



September 18, 2019

REGIONAL MEMORANDUM
No. 536, s. 2019



**REGULAR COURSE (BATCH 2) OFFERED BY SEAMEO RECSAM
FOR FISCAL YEAR 2019-2020 (30 MARCH - 24 APRIL 2020)**

TO: SCHOOLS DIVISION SUPERINTENDENT
This Region

1. Attached is DepEd Memorandum no. DM-CI-2019-00290 from **Dir. Diosdado M. San Antonio**, Undersecretary for Curriculum and Instruction, announcing the call for nomination for the **Regular Course (Batch 2) offered by SEAMEO RECSAM for Fiscal Year 2019-2020** for teachers which shall run from **March 30 to April 24, 2020 in Penang, Malaysia**.
2. In line with this, each schools division office shall endorse one (1) nominee for each of the courses indicated in the communication together with the documentary requirements on or before **October 20, 2019**.
3. Application forms and other details of the program are enclosed hereto for your reference.
4. For dissemination and appropriate action of all concerned.


FRANCIS CESAR B. BRINGAS, CESO V
Schools Division Superintendent
OIC – Office of the Regional Director

Incl.: As stated

Reference: DM-CI-2009-00290

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

Scholarship

Training Program

Learning & Development

hrrd04/mmv
09/18/2019



2019-09-14001

DCC No.: DepEdRO13-F-REC-013/R2/9-4-2019



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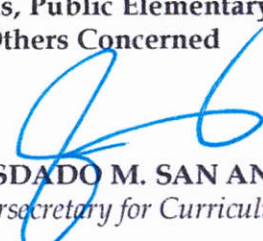
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Undersecretary for Curriculum and Instruction

MEMORANDUM
DM-CI-2019-00 200

TO : Minister of Ministry of Basic Higher and Technical Education, BARMM
Regional Directors
Schools Division Superintendents
Heads, Public Elementary and Secondary Schools
All Others Concerned

FROM :  **DIOSDADO M. SAN ANTONIO**
Undersecretary for Curriculum and Instruction

SUBJECT : Regular Course (BATCH 2) Offered by SEAMEO RECSAM for
Fiscal Year 2019-2020 (30 March-24 April 2020)

DATE : 10 September 2019

The SEAMEO RECSAM announces its regular courses for Senior Educators and teacher trainers of SEAMEO member countries for Fiscal Year 2019-2020 (30 March-24 April 2020):

Course Code	Course Title	Deadline of Submission of Requirements	Number of Scholarships Available
RC-PS-144-3	Technology-Enhanced Learning (TEL) in Primary Science Education	29 November 2019	One (1) slot
RC-SM-144-4	Purposeful Assessment in Secondary Mathematics Classrooms	29 November 2019	Two (2) slots

In nominating your candidates, please consider the concerns specified under Annex A that indicates the Government of the Philippines and the donor requirements and the terms relative to the program.

The qualifications required for the course participants are described in Annex B (Regular Courses for Fiscal Year 2019-2020 (Batch 2), 30 March -24 April 2020.

The nominated participants must:

1. Be in good health both physically and mentally and certified medically fit in order to complete the course (Applicants must submit his/her medical certificate together with the application form);
2. Be considered as a nominee only upon receipt of the duly completed application form of the nominees and;
3. Submit a photocopy of the front page of their passport with their particulars clearly printed.

All other required documents must be submitted via email at scholarships@deped.gov.ph on or before **29 November 2019**.

The application form and other details of the program are enclosed in this memorandum. For further inquiries and clarifications, you may contact the DepEd Scholarship Secretariat at (02) 633-9455 or thru email at scholarships@deped.gov.ph.

Immediate dissemination of and appropriate action for this memorandum is desired.

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1.0 QUALIFICATIONS

1.1 The **qualifications** required for the course participants are described in the annexures of different courses (refer to item 4.0). Please follow required qualifications strictly in your selection of participants. This would maximise impact of the courses and the nominated participants are expected to carry out multiplier effect training upon return to their country.

1.2 The selected participants must be in good health both physically and mentally. They should be certified medically fit to qualify for the course and should not be more than 50 years of age (applicants must submit **medical form** upon our notification of successful selection).

