modules from level 3 to 6 in Mathematics, Science, English, Sibika, and Filipino with corresponding Leader's Guide for each. In addition, post-tests for each of the peer-group learning modules were also developed through a UNICEF-supported workshop. The new set of learning modules aligned with the Revised Basic Education Curriculum will be submitted for copyright registration as 2008 Edition.

For the period in review, at least 200 posttests have been developed by RDU staff.

#### **4. e-IMPACT thru Adopt-A-School**

RDU has recently connected with the Philippine Business for Education (PBE), a network of executives and individuals from private businesses supporting Philippine education reform, which has shown interest in the expansion of the e-IMPACT learning system to other schools. Discussions have been held to finalize the selection of public elementary schools to be supported in its use of the system under the Adopt-a-School Program of DepED. Initially, three regions were included as areas where candidate schools will be chosen. These are NCR, Region IV-A and Region IV-B. A proposal was requested for a particular school – Cumbahan Elementary School in Quezon, Region IV-A.

#### **5. Refinement of Madrasah Instructional Materials**

In FY 2005-06 up to 2006-07, the Center was commissioned by DepED, through the World Bank-funded Third Elementary Education Project, to develop textbooks, teachers' manuals and students' skills books to support the mainstreaming of Arabic Language and Islamic Studies-related subjects in public elementary schools with large numbers of Muslim students and in private madaris. Under this project, textbooks, skills books and teachers' manuals for five learning areas (Arabic Language, Islamic Values, Seerah & Hadith, Aqeedah & Fiqh, and Qur'an) were developed for Grades 1 to 6. During the learning materials development phase, DepEd was able to solicit a grant from the World Islamic Call Society (WICS) of Libya to finance the printing of Arabic Language and Islamic Values textbooks for Grades 1 to 6 for use in public elementary schools in the country. This grant was

subject to the condition that the textbooks would be reviewed by WICS scholars. By the end of TEEP-funded materials development project, WICS scholars were able to review only up to Grade 2 level of the textbooks in Arabic Language and Islamic Values. Thus, DepED requested an extension of the project using the Department's regular funds for INNOTECH to continue to refine the materials (Grades 3 to 6 levels) incorporating suggested changes after the WICS review.

As of end-of-fiscal year 2008/2009, the World Islamic Call Society (WICS) of Libya had reviewed only the Arabic Language and Islamic Values textbooks for Grades 3 and 4 and financed their printing. To date, RDU has completed the revision of the textbooks up to Grade 6 level and have submitted them to DepED. However, review by WICS is still to be completed.

RDU deliverables of 5 sets of camera-ready textbooks (Arabic Language and Islamic Values) in English and Arabic versions for Grades 3 and 4 have been submitted and 50% of contract price have been received upon review of World Islamic Call Society (WICS). Currently, review of Grades 5 to 6 textbooks by WICS is still pending. Despite this, RDU consultants refined and revised Grades 4 to 6 textbooks following the suggested revisions in Grade 3 textbooks. Camera-ready copies have also been submitted to the Office of the Undersecretary for Muslim Affairs, DepED. To-date, status of project completion is dependent on the continuance of the WICS review.

RDU has also been continuously providing technical assistance to the Office of Muslim Affairs of the Department of Education in the development of program concepts and proposals to support the implementation of the Roadmap for Filipino Muslim Basic Education. The following proposals were crafted:

- Review and refinement of Madrasah Elementary Curriculum and Its Learning Materials including Development of Learning Guides
- Implementation of the Basic Education Curriculum in Private Madaris in the Philippines using Programmed Teaching of the e-IMPACT system
- Development of Secondary Level Madrasah Teaching and Learning Materials
- Celebrating the Milestones of the Madrasah Roadmap
- RDU staff were also invited as resource persons to manage the review of learning materials for private madaris with funding support from UNICEF and DepED.

6. **Technical Assistance to the Early Childhood Care and Development (ECCD)** Council in relation to their 5-year Operational and Strategic Plan. The Center is tasked to design/develop necessary tools/materials for the conduct of and to execute the following activities that ECCDC has specified in their plan:

- a. Tracking the Performance of Children under Different Models of ECCD. An on-going research and tracking study which started in April 2009 on the impact of the different models of ECCD programs to the performance level of 5-year old children
- b. State of the Art Review of Day Care Service in the Philippines. An on-going survey research that began in June 2009 to determine the different day care services in the country through profiling of day care workers & supervisors, and day care centers
- c. Development of Competency Framework for Day Care Workers. A project to develop a framework of competencies for Day Care Workers and design & implement a training program based on the framework
- d. Development of ECCD Curriculum Framework. A project to create a unified curriculum for the ECCD program in the country from which different ECCD models can be anchored from
- e. Developing Home-based ECCD Models in the Philippines. A research, development and dissemination project (in collaboration with UNICEF) to create models of home-based day care programs

7. **Programs under Endowment Fund.** RDU undertook an initiative under the SEAMEO INNOTECH Regional Educational Program (SIREP) entitled “Developing a Competency-based Continuing Education Program for Southeast Asian Teachers of the 21st Century”. This project was launched to address teacher needs in relation to the technological advances and changing trends in education in the new century.

The outcome of this project will be a flexible on-line continuing education program for teachers in the region, similar to the LEARNTECH eXCELS for school leaders.

