



Mission Report

SEAMEO INNOTECH 61st Governing Board Meeting SEAMEO INNOTECH Quezon City, Philippines

Prepared by:

Dr Ethel Agnes P Valenzuela
Deputy Director for Programme and Development

A. SEAMEO Officials and Staff Member on Mission

1. Dr Ethel Agnes P Valenzuela
Deputy Director for Programme and Development

B. Background, Description and Objectives of the Activity

1. The 61st meeting of the SEAMEO INNOTECH Governing Board (GB) was convened at SEAMEO INNOTECH in Quezon City from 16 to 19 October 2017. A total of 17 participants attended the meeting, which included the designated Governing Board Members, Representatives and Advisers. All of the 11 SEAMEO Member States were represented, including the SEAMEO Secretariat. Representing the SEAMEO Secretariat Director was the Deputy Director for Programme and Development and the Center Director attending as *Ex Officio* Members of the Governing Board.
2. The center officials comprising the SEAMEO INNOTECH Management Committee and other officers and staff of the Center attended the event.
3. An *In Camera* session was convened on 16 October 2017 at 18:00 Hrs. The record of agreements and proceedings of the *In Camera* Session are in a separate report.
4. The 661st GBM Official Opening Ceremonies started off with the raising of the national flags of the SEAMEO Member States and Associate Member States by the Governing Board Members and selected SEAMEO INNOTECH Staff. The flags of INNOTECH and that of SEAMEO were hoisted by the Center Director and the Secretariat Deputy Director, respectively. The Governing Board Member for the Philippines raised the Philippine National Flag.
5. There were 5 major working papers and with updates from each SEAMEO Units and offices on major projects and accomplishments for the one –year period.
6. Some cultural presentations and school visit also served as the key highlights of the 61st GBM of SEAMEO INNOTECH.

C. Participants

- (1) SEAMEO INNOTECH Management Team
- (2) GBM members from all member countries
- (3) SEAMEO Secretariat

D. Organizer/s

- SEAMEO INNOTECH Officials and Staff

E. Highlights of the Activity/Summary Points

1. In Camera Session has discussed the proposed extension of SEAMEO INNOTECH with the compound of the University of the Philippines Diliman in Quezon City. A new MOA was proposed to the GBM.
2. The GBM plenary session's highlights were:
 - a. The Center Director expressed welcome and noted for the Meeting record the following: 1) new appointments of representatives of SEAMEO Member Countries to the Center Governing Board; 2) re-appointment of Governing Board Members for another term; 3) Designation of Representatives for the 61st GBM; and 4) the advisers and observers attending the GBM.
 - b. The Center Director extended SEAMEO INNOTECH's appreciation for the GB Members who have completed their term for having shared their valuable insights during the previous meetings.
 - c. The SEAMES Representative provided updates on the completed and on-going activities and projects conducted by the SEAMEO Secretariat and other SEAMEO Centers in line with the SEAMEO Seven Priority Areas. These projects combine all the activities carried out by various SEAMEO Centers across the region. She highlighted three significant sections of her presentation:
 3. Operational Matters (i.e. SEAMEO Big Data project);
 4. Policy-Related Matters (e.g. the 3rd Strategic Dialogue of Education Ministers, establishment of the three new SEAMEO Centers and two new Centers to be hosted by Thailand); and
 5. SEAMEO Programmes (to include the Regional SEA-TVET, SEAMEO Online Lecture Series and Training Programme, Pre-Service Teacher Exchange or SEA Teacher and SEAMEO School's Network etc.)
 - d. The Center's Annual Report of accomplishments was presented through a multimedia presentation. The Center Director further explained that all the activities carried out by the Center are anchored in the SEAMEO Seven Priority Areas, having been the lead Center of the Strategic Dialogue of Education Ministers which drew up the SEAMEO 7 Priorities in the Vientiane Statement.
 - e. Several working papers were presented as well for information and discussions by the GBM:
 - i. Reports and Projects and Initiatives under the Centre's Endowment Fund
 - ii. Working Paper 2.1: Progress Report on SEAMEO INNOTECH Regional Education Program (SIREP) Research Projects
 - iii. Working Paper 2.2: Regional Learning and Development
 - iv. Working Paper 2.3: Status Report on Research and Innovation Fund
 - v. Working Paper 2.4: Progress Report on Regional Networking and Marketing
 - vi. Working Paper 2.5: Progress Report on Technology Infrastructure
 - vii. Working Paper 2.6: Progress Report on Campus Development and Workplace Improvement

F. Appendices/Related Conference Materials and Outputs

1. The 61st GBM Proceedings is attached in Annex 1 for reference.

G. Photos



REPORT OF PROCEEDINGS

61st SEAMEO INNOTECH Governing Board Meeting
SEAMEO INNOTECH, Quezon City, the Philippines
16 to 19 October 2017

The 61st meeting of the SEAMEO INNOTECH Governing Board (GB) was convened at SEAMEO INNOTECH in Quezon City from 16 to 19 October 2017. A total of 17 participants attended the meeting, which included the designated Governing Board Members, Representatives and Advisers. All of the 11 SEAMEO Member States were represented, including the SEAMEO Secretariat. Representing the SEAMEO Secretariat Director was the Deputy Director for Programme and Development and the Center Director attending as *Ex Officio* Members of the Governing Board.

Also present were the center officials comprising the SEAMEO INNOTECH Management Committee and other officers and staff of the Center.

Business Arrangements. An *In Camera* session was convened on 16 October 2017 at 18:00 Hrs. The record of agreements and proceedings of the *In Camera* Session are in a separate report.

I. Opening Formalities

The Opening Ceremonies started off with the raising of the national flags of the SEAMEO Member States and Associate Member States by the Governing Board Members and selected SEAMEO INNOTECH Staff. The flags of INNOTECH and that of SEAMEO were hoisted by the Center Director and the Secretariat Deputy Director, respectively. The Governing Board Member for the Philippines raised the Philippine National Flag.

After the Flag-Raising Ceremony, the Meeting proceeded with the Opening Formalities.