1.3 Due to the nature of the course which involves travels, outdoor learning and field trips, pregnant nominees will NOT be considered for the course.

1.4 Applicants should also submit copy of the **passport** (front page) together with the application. Applicants who do not have a passport at the time of application are required to submit this document **two weeks** after notification of successful selection.

1.5 Completed application form, scholar agreement, copy of passport and other relevant documents of the nominated candidates must be sent to SEAMEO RECSAM by **18 December 2020**. OR, a list of the names of potential nominees with the certified copy of their qualifications in Science/Mathematics must be sent.

1.6 For selection purposes, Ministries of Education are encouraged to nominate at least **TWO CANDIDATES** for RC-PS-144-3 and **THREE CANDIDATES** for RC-SM-144-4. SEAMEO RECSAM will only shortlist **ONE CANDIDATE** for RC-PS-144-3 and **TWO CANDIDATES** for RC-SM-144-4. SEAMEO RECSAM has the right to reject candidates that do not match the requirement of the course. Please notify us if your country is unable to fill the number of the scholarships specified. The vacant places may be offered to other member countries.

1.7 All participants must have at least a moderate knowledge of written and spoken English.

2.0 GENERAL INFORMATION

2.1 Class Schedule and Activities

Participants are required to attend all classes scheduled as below:

Monday - Thursday: 8.30 am - 1.00 pm & 2.30 – 4.30 pm

Friday: 8.00 am -12.15 pm & 2.45 – 4.45 pm

Participants may also join the educational trips/ events which will be organised during the first and second weekend. English class will be conducted from 5.00-6.30 pm on some of the week days (*only if participants choose to enroll).

2.2 Personal Accident Insurance

Participants should secure their own personal insurance themselves throughout the duration of the course. SEAMEO RECSAM will not be responsible to cover personal insurance.

2.3 Other Expenses

SEAMEO RECSAM will NOT bear any other fees such as passport fee, visa fee, exit fee, insurance premium, etc.

2.4 Terms of Scholarships

Participants on scholarships will be provided with:

- i) Return economy class air-ticket **from nearest International Airport** from participant's work station. As soon as nominations are received and accepted, air-tickets will be dispatched to the respective Ministries of Education.

Attention: After the ticket is issued, any fee incurred by a participant due to last minute cancellation or replacement of participant, should be borne by the Ministry of Education of that nominating country OR by the nominees themselves. SEAMEO RECSAM will not bear the cost of air ticket or penalty charge or extra charge.

2.5 Accommodation, Food and Attire

Participants will be accommodated at SEAMEO RECSAM International House with food provided during the course. Food allowance will be reimbursed on occasions when meals are not catered. The rooms are of double occupancy with bathrooms attached. SEAMEO RECSAM has the right to allocate room-mates to the participants. All participants are expected to be formally dressed for classes, T-shirts and jeans are NOT allowed during class sessions. Participants should also wear proper attire while traveling to and from Malaysia.

2.6 Exit Permits and Entry Visas to Malaysia

Visa is **NOT required** for a stay of less than a month for nationals of ASEAN countries except Myanmar. The following is required to be done as early as possible:

- i. **Exit permit** for nominated participants must be obtained from their own Government; and
- ii. **Entry visa** for nominated participants into Malaysia must be obtained from the Malaysian Embassy in the participants' own country. SEAMEO RECSAM will send offer letter to help expedite the visa application process when participation of nominee is confirmed. *(Myanmar only)*

2.7 Certificate Presentation Ceremony and Cultural Show

Participants are requested to bring along their **country's national costume** to be worn during the Certificate Presentation Ceremony and Cultural Show. There will be cultural performances by the participants during the ceremony at the end of the course. Please bring along necessary items to support this event.

2.8 Gifts Exchange

It is advisable that participants bring along own souvenirs to exchange among other participants.

3.0 PARTICIPANTS FROM SEAMEO MEMBER COUNTRIES ON FEE-PAYING BASIS

The following are conditions for participants from SEAMEO Member Countries on fee-paying basis:

- i. They will also abide by the stipulations of the SEAMEO RECSAM Scholar Agreement and follow the requirements of the programme;
- ii. They are physically fit and meet the necessary qualifications to attend the course; and
- iii. They pay a minimum course fee which does NOT include airfare, medical expenses, insurance, and extension of visa fees. (For further enquiries, kindly write to Director, SEAMEO RECSAM, Jalan Sultan Azlan Shah, 11700 Gelugor, Penang, Malaysia, or email director@recsam.edu.my; Fax: +604-6522737).

