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Republic of the Philippines  
Department of Education  
Region X  
**DIVISION OF MISAMIS ORIENTAL**  
Cagayan de Oro City  
Tel Nos.: (088) 856-4454 / (08822) 72-46-15  
Fax No.: (088) 856-4524 / e-mail: misamisoriental@deped.gov.ph



April 27, 2017

## Division Advisory

### SEAMEO INNOTECH KNOWLEDGE PRODUCTS AND SERVICES

To: Public Schools District Supervisors/Division In-charge  
School Heads (all levels)  
Elementary, Junior and Senior High School Teachers  
All others concerned

1. This has reference to the DepEd Memo No. 80, s. 2017 re- SEAMEO INNOTECH KNOWLEDGE PRODUCTS AND SERVICES, DepEd announces the SEAMEO INNOTECH's Knowledge Products and Services. These products have been formally accepted and endorsed by the Governing Board during the 60<sup>th</sup> Governing Board Meeting of SEAMEO INNOTECH.
2. Attached is the DepEd Memorandum No. 80 s, 2017 for more information.
3. Wide dissemination of this advisory is hereby enjoined.

**CHERRY MAE L. LIMBACO, PhD., CESO V**  
Schools Division Superintendent

CLL/sgod/mb



Republic of the Philippines  
**Department of Education**

20 APR 2017

DepEd MEMORANDUM  
No. **80** s. 2017

**SEAMEO INNOTECH KNOWLEDGE PRODUCTS AND SERVICES**

To: Undersecretaries  
Assistant Secretaries  
Bureau and Service Directors  
Regional Directors  
Schools Division Superintendents  
Public and Private Elementary and Secondary Schools Heads  
All Others Concerned

1. The Department of Education (DepEd) announces the Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (**SEAMEO INNOTECH**) **Knowledge Products and Services**. These knowledge products and services have been formally accepted and endorsed by the Governing Board during the 60<sup>th</sup> Governing Board Meeting of the SEAMEO INNOTECH.
2. The SEAMEO INNOTECH developed and disseminated its knowledge products and services among the potential users and decision-makers in the education and human resource development sectors. Full reports and various dissemination fora for these research products are envisaged.
3. All officials, and personnel from the Central Office and field offices are invited to organize related activities, collaborate and select knowledge products and services based on the needs of their respective units. Enclosed are brief summaries of the completed research projects and training activities.
4. The full reports, toolkits and compilations of materials are accessible through Center's Website and knowledge portal. Interested officials or personnel may send their queries to [info@seameo-innotech.org](mailto:info@seameo-innotech.org) or visit [www.seameo-innotech.org](http://www.seameo-innotech.org) or through telephone nos. (02) 924-7681 to 84.
5. Immediate dissemination of this Memorandum is desired.

  
**LEONOR MAGTOLIS BRIONES**  
Secretary

Encl.: As stated

Reference: N o n e

To be indicated in the Perpetual Index under the following subjects:

EMPLOYEES

OFFICIALS

PROJECTS

JoBM/SMMA, DM SEAMEO INNOTECH Knowledge Products and Services  
0330 – April 11, 2017

## **SEAMEO Priority Area 1 Early Childhood Care and Education**

### **Longitudinal Study on the Effects of ECCD Program on Learning Experience and Performance of Kindergarten Pupils through Grade 2**

The four-year longitudinal study seeks to gather evidence to guide the implementation of the Philippine Early Years Act (RA 10410) and the Enhanced Basic Education Act (RA 10533), particularly to support curriculum development and instruction and guide teacher development in the early years (ECCD through Grade 3).

### **Regional Research on Achieving Inclusive ECCD in Southeast Asia.**

This project will document and analyze the patterns of marginalization affecting young children's participation in ECCD in Southeast Asia, as well as the policies and programs implemented in response to this phenomenon. The regional study aims to provide a comprehensive description and differentiated analysis of the state of ECCD for children belonging to marginalized groups in Southeast Asia. The findings from the study will serve as the basis for evidence-based policy formulation for equal access and quality ECCD in the region.

### **Leading and Managing an Integrated ECCD Programs**

This is a three-phased capacity building program for the Municipal/City Social Welfare and Development Officers which aims to develop their competencies on leading and managing an integrated ECCD program in their respective cities and municipalities. This program was carried out in partnership with the ECCD Council and partner TEIs (Pangasinan State University and the University of Southeastern Philippines).

