SEAMEO INNOTECH Programs & Resources
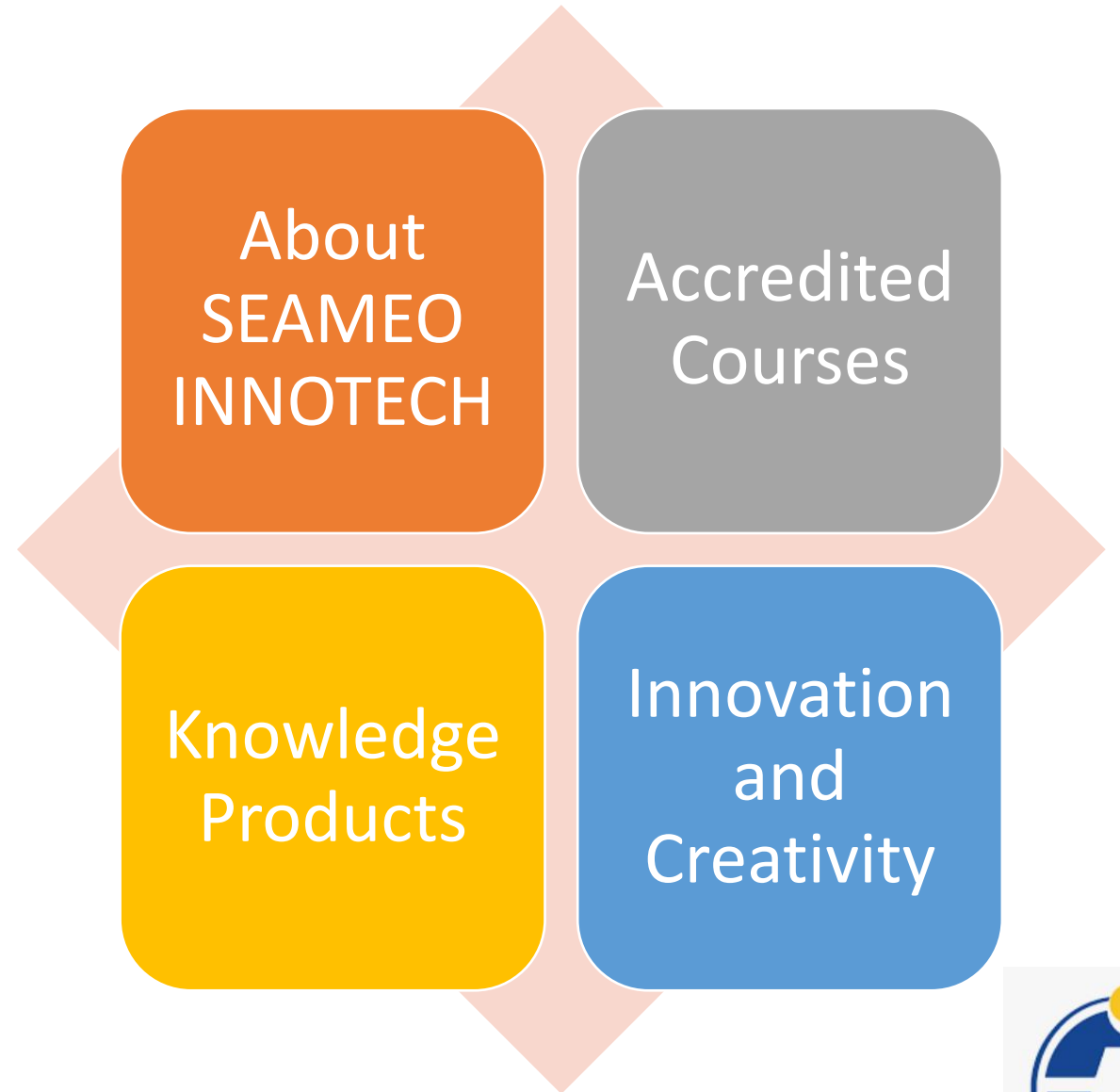
Diosdado M. San Antonio

Manager, Educational Research and Innovation Office

Southeast Asian Ministers of Education Organization
Regional Center for Educational Innovation and Technology

Talk Outline

About SEAMEO INNOTECH

Accredited Courses

Knowledge Products

Innovation and Creativity

Innotech Institutional Video 2024.mp4 (sharepoint.com)

SEAMEO INNOTECH

- The **Southeast Asian Ministers of Education Organization – Regional Center for Educational Innovation and Technology** was established in January 1970
  - To identify and help solve common and unique education problems in the Region,
  - To assist SEAMEO Member Countries in identifying solutions to their individual educational problems and needs.

SEAMEO INNOTECH

- For over 50 years, INNOTECH continuously provided
  - innovative and technology-oriented learning services,
  - research-based solutions,
  - information sharing and knowledge management

  enabling the Southeast Asian education community to effectively respond to current and emerging needs.

Our Vision

A better future for every learner in Southeast Asia

Our Mission

We provide innovative and technology-oriented learning services, research-based solutions, information sharing and knowledge management to enable the education community in Southeast Asia to effectively respond to current and emerging needs and concerns

Our Core Values

Commitment to Excellence

Creativity and Innovation

Teamwork, collaboration, and cooperation

Social Responsibility

Integrity and Professionalism

Inclusivity

Our Focus Areas

Strengthening teacher and school head preparation for the future of learning +

Supporting learners' life skills and empowerment +

Enhancing quality of learning outcomes +

Managing the learning space of the future +

What we do

Capacity Building and Learning Services

The Center is dedicated to developing needs-based and innovative capacity building and learning programs that will produce competent and committed Southeast Asian school heads and teachers.

What we do

Knowledge Management and Information Sharing

The Center is committed to facilitating access and exchange of knowledge, information, and innovative practices among stakeholders that can contribute to creating a better future for every learner.