4.0 COURSE DESCRIPTION

4.1 Course Code: RC-PS-144-3

Course Title: TECHNOLOGY-ENHANCED LEARNING (TEL) IN PRIMARY SCIENCE EDUCATION

Rationale:

For the last two decades digital technologies have become inseparable from development and research in the science education. However, it has not been fully integrated into the field of teaching and learning of science. "Billions of dollars have been invested to equip schools with educational technological tools, yet the vast majority of the teachers do not use technology in meaningful ways in their instruction (Guzey & Roehrig, 2012)". There is a potential for supporting and enabling learning through exploring the use of animations, simulations and games of scientific phenomena. Therefore, technology-enhanced learning (TEL) should be maximised to improve the hands-on and minds-on activities in science classrooms.

The TEL, which is organised around the types of learning technologies to make science learning authentic and to provide the tools to sustain engaged participation in making sense of the real world. There is a growing importance of technological applications that will improve the students' understanding of teaching and learning of science contents. There is a need to understand various strategies and effective learning approaches to implement learning technologies. TEL complements well with constructivist teaching approaches and assessment for developing higher order thinking skills (HOTS).

Objectives:

The main objective of this course is to provide participants opportunities to use technology to enhance science pedagogical content knowledge and skills.

At the end of the course, participants should be able to:

- 1 acquire basic knowledge on types of TEL;
- 2 develop skills in using TEL applications and tools to improve teaching and learning in primary science;
- 3 adopt strategies such as project-based learning, active learning, life-long learning for enhancing effective teaching and learning of primary science; and
- 4 collaboratively plan, design, implement, and make conclusion of a primary TEL lesson study.

Course Contents:

This course emphasises a good learning of theory with reflective classroom practices based on TEL. The knowledge and skills acquired would enable participants to initiate TEL for improving primary science classroom practices in their respective schools.

The major areas include:

- 1 Trends and Issues in Science Education
- 2 Types of Technology-enhanced Learning
 - 2.1 e-Learning
 - 2.2 Flipped Classroom / Blended Learning

- 2.3 Mobile Learning
- 2.4 Game-based Learning
- 3 Technological Tools and Applications to support learning
 - 3.1 Interactive Presentation
 - 3.2 Animations and Simulations
 - 3.3 Digital Gamification
 - 3.4 Screen and Video Casting
 - 3.5 Online security and copyright issues for students and educators
- 4 Strategic Approaches for TEL
 - 4.1 Inquiry-based Science Education
 - 4.2 Project-based Learning
 - 4.3 Problem-based Learning
- 5 Assessment for Learning
 - 5.1 Effective questioning and answering techniques
 - 5.2 Assessment methods
 - 5.3 ICT-based Assessment
- 6 Theory into Practice
 - 6.1 Planning, Designing, Implementing and Improving Science Lesson Plans and Strategies with emphasis on promoting Technology-enhanced Learning using the Lesson Quality Improvement Processes.

Duration: Four Weeks

Participants: Science/ICT Educators or Key Primary Science/ICT teachers

English proficiency: Able to communicate moderately in English

Expected output:

- 1. Project Work Report
- 2. Multiplier Effect Action Plan

References:

- Allen, B., (2007). *Blended learning: tools for teaching and training*. London: Facet Publishing.
- Becker, K., Kehoe, J. & Tennent, B. (2007). Impact of personalised learning styles on online delivery and assessment. *Campus Wide Information Systems*, 24(2), 105-119.
- Campbell, T., Wang, S. K., Hsu, H. Y., Duffy, A. M., & Wolf, P. G. (2010). Learning with web tools, simulations, and other technologies in science classrooms. *Journal of Science Educational Technology*, 19, 505-511.
- Cooper, S. (2010). Predicting protein structures with a multiplayer online game. *Nature*, 466, 756-60.
- Divaharan, S., & Lim, C. P. (2010). Secondary school socio-cultural context influencing ICT integration: A case study approach. *Australasian Journal of Educational Technology*, 26(6), 741-763.
- Guzey, S. S., & Roehrig, G. H. (2012). Integrating educational technology into the secondary science teaching. *Contemporary Issues in Technology and Teacher Education*, 12(2), 162-183.
- Hartley, J. (2007). Teaching, learning and new technology: A review for teachers. *British Journal of Educational Technology*, 38(1), 42-62.