Phase 1 provided the context of the program and sharpened the competencies of the City or Municipal Social Welfare and Development Officers to deliver high quality integrated ECCD services. Phase 2 was the practicum phase, where the participants applied the learning gained from Phase 1 and worked on an identified ECCD practice. Phase 3 allowed for higher level of discussion and reflection based on the actual application of learning on the ground, this was highlighted by the documentation and sharing of good and effective ECCD practices, like building partnerships with ECCD community stakeholders, community-based capacity building of the child development workers, participatory assessment of child development centers, and developing ECCD champions.

## **SEAMEO Priority Area 2 Addressing Barriers to Inclusion**

### **Aligning the IMPACT (Instructional Management by Parents, Community and Teachers) Materials with the K to 12 Curriculum of the Philippines**

This project aims to align the IMPACT learning materials with the K to 12 Curriculum to ensure its readiness for eventual turn-over of the IMPACT system to DepEd. For FY 2015/16, continuous lesson development from writers was undertaken; encoding of lesson manuscripts and internal review of these lessons were done by SDU staff.

### **Developing a Toolkit to Promote the Enhancement and Expansion of Secondary level Alternative Delivery Modes (ADMs) in Southeast Asia**

Part and Phase 2 of the project aimed to benchmark best practices of ADM in SEA. This Project is a descriptive research study of the different models of Alternative Delivery Modes (ADM) being implemented in SEAMEO Member Countries as strategies to improve access to secondary education. The research project seeks to explore implementing strategies, impact indicators and elements of success of the different secondary ADMs being implemented in the region. The descriptive research is substantiated with case studies of ADM in selected countries with the intention of highlighting its best features as possible input to a proposed Regional ADM benchmarking model for the secondary level.

### **ADM K to 12 Research Report**

The report aims to map out the mechanics and guidelines for the use of ADMs in the new senior high school stage of the Philippine K to 12 program. The data collection phase involved fielding of questionnaires and conduct of focus group discussions with implementers of ADM and SHS models (both public and private) in selected provinces. For the final report, the objectives have been slightly realigned following guidance from DepEd. The study now highlights the features of ADMs that would best suit specific sub-sectors of marginalized groups such as working children, pregnant/young mothers, children with special needs, children in remote areas, and others.

### **SEAMEO Regional Education Program (SIREP) Research Project: Scoping Study Into the Southeast Asian School-Based Approaches to Rights-Based Education (RBE)**

The study aimed to review the achievements of the SEA countries in promoting education from a human rights perspective in the past decade. The study hoped to bring the region's diverse experiences in implementing rights-based approaches to education to highlight effective practices, lessons learned and areas for further strengthening. The research recommended solutions on how to make education available, accessible, acceptable and adaptable to benefit the children who are prevented from claiming their right to education.

A regional research workshop was conducted in August 2014, participated in by nine SEAMEO Member Countries as a means of sharing their RBE implementation strategies, innovations, and promising practices, including the remaining challenges. The regional workshop outputs were supplemented by secondary data analysis and interviews with key stakeholders.

### **Data Mining of Language Assessment for Primary Grades (LAPG) 2015 Results**

Technical support was provided to the DepEd National Testing and Research Center (NETRC) to conduct data mining on the LAPG results as prompted by the Enhanced Basic Education Act of 2013. This law serves as the legal basis for the institutionalization of the Mother Tongue-Based Multilingual Education (MTB MLE), which mandated offering courses in the mother tongue and as a learning area for the first three grades of primary education; as well as its use as a language of instruction.

Data collected include:

- baseline data for Filipino and English language learning in the K to 12 curriculum;
- effectiveness of the MTB-MLE across 19 languages;
- comparison of performance of Grade 3 pupils in English and Filipino essential skills; and
- correlation of language development across the Early Grades Reading Assessment (EGRA), Early Grades Mathematics Assessment (EGMA) and language literacy assessment in the primary grades.

The results will help the DepEd regional administrators in making decisions on their respective priorities and targeted programs on MTB-MLE and school management, and selected results from each major island group (Central Luzon, Central Visayas, and the Zamboanga Peninsula).

### **Case Study on Open High School Program as an ADM in the Philippines (2015-2016)**

The research aims to develop case studies on the open high school program as part of the Center's Flexible Learning Options for Alternative Delivery Modes in Southeast Asia.