Welcome Remarks by the Center Director. Dr. Ramon C. Bacani, SEAMEO INNOTECH Center Director, commenced the Opening formalities by giving his Welcome Remarks. In formally welcoming the Delegates, the Center Director greeted the Governing Board and Representatives, SEAMEO Staff, guests and colleagues, stating that the Center is honored to host the Governing Board Meeting (GBM) for the second time in three years. Much has happened since then, such as the successful implementation and completion of the Eighth Five-Year Development Plan and the launch of the SEAMEO INNOTECH's Ninth Five-Year Development Plan with the new vision of providing "*A better future for every learner in Southeast Asia.*"

The Center Director emphasized the significance of each Governing Board Meeting, which aids in the organization's pursuit in being a learning organization. The Governing Board Meeting helps the Center stay grounded on its commitments to the education community in Southeast Asia. The Center Director concluded his remarks by noting the timeliness of holding the Meeting in the Philippines, which is ushering in a joyful season and pleasant weather; he warmly welcomed and thanked the GB Members and Representatives for attending the meeting and wished everyone to have a meaningful stay in the Center and in the Philippines.

Opening Statement by the Deputy Director, SEAMEO Secretariat. The SEAMEO Secretariat (SEAMES) Deputy Director for Programme and Development, Dr. Ethel Agnes P. Valenzuela, was invited to deliver her Opening Statement on behalf of the SEAMEO Secretariat Director. She underlined the significance of the meeting, mentioning that annual GBMs are crucial in setting the course and direction of each SEAMEO Centers for the succeeding years. She noted the presence of the representatives of all the SEAMEO Members at the Meeting. She further updated the Meeting on the three regional centers recently established during the 48th SEAMEO Council Conference: (1) SEAMEO Regional Centre for Early Childhood Education and Parenting (CECEP) in Indonesia; (2) SEAMEO Regional Centre for Community Education Development (SEAMEO CED) in Lao PDR; and (3) SEAMEO Regional Centre for Technical Education Development (SEAMEO TED) in Cambodia.

The SEAMEO Secretariat Deputy Director concluded her Opening Statement by stating that SEAMEO INNOTECH has established itself as an authoritative knowledge center among the SEAMEO Centers and in the international community. She congratulated the Center for a job well done in making the preparations for the 61st Governing Board Meeting.

Opening Statement by Assoc. Prof. Dr. Hung Vo Trung, University of Danang and Chair of the SEAMEO INNOTECH Governing Board. In his Opening Statement, the Governing Board Chair expressed appreciation and congratulations to SEAMEO INNOTECH for organizing the meeting at the Center. He revealed that, in reading the working documents disseminated ahead of the Meeting, and noted that the Center has implemented and completed numerous projects and activities that help the region's education community and stakeholders. The Governing Board Chair further expressed appreciation for the arrangements for the Meeting on behalf of the other Members of the Governing

Board. He underlined the efficient arrangements and hospitality they experienced beginning from their arrival at the airport and the different activities organized for the Delegates. The Governing Board Chair emphasized the importance of the Governing Board Meeting and called on the other members of the Governing Board to share their own experiences and the current programs and initiatives in their respective countries. He further encouraged them to discuss interfaces with the Center's programs and services, taking advantage of the opportunity afforded by the Meeting to make the programs and services more relevant to the real needs of the learners. Finally, he expressed hope for a lively exchange during the Meeting and warmly wished success in the Governing Board's deliberations.

Award of ISO 9001:2015 and ISO 29990 Certifications. Mr. Raphael Cada, Senior Associate of the Quality and Systems Management Office (QSMO) provided a brief background and description of the Center's journey to certification under ISO 9001:2015 on Quality Management Systems and ISO 29990:2010 on Learning Services for Non-Formal Education and Training certifications. Over the years, these certifications have strengthened the Center's operational planning, implementation, monitoring and evaluation, and systems efficiency and effectiveness. He invited the manager of SGS Philippines Inc., Mr. Roger Villanueva to award the ISO 9001:2015 and ISO 29990 Certifications to the Center in the presence of the Governing Board.

Introduction of the Guest of Honor. The Center Director introduced the Guest of Honor by citing the various accomplishments and sustained interest in education, fiscal policy and governance. The Center Director informed the Meeting of the Guest of Honor's various roles in Government and in the academe, especially in the area of public finance and governance, having previously headed the Bureau of Treasury, and being a teacher at heart. She was part of the various Boards of Trustees of private institutions, and is a *Professor Emeritus* of the University of the Philippines National College of Public Administration.

Keynote Speech. Her Excellency, Dr. Leonor Briones, Secretary of the Department of Education, Philippines, delivered the Keynote Speech for the Meeting. In her keynote, she emphasized the importance that education must continue despite several barriers such as disasters, poverty and even armed conflict. She cited the cooperation with SEAMEO INNOTECH and other regional partners that has benefited the Philippines and the Southeast Asian region. She also informed the Meeting of the four areas of focus of the current administration. These are: 1. Education against Drug Abuse; 2. Education on Gender and Reproductive Health; 3. Education on the Environment or more commonly known as Education for Sustainable Development; and 4. Expansion of the Alternative Learning System. The Secretary of Education is seeking SEAMEO INNOTECH's technical assistance in these areas and invited the Governing Board Members to share experiences and successes, as she called for further collaboration with the Center in order to support programs that will truly address the educational needs and concerns of the stakeholders of the country and the rest of the region.

The transcript of the Keynote Speech of Dr. Leonor Magtolis Briones is given in the Annex.

Invited Statements

At the invitation of the Chair, each Governing Board Member was asked to give an Opening Statement to help set context to the discussions.

Brunei Darussalam. Mr. Aliuddin Haji Abd Rahman, Acting Assistant Director of the Office of the Permanent Secretary, Core Education, Ministry of Education expressed his appreciation of the Center's preparations for the Meeting and informed the Board of Brunei Darussalam's current education priorities and programs; the Ministry is in the midst of revising 5-year strategic plan, with Quality Education – Dynamic Nation as the rallying cry. The reforms focus on the improvement of the quality of teachers thru literacy and numeracy coaching program at the primary and secondary levels. Their country is investing on teacher training and development as well as in improving the education data management systems.