What we do

Educational Research and Innovation

The Center is committed to undertaking relevant, responsive, and innovative research that can help improve access to quality education and lifelong learning opportunities for all learners.

Educational Research and Innovation Office (ERIO)

Undertake educational research, innovation, and applied R&D in support of the Center's vision
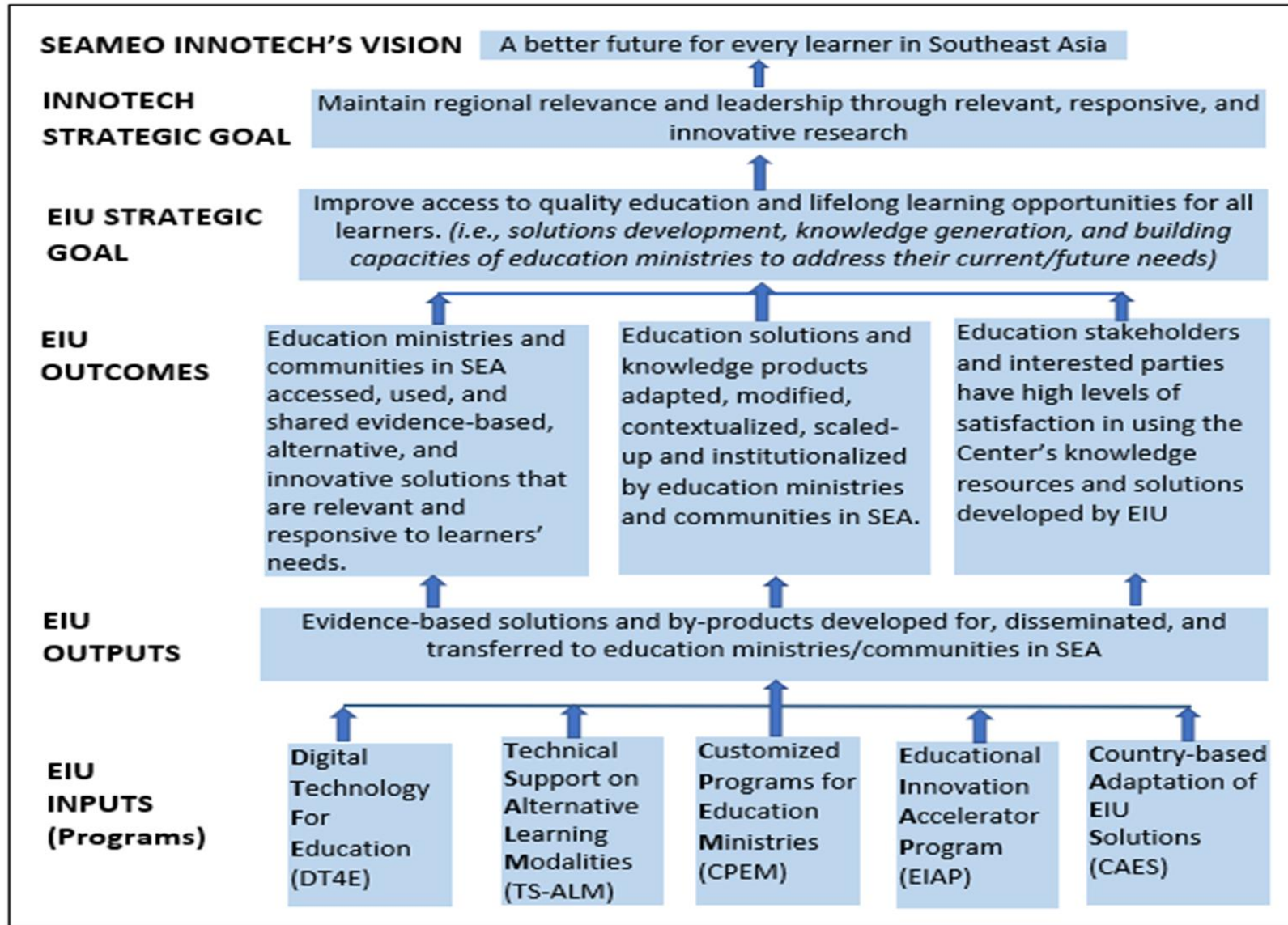
Design, development, implementation, M&E of innovative R&D programs and solutions which address existing and anticipated needs, problems, and possibilities of SEA educational system