RDU started its SIREP activities in the first week of January 2009. To date it has accomplished the following:

- a. Preparation of detailed Operational and Implementation Plan
- b. Review of Literature and Related Studies

- c. Undertook Preparatory Activities for the Conduct of DACUM (Developing A Curriculum) Workshop
- d. Actual Conduct of DACUM Workshop
- e. Preparation of End-of-Task and Documentation Report for the DACUM Workshop
- f. Prepared Draft Competency Framework as output of DACUM Workshop
- g. Conduct Preparatory Activities for Validation of Competency Framework
- h. Conduct of Validation of the Competency Framework
  - First round of Survey Using Delphi Technique; and
  - Focus Group Discussions (FGDs) in five selected SEAMEO-member countries

As of June 2009, the Competency Framework have undergone first round of validation through the conduct of FGDs in:

- Malaysia, June 9, 2009, for 14 participants
- Brunei Darussalam, June 11, 2009, for 12 participants
- Cambodia, June 30, 2009, for 12 participants

The first round of survey with twenty teacher-respondents (per country) has also been conducted in the following countries: Brunei Darussalam, Philippines, Thailand and Vietnam. In addition, results of the survey have also been collected from Lao PDR and Indonesia.

## **8. Pending Proposal**

One pending proposal is being submitted to the Governing Board for funding consideration using Endowment Fund. The project is called Developing an Alternative Delivery Mode (ADM) for Secondary Level Education to Meet EFA 2015 Goal

This project proposal was drafted to address the persistent dropout problem in the secondary level. The project will involve developing an alternative mechanism in providing secondary education to learners who are in and out of school. The ADM will be an integration of current & effective DepEd program interventions and the e-IMPACT system. This new mechanism will take off from the existing distance learning in the Philippine education system.

Crucial in the implementation of the ADM are learning materials and a monitoring and tracking system of the ADM. Both of these elements will be developed and tried out. In addition, the ADM requires a shared responsibility among the learners, parents, school & community members, and local officials. Thus, support from the stakeholders will be solicited for the ADM to succeed.

## Research Studies Unit

The Research Studies Unit (RSU) under the Programs Office conducts local and internally-funded research and evaluation studies in support of improving the quality, efficiency, and relevance of and access to basic education.

The activities conducted during the period focused on new challenges and trends in education. Among these are: decentralization of education, teaching standards, meeting the basic learning needs towards Education for All, case studies on multilingual education and defining the status of financing lifelong learning for sustainable development in Southeast Asian countries and employability of graduates.

RSU also conducts program evaluation activities to support SEAMEO INNOTECH's internal quality assurance system. This includes end of course evaluation reports for Flexible Learning courses, face-to-face training courses and long-term capability building programs (such as Project APEX). RSU also conducts the Annual Client Satisfaction Survey for the Center.

### 1. Completed Research Studies

- Baseline Survey on Semirara Island. RSU surveyed 101 respondents for the Applied Academics for Excellence (APEX) Semirara Project in order to gather baseline data on socioeconomic development; conduct an environmental analysis; determine career, employment, and entrepreneurial opportunities available to secondary students in Semirara Island. Seven survey instruments were developed and utilized to profile the school heads; teachers; students; and the community represented by the parents, teachers, and community association (PTCA) of the island. The survey results were then forwarded to the Center's Long-Term Capability-Building Unit (LTCBU) to determine the appropriate educational intervention programs using the APEX contextual teaching and learning models, academic career-based approach to raise the employability and entrepreneurial profiles of the island's high-school students.
- SEAMEO INNOTECH's Annual Client Satisfaction Survey. To support the Center's vision of excellence in terms of programs and services, RSU conducted an annual client satisfaction survey covering the period from 1 July 2008 to 30 December 2009. The survey gathered feedback that will help enhance program design and service delivery to better respond to client needs.
- DepED ICeXCELS Evaluation – An on-line evaluation of the ICeXCELS flexible learning course was completed for DepED Scholars Batch 1 to 4. It covered 877 numbers of respondents. The evaluation covered six areas for review.
- ICeXCELS Indonesia Evaluation- An on-line evaluation of the ICeXCELS Indonesia flexible learning course for 20 Indonesian ICeXCELS Scholars was conducted. The evaluation covered six areas for review.

## 2. On-going Researches

- Basic Learning Needs Survey (BLNS) in the Philippines. The BLNs survey aims to develop a national profile of non-school based organizations involved in the provision of functional literacy programs for Filipino people. It aims to identify providers, programs and activities, clientele, resources, and geographical distribution and document issues, challenges and best practices related to programs addressing basic learning needs.
- Survey on Educational Financing of Lifelong Learning in Southeast Asian Countries. This on-going research is funded by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) Participation Programme. RSU prepared the survey instrument that will document the levels of financing of government and NGOs, their program reach and geographical distribution as well as issues, concerns and successful models related to financing of lifelong learning programs. A follow-up workshop on this has been scheduled for the next fiscal year, with the aim of coming up with recommendations on how education financing for lifelong learning programs can be sustained to contribute to Education for All.
- Teaching Standards in Southeast Asian Countries: A Meta Analysis - The Center embarked on a set of interrelated project initiatives called the SEAMEO INNOTECH Regional Education Program (SIREP) supported by the Center's Endowment Fund for the next four years under Phase II of the LEARNTECH Initiative For 2008-2009 the SIREP research agenda included a study of teaching standards in the SEA region, paying particular attention to systems of developing, implementing, assessing, and monitoring teaching competency standards in the context of decentralized educational management systems. The study included a regional meta-analysis on teaching standards and convened experts for a validation workshop on Decentralization of Education in Southeast Asia. The overall objectives of the research study are to describe the status of decentralization programs in Southeast Asian countries. The study convened regional experts on decentralization and provided information on the status of decentralization efforts in the education sector. The regional workshop identified critical success factors and best practices that were documented in a monograph.
- Decentralization of Education in Southeast Asia (a second research project funded under the LEARNTECH II SIREP research agenda focused on a comparative study of models of decentralized educational management in Southeast Asia). The overall objectives of the research study are to describe the status of educational decentralization programs in Southeast Asian countries and identify critical success factors, issues and challenges and best