Cambodia. Dr Vichheka Khuon, Deputy Director General, Directorate General of Education, Ministry of Education, Youth and Sport (MOEYS) informed the board that Cambodia's areas of focus are reforming curriculum and teacher policy and improving the teacher training program. Reform in the school principal training in Cambodia explores the possibility of upgrading these programs to a Master's Degree. She noted the changing context in education in the country, particularly among teachers, with the increasing demand on capacity despite the limited training undergone by the early generation teachers. She informed the Meeting of earlier discussions on staff exchange in support of teacher training development. She recalled SEAMEO INNOTECH's cooperation with the MOEYS to improve teacher quality; the Ministry is looking forward to future programs with the Center.

Indonesia. Representing Ir. Dadang Sudiarto, the designated Governing Board Member, Mr. Oky Adrian, Head of the Sub Division for Cooperation and Publication Affairs, Office of Research and Development, Ministry of Education and Culture recalled Indonesia's assistance to the SEAMEO INNOTECH team in Jakarta last September 2017 in conducting the case study on Indonesia's best practices in Alternative Delivery Modes (ADMs). He shared the country's experience in the implementation of computer-based testing (CBT) for national assessment with pilot project at Indonesian schools in Kuala Lumpur and Singapore in 2014. Furthermore, in 2015, 2016 and 2017, the

Ministry has assessed 100,000 students, 920,000 students and 30,500 schools respectively. He revealed that the Ministry's goal is to reach 80 percent of Indonesia's 7 Million students to undergo the assessment next year using CBT and optimize resource sharing modalities.

Lao PDR. Mr. Souksavanh Phonetheva, Deputy Director General, National Research Institute for Educational Sciences, Ministry of Education and Sports and Vice Chair of the Governing Board, expressed his appreciation of the Center's hard work in preparing for the Meeting and in the achieving the committed outputs that are relevant to the needs of learners in the region. He cited the Fit for School program which resulted in improving the health status of children and impacted on school performance resulting from the improved health of students.

Malaysia. Conveying the greetings on behalf of the designated Governing Board Member, Tan Sri Dr. Khair bin Mohammad Yusof, Mr Zaidi Yazid, Director of Technology Division, Ministry of Education shared that Malaysia is currently in the process of undergoing major restructuring of the Ministry's manpower. The MOE is transferring manpower at the district level while reducing staff at the higher-level management. He also mentioned that the country is now focusing on English proficiency programs, Technical and Vocational Education and Training (TVET), and implementation of the ICT development programs in education. Malaysia is moving beyond provision of infrastructure; introducing digital competency standards for students (student competencies are evaluated in the area under the MTEC competency standard), improving English proficiency for teachers and promoting dual language program in schools. He shared the success story in TVET, where 80 percent of the graduates from the program got jobs right after graduation.

Myanmar. Prof. Dr. Aung Kyaw, Pro-Rector of the University of Yangon, the designated Governing Board Member for Myanmar, congratulated the Center for being able to deliver to its commitment to provide quality and innovative research and training programs to the region while successfully disseminating its knowledge products in Southeast Asia. He emphasized the need to support ASEAN-wide initiatives in education and training to support regional integration. He is looking forward to meaningful discussions and to learn further of the progress of projects and programs of the Center in the succeeding years.

The Philippines. Undersecretary Jesus LR Mateo, Field Operations and Planning, Department of Education mentioned that he has been the Center's GB Member for 8 years. At the onset of the meeting, he was reminded of Peter Drucker quotation, "*Leadership is lifting a person's vision to higher sights, the raising of a person's performance to a higher standard, the building of personality beyond its normal limitations.*" Following this line of thinking, it is clear that the business of education is the business of leadership. This is manifested in the Department's journey and commitment to fully implement the K to 12 program. Landmark features born from evidence-based research such as mother-tongue based multilingual teaching, experiential learning, spiral progression, and of course, the senior high school. But the key to educational leadership are empowered teachers. It is the goal of the Philippine education sector, not only for the country but also for the region, to promote equitable, accessible, relevant, and liberating education for all.

Singapore. Mr Chua Chor Huat, Director of Technologies for Learning Branch, Educational Technology Division, Ministry of Education shared that his country virtually has no natural resources. The only asset are its human resources with whom the Government put much emphasis and development effort especially for the next generation. For Singapore, education has always received strong support from the government. The key development goes to the people especially the teachers through the continuation on building their capacity to use technology well and make sure that students learn well. The delegate from Singapore raised the issue of cyber wellness and digital wellness knowing that children's sphere of activity includes the cyberspace. The country's vision to be a smart nation entails enabling their learners to learn and work well in the real world and in the cyber space.

Thailand. The representative for Thailand, Ms Nongsilinee Mosika, Director of the Bureau of International Cooperation, Office of the Permanent Secretary, Ministry of Education expressed her appreciation for the warm hospitality extended to her by the Center. She expressed hope that this meeting will further strengthen partnerships and mutually benefit partner countries noting that the Ministry of Education of Thailand has always had strong ties with SEAMEO INNTECH. She informed the Meeting that the Ministry is currently conducting the feasibility study on the establishment of the new SEAMEO centers earlier mentioned. The MOE will organize a regional workshop in November and she expressed her wish to invite experts from the region.

Timor-Leste. Mr Aquiles Salvador Guterrez, Education Attache of the Timor-Leste Embassy Manila was the designated Representative. He shared his country's experience since gaining independence and its impact on the education system. From the post-conflict concerns, the education sector moved to improving capacity of teachers; he noted the need for younger teachers. Towards this end, scholarship programs on STEM and TVET are being set in place. The MOE is in the midst of converting general secondary schools to TVET schools, and cited establishment of another polytechnic institution for agriculture. He revealed that three more, on engineering, marine sciences and

fisheries and hospitality and tourism are being planned. Curriculum development and strengthening school administration, among others, may be the subject of technical support and assistance for improving education in Timor-Leste. He further stated how the Center could further collaborate with the Ministry in the enhancement of Timor-Leste's educational system, particularly on issues concerning teacher quality.