4.2 Course Code: RC-SM-144-4

Course Title: PURPOSEFUL ASSESSMENT IN SECONDARY MATHEMATICS CLASSROOMS

Rationale:

Assessment is a fundamental practice in mathematics education and is perceived to be the driving force in curriculum development and implementation, and in the teaching and learning process in the classroom. The new generation of students are expected to think critically, justify, evaluate, synthesise, and apply knowledge in new contexts, as well as solving non-routine problems, and communicate effectively in a mathematical discourse. As such the structure of the assessment system inevitably needs a deeper look (Rajendran, 2010). In addition, accountability for student achievement, emphasis on national and international assessment programmes, and global competition are some high stakes activities that contribute to the increased demands for assessment.

Purposeful assessment practices steer teachers and students to understand where they have been, where they are at present, and where they are heading. There is a need to consider the meaningful role of assessment even during the process of teaching and learning rather than considering assessment only upon completion of the teaching and learning process. Thus, the link between mathematics assessment, pedagogies used and instructional practices adopted in the classroom has to be well defined and well established.

The various perspectives assumed by assessment namely, assessment as learning, assessment of learning, and assessment for learning are integral for effective mathematics teaching and learning. Even though they take different forms, overlap and interact, no one assessment can provide sufficient information to cause positive changes in teaching and learning (Stiggins, 2007). The key to purposeful assessment is to align the assessment to the teaching objectives and the instructional approach used and to use different types of assessments as part of instruction results in providing useful information about student understanding and progress.

Objectives:

The course aims to equip participants with the knowledge, attitude, skills and habits to operationalize the important role of purposeful assessment in the teaching and learning process. It is hoped that the participants will gain exposure to current and effective research-based assessment strategies and practices that are aligned with established educational theories and routine classroom practices.

At the end of the course, the participants should be able to:

- i. gain understanding on the nature, purposes, types, and practices of assessment;
- ii. explain the interrelationships of assessment with pedagogy and curriculum in the teaching and learning process;
- iii. discuss the potential influences of international, centralised and school-based assessments to classroom teaching and curriculum development;
- iv. enhance skills to align current active mathematics teaching and learning approaches that promote higher-order thinking, creative thinking and critical thinking skills to assessment;
- v. develop tasks and assessment instruments to gauge students' achievement in mathematics;
- vi. integrate technology in mathematics assessment; and
- vii. plan, design and implement mathematics lesson by adapting an instructional design with emphasis on assessment as well as congruency to content and pedagogy.

Course Contents:

This course emphasises on a deep grounding of theory and research on the principles, purposes and practices of assessment and learning. The participants will explore on the relationship of assessment to pedagogy, curriculum and instructional practices in the classroom, which includes giving feedback, analysing students' homework and enhancing skills related to observation and probing questioning techniques.

The course also focuses on the significance of assessment in planning mathematics lessons and the coherence of the essential components such as lesson objectives formulation, instructional strategy selection and assessment procedure appropriate with the prospect of improving student learning and teaching effectiveness. This course is essentially activity-oriented and calls for deep reflection of the participants' professional experiences pertaining to the various issues and challenges encountered in the teaching and learning of mathematics. The course activities are designed to cater for discussions, presentations, mathematical discourse, and hands-on and minds-on sessions.

