



Republic of the Philippines
Department of Education
CARAGA REGION



September 28, 2021

REGIONAL MEMORANDUM
No. 765, s. 2021

To: MARILOU B. DEDUMO, PhD, CESO V
Schools Division Superintendent
Butuan City Division
This Region

**PARTICIPATION TO THE TRAINING OF TRAINERS ON EFFECTIVE POLICIES
FOR QUALITY TEACHERS IN SOUTHEAST ASIAN COUNTRIES**

1. This is in reference to the Memorandum issued from the International Cooperation Office signed by Margarita Consolacion C. Ballesteros, Director IV re: Training of Trainers on Effective Policies for Quality Teachers in Southeast Asian Countries.
2. Anent to this, the Department of Education Caraga Region is nominating Mr. Roque T. Galvizo, Teacher III of San Vicente National High School, Butuan City Division, as participant to the said training.
3. Attached hereto are copies of:
 - 3.1 Memorandum
 - 3.2 Concept Note and Agenda of the Training
 - 3.3 Pre-Test and Post-Test
 - 3.4 Sub-Regional Teacher Policy Training
4. Immediate dissemination of this memorandum to the concerned individual is desired.


EVELYN R. FETALVERO, CESO IV
Regional Director

Encl/s.: As stated.
Reference/s: NONE
To be indicated in the Perpetual Index
under the following subjects:
PARTICIPATION TRAINING

HRD/vcn
09/28/2021



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Republika ng Pilipinas
Department of Education
INTERNATIONAL COOPERATION OFFICE

Office of the Director

MEMORANDUM

FOR : EVELYN R. FETALVERO
Regional Director
CARAGA

FROM :  MARGARITA CONSOLACION C. BALLESTEROS
Director IV

**SUBJECT : INVITATION TO THE TRAINING OF TRAINERS ON EFFECTIVE
POLICIES FOR QUALITY TEACHERS IN SOUTHEAST ASIAN
COUNTRIES**

DATE : 28 SEPTEMBER 2021

This is with reference to the official communication received by the International Cooperation Office (ICO) from UNESCO National Commission of the Philippines (UNACOM) regarding the invitation to the Training of Trainers on Effective Policies for Quality Teachers in Southeast Asian Countries on 6-7 October 2021.

BACKGROUND

Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all, as espoused in Sustainable Development Goal 4 (SDG4) would depend first and foremost on the availability of quality teachers. Likewise, strengthening a country's teacher policies and training will satisfy the SDG4 objective, which strives to ensure that no child is left behind in the education system, thus contributing to the nation's overall wellbeing. Indeed, addressing both concerns of teacher shortages and education quality improvement is a lofty goal for even the most well-intentioned administrations.

UNESCO Jakarta produced a report on the sub-regional review of teachers' policies and plans in 2020. The review's overall conclusion was that there are insufficient professional development opportunities to ensure that new and experienced teachers are adequately equipped with the knowledge and skills necessary to teach effectively in the ever-changing landscape of educational innovation deemed necessary for providing a high-quality education that results in optimal student learning output. Essentially, the review reveals that all five cluster nations; Brunei Darussalam, Indonesia, Malaysia, the Philippines, and Timor-Leste faced difficulties in converting educational plans into actions, particularly in finding and keeping

teachers with the necessary abilities. This scenario requires strategic intervention, as it may jeopardise the implementation of SDG4 measures promoting inclusive and high-quality education for all. Thereby, it is critical that coordinated and holistic actions are implemented systemically at the sub-regional level, particularly in light of the unprecedented socioeconomic and environmental challenges we are currently facing, which are primarily driven by post-pandemic effects, accelerating globalisation, and a faster rate of technological development and innovation.

Thus, innovative approaches to in-service teacher education are required to ensure that new and existing teachers are appropriately qualified to instruct in response to the challenges, suggestions, and limitations identified in the Review of Teachers Policy and Plan. The fundamental requirement of this training session is to cultivate teaching reflective practise to make teaching a scholarly endeavour and embrace the concept of Teaching and Learning Scholarship (SoTL). Additionally, the training programme aims to provide teachers with content and methods that can be adapted for navigating challenges associated with revising the nature of teaching, learning resources, and students, as well as translating each country's educational aspirations into meaningful teaching and learning experiences for the next generation.