practices. The study convened regional experts in a workshop held at SEAMEO INNOTECH and will result in monograph analyzing decentralization efforts in the education sector throughout the Region.

### 3. Evaluation Activities

RSU promotes a vision of excellence stemming from the Center's commitment to develop and conduct Center-wide organizational assessments in order to sustain high satisfaction ratings for its programs and services. The Unit thus evaluated around 41 training courses and conducted midcourse assessments as well as came up with an evaluation of the Center's internal resource persons. Table 1 summarizes RSU's evaluation activities for fiscal year 2008.

Unit/Center	Number of Evaluation Reports Accomplished by RSU				
	End-of-Course Summary Report	Midcourse Assessment Report	End-of-Course Evaluation Report	Resource Persons Evaluation Reports	Total
Training	0	4	14	121	140
Flexible Learning Solutions Unit	2	0	7	85	94
Research and Development Unit	0	0	12	45	57
ResearchStudies Unit	0	0	0	1	1
Long Term Capacity Building Unit	0	0	13	36	49
Human Resource Development & Management	0	0	3	4	7
Center-wide (11 <sup>th</sup> International Conference and Customer Satisfaction Survey)	0	0	1	0	1
<b>Total</b>					<b>348</b>

### 4. Advocacy and Research Dissemination

To disseminate research findings, RSU conducted the following research fora:

- Policy Research Forum 2008 - Current Perspectives on the Language of Learning and Instruction—Implications for Achieving Education for All. A Policy Research Forum was to provide a platform for discussing the outcomes of various research studies on the language of learning and instruction as inputs to policy deliberations of the Philippine Department of Education related to language of learning. The 2nd Quarter forum gathered policy makers, education experts, community representatives, and decision makers to brainstorm on the theme and suggest policy recommendations.



- Policy Research Forum 2008: Models and Best Practices on the Language of Learning and Instruction. The aim of this Policy Research Forum was to provide a platform for discussing the models of successfully implemented mother tongue-based academic program. The Policy Research Forums on Language of Learning provided useful inputs to the SEAMES publication entitled “Mother Tongue as Bridge Language of Instruction: Policies and Experiences in Southeast Asia” which is supported by the World Bank under the SEAMEO-World Bank Project on Mother Tongue.

SEAMEO INNOTECH, SEAMEO RELC and SEAMEO SPAFA assisted in various regional activities conducted under the Project, and various international non-governmental organizations such as the SIL International, UNESCO, UNICEF, CARE Cambodia, CARE International, Save the Children and others provided technical assistance.

- Policy Research Forum 1st Quarter 2009: Basic Learning Needs, Literacy and Lifelong Learning: Towards Education for All. This is a research dissemination forum participated by members of the National Education for All Committee, the Literacy Coordinating Council and the academe. The forum focused on the need to clarify definitions of the EFA terminologies and indicators for basic learning needs, literacy (Basic and functional) and lifelong learning.

## Special Programs

### 11<sup>th</sup> SEAMEO INNOTECH INTERNATIONAL CONFERENCE

Author Sean Covey (The 7 Habits of Highly Effective Teens) led the 11<sup>th</sup> International Conference speakers as he talked about how the youth can succeed in today's environment. The conference looked into the plight of today's young people as they deal with the challenges of education and work.

The 11<sup>th</sup> Conference attempted to survey current programs in Southeast Asia which ensure youth success by broadening their opportunities for active citizenship, providing them with diverse learning options through activities inside and outside the school, and giving them experiences that help them develop aspirations and make informed choices about work and career. This information aided to define, within the context of Southeast Asia, what youth success means and its multiple pathways and destinations. The conference also explored recommendations for priority action in youth development. Conference participants included 172 technical experts and educational practitioners from 12 countries.

## ICT Services

The Information and Communications Technology Services team supports program activities by developing information and communication materials for various Centre projects, training courses, seminars and workshops. The team also provides documentation services, access to learning resources, assistance in the facilitation and conduct of research and training activities, multimedia support services, upgrade of ICT infrastructure, and maintenance and development of information systems.

To support the Centre's blended-mode learning programs, the team provided instructional design, graphic and editorial services to the continuing materials development component of eXCELS.

### INFORMATION SERVICES

Products and services of the Publications and Documentation Unit and the Learning Resource Centre are offered by the Centre's Information Services group. Early in the fiscal year, the Printing Unit, previously part of the Administrative Office, was also merged into the team.

