

JOINT EVALUATION REPORT
Annex

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1. Research Items & Results for DOST-SEI

Interviewee (5)

Dr. Ester B. Ogena
 Dr. Violeta Arciaga
 Ms. Amparo F. Olarte
 Ms. Emma M. Pasatiempo
 Ms. Ma. Lourdes V. Fericitas

Designation:

Director, SEI, DOST
 Chief, STED-SEI
 Supervising Senior Research Specialist, STED-SEI
 Senior Science Research Specialist, STED-SEI
 Science Research Specialist, STED-SEI

Question	Excellent	Good	Fair	Poor	N/A
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(1) How would you rate the attainment of the project purpose as stated in the minutes?

Purpose of the project: *To strengthen the activities for upgrading practical skill of science and mathematics teachers conducted by the RSTCs.*

1	3	---	---	1
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- JOCVs worked and committed.
- SEI supports conduct regional training.
- Practical skill training was tied up with Project RISE.
- With the exposure and interaction, JOCVs had helped the teachers a lot.

(2) How would you rate the SEI's responsibilities as stated in the minutes?

1) To provide office space and necessary facilities for the use of JOCV senior volunteer(s);					
Provision of the office	2	3	---	---	---
Assignment of counterpart	1	4	---	---	---
Telephone charges/ other communication	2	3	---	---	---
Office supplies and Consumables	2	3	---	---	---
2) To provide information and material concerning science education of the Philippines;	1	3	1	---	---
3) To provide transportation expenses for official travels requested by DOST-SEI	1	3	1	---	---
4) To coordinate with the PNVSCA relevant matters concerning the activities of the volunteers in service area of the RSTCs;	1	2	1	---	1
5) To monitor the activities of the JOCV volunteers in consultation with the senior volunteer(s) and on the bases of reports submitted by the RSTCs.	---	4	1	---	---

- Monitor the JOCV activities through the meeting with JOCV members, RSTC staff and senior JOCV.
- Through senior JOCV's report.
- Coordinator meeting by SEI staff at the region concerned.

(3) How would rate the SEI's contribution to coordinate and enhance the project in terms of holding meetings?

1	4	---	---	---
---	---	-----	-----	-----

(4) How would you rate SEI's coordination with PNVSCA?

1	3	1	---	---
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(5) How would you rate the respective RSTC assisted by JOCV as a model site in the Philippines?

2	2	---	---	1
---	---	-----	-----	---

- It represent the major region of the country.
- In terms of government-RSTCs based at the SUC's are better managed because of funding. ADDU, Private University can not simply release the counterpart to JOCV. The director of ADDU-RSTC, however, found the way to solve that problem with her effort.

(6) How would you evaluate the JOCV team project?

2	2	---	---	1
---	---	-----	-----	---

(7) How would you evaluate the Package Cooperation?

---	4	---	---	1
-----	---	-----	-----	---

(8) Main problem of the JOCV members at the RSTC

- Some counterparts do not have enough time to interact with the JOCVs.
- Some JOCVs have communication problem during lecture-demonstration.
- Transpiration equipment problem.
- Telephone charge between SEI and RSTC

(9) How did SEI settle the problem?

- We discussed the problem with concerned RSTCs and they instituted the necessary solution.
- Transpiration equipment problem has been solved using MOA to enumerate responsibilities of all parties concerned.
- About the telephone charge, has been solved to allow making collect call for SEI.

(10) What did SEI do in order to settle problems in the implementation of the project?

- There were no major problem regarding implementation of project.
- If needs arise, taking/ meeting with director or staff of RSTCs concerned immediately.
- In the meeting with JOCV members, the SEI management staff provide recommendation and comments on various activities done by the JOCV so as to help the JOCV manage the projects.

(11) What did SEI do in order to settle problems in the implementation of the project/ For management of equipment and vehicle?

- We made it very clear with the RSTC concern on the purpose of the use vehicle/ equipment and its maintenance.
- Site visit and discussion with the RSTCs concerned.
- As count signee to the MOA, the SEI records reports made by the RSTCs. If the JOCV reports problems, the SEI discuss the problem with RSTC management to solve the problem.

2. Research Items & Results for Respective RSTCs

A. At Bicol University-RSTC

Interviewee (8)	Designation
Dr. Lylia Corporal-Sena	President
Dr. Nora L. Licup	Director
Dr. Ofelia Morco	Assistant Director
Dr. Agnes A. Margallo	Training and Curriculum Officer
Mr. Robert C Ravago	Property and Instrumentation Officer
Mrs. Evelyn M. Paguio	Faculty Counter Part in Chemistry
Ms. Maria Karina Luth R. Discaya	Faculty Counter Part in Biology
Ms. Arlene M. Mascarinas	Faculty Counter Part in General Science

Question	Excellent	Good	Fair	Poor	N/A
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(1) What is the accomplishment for 5 years (JOCV related)? See "JOCV activities at RSTCs"

(2) How would you rate the attainment of the purpose as stated in the minutes?