There are four components in the course:

- i. Orientation, administration and evaluation
- ii. General components
- iii. Core components
- iv. Supplementary area and enrichment

The major areas include:

1. Trends and Issues in Assessment and Mathematics Education
 - 1.1 21st Century Skills in Mathematics Education
2. Fundamentals of Assessment
 - 2.1 Nature, Purposes and Practices
3. Potential Influences of International, National and School-based Assessment in Student Learning
 - 3.1 Impact of TIMSS and PISA in Assessment Practices
 - 3.2 Learning Taxonomies
 - 3.3 Construction of Test Items that Assess Higher Order Thinking
4. Aligning Mathematics Pedagogy and Assessment Practices
 - 4.1 Constructivism and its Implications to Assessment
 - 4.2 Assessment as , for and of Learning in the classrooms
 - 4.3 Methods and tools for mathematics assessment
 - 4.4 Self - Assessment and Peer Assessment
5. Enhancing Teacher's Understanding and Practices on the Role of Assessment
 - 5.1 Questioning Techniques
 - 5.2 Performance Tasks
 - 5.3 Rubrics
 - 5.4 Importance of Feedback
 - 5.5 Observation Skills
 - 5.6 Analyses of Students' Work and Homework
 - 5.7 Developing Student Motivation for Learning
6. The Use of Information and Communications Technology in Assessment
 - 6.1 Computer-based Test Items

- 7 Planning and Developing Mathematics Lessons, Trying-out and Improving the Adopted Appropriate Strategies, Skills and Assessment Practices, through the Lesson Quality Improvement Process.

Duration: Four Weeks

Participants: Mathematics Educators or Key Secondary Mathematics Teachers

English Proficiency: Able to communicate moderately in English

Expected Output: 1. Project Work Report
2. Multiplier Effect Action Plan

References:

- Brookhart, S.M. (2010). How to assess higher order thinking skills in your classroom. Retrieved on 10 March 2014 from www.ascd.org/publications/books/109111/chapters/General_Principles_forAssessingHigher-Order_Thinking_.aspx
- Forehand, M. (2012). Bloom's Taxonomy. Retrieved on 14 March 2014 from http://www4.edumoodle.at/gwk/pluginfile.php/109/mod_resource/content/5/forehand_bloom_schetaxonomie02.pdf
- Gardner, J. (Ed) (2012). *Assessment and learning second edition*. SAGE Publication Ltd.: London.
- Greenstein, L. (2012). *Assessing 21st century skills: A guide to evaluating mastery and authentic learning*. Corwin: USA
- Rajendran, N.S. (2010). *Teaching & acquiring higher-order thinking skills*. Perak, Malaysia: Penerbitan Universiti Pendidikan Sultan Idris.
- Stiggins, R.J. (2007). Assessment for learning: A key to student motivation and learning. Retrieved on 10 March 2014 from ati.pearson.com/downloads/edgev2n2_0.pdf
- Wang, T.H. (2007). What strategies are effective for formative assessment in e-learning environment? *Journal of Computer Assisted Learning*, 23 (1), 171-186

5.0 CONTACT US

For further information, please contact:

Centre Director
SEAMEO RECSAM
Jalan Sultan Azlan Shah
11700 Gelugor
Penang, Malaysia

Tel: +604 6522 700

I Fax: +604 6522 737

I Email: director@recsam.edu.my

Officer in-charge:

Ms. Bhavani Ramasamy I Email: bhavani@recsam.edu.my I Tel: +604 6522 752



Please affix
passport
photograph

APPLICATION FORM

REGULAR COURSES FOR FISCAL YEAR 2019/2020 (BATCH 2)

Please type or write clearly in capital letters. Do not leave any space blank. Use "NIL" or "N/A" where applicable

Please tick ✓ your choice. Kindly note that once you have indicated the subject, you are NOT allowed to change.

Application for: ☐ Science ☐ Mathematics

Course Code:	Duration of the Course: 30 March – 24 April 2020
Title Of Course:	Country:

1. PERSONAL DATA

Family Name (surname) :	Date of birth : Day Month Year
First Name :	Nationality (citizenship) :
Other Names :	Gender : Male / Female #
City and country of birth :	Marital status : Single / Married #
Passport No : Type of Passport:	Religion :
Expiry Date:	

Delete accordingly

2. COMMUNICATION AND MAILING ADDRESS

Applicant's Office Address :		Applicant's Postal / Home Address :	
Mobile Phone Number Country Area Number		Home telephone Country Area Number	
Office telephone Country Area Number	Telefax Country Area Number	Email	
Person to be contacted in case of emergency : Name : _____ Telephone : _____ Mobile Phone Number: _____ Address : _____ Email : _____			

3. **EDUCATION** (list from highest qualification)

Name of Colleges/ Institutions/ University & Country	Major Field of Study	Years of study : from - to	Degree

4. **EMPLOYMENT RECORD** (list from current position onwards)

Name of Institution/Employer	Position	Years of work: from - to

Delete accordingly

Describe your work and responsibility:

5. **REASONS FOR APPLYING THIS COURSE**

Please state briefly the reasons for applying to this course and how you hope to benefit from the course.