Vietnam. The Chair of the Governing Board thanked the GB members for their opening statements and for their generous description of the Center's image. Underlining the points he earlier made in his Opening Remarks, the Chair shared the challenges being faced by Vietnam, such as the revision of the curriculum for elementary and secondary levels. At present, he observed that the curriculum is hard but not effective. On the average, the learner spends 6 to 8 hours of school period per day. Yet graduates from the universities could not find jobs. Only 57 percent of the graduates can find employment. He underlined the identified development needs, such as development of soft skills, mechanisms for cooperation with enterprises. He further mentioned development concerns, such as innovations involving soft skills development, improving work readiness, English language skills, and project-based learning, among others. He mentioned that 3 or 4 new international projects would be on stream and service providers will be needed.

Matters for Acknowledgement

The Center Director expressed welcome and noted for the Meeting record the following: 1) new appointments of representatives of SEAMEO Member Countries to the Center Governing Board; 2) re-appointment of Governing Board Members for another term; 3) Designation of Representatives for the 61st GBM; and 4) the advisers and observers attending the GBM.

The Center Director extended SEAMEO INNOTECH's appreciation for the GB Members who have completed their term for having shared their valuable insights during the previous meetings.

Building on the Center Director's acknowledgement of GB Members, the Representative for Malaysia informed the Meeting that Tan Sri Dr Khair bin Mohammad Yusof, Director General, Office of the Director General for Education of Malaysia will be retiring from the Ministry with effect from 17 October 2017. He conveyed the appreciation expressed by the Ministry and Tan Sri Dr. Khair for the assistance and trust extend by the Center.

The Representative for Timor-Leste, on the other hand, further informed the Meeting that Mr. Albano Salem, former Director General for Secondary Education and Vocational Training of the Ministry of Education of Timor-Leste has taken on another post. At present, no nominations have been made to the SEAMEO Secretariat to succeed Mr. Salem in view of the transition to a new government.

I. Significant Points, Agreements and Actions Taken on Key Agenda Items from SEAMEO Meetings in FY 2015/2016

The SEAMES Representative provided updates on the completed and on-going activities and projects conducted by the SEAMEO Secretariat and other SEAMEO Centers in line with the SEAMEO Seven Priority Areas. These projects combine all the activities carried out by various SEAMEO Centers across the region. She highlighted three significant sections of her presentation:

- 1) Operational Matters (i.e. SEAMEO Big Data project);
- 2) Policy-Related Matters (e.g. the 3rd Strategic Dialogue of Education Ministers, establishment of the three new SEAMEO Centers and two new Centers to be hosted by Thailand); and
- 3) SEAMEO Programmes (to include the Regional SEA-TVET, SEAMEO Online Lecture Series and Training Programme, Pre-Service Teacher Exchange or SEA Teacher and SEAMEO School's Network etc.)

The SEAMES Representative also informed that SEAMEO will be launching the SEAMEO Innovation Award for all the Centers. It will be awarded to a regional center that has developed significant innovations within the Center's mandate and those that can be adopted and implemented in all SEAMEO member countries. She revealed that that the award will be presented for further discussion at the 40th High Officials Meeting in November 2017.

Discussion

The GB Chair queried the process of sharing information in the SEAMEO Big Data project and how could institutions access the database.

The SEAMES Representative explained that the mechanics of the SEAMEO Big Data Project were developed through a workshop among SEAMEO Centers in 2016 to orient focal persons about the database (i.e. Big Data Project)

containing all the knowledge products of the Centers and its current configurations. This workshop was led by the SEAMEO Regional Open Learning Center (SEAMOLEC). The Big Data Project is an on-going knowledge management (KM) initiative of the SEAMEO Secretariat to provide an online platform for sharing of educational knowledge resources, statistics and publications among and in SEAMEO Centers.

The Center Director pointed out the two newly established regional centers hosted by Lao PDR on Community Education Development and by Cambodia on Technical Education Development. Noting that the new centers are the first to be hosted by the two countries, the Center Director offered technical assistance to the MOEs of the countries if such support would be needed. He highlighted the role of the SEAMEO Secretariat and the participation of SEAMEO Centers in planning and conducting the feasibility studies to prevent overlaps in the functions and mandates of the emerging regional centers.

The SEAMES Representative informed the Meeting that the Secretariat is exerting due effort in ensuring that mandates and functions of SEAMEO Centers, especially the newly established Centers, are thoroughly discussed and reviewed by the SEAMEO Units concerned and their stakeholders. In addition, she invited the Center to participate in the workshop to be convened by Thailand in November for the proposed SEAMEO Centers to be established by the Government of Thailand.

The GB Chair sought further explanation on the SEAMEO Schools' Network mentioned under the programs of the Secretariat.

The SEAMES Representative shared the information that the SEAMEO Schools' Network was launched in celebration of the 50th Anniversary of SEAMEO in 2015. The network offers free face-to-face and online capacity development and training programs to schools on various topics. She also encouraged every SEAMEO Centers to adopt the said program.

Working Paper 1: Reports on Center Accomplishments

a. Working Paper 1.1.: Annual Report of Center Accomplishments (FY 2015-2016)

The Center's Annual Report of accomplishments was presented through a multimedia presentation. The Center Director further explained that all the activities carried out by the Center are anchored in the SEAMEO Seven Priority Areas, having been the lead Center of the Strategic Dialogue of Education Ministers which drew up the SEAMEO 7 Priorities in the Vientiane Statement. He highlighted the following accomplishments:

- GURO 21 (*Gearing Up Responsible and Outstanding Teachers in Southeast Asia for the 21st Century*) course was named as one of the two winners of the 2017 Wenhui Award for Educational Innovation in the Professional Development of Teachers
- SEAMEO Council President visit last April 2017 and his citation of the Center during the SEAMEO Council Conference as one of the leading and most innovative SEAMEO Centers
- Approved Hosting Agreement with the Philippine Government which is the document for mobilizing support for the Center's operations until 2021

The Center, with the guidance of the Governing Board, plans to expand further the reach of its programs through in-country training activities. The current priority countries are Timor-Leste, Cambodia, Lao PDR and Myanmar. This initiative was discussed with the SEAMEO Secretariat Director, particularly the implementation of eXCELS Courses in Indonesia. The Center has continued and strengthens its strong ties with the Philippine Department of Education. HE the Secretary of Education avails of the Center's facilities.