➢ Educational Innovation Unit (EIU)
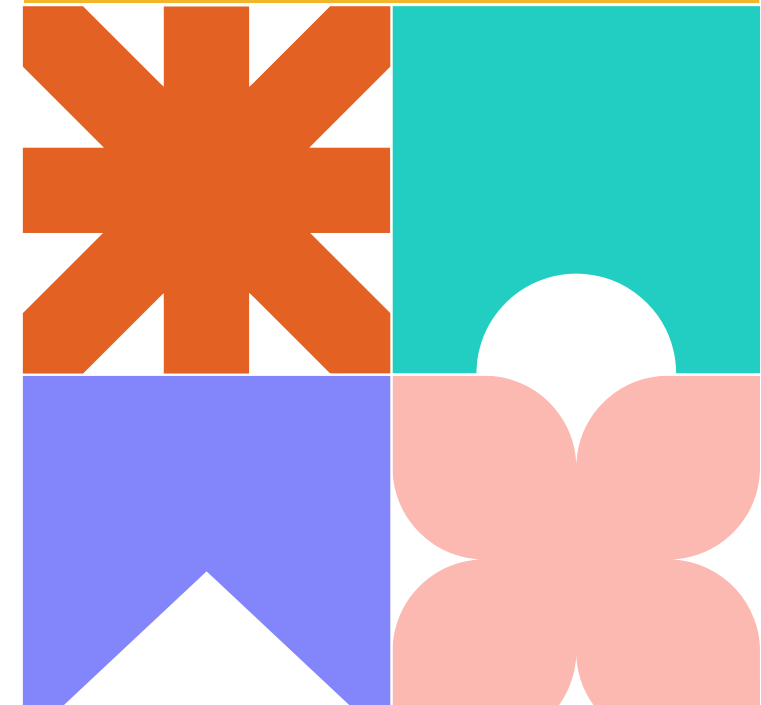
➢ Educational Research Unit (ERU)
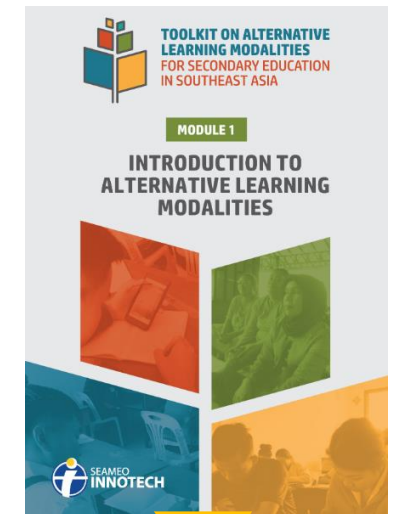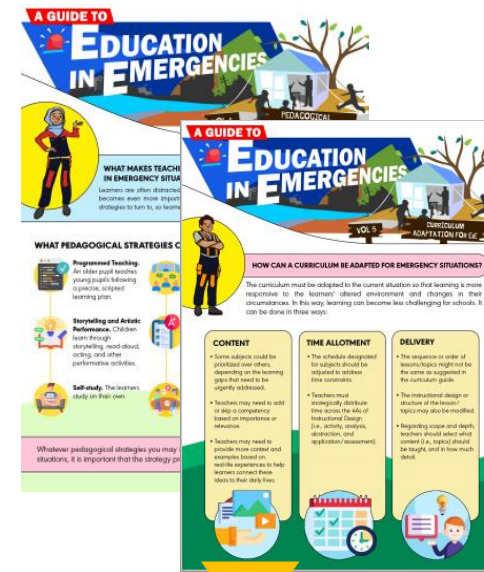
Educational Innovation Unit (EIU)

10FYDP Programmatic Framework

Research and development (R&D) arm of ERIO which undertakes the development of new and/or adaptation of existing knowledge products and solutions to address current and anticipated needs and problems in education

SEAMEO INNOTECH'S VISION	A better future for every learner in Southeast Asia
INNOTECH STRATEGIC GOAL	Maintain regional relevance and leadership through relevant, responsive, and innovative research
EIU STRATEGIC GOAL	Improve access to quality education and lifelong learning opportunities for all learners. (i.e., solutions development, knowledge generation, and building capacities of education ministries to address their current/future needs)
EIU OUTCOMES	Education ministries and communities in SEA accessed, used, and shared evidence-based, alternative, and innovative solutions that are relevant and responsive to learners' needs. / Education solutions and knowledge products adapted, modified, contextualized, scaled-up and institutionalized by education ministries and communities in SEA. / Education stakeholders and interested parties have high levels of satisfaction in using the Center's knowledge resources and solutions developed by EIU
EIU OUTPUTS	Evidence-based solutions and by-products developed for, disseminated, and transferred to education ministries/communities in SEA
EIU INPUTS (Programs)	Digital Technology For Education (DT4E) / Technical Support on Alternative Learning Modalities (TS-ALM) / Customized Programs for Education Ministries (CPEM) / Educational Innovation Accelerator Program (EIAP) / Country-based Adaptation of EIU Solutions (CAES)

EIU 10th FYDP Programs

1. Digital Technology for Educatio (DT4E)

2. Technical Support on Alternative Learning Modalities (TS-ALM)

- Survey and FGD among parents and caregivers in Malaysia, Indonesia, Philippines, Thailand, and Vietnam
- IEC materials on digital citizenship for parents and caregivers

- 11 modules on alternative education in emergencies
- Philippine context

- 11 infographics on jumpstarting education in emergencies
- regional context

5 modules to help design, manage, and implement alternative learning modality programs for secondary level learners in the region

EIU 10th FYDP Programs

Fostering education through innovation

3. Educational Innovation Accelerator Program (EIAP)

Chatbot for remediation interventions

Community-based alternative learning delivery

4. Country-based Adaptation of EIU Solutions (CAES)

Multiple Career Development Pathways Toolkit for secondary schools in Lao PDR

5. Customized Programs for Education Ministries (CPEM)

Explainer video on SHS Tracks

Set of explainer videos on IMPACT instructional strategies

A Review of the Current Situation and Practices of Multigrade Schools in the Philippines

- MPPE implementation was generally compliant with existing policies; however, the extent to which multigrade schools complied vary due to local context;

- multigrade schools' innovative instructional strategies, authentic assessments, stakeholder engagement, teachers' commitment, and enabling school leadership were identified as contributing factors; while, the constraining factors were multiplicity of teachers' roles, inadequate instructional support, and the absence of a responsive monitoring and evaluation system;

- multigrade learners perform at par, and even outperform some monograde learners based on identified national assessments; and

- multigrade schools provide lifelong learning opportunities through the delivery of the same K to 12 curriculum.