4	3	---	---	1
---	---	-----	-----	---

- Why there is no JOCV in Math though the project purpose is "...upgrading practical skill of science and mathematics teachers...?"

(3) How would you rate the RSTC's responsibilities in providing assistance for the implementation of the project excluding those provided by JICA/JOCV

3	4	---	---	1
---	---	-----	-----	---

(4) How do you rate the RSTC in terms of the following:

	6	5	4	3	1
a) Provision of the office	6	1	---	---	1
b) Use of the laboratory	6	1	---	---	1
c) Assignment of counterpart	7	---	---	---	1
d) Time allotted by the counterparts to work with JOCV	6	1	---	---	1
e) Telephone charges	5	1	---	---	1
f) Official Trip	4	2	---	---	1
g) Office supplies and Consumables	5	2	---	---	1

(5) How would you rate the planning of the activities of the RSTC?

5	1	1	---	1
---	---	---	-----	---

(6) How would you rate the achievements of the JOCV compared to the activity plan of the RSTC?

6	1	---	---	1
---	---	-----	-----	---

(7) How would you rate the evaluation made in the technical ability of the JOCV?

4	3	---	---	1
---	---	-----	-----	---

- Their expertise cover their communication difficulty.
- JOCV who assigned before did not have much knowledge subject concerned, but very cooperative and hardworking. Now, the replacement of that JOCV is not hardworking, but have enough background about the subject. Anyway we can learn a lot from them.
- Professionally competent and committed JOCVs possess technical skill but not really all of them.
- In teaching teachers, JOCVs do not have enough confidence because they are young and inadequate teaching skill while teachers who attend the training are relatively older and have more experience in teaching than them.

(8) How would you rate the use of equipment provided by JICA?

5	2	---	---	1
---	---	-----	-----	---

(9) How would you rate the teachers who attended the training provided by JOCV members using the teaching materials also provided by the JOCV members?

3	4	---	---	1
---	---	-----	-----	---

(10) How would you rate the use in terms of the equipment including the vehicle provided by JICA/ JOCV?

6	1	---	---	1
---	---	-----	-----	---

(11) How would you rate the maintenance and management in terms of the equipment including the vehicle provided by JICA/ JOCV?

Maintenance	2	5	---	---	1
Management	2	4	1	---	1

- The equipment from JOCV/ JICA is very useful, while the MOA do not allow us to use it for the classes in the university. If it would be allowed, we can maximize the use of them.
- Before, the other units of the university used the JICA vehicle personally and the RSTC could not use it for their activities. Now that situation has been improved.

(15) How would you rate the JOCV team project?

6	1	---	---	1
---	---	-----	-----	---

(16) How would you rate the Package cooperation?

5	1	---	---	2
---	---	-----	-----	---

- Not familiar with it in detail. Better there is than never.

(17) How would you rate the contribution of the JOCV to the vitalization of the RSTC activities?

6	---	---	---	1
---	-----	-----	-----	---

- Extension
 - Mobile School
 - "Science Magic" (Now "Project Discover" for students)
 - Peer Mentoring Project
 - Visit School
- Instruction
 - INSET programs (Project RISE, SMEMDP-RTP, DTP)
 - PRE-SET (For undergraduate science major in BU-College of Education)
 - Support counterpart (technical transfer)
- Research
 - "Training needs Assessment of Science Teachers"
 - "Resource Inventory in Selected Secondary School in Region V"
- Production
 - Improvise Equipment (Low-cost Equipment)
 - Development Instructional Materials, Exemplar Lesson, Activity Sheets, Worksheet.
 - Innovate ideas, strategies.
- Special Project
 - Implementation of Botanical garden, Waste Management Project.

Question	Answer	No. of Answer
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(18) What is the good points of the JOCV members?

Cooperative	8
Possesses the needed teaching skill	7
Hardworking	7
Moderated to good language ability	4
Polite	1
Kindness	1
Good natured	1

(19) What is the weak points of the JOCV members?

Language ability	7
Lack of confident in teaching teachers (Inadequate of teaching skill)	1

- Language ability questionable at the start, but later they become proficient already?
- Too short contract.

(20) What is the assistance provided by the JOCV to the trainers and teachers in the public school?

Mobile school for outreach program	7
Introduction of the materials	7
Regular visit to schools for training assistance	3

(21) What is the assistance provided by the JOCV to JICA assisted schools?