In order to provide more personalised learning experiences for all participants, this programme will adapt Training for Trainers (ToT) methodologies via the Zoom Webinar Platform and will be accompanied by the training manual - From Teacher Policy to Quality Teacher: A Training Manual. Additionally, pre- and post-test reflections will be prompted among participants to stimulate and encourage them to reflect, plan, and thus design comprehensive actions aimed at bringing about positive changes in their learners, communities, and beyond through high-quality and inclusive educational opportunities for all.

MEETING OBJECTIVES AND EXPECTED OUTCOMES

The objectives of this Training of Trainers (ToT) online training are to:

1. Enhance knowledge and skills on meeting the future challenges and demands in four educational pillars: a) Curriculum Design, b) Learning Design and Delivery, c) Learning Resources and d) Learning Assessment;
2. Strengthen the disposition of being a reflective practitioner through the development of Scholarship of Teaching and Learning (SoTL) on the four educational pillars; and
3. Provide practical, meaningful and reflective learning sessions on the four educational pillars based on respective countries.

The outcomes of this Training of Trainers (ToT) online training are to:

1. Strengthen teacher's knowledge, skills and dispositions to be reflective practitioner and stimulate continuous quality improvement in teaching and learning;
2. Enrich teacher's experiences in quality teaching and stimulate them to innovatively adapt and design learning within the context of their teaching and learning environment; and

3. Cultivate teacher's critical and creative thinking as well as inquisitiveness in designing learning towards meaningful and inclusive teaching and learning experience for all.

CLEAR STATEMENT OF REQUEST AND RECOMMENDED ACTION

In this regard, may we respectfully request **Director Evelyn Fetalvero** to nominate one (1) school trainer-teacher to attend and participate in the **Training of Trainers on Effective Policies for Quality Teachers in Southeast Asian Countries** on **6-7 October 2021**.

Pre-and Post-test reflective questions will be administered prior and after the training to determine the effectiveness of the training in achieving its objectives and outcomes. Training evaluation form will also be administered towards continuous quality improvement of the training and its delivery. Participant will be awarded a certificate from UNESCO, Jakarta Office upon successful completion of this programme.

We hope to receive the name, school, and contact information of the nominated school principal **on or before 30 September 2021**.

For further information and coordination on the matter, please contact the ICO through e-mail address ico@deped.gov.ph or telephone number (02) 8637-6463/2.

Thank you for your attention.

Attachment:

1. *Concept Note and Agenda (including the Pre- and Post-test)*

CONCEPT NOTE AND AGENDA

TRAINING OF TRAINERS ON EFFECTIVE POLICIES FOR QUALITY TEACHERS IN SOUTHEAST ASIAN COUNTRIES

6 - 7 OCTOBER 2021

THROUGH ZOOM WEBINAR PLATFORM

1. BACKGROUND

Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all, as espoused in Sustainable Development Goal 4 (SDG4) would depend first and foremost on the availability of quality teachers. Likewise, strengthening a country's teacher policies and training will satisfy the SDG4 objective, which strives to ensure that no child is left behind in the education system, thus contributing to the nation's overall well-being. Indeed, addressing both concerns of teacher shortages and education quality improvement is a lofty goal for even the most well-intentioned administrations.

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Thus, innovative approaches to in-service teacher education are required to ensure that new and existing teachers are appropriately qualified to instruct in response to the challenges, suggestions, and limitations identified in the Review of Teachers Policy and Plan. The fundamental requirement of this training session is to cultivate teaching reflective practise to make teaching a scholarly endeavour and embrace the concept of Teaching and Learning Scholarship (SoTL). Additionally, the training programme aims to provide teachers with content and methods that can be adapted for navigating challenges associated with revising the nature of teaching, learning resources, and students, as well as translating each country's educational aspirations into meaningful teaching and learning experiences for the next generation.

In order to provide more personalised learning experiences for all participants, this programme will adapt Training for Trainers (ToT) methodologies via the Zoom Webinar Platform and will be accompanied by the training manual - From Teacher Policy to Quality Teacher: A Training Manual. Additionally, pre- and post-test reflections will be prompted among participants to stimulate and encourage them to reflect, plan, and thus design comprehensive actions aimed at bringing about positive changes in their learners, communities, and beyond through high-quality and inclusive educational opportunities for all.

2. OBJECTIVES

The objectives of this Training of Trainers (ToT) online training are to:

1. enhance knowledge and skills on meeting the future challenges and demands in four educational pillars: a) Curriculum Design, b) Learning Design and Delivery, c) Learning Resources and d) Learning Assessment;
2. strengthen the disposition of being a reflective practitioner through the development of Scholarship of Teaching and Learning (SoTL) on the four educational pillars; and
3. provide practical, meaningful and reflective learning sessions on the four educational pillars based on respective countries.