1 Yanga-Domingo, Emmy Anne B. Bautista, Lauren Nerisse S. SEAMEO Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH)

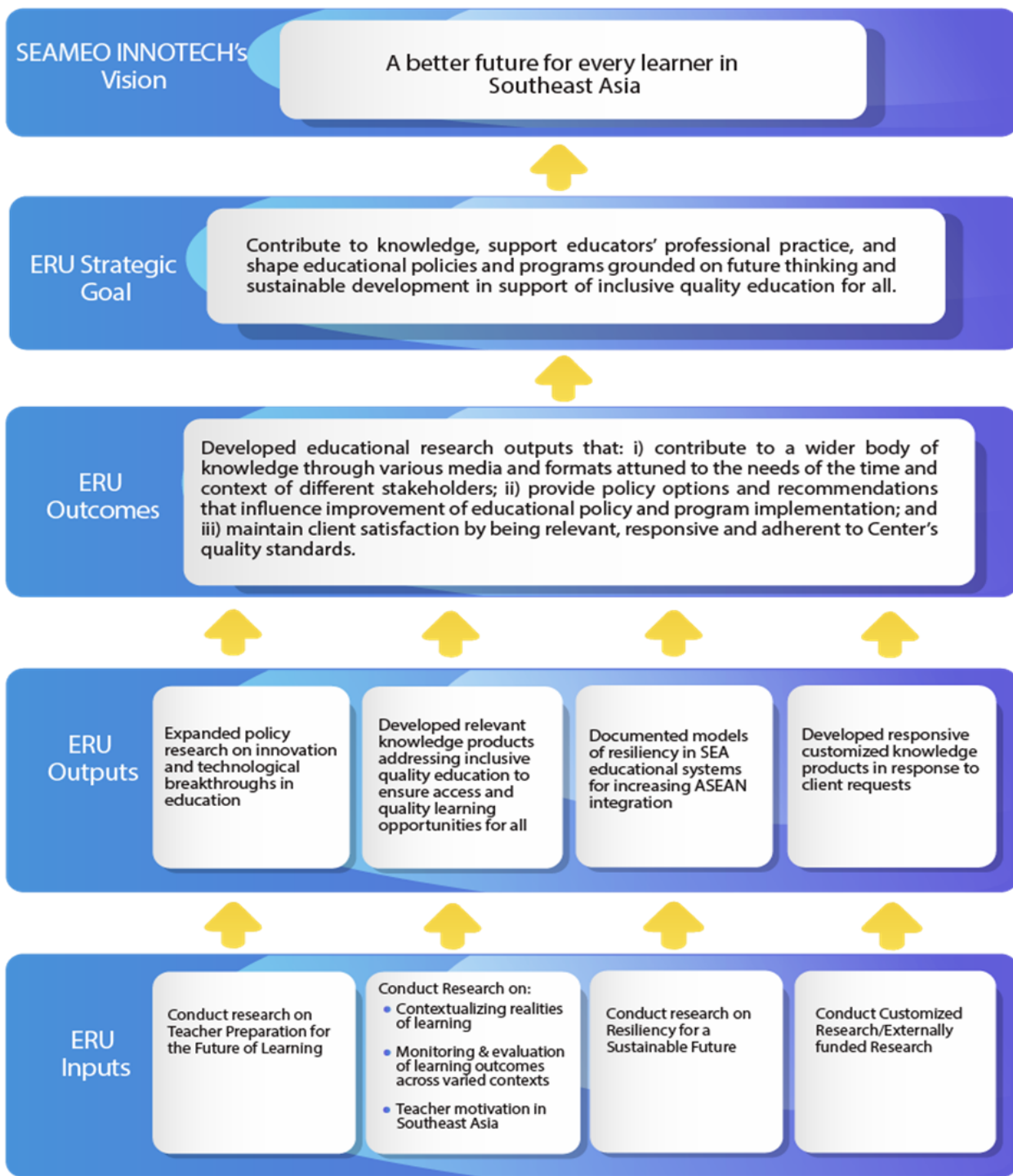# EIU 10th FYDP Programs

On-Going Projects

1. Social and Behavior Change Communication – Child Online Protection

2. Career Development for Children

3. DT4E/Parents Phase II

Educational Research Unit (ERU)

Undertakes varied forms of research (policy research, evaluation research, case studies, survey research, model-building, action research, etc.)

10FYDP Programmatic Framework ▶

SEAMEO INNOTECH's Vision
A better future for every learner in Southeast Asia

ERU Strategic Goal
Contribute to knowledge, support educators' professional practice, and shape educational policies and programs grounded on future thinking and sustainable development in support of inclusive quality education for all.

ERU Outcomes
Developed educational research outputs that: i) contribute to a wider body of knowledge through various media and formats attuned to the needs of the time and context of different stakeholders; ii) provide policy options and recommendations that influence improvement of educational policy and program implementation; and iii) maintain client satisfaction by being relevant, responsive and adherent to Center's quality standards.

ERU Outputs

| Expanded policy research on innovation and technological breakthroughs in education | Developed relevant knowledge products addressing inclusive quality education to ensure access and quality learning opportunities for all | Documented models of resiliency in SEA educational systems for increasing ASEAN integration | Developed responsive customized knowledge products in response to client requests |

ERU Inputs

| Conduct research on Teacher Preparation for the Future of Learning | Conduct Research on:
• Contextualizing realities of learning
• Monitoring & evaluation of learning outcomes across varied contexts
• Teacher motivation in Southeast Asia | Conduct research on Resiliency for a Sustainable Future | Conduct Customized Research/Externally funded Research |

Recently Completed Research

SEAMEO INNOTECH
RESEARCH UPDATES
Published January 2023

GLOBAL COMPETENCIES OF SOUTHEAST ASIAN STUDENTS: EXPLORING THE PISA 2018 AND SEA-PLM 2019 GLOBAL COMPETENCE SURVEYS USING DATA MINING APPROACHES

Research project by the *De La Salle University* with the support of *SEAMEO INNOTECH Research Partnership Grant (SI RPG)*

Overview

Across different Southeast Asian countries, there has been a growing acknowledgment of the importance of global citizenship education as part of the broader goal of developing transversal competencies among students in the formal and informal education sectors (UNESCO, 2016; UNICEF & SEAMEO, 2017). As such,

different Southeast Asian countries, individually and collectively, have embarked on efforts to begin clarifying the definitions and frameworks of global citizenship, studying the expressions in existing curricula, planning the processes for curriculum development, teacher development, and material development for their respective educational systems. The goal of these efforts is to define how children in each the Southeast Asian