Mobile school for outreach program	7
Introduction of the materials	7
Regular visit to schools for training assistance	3
Demonstration of equipment	1

- The equipment, which donated before are not using properly.
- Many teacher do not know how to manipulate the equipment.
- Laboratory room has been used as a principal's office.

(22) What is the main problem of the JOCV members at the RSTC?

- So many meetings are held in Manila and JOCV leave. It disturbs our activities.
- There was sometimes hard time to find their place to stay.
- So many Japanese visit JOCV and they had to leave to take care them. They can not concentrate to the work.

Other comments

About JOCV

- When it comes to "JOCV" it's hard worker. They are not so hard worker compare to JOCVs assigned before. They, however, are trying to do their best and there is no problem.
- They do not manipulate so much with laboratory equipment. Instead of that they dedicate themselves to mass-produce improvised material.
- They all have contributed much in upgrading the content knowledge and teaching strategies especially—practical work "hands-on" and "minds-on" activities of the science and mathematics teachers.

B. At West Visayas State University-RSTC

Interviewee (22)	Designation		Designation
Dr. Bernabe B. Cocjin	President of WVSU	Mr. Danilo R. Alcalde	Property Custodian
Dr. Ramon C. Cabag	OIC, VP for Admin. Affair	Mr. Audie Suladay	Utility
Dr. Purisima R. Remorin	Director	Ms. Thelma R. Deano	Laboratory Aide
Dr. Lourdes N. Morano	Faculty Counter Part in Biology	Ms. Irene F. Abaygar	Former Core Faculty
Mr. Emelie S. Palomo	Faculty Counter Part in Physics	Ms. Agathe Z. Senina	Former Core Faculty
Ms. Edna D. Dominguez	Faculty Counter Part in Earth Sci.	Mr. Harlan C. Dureza	Former Core Faculty
Ms. Nanette S. Alicante	Faculty Counter Part in Chemistry	Mr. Cesar A. Sequito	Former Core Faculty
Ms. Alona Matulac-Belanga	Core Faculty in Sec. Math	Ms. Imelda M. Espigar	Former Core Faculty
Dr. Elvira L. Arellano	Core Faculty in Elem. Math	Ms. Grace A. Manajero	Former Core Faculty
Mr. Reynaldo G. Segumpan	Core Faculty in Elem. Sci.	Mr. Joel T. De Castro	Former Core Faculty
Ms. Isabel S. Sogo-an	Staff (Secretary)	Ms. Azucena I Jayme	Secretary of President

Question	Excellent	Good	Fair	Poor	N/A
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(1) What is the accomplishment for 5 years (JOCV related)? See "JOCV activities at RSTCs"

(2) How would you rate the attainment of the purpose as stated in the minutes?

15	6	1	---	---
----	---	---	-----	-----

(3) How would you rate the RSTC's responsibilities in providing assistance for the implementation of the project excluding those provided by JICA/JOCV?

11	7	4	---	---
----	---	---	-----	-----

(4) How do you rate the RSTC in terms of the following:

a) Provision of the office	8	10	4	---	---
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- At start, there were short of table, chair etc. Now, it has been improved.

b) Use of the laboratory	6	12	4	---	---
--------------------------	---	----	---	-----	-----

- We wish to prepare rooms for each subject area as the JOCV office (lab. space).
- There is no enough space for working.

c) Assignment of counterpart	9	7	4	---	2
------------------------------	---	---	---	-----	---

- There is physical distance between JOCV and Counterpart.
- No full-time counterpart.

d) Time allotted by the counterparts to work with JOCV	6	8	5	---	3
--	---	---	---	-----	---

- Reduce number of the teaching load is 3 units only.

e) Telephone charges/ Communication Expenses	7	11	1	---	3
f) Official Trip	6	10	2	1	3

- RSTC does not provide travel expenses except the travel by the JICA vehicle.

g) Office supplies and Consumables	7	8	3	1	3
------------------------------------	---	---	---	---	---

- JOCV sometimes buy the material for training by themselves.

(5) How would you rate the planning of the activities of the RSTC?

10	9	3	---	---
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- No regular activity through a year.
- The objectives are not clear in the long-term plan.

(6) How would you rate the achievements of the JOCV compared to the activity plan of the RSTC?

16	6	---	---	---
----	---	-----	-----	-----

(7) How would you rate the evaluation made in the technical ability of the JOCV?

9	7	---	---	6
---	---	-----	-----	---

- We would like to have experienced JOCV who are more expert in every field of science so that it is of great help to us and teachers in the field.
- We appreciate that JOCV teach us how to use equipment in the University Laboratory

(8) How would you rate the teachers who attended the training provided by JOCV members using the teaching materials also provided by the JOCV members?

4	13	1	---	4
---	----	---	-----	---

(9) How would you rate the use of equipment provided by JICA?