3. OUTCOMES OF THE E-TRAINING

The outcomes of this Training of Trainers (ToT) online training are to:

1. strengthen teacher's knowledge, skills and dispositions to be reflective practitioner and stimulate continuous quality improvement in teaching and learning;
2. enrich teacher's experiences in quality teaching and stimulate them to innovatively adapt and design learning within the context of their teaching and learning environment; and
3. cultivate teacher's critical and creative thinking as well as inquisitiveness in designing learning towards meaningful and inclusive teaching and learning experience for all.

4. E-TRAINING DATE

- Date: 6th to 7th October 2021.
- Platform: Online Zoom Webinar Platform and training will be conducted in English.

5. PARTICIPANTS

The training will involve:

- 12 participants from each cluster countries (Brunei Darussalam, Indonesia, Malaysia, the Philippines, and Timor-Leste);
- Participants will be representative at the Director/Head of Department level from the Education Policy and Planning Department, five school trainer- teachers and five school principals at secondary-level schools;
- Having at least five years working experience in educational institutions in respective countries.

6. PROVISIONAL AGENDA

The ToT engages participants in activity-oriented experiences that builds the knowledge, skills and dispositions required to effectively train participants to deliver scholarship-based training program on the four educational pillars. Pre-and Post-test reflective questions will be administered prior and after the training to determine the effectiveness of the training (*Appendix I*) in achieving its objectives and outcomes. Training evaluation form will also be administered towards continuous quality improvement of the training and its delivery (*Appendix II*). Participant will be awarded a certificate from UNESCO, Jakarta Office upon successful completion of this programme.

PROGRAMME AGENDA
TRAINING OF TRAINERS ON EFFECTIVE POLICIES FOR QUALITY TEACHERS IN
SOUTHEAST ASIAN COUNTRIES
DATE: 6th to 7th OCTOBER 2021

Date & Time	Agenda	
Pre-test Administration		
Day 1: 6 th October 2021		
Session 1: Opening and Introduction Session		
09:05 – 09:10	Welcome and Opening Remarks	Mohamed Djelid, Director of UNESCO, Jakarta
09:10 – 09:20	Introduction: Teacher Policy Training and Quality Teachers	Mee Young Choi, Head of Education Unit, UNESCO Jakarta
09:20 – 09:30	Overview of E-Training for Two Days	Kamisah Osman, Universiti Kebangsaan Malaysia
Session 2: Teachers as Curriculum Designers & Learning Designers		
09:30 – 9.50	Teachers as Curriculum Designers	Kamisah Osman, Universiti Kebangsaan Malaysia
09:50 – 10.30	Teachers as Learning Designers I: Technological, Pedagogical and Content	Hazrati Husnin, Universiti Kebangsaan Malaysia
10.30 – 11.20	Teachers as Learning Designers II: Web 2.0 Tools: Planning, Delivering, Assessing	Hazrati Husnin, Universiti Kebangsaan Malaysia
11.20 – 11.30	Question and Answer End of Day-1	Kamisah Osman and Hazrati Husnin, Universiti Kebangsaan Malaysia

Day 2: 7th October 2021		
Session 3: Teachers as Resource Developers & Learning Doctors		
09:00 – 09:05	Reflection of Day-1	Kamisah Osman , Universiti Kebangsaan Malaysia
09:05 – 09:50	Teachers as Resource Developers	Cindy Wong Chyee Chen , Universiti Kebangsaan
09:50 – 10:10	Teachers as Learning Doctors	Kamisah Osman , Universiti Kebangsaan Malaysia
Session 4: Teachers as Reflective Practitioners & Policy Drivers		
10:10 – 10:30	Teachers as Reflective Practitioners	Lilia Halim , Universiti Kebangsaan Malaysia
10:30 – 11:00	Teachers as Policy Drivers	Lilia Halim , Universiti Kebangsaan Malaysia
11:00 – 11:10	Question and Answer Reflection of Day-2	Cindy Wong Chyee Chen and Lilia Halim , Universiti
11:10 – 11:20	Training Evaluation	Hazrati Husnin , Universiti Kebangsaan Malaysia
11:20 – 11:30	Closing Remarks	Mohamed Djelid , Director of UNESCO, Jakarta
Date: 7th to 9th October 2021		
Post-test Administration		

Moderator: **Zakki Gunawan**, the National Programme Officer, UNESCO Office Jakarta

7. CONTACT PERSON

Mee Young Choi, Head of Education Unit, UNESCO Office Jakarta: my.choi@unesco.org

Gunawan Zakki, National Programme Officer, UNESCO Office Jakarta: g.zakki@unesco.org

APPENDIX I: REFLECTION

PRE-TEST

Dear Participants:

This pre-test is divided into two sections, A and B. Kindly answer BOTH sections.