### **Regional Fit for School: Phase II (FY 2016-2019)**

The second phase of the regional project aims to ensure that minimum standards for Water, Sanitation and Hygiene in Schools (WinS) are implemented sustainably and at large scale in selected Asian countries (Cambodia, Indonesia, Lao PDR and The Philippines). FIT is an inter-sectoral school health approach that is implemented through the structures of the education sector in order to institutionalize evidence-based preventive measures in every day school life in public elementary schools, and to create a health promoting and enabling school environment in order to condition well-being and better learning.

To achieve this project's goal, the program works in four fields of action:

1. Country-specific models for the sustainable scale-up of a WinS programme are developed based on the experience in the partner countries and international guidelines.
2. Focus on the necessary capacity development in partner countries, including civil society, to implement minimum standards for WinS

3. Support of partners to improve the harmonization, alignment and coordination of WinS interventions at national level.

Adapting WinS interventions to national minimum standards and their large-scale implementation can be accelerated by an internationally promoted joint agenda on WINS

**MYDev Project - Mindanao Youth for Development Project (2013-2018) in cooperation with USAID/Education Development Center (EDC)**

The Center-wide project aims to contribute to peace and stability in Mindanao through improved life skills, increased civic engagement, strengthened local governance, and increased employability for vulnerable out-of-school-youth in selected conflict-affected areas in Mindanao.

- **Capacity Building in support of USAID's Mindanao Youth for Development Program (MYDev)**

SEAMEO INNOTECH partnered with the Educational Development Center, Inc.(EDC) in the implementation of MYDev (Mindanao Youth Development), a five-year USAID program which supports peace and stability in Mindanao through improved life skills, increased civic engagement, strengthened local governance, and increased employability of vulnerable out-of-school youth in eight (8) conflict-affected areas. SEAMEO INNOTECH's deliverables are focused on the Program Component: Increase youth access to education through the Department of Education's Alternative Learning System (ALS).

The key accomplishments completed for this reporting period included:

Strengthening Capacities of Key DepEd ALS Implementers (September 2014, April 2015, November 2015). This program was delivered in 3 phases covering the following competency areas designed for fifty-five (55) DepEd ALS implementers:

- Updates on the ALS under the K to 12 program
- Designing community-based learning interventions
- Community-based teaching-learning strategies
- Community engagement/building partnerships
- Monitoring and evaluation
- ALS instructional supervision Learner Assessment

- **Capacity Building Program for the OSYDA OSY Development Alliance) (September 2014, August 2015)**

OSYDA is a mechanism created under MYDev program designed to become the engines for youth and civic development in their communities. The following activities were conducted for almost 120 members of OSYDA in the covered areas of the project:

- OSYDA Development Planning Workshop facilitated the drafting of the individual municipal OSY development plan (September 2014)
- OSYDA Summit which highlighted the good practices on OSY development (August 2015)

### **Health eXCELS (Health Management Excellence for School Heads of Southeast Asia)**

A 2-module regional flexible learning program was developed to build the capacity of SEA school heads to develop and maintain effective school-based health programs. The Modules include:

- Champion Health Management in School;
- Manage School Health Programs

### **Basa Pilipinas (Read Philippines); Teacher Training and Materials Development**

The project aims to develop reading competencies among 1 Million early grade students in reading. The Center is responsible for development and production of training videos for teachers and design and development of face to face and online training programs for teachers for early-grade reading in the Mother Tongue.

Using the Center's flexible learning management system or iFLEX, the Center provided technical assistance to the Basa Pilipinas technical team in the implementation of the course titled: *Effective Literacy Instruction for New K-3 Teachers*. The online program is a nine-week course that aims to help early grade teachers become familiar with effective and practical strategies in teaching reading and writing that is aligned with the new K to 12 Integrated Language Arts Curriculum

## **SEAMEO Priority Area 3 Resiliency in the Face of Emergencies**

### **Alternative Delivery Modes (ADMs) for Education in Emergencies**

The Center extended its assistance in compiling and publishing the best practices on *Disaster Preparedness and Education in Emergencies in selected Southeast Asian Countries*.