14	7	1	---	---
----	---	---	-----	-----

(10) How would you rate the maintenance and management in terms of the equipment including the vehicle provided by JICA/ JOCV?

Maintenance	10	10	2	---	---
Management	8	10	3	---	1

(11) How would you rate the JOCV team project?

18	3	1	---	---
----	---	---	-----	-----

(12) How would you rate the Package cooperation?

9	6	---	---	7
---	---	-----	-----	---

- Not familiar with it in detail. Better there is than never.

(13) How would you rate the contribution of the JOCV to the vitalization of the RSTC activities?

19	2	1	---	---
----	---	---	-----	-----

- Assist/ Conduct Outreach Program
- Support counterpart (Technical Transfer, class, Training)
- Improve Equipment (Low-cost Equipment)
- Disseminate practical work skills.
- Activities upon request (Stargazing, Computer Training, etc.)
- Publication of Newsletter

Questionnaire 2

(14) What is the good points of the JOCV members?

Hardworking	21
Cooperative	21
Possesses the needed teaching skill	17
Moderated to good language ability	15
Good natured	2
Reliable	1
Sociable	1
Punctual	1

- Good term with the people through the communication in dialect as well as English.
- JOCV committed on outreach program and the other activities.

(15) What is the weak points of the JOCV members?

Language ability	13
Arrange the schedule (overlapped schedule)	1

- In terms of language ability, they have enough vocabularies. The problem is the production the sound.

(6) How would you rate the achievements of the JOCV compared to the activity plan of the RSTC?

16	6	---	---	---
----	---	-----	-----	-----

(7) How would you rate the evaluation made in the technical ability of the JOCV?

9	7	---	---	6
---	---	-----	-----	---

- We would like to have experienced JOCV who are more expert in every field of science so that it is of great help to us and teachers in the field.
- We appreciate that JOCV teach us how to use equipment in the University Laboratory

(8) How would you rate the teachers who attended the training provided by JOCV members using the teaching materials also provided by the JOCV members?

4	13	1	---	4
---	----	---	-----	---

(9) How would you rate the use of equipment provided by JICA?

14	7	1	---	---
----	---	---	-----	-----

(10) How would you rate the maintenance and management in terms of the equipment including the vehicle provided by JICA/ JOCV?

Maintenance	10	10	2	---	---
Management	8	10	3	---	1

(11) How would you rate the JOCV team project?

18	3	1	---	---
----	---	---	-----	-----

(12) How would you rate the Package cooperation?

9	6	---	---	7
---	---	-----	-----	---

- Not familiar with it in detail. Better there is than never.

(13) How would you rate the contribution of the JOCV to the vitalization of the RSTC activities?

19	2	1	---	---
----	---	---	-----	-----

- Assist/ Conduct Outreach Program
- Support counterpart (Technical Transfer, class, Training)
- Improve Equipment (Low-cost Equipment)
- Disseminate practical work skills.
- Activities upon request (Stargazing, Computer Training, etc.)
- Publication of Newsletter

Question	Answer	No of Answer
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Hardworking	21
Cooperative	21
Possesses the needed teaching skill	17
Moderated to good language ability	15
Good natured	2
Reliable	1
Sociable	1
Punctual	1

- Good term with the people through the communication in dialect as well as English.
- JOCV committed on outreach program and the other activities.

(15) What is the weak points of the JOCV members?

Language ability	13
Arrange the schedule (overlapped schedule)	1

- In terms of language ability, they have enough vocabularies. The problem is the production the sound.

(16) What is the assistance provided by the JOCV to the trainers and teachers in the public school?

Introduction of the materials	20
Mobile school for outreach program	17
Regular visit to schools for training assistance	15
Computer Training	1
Instrumentation of equipment	1
Share knowledge, skill, ideas	1
Visit teachers who trained in Japan	1

(17) What is the assistance provided by the JOCV to JICA assisted schools?

Introduction of the materials	19
Regular visit to schools for training assistance	17
Mobile school for outreach program	12
Distribute Newsletter	1

(18) What is the main problem of the JOCV members at the RSTC?

- So many routine work for RSTC.
- No enough working space. JOCV should give priority to their work.
- Inadequate time to share with counterparts/ NO full-time counterpart/ Physical distance between JOCV and counterpart.
- Communication in English/ Make clear their ideas in English.
- Arrange the schedule (to avoid overlapping).

(19) What is the problem of the JOCV members related to Package Cooperation?

- Overlapping the schedule RTP and the other program.
- JOCVs' role is not clear.
- Inadequate facility and equipment to hold training.
- The counterpart did not have enough orientation the role of JOCVs related to Package Cooperation.
- Not to well disseminated information about the package cooperation among the rank & file of components involved.