Supplementing the multimedia presentation, the Center Director called on the key project staff of two ongoing projects of INNOTECH:

- 1) Massive Open Online Course (MOOC); and
- 2) Early Childhood Care and Development (ECCD) Longitudinal Study

The Massive Open Online Course (MOOC) on *Igniting Passion for Teaching* complements the message of Her Excellency, the Secretary of Education who underlined the need to understand what motivates the teachers to teach. The Project Manager, Ms. Joan Atienza of the Learning Management Office introduced the project and showed one of the video materials of the course, and presented the results of the beta run. She highlighted that the number of enrollees exceeded the initial target number. She also informed the board that the overall evaluation of the course and its implementation received very satisfactory and excellent ratings, with video voted being the best part of the online course. She invited the board to spread the word about the next MOOC offering of the Center, "Teach On," which is expected to run by January 2018.

The Early Childhood Care and Development (ECCD) Longitudinal Study is a 4-year research project funded by UNICEF, in partnership with the Philippine Department of Education, Assessment, Curriculum and Technology Research Center (ACTRC), the Philippine Department of Social Welfare and Development, and the Australian Council for Educational Research (ACER). The project, which started in 2015, traces the development of more than 4,500 children from Kinder to Grade 2. The ERIO Manager, Mr. Philip Purnell, shared the following initial results of the project:

- Access to pre-school makes a difference; children who underwent preschool performed much better than those who did not
- High social and emotional skills remain associated with high cognitive development
- Principals' experience continues to have positive relationship on student's performance
- Positive relationship between teacher level of education and pupil literacy achievement
- Higher socio-economic status performs better; poverty greatly affects the learning of the child
- Pupils in conflict-affected areas remain the lowest performers overall; this may be due to the trauma as well as the school disruption happening
- Negative relationship between natural disasters and student cognitive and social-emotional growth

The ERIO Manager added that there is a pending proposal with UNICEF for a project extension. This would include additional case study to cover up to the transition to Grade 4 as this is where the change in language of instruction happens.

Discussion

The Delegates from the Philippines, Brunei Darussalam, Lao PDR, Indonesia and Timor-Leste, all commended the accomplishments of the Center for the Fiscal Year.

The GB Member for the Philippines also drew attention to the Center's way of presenting its annual report in an innovative way, referring to the one-page infographics and the video. He also congratulated the Board for the guidance and support given to the Center.

The Representative for Timor-Leste reported that the country is currently restructuring the education system with a view to improving the quality of their teachers. He sought advice from INNOTECH on how they would address the difficulties in collaborating with other countries. He explored the possibilities for the Center to assist Timor-Leste. In response, the Center Director shared difficulties encountered in inviting participants for the regional training programs. However, in the more recent regional training programs, Timor-Leste has been able to send participants. Ensuring participation in the Center's programs was made possible through continuous communication and seeking the intervention and support of the country's GB member. He also mentioned that he has yet to organize a mission to Timor-Leste. There are plans to explore the possibilities expanding the reach of the Center's programs. The Center is willing to extend technical assistance to programs and projects to support Timor-Leste's education development programs.

Taking off from the point raised by the Timor-Leste Delegate, the GB Member for the Philippines suggested contextualizing some of the INNOTECH programs to fit the needs and the situation obtaining in a specific country. This could be a way for further strengthening the collaboration between the countries.

The GB Member for Brunei Darussalam further expressed support for the idea. Formal requests could be sent to the different MOEs in conducting the training courses in the different countries. INNOTECH programs are impressive but it would be better if they could reach more learners through the conduct of in-country training programs.

The Representative for Indonesia expressed appreciation to the government of the Philippines, SEAMEO Secretariat, and particularly to SEAMEO INNOTECH for the different engagements with Indonesian institutions for the Center's

research programs, particularly on the recent data collection for the study on Secondary Alternative Delivery Modes. The other Delegate for Indonesia expressed agreement with the suggestion of the other GB Members to conduct the training in specific countries. She also suggested the same approach in doing research projects.

She further queried details regarding the 7 SEAMEO Priority Areas, particularly its timeline and the measures of progress in the priorities. She also inquired how INNOTECH disseminates its completed researches.

The SEAMES Representative addressed the questions on the SEAMEO Priority Areas. She informed the Meeting that the priority areas were set from 2015 until 2035 and the SEAMEO Centers are encouraged to take on these areas in their program priorities and projects. SEAMEO also developed a roadmap which they continuously update; and this roadmap guides and presents the progress of the projects of the SEAMEO Centers within the framework of the priority areas. She also cited the 3-year plan specific for each country that was developed for better monitoring of programs and projects. The 3-year plans have already been developed for Indonesia, Cambodia and Lao PDR; other countries are scheduled to have workshops in the coming months. She also informed the Board that all programs of each SEAMEO Center under the priority areas can be found in the flash drive given to them.

The ERIO Manager responded to the questions regarding research; saying that some of the researches done by INNOTECH are basically compilation of researches done and policies and practices adopted in the different countries covering a particular topic (e.g. Alternative Delivery Modes), thus building on the researches done by each country. He expressed agreement for establishing the in-country research program. ERIO is open to suggestions on research topics they can work on. Regarding research dissemination, it would be further discussed in his report later.

The GB Member for Lao PDR expressed his appreciation to SEAMEO, the SEAMEO Secretariat and INNOTECH for the continuous support as they build the country's first SEAMEO Center. He presented a brief introduction on the mission and nature of emergent Center, what it is about and why Lao PDR chose to focus on the area of Community Education. Further, he expressed gratitude for the translated Competency Framework Guidebook for Southeast Asian School Heads. He assured that the valuable material will be utilized in their programs on professional development. He also cited the Fit for School Program of INNOTECH and GIZ which has been implemented in Lao PDR for several years now; he noted positive impact of the intervention in the schools.

The GB members also expressed interest on the two projects presented. The representative for Malaysia particularly queried the results of the ECCD study, on the possible reasons behind the relationship between conflict and the child's learning. The ERIO Manager informed the Meeting that the test was administered in southern Philippines which is a conflict-prone area. Due to the conflict, schools were damaged, classes were disrupted, family members and friends got affected, and school materials were destroyed. The trauma from these events might have greatly affected the learning of the children involved in the study. He also added that conflict in this context may not just mean armed conflict; conflicts within the family may also be an issue.