The main objective of this project is to explore the potential of IMPACT (Instructional Management of Parents, Community and Teachers) and other recognized ADMs as mechanisms to sustain education in disaster-affected areas. Specifically, the project aims to:

1. Identify ADM-implementing schools, both elementary and secondary, in disaster-prone regions of the Philippines;
2. Collect and share the experiences of ADM-implementing schools during disasters like Typhoon Haiyan and in the post-disaster recovery phase;
3. Identify the strengths and limitations of various ADMs during emergencies and in the post-disaster recovery phase;

4. Discover and describe innovations undertaken by ADM implementers in the areas of study, as responses to emergencies.
5. Prepare a guidebook containing recommendations for the adaptation of IMPACT and other ADMs in disaster-prone areas, and how they may complement existing education-in-emergency interventions. The recommendations shall be aligned with and build upon recent related products of the Center—such as Good Practices in Disaster Preparedness and Education in Emergencies and Toolkit for Building Disaster-Resilient School Communities.

#### **Disaster Risk Reduction Management (DRRM) Toolkit (Phase III)**

The project aims to

- 1) conduct additional DRRM Toolkit information dissemination in selected disaster-prone areas in the Philippines, and
- 2) develop the second edition (e-copy/PDF) of the toolkit to update its content to include information that are specific for different levels of stakeholders (e.g., national and sub-national level, school level).

#### **LEAD eXCELS - Excellence in Leading Education in Emergency Situations for Southeast Asian School Heads**

A two-module (Module 1: *Lead in a Building a More Resilient School* and Module 2: *Manage Continuing Learning*) flexible learning program was developed to equip SEA school heads with the competencies needed in managing schools during disasters.

The program was successfully pilot tested in eight countries (Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines and Vietnam).

#### **School Disaster Risk Management (SDRM) Guidelines for Southeast Asia**

The project included the *Development for a set of School Disaster Risk Management (SDRM) Guidelines* within the framework of the ASEAN Safe Schools Initiative. The guidelines aim to harmonize relevant DRM guidelines and tools developed by a range of national and international partners (including the SEAMEO INNOTECH DRRM Toolkit).

### **SEAMEO Priority Area 4 Promoting Technical and Vocational Education and Training**

#### **Development of a Guidebook on Multiple Career Development Pathways for DepEd's Career Advocates**

The project aims to supplement the existing career guidance resource materials of DepEd for Career Advocates in the Philippines. The guidebook will be designed to aid Career Advocates in providing career guidance and counselling to incoming senior high school students.



The guidebook is expected to contain:

- 1) information on roles, responsibilities, educational requirements, career prospects, possible career growth, and employability of the listed in-demand professions in the Philippines, and
- 2) various possible career paths the students can take in order for them to reach their preferred career goals.

Representatives from government agencies (TESDA, CHED, DOLE, DOST), the academe, and the private sector were involved in the development and integration phase to capture all relevant career development initiatives for high school students.

### **SEAMEO Priority Area 5 Revitalising Teacher Education**

#### **The First Regional Forum on Teacher Education Frameworks and Reforms in Southeast Asia and Consultative Meeting on the Proposed Regional Teacher Education Network**

The workshops were able to provide recommendations for the implementation of Teacher Education and Continuing Professional Development in terms of:

- Common success factors
- Challenges and new possibilities
- Areas and priorities for future collaboration and cooperation

#### **Supporting Competency-Based Teacher Training Reforms to Facilitate ICT-Pedagogy Integration (2015)**

This project aims to enhance the capacities of Member States in reviewing and improving teacher competencies in effectively integrating ICT in teaching and learning. Project implementation in the Philippines focused on reviewing and enhancing the ICT competencies within the National Competency-Based Teacher Standards (NCBTS) and preparing them for integration to the revised Policies, Standards and Guidelines (PSGs) for Undergraduate Teacher Education Curriculum of the Philippine Commission on Higher Education (CHED).

#### **GURO21 (Gearing Up Responsible and Outstanding Teachers in Southeast Asia for the 21<sup>st</sup> Century): Course 1**

The GURO21 Course 1 is currently being implemented in two ways: (1) Public Offering or direct invitation to DepEd Regional Offices or via individual enrollment; and as (2) Technology Transfer to selected DepEd Regional Offices, with the selected staff of the DepEd Regional Offices being trained as Program Implementers for their own region-wide rollout of the course.