C. At Ateneo de Davao University-RSTC

Interviewee: (4)	Designation:
Prof. Perla E. Funa	Director
Ms. Hermelita Mapute	Staff (Secretary)
Fr. Francisco Glover (American Priest)	Science Education Consultant
Mr. John G. Gellner (British Volunteer)	Teacher-Advisor

Question	Excellent	Good	Fair	Poor	N/A
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(1) What is the accomplishment for 5 years (JOCV related)? See "JOCV activities at RSTCs"

(2) How would you rate the attainment of the purpose as stated in the minutes?

---	4	---	---	---
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(3) How would you rate the RSTC's responsibilities in providing assistance for the implementation of the project excluding those provided by JICA/JOCV?

4	---	---	---	---
---	-----	-----	-----	-----

(4) How do you rate the RSTC in terms of the following:

a) Provision of the office	2	1	1	---	---
----------------------------	---	---	---	-----	-----

b) Use of the laboratory	---	3	1	---	---
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- We do not have laboratory as of now. Before long, however, the RSTC office is going to transfer to High School campus and there will be a laboratory room with enough space.

c) Assignment of counterpart	---	1	1	---	2
------------------------------	-----	---	---	-----	---

- Before, JOCVs' counterparts were faculty of the University and we had hard time to work together because of time constrain.

d) Time allotted by the counterparts to work with JOCV	---	---	2	---	2
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- Before, JOCVs' counterparts were faculty of the University. ADDU is private school so that it was very difficult to reduce their teaching load for RSTC.
- Even after changing counterparts, we cannot work together so much of time as of now, because the offices are still away as well as public school teachers.

e) Telephone charges/ Communication Expenses	3	1	---	---	---
--	---	---	-----	-----	-----

f) Official Trip	3	---	1	---	---
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g) Office supplies and Consumables	3	1	---	---	---
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(5) How would you rate the planning of the activities of the RSTC?

3	1	---	---	---
---	---	-----	-----	-----

(6) How would you rate the achievements of the JOCV compared to the activity plan of the RSTC?

2	2	---	---	---
---	---	-----	-----	-----

(7) How would you rate the evaluation made in the technical ability of the JOCV?

2	2	---	---	---
---	---	-----	-----	-----

(8) How would you rate the teachers who attended the training provided by JOCV members using the teaching materials also provided by the JOCV members?

---	4	---	---	---
-----	---	-----	-----	-----

(9) How would you rate the use of equipment provided by JICA?

4	---	---	---	---
---	-----	-----	-----	-----

(10) How would you rate the maintenance and management in terms of the equipment including the vehicle, provided by JICA/ JOCV?

Maintenance	3	1	---	---	---
Management	3	1	---	---	---

(11) How would you rate the JOCV team project?

2	2	---	---	1
---	---	-----	-----	---

(12) How would you rate the Package cooperation?

---	2	---	---	2
-----	---	-----	-----	---

- Rate related JOCV activities.

(13) How would you rate the contribution of the JOCV to the vitalization of the RSTC activities?

1	3	---	---	---
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Question	Answer	No of Answer
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(14) What is the good points of the JOCV members?

Hardworking	4
Cooperative	4
Possesses the needed teaching skill	3
Moderated to good language ability	3
Adaptable	1
Good natured	1

(15) What is the weak points of the JOCV members?

Language ability	2
------------------	---

- Some have language problem. Before, they practice conversation with American Father for a hour every day and tried to get used to speak English.

(16) What is the assistance provided by the JOCV to the trainers and teachers in the public school?

Mobile school for outreach program	4
Introduction of the materials	4
Regular visit to schools for training assistance	2
Science Circus Show	1

- The teachers who are willing to learn visit RSTC frequently and ask question to JOCVs. Since it becomes one is to one, JOCV can consult well.

(17) What is the assistance provided by the JOCV to JICA assisted schools?

Introduction of the materials	3
Repair equipment/ Explain how to use	1

- In the JICA assisted school, there are several Bunsen banners, but no gas system there. Why don't you provide a gas regulator and hoses as additional?

(18) What is the main problem of the JOCV members at the RSTC?

- JOCV cannot tryout well because of the lack of laboratory facilities.

(19) What is the problem of the JOCV members related to Package Cooperation?

- JOCVs' role is not clear. Some JOCVs really confused what should be done.
- DECS RO did not recognize JOCVs' role in the INSET system.