6. OVERSEAS COURSES/ CONFERENCES/ SEMINARS ATTENDED INCLUDING PROGRAMME OF SEAMEO RECSAM

Name of Conference/ Seminar	Venue	Date: from - to

Delete accordingly

7. ENGLISH LANGUAGE PROFICIENCY

	Excellent	Good	Fair	Basic	Remarks
Listening					
Speaking					
Writing					
Reading					
.....					
I need English language support during the course in SEAMEO RECSAM: ☐ Yes ☐ No					

8. INFORMATION, COMMUNICATION AND TECHNOLOGY (ICT) SKILLS PROFICIENCY

	Excellent	Good	Fair	Basic	Remarks
Microsoft Office					
Email					
Internet					

.....
Date

.....
Signature of Applicant/Participant

Recommended by Ministry of Education

.....
Date

.....
Signature & Name of Official on behalf of Minister of Education

IMPORTANT: THIS FORM SHOULD BE COMPLETED IN DUPLICATE. A COPY TO BE SENT THROUGH YOUR MINISTRY OF EDUCATION BY REGISTERED AIRMAIL TO REACH THE FOLLOWING ADDRESS

**DIRECTOR
SEAMEO RECSAM, JALAN SULTAN AZLAN SHAH,
11700 GELUGOR, PENANG, MALAYSIA**



SEAMEO RECSAM SCHOLAR AGREEMENT

THIS DEED is made the _____ day of _____ Two Thousand and Twenty (2020) between _____ of _____

(hereinafter called 'the Scholar') of the first part and the Southeast Asian Minister of Education Organization (hereinafter called 'SEAMEO') of the second part.

WHEREAS the Scholar will pursue the course of training specified in the Schedule hereto (hereinafter called 'the Course') at the SEAMEO Regional Centre for Education in Science and Mathematics in Penang, Malaysia under a scholarship granted by SEAMEO. AND WHEREAS the Scholar has expressed his willingness to accept the Scholarship upon the terms hereafter set out:

NOW THIS DEED witnessed as follows:

1. In this deed unless the context of otherwise requires:

Words importing the masculine gender include females;

Words in the singular include the plural and words in the plural include the singulars;

2. The Scholar hereby covenants:

- (i) that he will enter upon and diligently continue in the Course and that he will complete the Course within the prescribed time specified in the Schedule hereto;
- (ii) that he will devote his whole time to the Course and will, to the best of his ability apply himself to the Course to the satisfaction of the supervisors, tutors or instructors associated therewith;
- (iii) that he will follow all the sessions of the Course and sit for all the assessment tests prescribed, if any, for the Course within the limits of time prescribed in the Schedule hereto;
- (iv) that he will conform to the regulations and discipline in force from time to time at his place of study or training and at his place of residence;
- (v) that he will reside in SEAMEO RECSAM's hostel, or other place as directed by the Director of the SEAMEO Regional Centre for Education in Science and Mathematics (hereafter called 'the Director');
- (vi) that all rights, including title, copyright and patent rights, in any work produced by him as part his course/project of SEAMEO RECSAM shall be vested in the Course;
- (vii) that he will not undertake any occupation, either remunerative or otherwise, outside the course except with prior approval of the Director;
- (viii) that he will, if in receipt of any remuneration, whether in money or money's worth for any work or service which he is required to undertake or perform as part of the Course or any award gained during the Course, report the same to the Director and shall if so required by the Director surrender to the Director all or such proportion of any such remuneration or award as the Director may determine, retaining any remainder thereof for himself;
- (ix) that he will refrain from participation in political activities not normally permitted in the institutional in which the Course is taken;
- (x) that he will not change his subjects of study or programme of training or take any additional courses without the prior written permission of the Director; and
- (xi) that he will not leave the country unless with the joint approval of his Ministry of Education as well as that of the Centre Director.