SEAMEO INNOTECH
RESEARCH UPDATES
Published January 2023

PRACTICES IN TEACHING AND ASSESSMENT OF TRANSVERSAL COMPETENCIES IN PRIMARY SCHOOLS IN VIETNAM

Research project by the *Vietnam Institute of Educational Sciences* with the support of *SEAMEO INNOTECH Research Partnership Grant (SI RPG)*

Introduction

Context of the Study

Transversal competencies are increasingly becoming relevant in the context of globalization, the knowledge economy, and growing labor market demands (Mann & Huddleston, 2017; Suarta et al., 2017). Within this backdrop, many countries and organizations have studied skills related to transversal competencies using

various terms and frameworks (Al-Twairqi & Al-Salmi, 2017; Economou, 2018; European Commission, 2019; OECD, 2019; P21, 2019; UNESCO Office Bangkok and Regional Bureau for Education in Asia and the Pacific, 2016; VISKA, 2017; Whittemore, 2018).

Numerous studies have been conducted on teaching and assessing transversal competencies in different countries. Studies have shown the methods teachers often use, such as a combination of traditional and

SEAMEO INNOTECH
Research Partnership Grant –
Batch 2

Grantees:
De La Salle University (Philippines), National University (Philippines), Royal University of Phnom Penh (Cambodia), St. Paul University Quezon City (Philippines)

SIRPG Objectives

1. Enhance the Center and prospective partners' capacity in educational research within and beyond Southeast Asia;

2. Generate and support research initiatives/interests relevant to SEAMEO INNOTECH's priority research agenda;

3. Foster collaboration, stronger networks, and active partnerships among education policy researchers in the Southeast Asian (SEA) region;

4. Promote multi-disciplinary and collaborative research among education researchers in the SEA region;

5. Increase the number of research outputs, reach, and impact of SEAMEO INNOTECH's and partner organizations/institutions; and

6. Enable and facilitate knowledge sharing across SEAMEO Centers and the region.

SEAMEO INNOTECH's research projects

- Philippine Teacher Motivation Study (2021)

- Digital Citizenship Competency Study (2022)
  - Philippines, Singapore and Vietnam

- Thematic Background Paper for the Global Education Monitoring Report on Technology in Education (2023)
  - Data gathered from Cambodia, Philippines, Thailand and Vietnam

- ASEAN Teacher Preparation Study (2022)
  - Seven (7) ASEAN Member States

- Philippine Pedagogical Approaches Study (ongoing)

- Regional Teacher Motivation Study (ongoing)
  - Ten (10) SEAMEO Member Countries for Phase 1

Philippine teacher motivation study (2021)
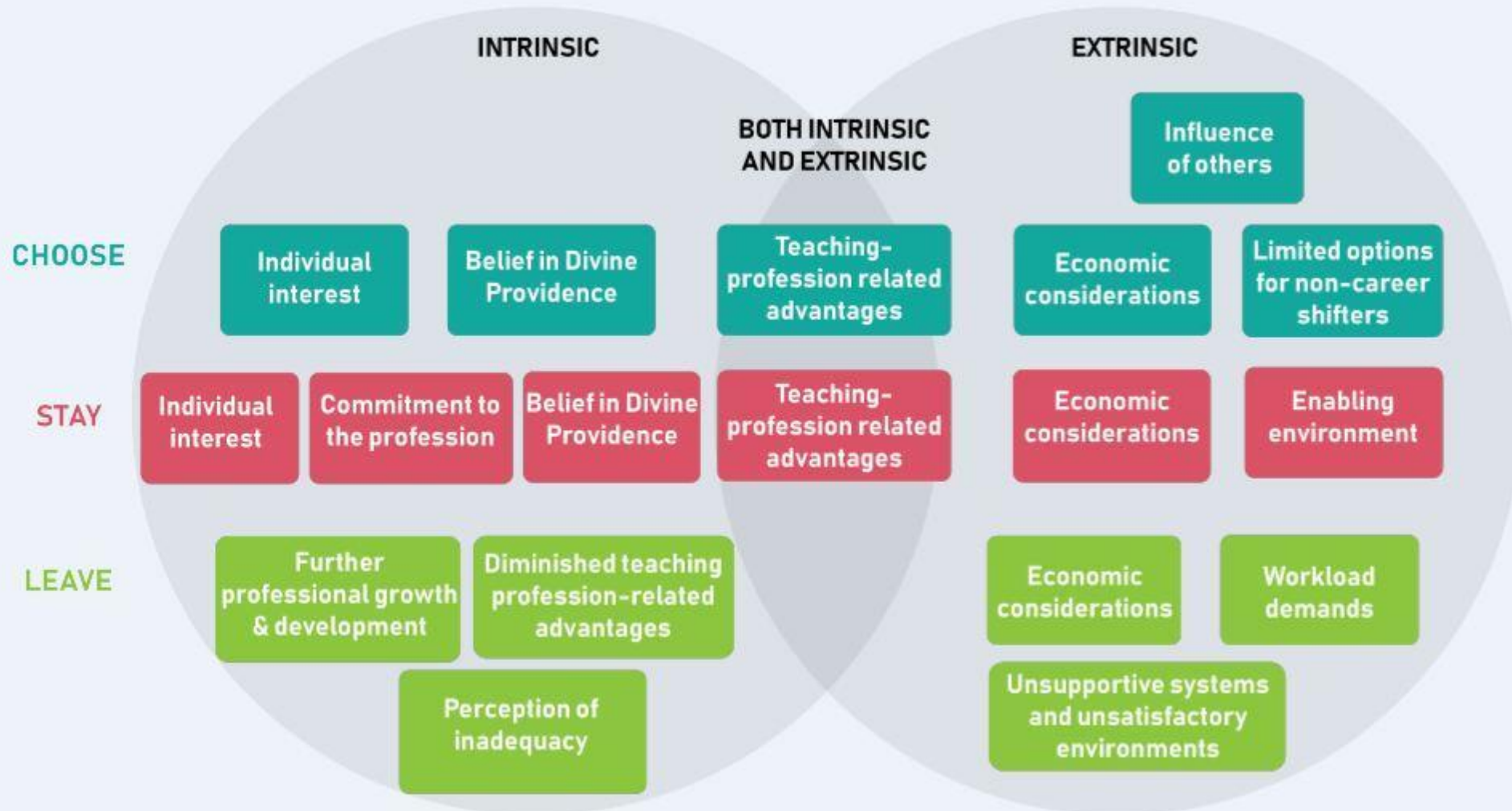
Philippine teacher motivation study (2021)