During the fiscal year, the unit produced the Centre's regular publications and provided documentation and editorial services to major activities of the Centre, including the annual Governing Board Meeting. It extended preparatory documentation support to the Centre's participation in SEAMEO-wide activities such as the Centre Directors' Meeting, High Officials' Meeting and the SEAMEO Council Conference.

The unit provided editorial, press, and media services to the following projects:

- SEAMEO INNOTECH's 11<sup>th</sup> International Conference
- Workshop on Developing a Toolkit to Promote HVWHSE in Southeast Asian Schools
- Assessment and Integration Workshop of the Basic Education Sector Reform Agenda
- Professionalizing the In-Service Teacher Training Towards Improving the Quality of Secondary Education in Bangladesh
- Impact of Decentralization of Education Management to School Improvement and Success
- Strengthening Madrasah Education in the Philippines
- Instructional Materials Development for Multimodal Flexible Learning
- Instructional and Curricular Excellence in School Leadership
- Basic Learning Needs Survey (BLNS) in the Philippines
- Current Perspectives on the Language of Learning and Instruction
- Models and Best Practices on the Language of Learning and Instruction

SEAMEO INNOTECH's automated Learning Resource Centre houses an up-to-date collection on education in Southeast Asia. It serves clients who have information needs in the main areas of educational management and educational technology.

The library continued to strengthen its online subscription to relevant educational databases such as the Harvard Educational Review; an upgraded membership to the Association for Supervision and Curriculum Development to provide access to more databases; and the Gale Education Reference Complete. Subscription to these online journals provides access to thousands of education-related articles, journals and books.

The library has also added 382 volumes of books from its previous collection, making a total of 18964 volumes. Added also were new journal titles and multimedia collection (CDs, kits, etc.).

The materials donated and purchased were in the areas of information and communications technology, educational technology, educational administration and management, curriculum supervision, and appreciative inquiry.

The library system, Athena, maintained to aid the library users in its research by making searching easier and faster. To count, the library has served more than three thousand in-house and online users, external users (college and graduate students, researchers, educators, etc.), alumni, and training participants.

As part of the library's services, it provided research assistance to staff on various education topics and gave monthly updates on online education-related resources such as open access online materials of International Journal of Education Policy and Leadership (IJEPL), ERIC, the Education Policy Blog, Curriculum Leadership, Teacher's Planet, and the International Bureau of Education (IBE) Online Alerts.

The Centre's website provided regular weekly updates on the programs and operations of the Centre. The Information Services unit also acquired copyright for project resources and outputs.

## **MULTIMEDIA SERVICES**

The Multimedia Services assisted and provided technical services to a total of seven hundred four-ninety (749) job requests in the implementation and conduct of the various Centre's programs.

Requests for video production comprise video documentation, video editing, CD burning and replication of DVD. Computer graphics requests included design, layout

and re-printing of project flyers, training kits label, advocacy flyer of blended training courses for public offerings, backdrop, completion report covers, training certificates and publication covers. Photo services requests consisted of ID and group photo taking, photo enhancement, preparation of IDs for courses, photos for Centre's publications. Requirements for audiovisual services included setting up of presentation equipment, sound system, playback, audio recording and request for standby technician.

Multimedia Services produced fifty-three (53) videos/video clips. Among the videos produced were video reports of various Centre projects, project documentation, conference presentations and proceedings, training course highlights, and AVP/marketing video. Major productions were completed for the following activities and projects:

- Seameo UN-Habitat Cooperation with Promoting HVWSHE in Southeast Asian School Heads
- Annual Report for the 51st GBM
- SEAMEO INNOTECH Highlights of Accomplishments FY 2007-2008 (1-minute video)
- APEX Success Without Limits (revised with inserted footages of SEMIRARA activities)
- E-impact Demo Teaching
- INNOTECH Video (Revised with updated Annual Report)
- 11th International Conference Speakers (18 DVDs)
- SEAMEO INNOTECH 39th Anniversary "Umagang Kay Ganda" MTV
- Learntech Initiatives (1-minute video)
- Centre's Facilities Marketing Video
- Erlinda C. Pefianco Datu Puti Award for Education
- "Kasama Din Ako" – Operational Roll Out
- Educating for Peace and Understanding (Dr. Pefianco's e-presentation for Jakarta Conference)

Course and event video highlights were produced for the following:

- Regional Meeting on the Recognition of Higher Education Qualifications in the Asia-Pacific Region
- Professionalizing In-Service Teacher Training Towards Improving the Quality of Secondary Education in Bangladesh
- 1st Regional Forum on the Impact of Decentralization of Educational Management to School Improvement and Success
- Excellence in School-Based Program and Project Planning for Southeast Asian School Heads
- 51st Governing Board Meeting
- Study Program for Teacher Training & Assessment & Examination Professionals

- Apex Leyte Summit
- A Blended Learning Course on Excellence in Monitoring & Evaluation of Standard-Based School Performance
- Achieving Excellence in Teaching and Learning Strategies for Selected Science, Math and English Teachers
- Excellence in Creating Shared Responsibility for School Success
- Experts Meeting on Teaching Competency Standards in Southeast Asian Countries
- DACUM Workshop on the Development Competency Framework for Southeast Asian Teachers of the 21st Century
- 11th International Conference
- Basic Education Sector Reform Agenda

Video tributes were also produced for staff that separated from the service.