RESOLUTION

The SEAMEO INNOTECH Governing Board took note of the achievements of the Center in its various operational programs, projects and services during the Fiscal Year 2016-2017 and accepted the Annual Report of Accomplishment for presentation to the 40th SEAMEO High Officials Meeting.

The Board further expressed appreciation for the various partners that supported the implementation of SEAMEO INNOTECH programs, projects and operational services and to the Government of the Philippines for its continued support.

b. Working Paper 1.2: Actions Taken on the Resolutions of the 58th Governing Board Meeting

The Center Director presented the actions taken on the resolutions adopted in the 60th Governing Board Meeting. He further pointed out that the actions taken on the GBM resolutions are detailed in the Annual Report and in the progress reports on the various Center initiatives.

RESOLUTION

The SEAMEO INNOTECH Governing Board took note of the actions taken by the Center on the resolutions and recommendations made by the Governing Board during its 60th Meeting held at the Radisson Blu Plaza Hotel, Bangkok, Thailand on 19 to 21 October 2016.

II. Working Paper 2.0: Reports on Projects and Initiatives Funded Under the Center Endowment Fund

The Center Director called on the Managers, with the Board's permission, to present progress reports of projects and initiatives undertaken by their respective offices that were funded through the Center Endowment Fund.

a. Working Paper 2.1: Progress Report on SEAMEO INNOTECH Regional Education Program (SIREP) Research Projects

The ERIO Manager started his report with the background, objectives, and thematic foci of SIREP. He then presented the status of the on-going and completed SIREP programs: (1) Regional Case Study Research on ASEAN Integration; (2) Regional Case Study Research on Cyberbullying in Schools in Southeast Asia; and (3) Regional Research on Achieving Inclusive ECCD in Southeast Asia.

The further presented updates on the SEAMEO INNOTECH Research Dissemination Strategies under the 9th Five-Year Development Plan. A dissemination plan for each knowledge and research product is developed and are tied with several indicators: earlier identified, such as contribution to the body of knowledge, client satisfaction, building expertise, and policy formulation. Specific success metrics are framed for the indicators.

b. Working Paper 2.2: Regional Learning and Development

Before presenting updates on the on-going programs, the Manager of the Learning Management Office (LMO) gave an overview of the office and its mandate. She then discussed the status, accomplishments, and future actions of the three on-going programs on regional learning and development implemented using the Center Endowment Fund: (1) Massive Open Online Course Action Research; (2) Strategic Thinking and Innovation; and (3) Review of Regional SELM.

c. Working Paper 2.3: Status Report on Research and Innovation Fund

The Center Director presented a brief background and objectives of the RIF and proceeded with the status report of the projects. The update on the status of each of the projects undertaken that was supported through the RIF were detailed to the Board.

d. Working Paper 2.4: Progress Report on Regional Networking and Marketing

The Manager of the Knowledge Management and Networking Office (KMNO) gave a brief background of what the office does, highlighting on the need to promote the Center's programs and services in the region making the Center's services more relevant and closely aligned with the needs and interests of the Member Countries. He reported on the number of partnerships and operational linkages established with local and international organizations, local universities and academic institutions, and private corporations. He highlighted having established the Hosting Agreement with the Philippine Government for the 9th Five Year Development Plan period. He also reported on the various Social Responsibility activities the Center had for the past Fiscal Year, as well as the networking missions done in order to revive and strengthen partnerships with other SEA organizations and institutions.

He also shared the office's plans for the current Fiscal Year with partner institutions which would include secondment of staff from MOEs, providing technical assistance, and co-publication of Center Knowledge Products with institutional partners. There are also plans to expand and deepen cooperation with Edmodo, the Goethe Institut Thailand through specific joint projects to be implemented in the current FY. Cooperation with GIZ, and EDC will be maintained through assistance and coordination in the Fit for School regional rollout and the implementation

of Basa Pilipinas, among the projects currently lined up. The Marketing and Networking team is also play a role in the promotion of the 15th SEAMEO INNOTECH International Conference through the tri-media and social media.

e. Working Paper 2.5: Progress Report on Technology Infrastructure

The Manager of the Quality and Systems Management Office (QSMO) emphasized that the Technology Infrastructure is one of the 5 thematic areas in the Center's 9th Five-year Development Plan. This supports the Center's programs and projects in terms of disseminating research and sharing knowledge. She highlighted the online courses offered by the Center through its iFlex, such as GURO21, TEACHeXCELS, and ASEAN101. She also shared about the training conducted for the Officials and Staff of ECCE and Community Education in Indonesia to facilitate ICT in the teaching and learning process. She also mentioned the Center's website and knowledge portals, where publications and materials developed by the Center are made available for the public.

She further shared the ongoing technology projects of the Center such as the technical assistance to partner institutions in establishing their own Learning Management Systems. She then proceeded to discuss the back-end technology infrastructure. The Center maintains to support these programs. These include maintenance and backup of servers, enhancement of computer workstations of staff, cloud-based hosting, and paperless ISO forms.

f. Working Paper 2.6: Progress Report on Campus Development and Workplace Improvement

The Manager of the Administrative Management Office (AMO) gave a brief background of the office and its responsibilities on the improvement of the Center facilities. She shared that this is a long-term program focusing on the beautification and improvement of the campus. She reported on projects such as the conversion of training rooms to office spaces, upgrade and integration of internal phone system to the IP Data network, enhancement of video conferencing infrastructure, and maintenance and repair of the facilities.

All these projects are anchored on the Green Campus Initiative of the Center as well as its commitment on Disaster Resiliency. Future projects such as continuous repair and maintenance of the facilities and renovation of the Knowledge Resource Center will be undertaken accordingly with the Center's quality standards.

g. Working Paper 2.7: Progress Report on Human Resources Management Initiatives

The AMO Manager further provided an overview of the Human Resource Management Unit (HRMU), emphasizing its goal to produce and maintain a high performing work force. She presented the various programs, projects, and activities of the HRMU such as the process automation, workshops on competency calibration and performance development, HReXCHANGE sessions, benchmarking activities on other organization's human resource management, teambuilding activities, and wellness programs and activities. The AMO manager also presented future project and activities such as the Job Evaluation and Compensation Analysis, Timekeeping and Human Resource Information System upgrade, and continuing the HRMU process automation.

h. Working Paper 2.8: The School of Everything: INNOTECH's Comprehensive Staff Development Program

The LMO Manager reported on the progress of implementing the School of Everything, a comprehensive staff development program. She emphasized that the staff is the Center's most important asset, and thus, it is important for them to have cutting edge competencies. She pointed out that through the School of Everything, they have identified organizational, functional, and specialized competencies of each staff.