Why do teachers choose to teach?

- Meaning, fulfillment and passion
- Alignment with one's interests and skills
- Affordability of education-related courses, job security

Why do teachers stay?

- God's will
- Meaning, fulfillment and passion
- School support systems
- Alignment with one's interests and skills
- Commitment
- Economic considerations (needing to provide for one's family)

Why do teachers leave?

- Economic considerations (low salaries, prospects for jobs abroad)
- Workload demands
- Lack of personal growth
- Lack of fulfillment

Philippine teacher motivation study (2021)

- **Recommendations:**
  - <u>Teacher preparation</u>:
    - Strengthen career and guidance program in basic education to promote teaching as a profession of choice
    - Continue to review and update TEI curricula to prepare teachers to face challenges in the evolving education landscape
  - <u>Teacher recruitment</u>:
    - Localization and/or work-near-home initiatives for teachers
    - Foster positive image of teachers (recognition of exemplary and inspiring teachers, celebration of teachers' month, etc.)
  - <u>Enabling and nurturing environment</u>:
    - Review and update the Magna Carta for Public School Teachers
    - Review and possibly increase MOOE of schools so teachers do not have to use their own money for facilities and activities
  - <u>Teacher recognition and rewards</u>: Strengthen the implementation of merit-based and objective performance incentive systems
  - <u>Professional development and career progression</u>:
    - Develop a systematic mechanism for tracking teachers' professional development activities, and link it with career progression
    - Streamline training and development schedules
    - Continue to offer incentives that would enable teachers to complete graduate studies and professional development activities
  - <u>Teacher compensation</u>: Review allowance allocations; consider including an annual technology allowance

Digital citizenship competencies study (2022)

- The study looked into how selected Southeast Asian schools promote digital citizenship competencies.

- UNESCO Digital Kids Asia Pacific (DKAP) Digital Citizenship Competency Framework for Education

- Philippine Case Study: Science High School in Metro Manila

UNESCO
United Nations Educational, Scientific and Cultural Organization
Sustainable Development Goals

Bangkok Office
Asia and Pacific Regional Bureau for Education

5 DIGITAL CITIZENSHIP DOMAINS

DKAP Framework for Education

1 **DIGITAL LITERACY**
The ability to seek, critically evaluate and use digital tools and information effectively to make informed decisions.

2 **DIGITAL SAFETY AND RESILIENCE**
The ability of children to protect themselves and others from harm in the digital space.

3 **DIGITAL PARTICIPATION AND AGENCY**
The ability to equitably interact, engage and positively influence society through ICT.

4 **DIGITAL EMOTIONAL INTELLIGENCE**
The ability to recognize and express emotions in intrapersonal and interpersonal digital interaction.

5 **DIGITAL CREATIVITY AND INNOVATION**
The ability of children to express themselves and explore through the creation of content using ICT tools.

Digital citizenship competencies study (2022)

- **Digital literacy**
  - Learning programming languages, managing web and mobile applications, and robotics
  - Hand-on exercises, game-based activities, use of social media and learners' interests (filmmaking, photography, and video editing), use of digital platforms

- **Digital safety and resilience**
  - Protecting learners' privacy: teaching learners how to deal with online negativity, take precautionary measures in social media, express their views safely and appropriately
  - Use of two-factor authentication and virtual private networks in schools
  - Understanding child's rights and obligations of teachers and learners was not evident

- **Digital participation and agency**
  - Online communication and collaboration in social media
  - Continuing relationships with stakeholders

Digital citizenship competencies study (2022)

- **Digital emotional intelligence**
  - Ignoring comments to avoid arguments; comforting students who experienced cyberbullying, and self-reflection

- **Digital creativity and innovation**
  - Use of photo and video editing applications to create online magazines, videos, movies and digital music jingles
  - Use of computer software for students with special needs

- **Recommendations**
  - Rethink the role of teachers in the digital era
  - Consider the provision of training and programs for teachers and school heads to strengthen their capacities in identifying and providing appropriate approaches to respond to technology-related concerns/ issues of students (e.g., use of LMS, and OERs, and technological leadership)
  - Upskilling and reskilling to enhance the competencies of teachers and school heads Strengthen partnerships between DepEd (TEC and NEAP) and the different TEIs through CHED in designing curriculum that will prepare teachers

Thematic background paper for the global education monitoring report on technology in education (2023)

- Key issues in technology in education discussed in the paper:
    1. Limited coherence, responsiveness, and relevance of policies and programs on technology
    2. Inequitable access to appropriate tools and equipment
    3. Inadequate training on technology and pedagogy for teachers and school heads
    4. Weak monitoring and evaluation mechanism of ICT in education policies and programs.