3. Research Items & Results for Trainers

Interviewee: (32)

Mrs. Evelyn M. Paguio
 Mrs. Amparo D. Binamira
 Ms. Ma. Karina Luth R. Discaya
 Ms. Marieta Martina V. Baliwas
 Ms. Teresita Melinda P. Alanis
 Mr. Augustine A. Evangelio
 Ms. Meraldin Adela M. Deris
 Ms. Emelina D. Emaas
 Ms. Maria Fe Gay Aton
 Ms. Angelita M. Atabay
 Ms. Teresita F. Del Valle
 Ms. Corazon T. Sabio
 Ms. Edilberta S. Yu
 Mr. Eustaquio C. Jimenez, Jr.
 Mr. Alfredo B. Siason
 Ms. Remedios A. Abarintos

Training conducted:

'97 RTP Chemistry
 '97 RTP Chemistry
 '98 RTP Biology
 '98 RTP Biology
 '98 RTP Biology
 '98 RTP Earth Sci.
 '98 RTP Earth Sci.
 '98 RTP Elem. Sci.
 '96 RTP Chemistry
 '96 RTP Earth Sci.
 '96 RTP Earth Sci.
 '96 RTP Earth Sci.
 '96 RTP Elem. Math
 '96 RTP Elem. Math
 '96 RTP Elem. Math
 '97 RTP Chemistry

Mr. Reynaldo G. Segumpan
 Ms. Anita Estela M. Monroy
 Mr. Peter Ernie D. Paris
 Ms. Falconire T. Fernandez
 Ms. Charity Dedoroy-Escobin
 Ms. E-mi Marisol Charina C. Valente
 Ms. Imelda M. Espigar
 Ms. Rosita C. Reyes
 Ms. Milagros M. Francisco
 Mr. Eusebio G. Agson
 Dr. Carmcita R. Omictin
 Mr. Rey B. Pueblo
 Ms. Cecile Clarinda D. Pasino
 Ms. Cecilia R. Chua
 Ms. Ma Luisa F. Montecillo
 Ms. Ninie C. Del Rosario

Training conducted:

'96 RTP Elem. Sci.
 '97 RTP Physics
 '98 RTP Biology
 '98 RTP Biology
 '98 RTP Earth Sci.
 '98 RTP Earth Sci.
 '98 RTP Elem. Math
 '97 RTP Chemistry
 '97 RTP Chemistry
 '97 RTP Physics
 '98 RTP Biology
 '98 RTP Biology
 '98 RTP Earth Sci.
 '98 RTP Elem. Sci.
 '98 RTP Elem. Sci.

1. About Training

Question	Excellent	Good	Fair	Poor	N/A
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(1) How would you rate the training in terms of the following:

a) Administration

12	15	4	1	---
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- (Because of the DECS people's convenience) The schedule had been changed for 3 times.
- The communication should be sent to the schools earlier, at least 3 months ahead of the schedule of the training. (There were some participants who receive it only the day before of the opening. Even we consider the inconvenience of mailing, it's too late)
- The venue was far away from the city. We had hard time to bring equipment and chemicals to there. There was no arrangement for transportation so that it should be done by ourselves. To avoid that situation, the venue should be the RSTC.

b) Management

18	9	4	1	---
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- The registration fee was very expensive. Some participant could not afford it, then owed DECS debt. There was also delay of refund for the material and honorarium for the trainers.
- The people who get involved training as administrator and facilitator should be trained in a proper way.

c) Preparation for the training

16	13	3	---	---
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- Preparation for the training was complete.
- Prepared for the training for almost 1 year with the other leader trainer and JOCVs.
- The materials to be used in the training were delay and arrived 2 days before the opening. It was very difficult to prepare completely.
- The materials which were bought by DECS to provide for the activities were inadequate, in terms of quality, quantity and contents (they only order it to supplier and never check what the supplier delivered).
- DECS RO should keep some amount of money for the training (They have to start systematize for training among DECS central, regional, and division)

d) Background about the topics discussed during the training

17	14	1	---	---
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- Discuss about some difficult topics and the preparation with the other trainer and JOCV before the training.
- During the preparation period, I was able to ask JICA expert about some unclear point through JOCV and could make it clear.

e) Ability to handle the training

16	16	---	---	---
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f) Ability to inspire the participants

15	17	---	---	---
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- Introduced some simple experiments other than main activities.
- Participants need more training focused on Practical Work.

g) Ability to hold the interest of the participants

18	14	---	---	---
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- Tell the participants about own experiences regarding the topic.
- It seemed that the participant found something new, because we could perform some good experiment without any sophisticated equipment and expensive chemicals.

h) Desire to impart knowledge to the participants

23	9	---	---	---
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Question	Answer
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(2) When did you prepare for the training (multiple answer)?

During vacation	19
Saturday, Sunday	19
After class	8
No time to prepare	1
Others	3

- (Because of inconvenience of one leader trainer, I was asked suddenly) prepared 2 days before of the training.
- We requested the regional office (DECS) to allow us to prepare at RSTC with JOCV.
- Utilize some vacant time, but we usually have classes until 5 o'clock and very hard to find the time.
- We had "Delivery Skill Training" on one weekend
- When the regional office (DECS) called for a meeting with the other trainers, they did not provide transportation allowance. (It was not an official meeting)

(3) How did you prepare for the training (multiple answer)?