She has also elaborated on the 70:20:10 model in supporting the program, where formal training is only 10 percent, and the greater part of learning would be embedded in the staff's actual work.

She highlighted that, currently, there have been a center-wide competency framework and staff assessment, the program has been integrated in the performance management system. She reported that the staff have shared appreciation of the program, internal and external training programs have been facilitated. One indicator of the program's effectiveness is the reduced demand for external training noted. She also shared the next steps for the project which focuses on the establishment of ROI and other tools, as well as continuing the facilitation of staff learning programs.

Discussion

The GB Member from the Philippines inquired if the Center conducted a study in using technology for teaching and learning, and if technology is appropriate for all grade levels.

In response, the ERIO Manager enumerated several involvements of the Center in research-related initiatives on the use of technology for teaching and learning. An example is UNESCO's ICT Competency Framework for Teachers which entails the enhancement of teachers' competency in maximizing the use technology in teaching all grade levels. He also added that researches show that technology is appropriate as long as the teacher uses it for educational development and the context is appropriate for the children.

The ERIO Manager also cited the MT4T (Mobile Technology for Teachers) on bridging the digital divide between the teachers and their students by guiding them on the use of technologies and social media platforms in teaching. He disclosed the challenge of disseminating the said innovation throughout the region. He brought up the recently developed MOOCs as one of the possible dissemination channels to build the capacity of teachers. He recounted that the Center previously conducted the online course TEChEXCELS to equip education leaders with the capacity to use technology for instruction.

The QSMO Manager mentioned the Center's utilization of other education technologies aside from computers. She specified BASA Pilipinas Project where the Center supported the Department of Education by producing videos to train teachers in effective techniques in teaching children how to read. She also cited the Text2Teach program which offered interactive video lessons to Grades V and VI students accessed through the use of cellphones.

The GB Member for the Philippines further inquired if the Center's courses are credited as continuing professional development in the Philippines and if the accreditation also applies to other member countries and how can we align the other countries' competency framework.

The Center Director informed the Board of the Center's recent accreditation under the Philippines' Professional Regulation Commission (PRC) as a service provider for continuing professional development for teachers. He added that all flexible courses have been evaluated by local institutions and universities for award of credit units upon completion. The KMNO Manager gave further details on the award of credits for teachers undergoing continuous professional development. While the Center is granted accreditation as an institution, the individual learning programs have to be presented to the PRC Board of Professional Teachers and be granted the equivalent credits for CPD.

He further informed the Meeting that the Center will be seeking advice from the GB Members on how facilitate grant of similar credits and the accreditation system in other Member Countries for continuing professional development.

The LMO Manager responded to the question on the alignment of the training programs with the regional teacher competencies. She clarified that all training programs for school heads are anchored on the competency framework. She added that the Center assisted in crafting the regional framework for Southeast Asian teachers. She also mentioned that the final draft has been submitted to the Teachers' Council of Thailand and the SEAMEO Secretariat, and will be presented at the High Officials Meeting for adoption.

The SEAMES Representative suggested that the Center present the two competency frameworks at the High Officials' Meeting in November 2017. The Center Director clarified that the Center has to seek guidance from the Teachers Council of Thailand, as well as with UNESCO Bangkok for the Early Childhood Care and Education Teacher Competency Framework in as much as these institutions are the primary sponsors of these projects.

The SEAMES Representative commended the progress in the technology infrastructure, campus development, and human resources management of the Center. She further suggested packaging the innovations in these operational areas into a one-week course catering to other SEAMEO Centers. She remarked that the proposed course will help the Centers to have a standard for these policies and practices. The GB Member for the Philippines also agreed with the suggestion, noting that it will be a good start to have a standard for all SEAMEO Centers.

The AMO Manager recalled that the SEAMEO Secretariat Administrative Manager visited last year to benchmark on the human resources policies of the Center, specifically on staff rules and allocation of benefits. The Center Director also said that the proposal of the SEAMES Representative can be conducted under Center mentoring program, one of the initiatives under the Golden SEAMEO Strategic Plan, as previously done by SEARCA on knowledge management and by INNOTECH on corporate social responsibility.

The GB Member for the Philippines inquired if there is a plan to improve the Pearl Hall, the Center's banquet hall, as there is a possibility of conducting bigger events organized by the Center and the Department of Education.

The Center Director responded that the management will consider the suggestion as they believe that the facilities of the Center are great venues for both professional and social gatherings. He also added that they are looking at more intensive marketing of the facilities because the earnings from renting out the facilities go to the endowment fund to support programs and projects of the Center.

RESOLUTION

The SEAMEO INNOTECH Governing Board took note of the Report on Projects / Initiatives Funded under the Center Endowment Fund as detailed in Working Paper 2.

The Board further directed the Center to report on the progress of the projects and activities funded under the Center Endowment Fund in the succeeding Governing Board Meetings.

III. Working Paper 3: Reports on Financial Matters

The Center's Finance Manager presented the three working papers relating to financial matters.

a. Working Paper 3.1: Audited Financial Statement (FY 2016-2017)

The Manager of the Finance Management Office presented the Center's Audited Financial Report starting with defining the terms used on the sources and uses of funds (capital, operating, special, other funds, and unallocated funds), and describing its current assets, liabilities and fund balances. She further explained the schedule of funding support received by the Center from various sources.