- *Issues were identified from the Digital Citizenship Competency Study (2022)*

Thematic background paper for the global education monitoring report on technology in education (2023)

- Key issue 1: Limited coherence, responsiveness, and relevance of policies and programs on technology
  - There is a need to strengthen the alignment of policy and planning mechanisms of NEDA, DICT, DepEd)

PDP 2023-2028
- Market-oriented research and development
- Expansion and updating of digital infrastructure through promotion of competition
- "modernize learning spaces"

DepEd MATATAG Agenda
- Revitalize science and technology in the curriculum
- Accelerate the provision of basic education facilities and services (electricity, e-classroom packages, with laptops, charging stations, and wireless routers)
- Support teachers to "teach better" by utilizing technology for remote learning

Other good practice:
- Thailand's Digital Economy and Society Development Plan (20-year plan for digitalization)
- Emphasized equality and equity

Thematic background paper for the global education monitoring report on technology in education (2023)

- **Key issue 1**: Limited coherence, responsiveness, and relevance of policies and programs on technology
  - Evolving focus of education policies: from learning how to use technology, ethical use of technology (digital citizenship) to increasing its integration into the teaching and learning process

- **Key issue 2**: Inequitable access to appropriate tools and equipment
  - Persistence of digital divide

- **Key issue 3**: Inadequate training on technology and pedagogy for teachers and school heads
  - Gaps and misalignment of professional development of teachers and school heads on ICT in education (inadequate training opportunities, insufficient funding, unavailability of ICT resources in schools, insufficient technological leadership in schools)

- **Key issue 4**: Weak monitoring and evaluation mechanism of ICT in education policies and programs
  - Though data on ICT devices are being collected, there is a lack of standardized M&E guidelines
  - Lack of assessments of how technology influences the teaching and learning process in the PH context

ASEAN teacher preparation (2022)

To identify the different policies, laws, programs, and initiatives of participating ASEAN Member States which promote components of teacher preparation as they respond to increasing ASEAN integration

a) promotion of multi-level exchanges and international cooperation in academic, research, and community development during pre-service and in-service training, including teacher mobility and credit portability; and

b) development of 21st Century Skills during their pre-service and in-service training.

ASEAN teacher preparation (2022)

Teacher Mobility and Regional Cooperation

- Agree on developing and utilizing one ASEAN credit transfer system to further encourage and institutionalize exchanges among teacher education institutions.

- Strengthen and support efforts of having a formal collaborative network within the region to allow greater professional networking in the field of pedagogy and educational administration.

- Consider establishing a Mutual Recognitional Agreement (MRA) on Teaching Services in ASEAN to facilitate the harmonization of standards required to enter the teaching profession and encourage teacher and student teacher mobility.

Teacher quality and performance

- Promote recognition among ASEAN Member States of teacher qualifications, continuing professional development and licenses to enhance ASEAN integration in the teaching profession.

ASEAN teacher preparation (2022)

RECOMMENDATIONS

Promotion of ASEAN awareness and advocacy
- Promote ASEAN awareness by incorporation of courses on ASEAN in the pre-service teacher education curriculum and increased participation of student teachers in events and other exchange programs to gain exposure to other cultures.
- Offer national languages of ASEAN member countries as elective courses in TE curriculum to strengthen intercultural communication skills.

Teacher Education Curriculum
- Integrate the development of 21st century skills in teacher education curriculum and pedagogical approaches.

Support for continuing professional development
- Improve the ICT infrastructure for teachers and students to be able to participate in digital transformation
- Establish professional learning communities to form support and guidance especially to the new teachers

Philippine pedagogical approaches study (ongoing)

- The study is a joint initiative with DepEd
  - A technical assistance project that was conceptualized relative to the Enhanced Basic Education Act (RA 10533) and Policy Guidelines on the K to 12 Basic Education Program (DepEd Order No. 21, s. 2019) which mandated the learner-centered curriculum and pedagogies

- The study examines the extent of implementation of the five pedagogical approaches (constructivist, collaborative, inquiry-based, integrative, reflective) as specified in RA 10533 and DepEd No. 21 among K to 12 teachers in Philippine public schools, including:
  - teacher's level of understanding on the different approaches
  - factors related to the implementation of the five approaches

Regional teacher motivation study (ongoing)

Phase 1 (Qualitative Study)

Working Draft of Southeast Asian Framework on Teacher Motivation in Staying in the Profession

- Core Factors
  - Considered as the primary drivers for teachers' motivation
  - Need to be fulfilled for teachers to stay long in the teaching profession
- Contributing Factors
  - May also sustain the motivation, but it may be limited and short-term if the core factors are not adequately satisfied
  - Need to be addressed for the teacher to stay long in the teaching profession and not be pulled to other careers or another working environment that can satisfy the core factors.

Phase 2 (Quantitative Study)