To assist the Centre in reaching out to its target and prospective clients, MMS in collaboration with other units produced AVPs and project completion reports in video format that would strengthen and foster linkage with its stakeholders. It set up the SEAMEO INNOTECH exhibit in the 4th World Teacher's Day Conference held on March 23-27, 2009 in Bangkok Thailand, as well as other exhibit events. It also produced the Centre's 2009 Calendar. In line with the Centre's institutional visibility and corporate branding, MMS developed generic PowerPoint templates that can be used by staff for their presentations.

## **SYSTEMS DEVELOPMENT & ADMINISTRATION**

The Systems Development and Administration unit develops and manages the Centre's IT infrastructure, which includes the local and wide area network, desktops, laptops, printers and other computer peripherals including software and application systems.

The unit continued to provide computer services and technical assistance to course participants, staff, consultants and external clients of the Centre.

During the fiscal year, the unit implemented a Unified Threat Management solution (ASTARO Security Gateway 320) and server-based antivirus software (Kaspersky Enterprise 6.0 AV) to protect the INNOTECH network against threats such as system intruders, viruses, spam, and spyware.

The upgrade of access points (with the acquisition of 10 Netgear Range Wireless Router 802.11g/n) provided increased wireless speeds in Internet access inside the campus by course participants, staff, consultants and external clients.

In line with the Centre's Green initiative, SDA replaced old servers with newer, more

efficient BladeSystem, which consolidates and houses multiple servers in a single enclosure. It saves space and reduces energy consumption that equates to cost savings. The buyback of the old servers were also part of the purchase agreement. A flat panel LCD monitor that uses 50% less power than CRTs were chosen for the fifteen HP XW4600 workstations purchased during the period.

The upgrade of Microsoft Dynamics GP, INNOTECH's financial software from version 7.5 to version 10 offers new features and functionalities (i.e. improved security features to ensure confidentiality of critical information, quick and easy access to shared information with enhanced search capabilities, etc.)

SDA also conducts software audit to ensure that all software installed on Centre computers were covered by license. Some of the productivity software purchased during the period includes AutoCAD Lt-2009, Adobe Creative Suite 4 Master Collection, Microsoft Office 2007, and Microsoft Project 2007.

## KEY RESULT AREA 2

### Increased Access to Markets of SEAMEO Programmes

The Centre continually explored new markets, even as it strengthens links with existing partners. Through the Corporate Planning and Partnerships Office, new opportunities for engagement of Centre services, expertise and educational solutions are sought, nurtured and evaluated for further improvement.

Environmental scanning took on a more focused aspect as the Centre develops its Eighth Five Year Development Plan. Findings from the scoping activities are fed forward to the Programme and other units for further development.

Among the major tenders and proposals for projects developed during the period are:

- Instructional and Curricular Leadership for Southeast Asia (ICeXCELS Indonesia) for the Ministry of National Education, Indonesia
- Instructional and Curricular Leadership for Southeast Asia (ICeXCELS Thailand) in partnership with the National Institute for Development of Teachers, Faculty, Staff and Educational Personnel (NIDTEP), Ministry of Education, Thailand
- Expression of Interest on Career Guidance Counseling Training Program for Tech-Voc High Schools, Department of Education, Philippines
- Technical Proposal on Review and Refinement of the Madrasah Curriculum for Elementary Level and its Corresponding Learning Materials Including Development of Learning Guides, Department of Education, Philippines
- Expression of Interest on Strategic Management Training Programme for Vocational School Administrators, Department of Education, Philippines
- Project Concept on Implementation of text2teach in Indonesia for the Community Involvement Office, Nokia Asia Pacific
- Project Concept Note on Development of a Scientific and Information Culture for Rural Areas, developed for Korea Institute for Scientific and Technological Evaluation and Planning, Republic of Korea
- DCI-ASIE/126814/L/ACT/PH: Dialogue on Governance: Strategic Projects Facility for the European Union
- Study Visit on Higher Education Student Services for Afghanistan Officials, for the USAID Afghanistan Higher Education Project
- Concept Note/Expression of Interest for the Dropout Prevention Project, for USAID
- Integrated Area Development for Semirara Island, Antique

**KEY RESULT AREA 3**  
Increased Linkages with  
National, Regional and International Institutions

Over the fiscal year, the Centre continually monitored and reviewed existing agreements and instruments that guide and define the relationships with international, national and regional bodies. The tracking and monitoring being done ensures that the Centre's obligations and contributions, as well as the expected deliverables are completed and turned over to the partners within the time frame and in the prescribed form.

During the period in review, the Centre established and/or renewed formal agreements with the following national and international institutions:

- Asia-Pacific Centre of Education for International Understanding, Republic of Korea
- Asian Institute of Technology, Thailand
- Department of Education, National Educators Academy of the Philippines
- Commonwealth of Australia represented by the Australian Agency for International Development
- Culiati Elementary School, Quezon City, Philippines
- Culiati High School, Quezon City, Philippines
- Early Childhood Care and Development Council, The Philippines
- Education Development Center, Inc.
- Escuela Nueva Foundation, Bogota, Colombia
- Microsoft-Philippines, Inc.
- The ASEAN Foundation
- The National Institute for Development of Teachers, Faculty, Staff and Educational Personnel, Ministry of Education, Thailand
- The UNESCO International Institute for Rural Education, Beijing, China
- The Faculty of Education, Beijing Normal University
- Tsukuba University (Japan; Framework Agreement)
- League of Corporate Foundations (Philippines)
- Nokia Holdings, Asia Pacific
- Globe Telecom Corp. (Philippines)
- New Era University, The Philippines
- PINZ, Wellington, New Zealand
- PLAN International, The Philippines
- Philippine eLearning Society, The Philippines
- Foundation for Worldwide People Power, The Philippines
- Rajamangla University of Technology, Thailand
- South East Asia School Principals' Forum, Jakarta, Indonesia
- SEAMEO BIOTROP (Indonesia)
- University of the Philippines Open University