With the other Leader Trainers	21
With the other RSTC staff	20
With JOCVs	19
Alone	6
Others	1

- (Because I was asked to be regional trainer,) Prepared with supervisor who attended the NTP.
- With Education Supervisor.
- Since there were so many constraints (like one leader trainer was under CHED and the another was private school teacher, so that DECS could not manage it.), we did not have enough opportunity to see each other leader trainers.
- It was hard to prepare alone, because there was no provision of equipment and chemicals for preparation.

2. About materials introduced during the training

Question	Excellent	Good	Fair	Poor	N/A
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How would you rate the material in terms of the following:

a) Attractiveness for the participants

18	14	---	---	---
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- Used local materials as much as possible, thus they were interested in those.
- It was really depend on what it was. If it was made of a bit expensive material, they did not like it.

b) Ability to encourage the participant to learn more?

20	11	1	---	---
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- Those materials encouraged to get point of the concept, since there were some new teachers (newly inaugural or just started the subject concerned).
- We were able to share some visual material in cooperate with JICA expert in UP-ISMED. Visual aid is very effective in teaching science.
- When we have enough teaching material, the training could be better.

c) Availability in the school

10	14	5	2	1
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- Talk to the principal about the need .
- Some material are not available at Barangay schools and schools in rural area.
- We need substitution for expensive chemicals.
- Involve the parents of special science class in the search for funds to buy chemicals.
- School administration should support the reproduction of activity sheets and improvised material.
- The school can not afford to buy chemicals.

d) Local materials used?

11	20	1	---	---
----	----	---	-----	-----

- Mostly local materials are used. We, however, still have to go to big city (even no need to go to Manila), to buy some materials.
- Not all materials are available in the region (especially, the chemicals are very costly and can not afford it).
- More tryout and preparation to utilize local materials.

e) Frequency of the usage in your classroom

8	22	---	---	2
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- It depends on chapter or topic. Whenever the material can be used, always use it.
- Maximum utilization.

f) Revise/ Make

8	20	2	---	2
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- Let the students make the same.
- It is difficult to revise those materials.
- Use substitution for some.

3. About JOCVs

Questions	Yes	No
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(1) Was there any JOCV got involved in the training?

27	5
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Questions	Excellent	Good	Fair	Poor
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In case there were existence of JOCVs:

(2) What were they doing in the training and how would you rate in those roles?

Lecturer	15	4	---	---	---
Demonstrator	21	4	---	---	---
Assistant	20	4	---	---	---
Observer	21	3	---	---	---
Cooperation	20	2	---	---	---

- JOCVs were very cooperative and helped us all the time.
- JOCV did not have lecture, but support us well.
- (Not only during the training) JOCV help the preparation in spite of it was overtime.
- We did the preparation and tryout together.
- JOCV could make us use the place and equipment to prepare and tryout.

(3) How would you rate the JOCVs in terms of the following:

a) Knowledge about the topic discussed

25	4	---	---	3
----	---	-----	-----	---

- JOCVs have enough knowledge and gave us many suggestions regarding topics.

b) Language ability

9	19	4	---	---
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- Sometimes there were difficulties to communicate, but it could be understood.
- When they could not explain well, they could show the experiments and illustrations. It does not matter.
- Their counterparts give supplementary explanation.
- Sometimes we could not understand their pronunciation.

c) Availability in the school

10	14	5	2	1
----	----	---	---	---

- Talk to the principal about the need.
- Some material are not available at Barangay schools and schools in rural area.
- We need substitution for expensive chemicals.
- Involve the parents of special science class in the search for funds to buy chemicals.
- School administration should support the reproduction of activity sheets and improvised material.
- The school can not afford to buy chemicals.

d) Local materials used?

11	20	1	---	---
----	----	---	-----	-----

- Mostly local materials are used. We, however, still have to go to big city (even no need to go to Manila), to buy some materials.
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e) Frequency of the usage in your classroom

8	22	---	---	2
---	----	-----	-----	---

- It depends on chapter or topic. Whenever the material can be used, always use it.
- Maximum utilization.

f) Revise/ Make

8	20	2	---	2
---	----	---	-----	---

- Let the students make the same.
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3. About JOCVs

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----------	-----	----

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27	5
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Question	Excellent	Good	Fair	Poor	N/A
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Demonstrator	21	4	---	---	---
Assistant	20	4	---	---	---
Observer	21	3	---	---	---
Cooperation	20	2	---	---	---

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25	4	---	---	3
----	---	-----	-----	---

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b) Language ability

9	19	4	---	---
---	----	---	-----	-----

- Sometimes there were difficulties to communicate, but it could be understood.
- When they could not explain well, they could show the experiments and illustrations. It does not matter.
- Their counterparts give supplementary explanation.
- Sometimes we could not understand their pronunciation.

c) Enthusiasm to share knowledge with participants

29	3	---	---	---
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- JOCVs were very hard working/ reliable.
- JOCVs were very helpful during the training.
- JOCVs and we established good support.