Development of per country framework to predict the motivation of teachers in staying in the profession
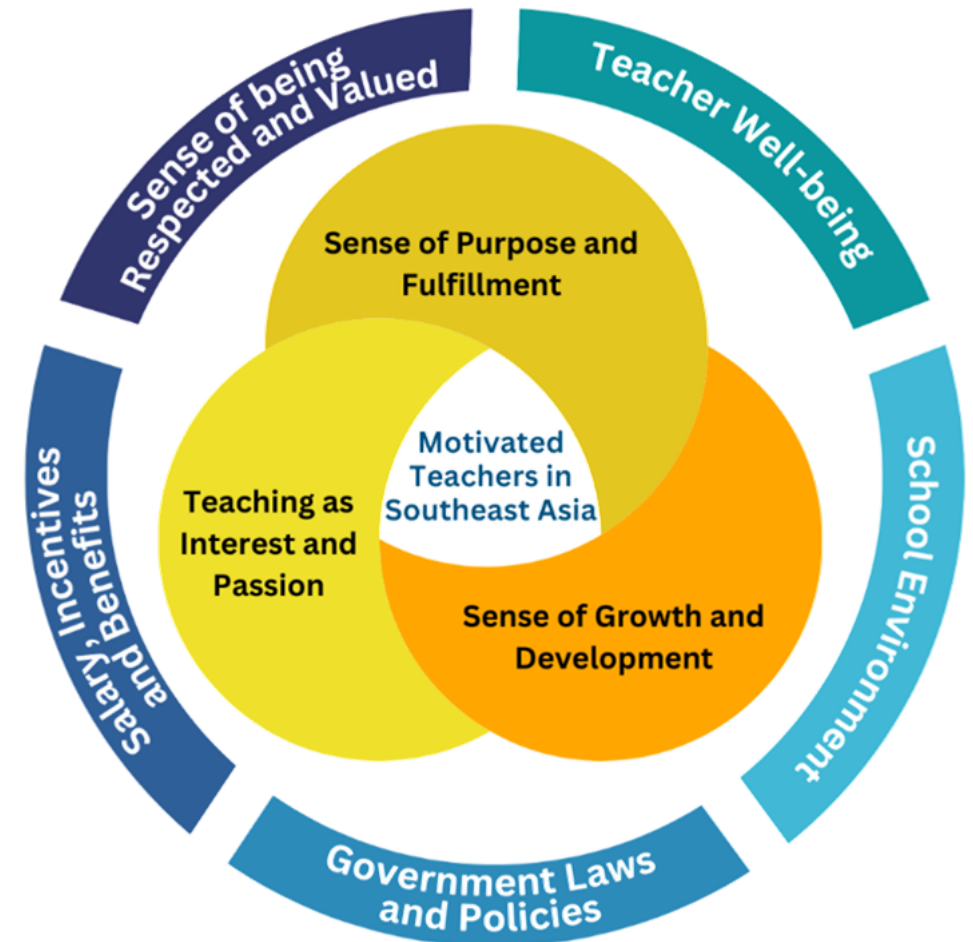
Strengthening TPD Systems with ICT

Research Framework

-based on the Framework for Strengthening TPD Systems with ICT

Cluster 1 (have decentralization efforts but are hampered by limited resources)	Cluster 2 (have decentralization efforts but to a limited extent)	Cluster 3 (have decentralization efforts but limited extent/ fostered decentralization of education)
• Cambodia • Lao PDR • Timor Leste	• Malaysia • Myanmar • Vietnam	• Indonesia • Philippines • Thailand

NEAP/PRC Accredited Courses

NEAP/PRC Accredited Courses

- GURO21 Course 1 – a competency-based, multi-modal learning course designed to enhance the capabilities of Southeast Asian teachers in addressing the teaching-learning requirements of the 21st century. Course 1 aims to enhance teachers' facilitating skills to effectively play their role as learning leaders of the 21st century in a knowledge-based economy.
- GURO21 Course 2 – this competency-based, multi-modal learning course aims to equip classroom teachers with the tools needed for learner-centered teaching to increase student motivation and achievement.
- TEACHeXCELS – a two-module flexible short course designed for supervisors and school principals. It addresses the need to develop and strengthen the capacity to manage the teaching and learning processes in the school.
- HEALTHeXCELS – equips the participants to improve their school as a healthy setting conducive to learning by effectively managing and implementing school-based health programs.
- LEADeXCELS – an online course intended to equip school leaders with the competencies needed in performing their roles in school disaster risk reduction and

Our Knowledge Products

- 21st century learning resources for teachers
  - Functionalities of mobile devices
  - Blogging
  - Twitter
  - Web forum
  - FB
  - Edmodo
  - LinkedIn
- DRRM
- Understanding ASEAN Culture
- E-citizenship
- Professional networks

Some of Our Knowledge Products

Twitter for Teachers (Windows Devices | 2nd...
By: SEAMEO INNOTECH
File Type: EPUB
File Size: 0 BYTES

Uses and Functionalities of an Android Mobile De...
By: SEAMEO INNOTECH
File Type: EPUB
File Size: 0 BYTES

Uses and Functionalities of an Apple Mobile Device
By: SEAMEO INNOTECH
File Type: EPUB
File Size: 0 BYTES

e-Citizenship Learning Packet on Exposure to I...
By: SEAMEO INNOTECH
File Type: PDF
File Size: 6.39 MB

e-Citizenship Learning Packet on Cybergroomi...
By: SEAMEO INNOTECH
File Type: PDF
File Size: 9.29 MB

e-Citizenship Learning Packet on Cyberbullying
By: SEAMEO INNOTECH
File Type: PDF
File Size: 7.21 MB

SEAMEO INNOTECH Reader Guide for Apple...
By: SEAMEO INNOTECH
File Type: PDF
File Size: 2.66 MB

SEAMEO INNOTECH Reader Guide for Windo...
By: SEAMEO INNOTECH
File Type: PDF
File Size: 2.03 MB

MT4T: A Teacher Resource Kit for 21st Ce...
By: SEAMEO INNOTECH
File Type: EPUB
File Size: 0 BYTES

5 critical conditions are necessary for innovation to grow

1. **Conviction** in the importance of the work
2. **Clarity** on the vision
3. **Capacity** to implement the ideas
4. **Coalition** of broad and diverse stakeholders
5. **Culture** of honesty, trust, and learning (Kurshan, 2019)

DIFFERENCE BETWEEN CREATIVITY & INNOVATION

CREATIVITY	INNOVATION
1) Creativity is dreaming of new things	1) Innovation means making those dream come true.
2) The thinking up of new things and concepts can be termed creativity	2) Innovation is the process of converting these thoughts into practical usage.
3) Creativity is that if something new has been brought into existence.	3) Innovation is to make improvements to something which already exists.
4) Creativity is generating ideas	4) Innovation is bringing these ideas to life.
5) Creativity is related to experience	5) innovation is related to observation

https://carvingcreativity.wordpress.com/2018/10/08/creativity-and-innovation/

A better future for every learner in Southeast Asia.

Thank you and Mabuhay!!!

dads@seameo-innotech.org