Within the framework of the Project ICeXCELS, cooperative agreements were set for joint badging and academic credits, sharing of technical expertise and cooperation were set with the following institutions representing various regions in the Philippines:

- West Visayas State University (WVSU), Iloilo City, The Philippines
- Capitol University, Cagayan de Oro City, The Philippines
- Philippine Normal University-Main
- University of Mindanao, Davao City, The Philippines
- University of Southeastern Philippines

The Centre also maintained its close links with regional and international organizations:

- UNICEF East Asia and the Pacific Regional Office
- UNICEF Philippines Country Office
- UNESCO Asia-Pacific Regional Education Bureau
- UNESCO National Commission of the Philippines
- United Nations Human Settlements Programme / Mekong WatSan

Linkages were also fostered through the participation of consultants and resource persons in Center activities and through the foreign and local missions of Center staff.

**KEY RESULT AREA 4**  
**Ensured Financial Viability**

During the fiscal year 2008-2009, SEAMEO INNOTECH received US\$7,865,440 in grants and income. Total expenditures for the year amounted to US\$4,749,541. At year-end, the combined fund balance of Other Funds and Unallocated Funds amounted to US\$1,535,725. The statement of operations and changes in fund balances is presented below:

	2009						
	CAPITAL FUNDS	OPERATING FUNDS	SPECIAL FUNDS	OTHER FUNDS	UNALLOCATED FUNDS	TOTAL	2008
FUND BALANCES AT BEGINNING OF YEAR	\$ -	\$ -	\$ -	\$ 1,324,743	\$ 363,229	\$ 1,687,972	\$ 1,593,687
GRANTS AND INCOME	698,670	4,329,962	51,068	1,715,781	1,069,959	7,865,440	10,954,291
TRANSFER FROM UNALLOCATED FUNDS	-	966,945	-	-	(966,945)	-	-
TRANSFER TO SEAMEO INNOTECH ENDOWMENT FUND	-	(3,150,726)	-	-	(30,905)	(3,181,631)	(6,158,440)
PRIOR YEAR'S ADJUSTMENT	-	-	-	-	-	-	-
TOTAL FUNDS AVAILABLE	698,670	2,146,181	51,068	3,040,524	435,338	6,371,781	6,389,538
EXPENSES AND OBLIGATIONS	(698,234)	(2,162,059)	(51,244)	(1,838,004)	-	(4,749,541)	(4,769,001)
TRANSLATION GAINS/ (LOSSES)	(436)	15,878	176	(88,920)	(13,213)	(86,515)	67,436
TOTAL FUNDS USED	(698,670)	(2,146,181)	(51,068)	(1,926,924)	(13,213)	(4,836,056)	(4,701,566)
FUND BALANCES AT END OF YEAR	\$ -	\$ -	\$ -	\$ 1,113,600	\$ 422,125	\$ 1,535,725	\$ 1,687,972

### Capital Funds

The INNOTECH Endowment Fund provided for all the capital expenditures. Total expenditures amounted to US\$698,234 where 60% was used for the purchase of furniture and equipment for the newly renovated offices as well as the upgrading and purchases of computer hardware and infrastructure such as servers, laptops, software and other peripherals. Thirty-six percent (36%) was used for the renovation of offices and computer facilities, three percent (3%) was used to acquire a Honda Civic to replace an old unit, and the remaining one percent (1%) was used for the purchase of library materials.

### Operating Funds

The Government of the Philippines (GOP) provided US\$1,112,699 for the Center's operating funds, about 10% lower than the preceding year's grant of US\$1,237,949. In addition, the Center received P143,399,004, equivalent to US\$3,150,726, from the GOP as full payment of arrears of Philippine membership contribution to the center from 1997 to 2006. The payments received were recognized as Operating Funds and subsequently transferred to the SEAMEO INNOTECH Endowment Fund. Total operating fund expenditures for the year amounted to US\$2,162,059. To cover the excess of operating fund expenditures over the amount received as assistance from the GOP, the Center transferred US\$966,945 from the current year's unallocated funds receipts.

### Special Funds

The Government of the Philippines provided all the special funds for the year in the amount of US\$51,068. This was 44% lower than the preceding year's receipts.

### Other Funds

During the fiscal year, the Center received funds amounting to US\$1,715,781, 44% lower than the previous year's receipts. The Government of the Philippines through its various agencies provided 53% or US\$908,919, various partners and donors provided US\$459,271 or 27% while the balance of 20% or US\$347,591 was provided by the SEAMEO INNOTECH Endowment Fund. Nineteen percent (29%) of Other Funds was provided for training activities, 65% for various projects, 3% for organizational consultancies and 3% for conferences and forums. Total expenditures amounted to US\$1,838,004. Fund balance at the end of the year amounted to US\$1,113,600.