She further reported that the Center's total assets, liabilities, and fund balance for the Fiscal Year are higher by USD 1.3 M compared to that of the previous Fiscal Year. Overall, she explained that the Center is in a healthy financial situation. Because of the budget support provided by GOP, the Center has enough funds to cover its general operations and the savings generated from externally funded activities contribute to the augmentation of the Endowment Fund.

b. Working Paper 3.2: Utilization of the SEAMEO INNOTECH Endowment Fund

The Finance Manager gave a brief background on what Endowment Fund is and its sources. She presented SEAMEO INNOTECH's Endowment Fund balance sheet and statement of changes in the fund balance available as at 30 June 2017. She further discussed that the fund balance was lower by USD 371,007 compared to the previous Fiscal Year. The technical reduction is due to translation loss, a paper loss brought about by the difference between the exchange rates used in the conversion of the local currency into US Dollars through the years.

c. Working Paper 3.3: Three-Year Budget and Manpower Strength (FY 2018/19 – FY 2020/21)

The Finance Manager presented the proposed three-year budget for FY 2018/19 up to FY 2020/21 and the personnel strength budget for FY 2018/19. The budget amounts used the SEAMEO-prescribed translation rate for Fiscal Year 2017-2018 of Php 49.50 to USD 1.00, thereby reducing the US Dollar equivalent from the original five-year budget which was based on a PHP 45.00 to USD 1.00 conversion rate. The totals per year were reduced by at least USD 100,000. She further explained that this budget includes support to the technology improvement and campus development of the Center. She also informed that the Center expects to increase the number of staff at the end of the three-year period; from 51 regular staff at the moment, to 78 regular staff as envisaged in the Center's 9th Five-Year Development Plan.

RESOLUTIONS

- 3.1. The Board accepted the Financial Audit Report of SEAMEO INNOTECH for Fiscal Year 2016-2017;
- 3.2. The Board accepted the financial report of the SEAMEO INNOTECH Endowment Fund as of 30 June 2017;
- 3.3. The Board approved the proposed three-year budget of SEAMEO INNOTECH for FY 2018-2019, FY

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2019-2020 and FY 2020-2021 and the proposed personnel strength budget for FY 2018-2019 as presented, and directed the Center Director to submit the same to the SEAMEO Secretariat for presentation at the 40th SEAMEO High Officials Meeting.

Working Paper 4: Status of SEAMEO INNOTECH ISO Certifications

The QSMO Manager walked the Governing Board through the actions being taken by the Center in securing certification under the new ISO 9001: 2015 standard and ISO 29990:2010. She explained in detail the strategies and actions taken by the Center in the process of transitioning to the 2015 version of ISO 9001 on Quality Management System (QMS) and in preparing for re-certification on ISO 29990:2010 on Learning Services for Non-Formal Education and Training.

She went on to share the various actions taken by the Center to address the core requirements of ISO 9001:2015 standard in the areas of: 1. context of the organization; 2. leadership; 3. planning; 4. support provision; 5. Operations; 6. performance evaluation; and 7. Improvement.

RESOLUTION

The Board took note of the Center's efforts to secure certifications under ISO 9001:2015 and ISO 29990:2010 and directed the Center management to continue to support such efforts and report on the progress of this initiative in the succeeding Governing Board Meeting.

V. Working Paper 5.1: SEAMEO Education Development Fund (SEDF)

The LMO Manager presented the overview of the SEDF, explaining that it is based on the revised competency framework for school heads. It is conducted every year and two to three participants are invited from each SEAMEO member country. This year, as earlier advised by the Board, the Center will run a course on stakeholder's management.

The LMO Manager proposed for a school leadership program that integrates all the five competency strands of Southeast Asian School Heads for 2018-2020. She further explained that this will support the research finding that school heads should possess all the five essential competencies to become a successful school head in the region. She added that the integration of the five competency strands will require a longer period or the number of training days.

Discussion

The GB Member for Myanmar suggested conducting the basic phase of the course face-to-face. Moreover, he supported the conduct of in-country programs to be able to train more school heads.

The LMO Manager considered the possibility of lengthening the online and face-to-face components of the SEDF program.

The GB Member for Lao PDR expressed his appreciation for the development competency framework. He pointed out that the competency framework will be an additional help to each country's existing national competency frameworks, and could work towards standardizing the teacher competencies across the region. He also emphasized the importance of in-country trainings to contextualize the framework and overcome language barriers among the participants with limited capacity in language.

The LMO Manager mentioned that the in-country training for Lao PDR is already scheduled before the end of the Fiscal Year as a training of trainers on the use of the competency framework guidebook in Lao PDR, as raised in last year's meeting.

The Representative for Malaysia recalled the partnership between the Center and the Institut Aminuddin Baki (IAB) and volunteered to endorse the program to IAB to provide some resource persons/lecturers in conducting the training of head teachers and future head teachers.

RESOLUTION

The Governing Board took note of the progress made on the implementation of SEDF and approved the conduct of the integrated course for FY 2018-2020. The Board further directed the Center to report on the implementation of the courses in subsequent Governing Board meetings.

VI. Working Paper 5.2: Status Report on the 15th International Conference

The ERIO Manager, who is also the Chairman of the 15th International Conference, presented the status report of the 15th International Conference set to be held on March 6 to 8, 2018. He informed the Governing Board on its objectives, overall conference theme and title, and the conference strands. He also walked them through the conference design and methodology that will be used to engage the participants to share their stories on inclusive education.

The ERIO Manager expressed his gratitude to the Philippine DepEd for their active support in promoting the conference, and also hopes that the GB Members will also endorse the conference to their respective ministries.

Discussion

The SEAMES Representative suggested having a separate session for SEAMEO Centers to discuss inclusive education in the region. She further inquired on the output of the 15th International Conference and how it will help in fulfilling one of the SEAMEO Seven Priority Areas—addressing barriers to inclusion.

The ERIO Manager explained that the Open Space Technology (OST) adopted by the conference will allow for such a session, as the participants themselves will be able to create their own agenda and schedule. He also added that instead of commitment to actions, the conference aims the action planning to move beyond general points and look more into individual commitments to pursue inclusive quality education for all learners.

The LMO Manager further explained the use of open space technology to facilitate the sessions in the conference. She said that OST makes it as inclusive as possible and respects people's ability to self-organize.

RESOLUTION

The Governing Board took note of the status of preparations being undertaken by the Center in relation to the 15th International Conference to be convened in Quezon City, the Philippines on March 6 to 8, 2018.

Date and Venue of the 62nd Governing Board Meeting

Timor-Leste was proposed to be the venue for the 62nd Governing Board Meeting, subject to confirmation by the Ministry of Education. The Center Director proposed that the meeting be convened in October 2018.