Section A

After reading each statement, please indicate the extent to which you agree or disagree by circling the number to the right of each statement. Please respond all statements. There are no correct or incorrect responses.

1: Strongly disagree 2: Disagree 3: Tend to Disagree 4: Tend to Agree 5: Agree 6: Strongly Agree

	Strongly Disagree	Disagree	Tend to Disagree	Tend to Agree	Agree	Strongly Agree
1. In designing my lesson, I always consider the characteristics of my students (eg. their background knowledge)						
2. I always make sure that my learning objectives are aligned with my teaching approaches as well as assessment						
3. I vary my assessment in order to make sure that my assessment is valid as well as reliable						
4. I always make sure the learning resources used during teaching and learning are contextual in nature.						
5. Reflecting helps me become a better problem solver						
6. I have changed the way I teach as a result of reflection						
7. Reflecting on my teaching helps me gain confidence in myself						

Section B:

As a teacher, these aspects: *a) learning objectives, b) teaching and learning activities, and c) assessment* are the main focus in planning and executing in a lesson. Based on your experience, describe how you plan and conduct your lessons based on those three aspects.

(Note: You could use either English Language, Bahasa Indonesia or Bahasa Melayu)

Thank You Very Much for Your Cooperation

POST-TEST

Dear Participants:

This post-test is divided into two sections, A and B. Kindly answer BOTH sections.

Section A

After reading each statement, please indicate the extent to which you agree or disagree by circling the number to the right of each statement. Please respond all statements. There are no correct or incorrect responses.

1: Strongly disagree 2: Disagree 3: Tend to Disagree 4: Tend to Agree 5: Agree 6: Strongly Agree

	Strongly Agree	Agree	Tend to Agree	Tend to Disagree	Disagree	Strongly Disagree
1. In designing my lesson, I always consider the characteristics of my students (eg. their background knowledge)						
2. I always make sure that my learning objectives are aligned with my teaching approaches as well as assessment						
3. I vary my assessment in order to make sure that my assessment is valid as well as reliable						
4. I always make sure the learning resources used during teaching and learning are contextual in nature.						
5. Reflecting helps me become a better problem solver						
6. I have changed the way I teach as a result of reflection						
7. Reflecting on my teaching helps me gain confidence in myself						

Section B:

Based on the training program, describe how will you plan and conduct your lessons based on the three aspects: *learning objectives, teaching and learning activities; and assessment.*

(Note: You could use either English Language, Bahasa Indonesia or Bahasa Melayu)

[illegible]

SUB-REGIONAL TEACHER POLICY TRAINING**Evaluation Form****Instructions**

Information collected with this evaluation will be used to determine how to improve future training sessions associated with project delivery.

Thank you very much for your participation and cooperation.

Topic: Date attended:

Your Name:(optional)

Your Department: :(optional)

Please select the rating for each section based on the following criteria:

5=excellent 4=good 3=average 2=fair 1=poor

Please rate the trainer(s) on the following:

- | | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. Knowledge of the subject matter | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| 2. Ability to explain and illustrate concepts | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| 3. Ability to answer questions completely | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |

Open-ended comments (use the back if you need more space):

4. What specifically did the trainer do well?

5. What recommendations do you have for the trainer to improve?

Please rate the content and structure of the training:

6. The usefulness of the information received in training ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
7. The structure of the training sessions(s) ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
8. The pace of the training session(s) ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
9. The convenience of the training schedule ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
10. The usefulness of the training materials ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
11. Was this training appropriate for your level of experience? ☐ No ☐ Yes

If you said "No" to #11, please explain:

12. What did you like the most about the training? What can be improved with regard to the structure, format, and/or materials?

13. Based on inputs gained from this training, do you think your perception towards learning has changed? Why?

14. In your opinion, this kind of course should be regularly organized in helping educators to cope with current educational challenges of post Covid-19?

****Thank you very much for your cooperation****