### Unallocated Funds

Unallocated Funds receipts amounted to US\$1,069,959, 9% higher than the previous year's receipts. These funds represent income generated by the center from its training activities, project management fees, rental of facilities, and interest income.

At the end of the fiscal year, unallocated funds amounted to US\$422,125 after fund transfers of US\$966,945 to operating funds.

**KEY RESULT AREA 5**  
**Enhanced Quality and Efficiency of Management**

In accordance with its Charter, the management of Center operations follows guidelines and recommendations that come from the SEAMEO INNOTECH Governing Board. The annual meeting of the Board is meant to guide the Center in ensuring that resources are managed efficiently while services are effectively delivered.

## **HUMAN RESOURCES DEVELOPMENT AND MANAGEMENT**

Since its establishment in 2007, the HRDMO has been advancing **professional and organizational transformation with people development at the core of the matter**. For 2009, the HRDMO made great investments in five major projects -- performance management system, training and development, job evaluation and compensation assessment, staff wellness program and the HR manual.

### *Staff Complement*

At the end of the fiscal year, there were 72 regular and 4 probationary employees, 60% of whom are female. In addition there were 12 consultants and 27 support staff from an external service provider.

### *Performance Development and Management System (PDMS)*

The PDMS is a systematic process by which SEAMEO INNOTECH capitalizes on the capacities of its officers and staff, as individuals and members of a unit, in improving organizational effectiveness to fulfill the mission and goals of the Center. It was piloted in July to December 2008, replacing the old Performance Evaluation System (PES) which was essentially behavior-based. The transition to a results-oriented PDMS was addressed positively. With the system itself at the forefront, coupled with strong management championship and presence of support mechanisms in the form of promotion and strategy, the PDMS is now recognized as one of the valuable systems in the Center.

Before the start of the second cycle, the system was submitted to a series of reviews taking into account all lessons learned during the pilot implementation. Performance contracting has already been carried out for 2009. In a couple of days, staff members will undergo a formal midterm review and come December, performance will be appraised. Performance appraisal results will be used as bases for making informed personnel decisions in rewarding, promoting, training and disciplining staff.

The PDMS shall continuously be submitted to regular reviews to ensure that the system continues to meet its ultimate goal of enhancing individual performance and organizational effectiveness.

#### *Training and Development*

The HRDMO was able to facilitate both internal and external trainings that address competency requirements of Center members. The line up of internal trainings account for the common trainings identified in the Individual Professional Development Plan (IPDP) of the PDMS:

<b>Title of Training</b>	<b>No. of Man-days</b>	<b>No. of Participants</b>
1. Making Innovation a Way of Life Part One: Driving Organizational Growth Through Innovation – <i>Batch 1</i>	2	24
2. Making Innovation a Way of Life Part One: Driving Organizational Growth Through Innovation – <i>Batch 2</i>	2	26
3. Making Innovation a Way of Life Part Two: Creating the Structure and Systems to Support Innovation	2	22
4. Computer Aided Project Management Training Using MS Project – <i>Batch 1</i>	3.5	13
5. Computer Aided Project Management Training Using MS Project – <i>Batch 2</i>	3	13
6. Operational Planning Workshop	4	29
7. Appreciative Facilitation Workshop	3	14

The list of external trainings and workshops, and learning exposures attended by the staff was also based on the IPDP of the PDMS.

<b>Title of Training</b>	<b>No. of Man-days</b>	<b>No. of Participants</b>
1. Competency Design and Development Workshop	2	1
2. Work Values Workshop	2	23
3. Introduction to Statistical Analysis Using SPSS	1	2
4. Effective Payroll Management	1	1
5. 2009 Philippine Association of Secretaries National Conference	2	5
6. Introduction to SPSS	1	2
7. ISO 9001: 2008 Internal Quality Management System Auditor Training Course	2	2
8. Cash Flow Management	1	2
9. JCI Entrepreneur Summit: Better Ideas for Better Business	1	1
10. Corporate Responsibilities Relating to Employee Compensation	1	4
11. Seminar on Handling and Protecting Library Materials	1	2
12. Accounting for Non-Accountants	2	2
13. IFRS, PAS and Financial Instrument and Foreign Exchange	3	3
14. 7 <sup>th</sup> National eLearning Conference	2	2
15. Quality and Work Forum	1	1
16. The Brand Strategy Forum	1	1
17. Digital Fine Art	2	3
18. Hiring and Firing Employees	2	1

Aside from the formal training course work, the HRDMO was also able to facilitate ISO Orientations (*4 batches*), Safety Seminar, Rollout of the 2008 Operations Plan and the HR-OD Session.

### *Trade Certification Program*

Three staff members have successfully undergone certification program under the Technical Education and Skills Development Authority (TESDA). They are now proud holders of TESDA National Certification II for Housekeeping and Building Wiring Installation.

### **Job Evaluation and Compensation Assessment (JECA)**

To enhance the Center's organizational and human capacity, current jobs in the Center are being reviewed and evaluated through the Job Evaluation and Compensation Analysis (JECA) Study. The study's primary objective is to develop a complete job and compensation evaluation in order to come up with an updated job classification and compensation plan. It ensures that there is a system in place to objectively determine the relative value of jobs by way of a systematic study and detailed analysis of duties, relationships and requirements that would enhance organizational capacity.