3. If the Scholar shall:-

- (i) be idle or grossly misbehaves himself towards the supervisors, tutors, or instructors associated with the Course or commit a breach of his obligations under this deed; or
- (ii) by reason of illness or injury be unable to carry out his obligations under this deed;

Then in either of those cases SEAMEO may forthwith terminate the scholarship by giving notice to the Scholar but without prejudice to the rights of the parties hereunder in respect of any antecedent breach of the covenants and stipulations herein contained.

4. The Scholar for himself and his/her personal representative hereby further undertakes:-

- (i) to absolve SEAMEO including its servants from any liability to the Scholar for loss of life or injury to his person or damage or loss to his property arising from the negligence of the servants of SEAMEO; and
- (ii) to indemnify and keep harmless SEAMEO against all proceedings, suits, actions, claims, demands, costs and expenses whatsoever which may be taken or made against SEAMEO or incurred or become payable by SEAMEO in respect of injury (whether fatal or otherwise) to any person or damage or loss to any property occasioned directly or indirectly by any act, omission or other default by the Scholar while on or otherwise in relation to or arising out of the Course.

5. It is hereby agreed that any right, function or power conferred on SEAMEO under this deed may be exercised by the Director or any person duly authorized by him in that behalf.

IN WITNESS WHEREOF the Scholar and SEAMEO by its duly authorized representative have set their hands and seals hereunto the day and year first above written.

THE SCHEDULE ABOVE REFERRED TO

Signed, sealed and delivered by	)	
The SCHOLAR in the presence of:	)	
	)	
	)	
Signature	)	
(Witness)	)	(Signature of SCHOLAR)
	)	
Name	)	
Address	)	
.....	)	
Signed, sealed and delivered by the DIRECTOR of the SEAMEO	)	
Regional Centre for Education in Science and Mathematics in Penang	)	
Malaysia, who has been duly authorized to act in that behalf for the	)	
	)	
Signature	)	
(Witness)	)	(Signature of DIRECTOR, SEAMEO RECSAM)
Name	)	
Address	)	
.....	)	

Scholar Agreement

2/2

Appendix 3

MEDICAL FORM

(to be completed by an authorised physician and required to be submitted after notification of successful selection)

Name of Applicant:			
Age:	Gender:	Height: cm	Weight: kg
Blood Pressure:			
Blood Group: ☐ A ☐ B ☐ AB ☐ O ☐ Other ()			
Is the person examined at present in good health?		Is the person free of infectious diseases (AIDS, tuberculosis, trachoma, skin diseases etc.)?	
List any abnormalities indicated in the chest X ray.		List any other sickness (diabetic, high blood pressure etc.)	
I certify that the applicant is medically fit to undertake a course in Malaysia.			
Name of Physician:			
Address of Clinic:			
Telephone:			
Email:			
Signature of Physician:		Date:	
Seal of Clinic:			

CHECKLIST

Name: _____

Country: _____

No	ITEM	QUANTITY	YES/NO
1	APPLICATION FORM	1	
2	PHOTOCOPY OF PASSPORT* (Only the front page with participants' particular are required)	1	
3	SCHOLAR AGREEMENT	1	
4	MEDICAL REPORT (*upon notification of successful selection)	1	

Note: Deadline for nomination form submission is 18 December 2019

SEAMEO RECSAM SCHOLARSHIPS PROGRAMME

Application of **(NAME of NOMINEE)**

Submitted on **(DATE and TIME)**

1. Email Addresses:	
2. Training Course:	
3. Contact Numbers:	
4. Designation/Position:	
5. Work Station (School/Office Unit):	
6. School Division Office:	
7. Religion:	
8. Age:	
9. Number of Years in DepEd	
10. Work Experience/s Related to Teaching (Indicate the highlights and duration.)	
11. Educational Attainment (Indicate School, Program, Specialization, and Title of Thesis/Dissertation, if any.)	
12. What challenges had you experienced as a teacher? What did you learn from them?	
13. What initiatives do you plan to implement so your school/office will benefit from this program?	
14. How did you hear about this scholarship opportunity?	