### **GURO21 Course2: Developing Higher Order Thinking Skills (HOTS)**

GURO21 Course 2 is a flexible learning course that focuses on the application of competencies to apply many of the thinking tools in their own lives as teachers. It also purports to prepare teachers well to teach these skills to their students by creating thinking classrooms that utilize higher order thinking skills. Upon the completion of the course materials, GURO21 Course 2 is now being pilot-tested to selected/interested completers of GURO21 Course 1 from DepEd Region XI.

### **SUPEReXCELS (Supervision Excellence in School Leadership for Southeast Asia)**

The course addresses the need to develop and strengthen the school heads' capacity for developmental, differentiated and clinical supervision.

### **CHANGeXCELS (Change Management Excellence in School Leadership for Southeast Asia)**

CHANGeXCELS aims to strengthen the capacity of school heads to become change leaders and managers as well as transformers of the future within and beyond their school and community.

### **Development of the Competency Framework for SEA School Heads, a Learning Guide, and Translation of the Competency Framework to 7 ASEAN Languages**

This project focused on the revision and updating of the Competency Framework for SEA School Heads. The development of the framework was followed with an accompanying Learning Guide in 2015 aimed at facilitating the use of the framework across Southeast Asia.

### **Knowledge and Information Networking Among Teacher Education and Training Institutions in SEA**

The project links with the regional forum on teacher education frameworks and aims to establish a network for exchange and sharing of knowledge and information among institutions in the region dedicated to teacher development and training.

## **SEAMEO Priority Area 6 Promoting Harmonisation in Higher Education and Research**

### **Learning Program on Strategic Leadership and Governance: Embracing Quality Assurance on HEI for Universitas Lambung Mangkurat (ULM), Indonesia**

The program comprises two batches of customized learning journeys for the college deans, department heads and selected faculty members of ULM designed to learn from their peers in the Philippines on the accreditation processes, quality leadership and management as inputs to the BAN-PT accreditation. This initiative is part of the University's ongoing thrust

to build ULM's organizational capabilities in leading and managing continuous improvement of its academic programs based on international quality standards

### **SEAMEO Priority Area 7 Adopting a 21<sup>st</sup> Century Curriculum**

#### **Regional Research on ASEAN Integration: The Response of Southeast Asian Ministries of Education**

The research focuses on the change management strategies adopted by SEAMEO Ministries of Education as they prepare for increased ASEAN regional integration. Data will be drawn from interviews with MOE officials who are directly involved in addressing the challenges and demands of ASEAN integration in the different educational levels.

#### **Study on Nurturing Creative and Critical Thinking Skills through Inquiry-Based Teaching and Learning (IBTL) in Early Childhood Care and Education --2015-2016**

The study aims to 1) identify innovative and emerging best practices which sharpen the inquisitive minds, and critical and creating thinking skills of children, ages 4 to 8; 2) explore the variables that contribute to the best practices in early childhood care and education (ECCE); and 3) propose possible innovations in inquiry-based teaching and learning that may be contextualized and replicated by other interested pre-school/early grade learning institutions.

Approaches to inquiry-based teaching and learning in the Philippines, Brunei Darussalam, Malaysia, Singapore, Thailand, and Vietnam were documented with a focus on their adaptation to the contextual realities of young children.

Research outputs would include a research report, a photo essay, a project completion, and a research brief.

#### **Regional Scholarship for Education Leaders and Managers**

Designed to ensure greater collaboration among the school leaders and managers in the SEA region, SEAMEO INNOTECH's second offering under its Regional Scholarship for Education Leaders and Managers (SELM) was focused on *Instructional Leadership*, which is one of the five major competencies of the 2014 Competency Framework for SEA School Heads,

#### **Excellence on Managerial Leadership for School Leaders and Managers in Southeast Asia**

This program, supported under the SEAMEO Education Development Fund (SEDF), is positioned as a regional initiative that would enhance greater collaboration and learning exchanges among school leaders in SEA. The participants identified critical action steps to improve the following areas: managing school resources and systems, managing staff performance and managing sustainable school programs and projects which will greatly contribute towards improving their school performance.

### **Mobile Technology for Teachers (MT4T) (Phase II)**

The project aims to enhance the SEAMEO INNOTECH MT4T Resource kit based on results of the evaluation of pilot implementation in selected SEAMEO member countries. The resource kit seeks to enhance the capacity of Southeast Asian teachers to use mobile technologies (including social media) as tools for professional development and teaching/learning in the classroom. The MT4T kit includes a set of e-books, a web portal and a standalone e-reader App.