With the JECA study, the Center has already identified and defined its 11 Compensable Factors as follows: Education; Work Experience; Technical Knowledge and Application; Innovation; Work Complexity; Work Environment; Contacts and Communication; Supervision of other Staff; Independent Judgment; Job Impact and Financial Responsibility. The Compensable Factors are criteria used to evaluate jobs where pay is determined. The JECA study is also expected to yield the following outputs: Job Rating Plan, Job Banding, Gap Analysis and Salary Structure.

### **HR Manual of Policies and Procedures**

The HR Manual of Policies and Procedures is a complete operations handbook for HR that incorporates procedures, process flow and related forms into one comprehensive manual. It is an organized compilation of all standardized policies regarding human resources development and management. The purpose of the HR Manual is to provide clear and consistent policies and procedures for the Center staff members on all HR issues and concerns.

The development of the HR Manual commenced during the last quarter of 2008. The manual underwent a series of intensive review by the HRDM Team and the HR Manual Committee, which was primarily constituted to craft refinements on the content of the manual. Now nearing its final phase of review, the manual comprehensively covers the entire gamut of the HR process. A staff handbook, an abridged version of the manual, will also be developed for distribution to each staff member.

## **Wellness Program**

In the face of rising chronic lifestyle illnesses, attributed to lack of regular exercise and inadequate stress management and awareness of wellness information, the Center implemented its Wellness Program through Tai Chi and the 8 Chi Habits in May 2009. The program was initiated through a once a week, on-site trainers training session. The Center has identified 12 Wellness Coaches being groomed as trainers of tai chi and qigong. They will be responsible for leading the rest of the staff during tai chi sessions and, instituting wellness programs focusing on fruits and vegetables consumption and other physical activities such as tai chi walk, jogging, etc.

Two videos have already been produced as a result of the program – the 8 Chi Habits and the Qigong. The trainers' training, which is still ongoing, will culminate to an overnight wellness workshop designed to firm up the program. A kickoff program, aimed at getting the rest of the staff members' involvement and support to the program, is set in October.

## **ADMINISTRATIVE SERVICES**

The programs and activities undertaken by the Administrative Office for the year were aligned to and supportive of the thrust and goals of the Centre.

The Campus Development Program, which is an ongoing project of the Centre, was in full swing for the fiscal year with the continuous implementation of the infrastructure development, facilities upgrading, building and grounds beautification. Completed projects include the renovation works for the Computer Laboratory, interior fit out and expansion of office spaces at the Main Building for the use of: a) Programs Office, to house in one floor all its 5 units, namely, Training Unit, FLSU, LTCBU, R&D, RSU, b) Finance Office, including a small conference room and an access to its 2nd floor storage area and 3) the Administrative Office with a spaciouly designed receiving area to accommodate more clients and guests and a meeting room.

Major renovation of all comfort rooms of the Main Building was also accomplished as well as repair and re-varnishing of furniture and interiors of the International House and interior repainting of the Pearl Hall. Among the projects which are still in progress but will be finished by year-end is an additional Conference Room at the ground floor of the Main Building which can accommodate approximately 30 persons, as well as a Road Network that would provide an alternate access to the INNOTECH campus through the Central Avenue.



New projects for the 3rd quarter of the year include the construction of a new carpark, building of three stockrooms to be used as storage of furniture and equipments of the Main Building, of Pearl Hall and of the International House, the timely improvement of a drainage system and the installation of a new fire alarm system.

Concurrent with the enhancement of the workplace, the Administrative team also initiated cost reduction and energy efficiency measures. The Electrical System Improvement Program was implemented which included the supply and installation of cost savings and preventive maintenance devices, replacement of old & high energy consuming air conditioning units, exhaust fan and lighting fixtures for long term cost savings. Upgrading of transport services was made through procurement of a new vehicle, a 1.8 Honda Civic, and the disposal of two old Nissan vehicles by yearend.

The International House, an incoming generating unit of Admin Office, contributed significantly to the total revenue for the fiscal year from Function and Guest Room sales. Through the quality customer service offered by the staff to both internal participants and external clients, the Center consistently obtained “very satisfactory” ratings for the past years for functions and accommodations in the official Customer Satisfaction Survey Report.

As part of the corporate social responsibility of the Centre, donations of computer tables, display cabinets were granted to selected schools, including a used but serviceable vehicle (Toyota GL '93 model) to Marikina Polytechnic College. The Administrative staff also actively participated in the Brigada Eskwela program of the Department of Education by voluntarily giving their time and service in cleaning, painting, and rendering minor carpentry jobs inside the classrooms of Culiati Elementary and Culiati High School in preparation for the school opening.

Functional reorganization was implemented within the Admin. Office with the reclassification of some staff, and the transfer of the Printing Unit to ICT for better work efficiency and productivity; additional project staff were also engaged (licensed architects, systems specialist) for specific, short term project based requirements to beef up the existing complement.

Investments in staff development were made through the participation of the administrative employees in training programs, including certification granting courses from TESDA, seminars to enhance technical skills, client relations as well as workshops on values enrichment. Likewise, selected staffers went on official mission abroad to provide assistance to projects and for benchmarking opportunities.

By the 4th quarter, additional seminars/workshops and training interventions are lined up for skills and competencies enhancement as well as for work values enrichment in order to equip the team to respond to the strong challenges and opportunities on the horizon.

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