4. Research Items & Results for Trainees

Interviewees: (25)

Ms. Alicia R. Gaisa
 Ms. Anita C. Olegario
 Mrs. Gloria F. Bermejo
 Ms. Jocelyn O. Velitario
 Ms. Quennie C. Arcwga
 Ms. Purisima P. Escobal
 Ms. Lourdes P. Castrouesde
 Ms. Lyne A. Buban
 Ms. Ardelita U. Gonzales
 Mr. Garry C. Canto
 Ms. Ma Lorovi E. Calle
 Ms. Ma Vida Corazon V. Sullesta
 Ms. Edna D. Dominguez

Training attended:

'95 Mobile Earth Sci.
 '97 Mobile Bio. / DTP Chem. / '98 DTP Bio.
 '97 RTP Chemistry
 '97 RTP Physics
 '98 DTP Biology
 '98 RTP Biology
 '98 RTP Earth Sci.
 '98 RTP Earth Sci.
 '98 Outreach JICA asst. Sch.
 '97 SAMSI Physics
 '98 Prj. RISE 1st Batch
 '98 Prj. RISE 2nd Batch
 '96 RTP Earth Sci.

Training attended:

Ms. Kriemehilda H. Gajo '98 RTP Biology
 Ms. Merlinda D. Gorriceta '98 RTP Biology
 Ms. Minolaluz M. Billena '98 RTP Biology
 Ms. Nenita J. Lara '98 RTP Biology
 Mr. Gelito C. Penas '98 RTP Earth Sci.
 Mr. Pepito V. Losentes '96-'97 Mobile Trng.
 Dr. Carmncita R. Omictin '98 Delivery Skill
 Ms. Laura V. Cespon '98 Delivery Skill
 Ms. Carmen V. Ragonton '96 RTP Earth Sci.
 Ms. Alma A. Camahalan '97 RTP Chemistry
 Ms. Ofelia J. Jinluan '97 RTP Physics
 Ms. Raquees Q. Catalan '98 RTP Biology

1. About Training

Question	Excellent	Good	Fair	Poor	N/A
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How would you rate the training in terms of the followings:

a) Helpfulness

18	7	---	---	---
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- We could bring back some output to the school and use it during the class. (Project RISE/Region6)

b) Ability to satisfy the participants

12	12	1	---	---
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- The schedule was very hard since we had it Friday and Saturday. The plan of the training was not arranged well so it was lacking consistency regarding the topics. (Project RISE/Region6)

c) Preparation

15	9	1	---	---
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d) Administration

12	11	1	---	1
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- The communication was delayed. That arrived the day before the opening. (Project RISE/Region6)

e) Management

12	10	3	---	---
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- Sometimes, Registration fee is very expensive, thus small schools cannot afford it. (Region6)
- There was delay of paying the allowance at Summer Institute. (Project RISE/Region6)

f) Scope of the training

12	12	1	---	---
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- Some equipment and materials can not be applicable in our school. (Project RISE/Region6)

2. About materials introduced during the training

Question	Excellent	Good	Fair	Poor	N/A
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How would you rate the materials in terms of the following:

a) Attractiveness

9	16	---	---	---
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- Workshop for improvisation is needed (Outreach/Region6)

b) Ability to encourage the student to learn more

10	12	2	---	1
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c) Availability in the school

7	12	4	1	1
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d) Local materials used?

7	16	1	---	1
---	----	---	-----	---

- Some materials were not available in the province.

3. About Trainers

Question	Excellent	Good	Fair	Poor	N/A
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How would you rate the trainers in terms of the following:

a) Preparation for the training

17	8	---	---	---
----	---	-----	-----	-----

b) Background about the topics discussed during the training

15	9	1	---	---
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- Less discussion. More Hands-on activities. Two out of four trainers were not in major of the subject concern.(RTP/Earth Science/Region6)

c) Handling of the training

13	12	---	---	---
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- There were 4 topics in a day. The schedule was very tight. The period (10 days) is very short for RTP.(RTP/Chemistry/Region11)

d) Ability to inspire the participants

15	9	---	---	1
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- Learned new strategies and techniques.(Outreach/Region6)

e) Ability to hold the interest of the participants

16	9	---	---	---
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f) Desire to impart knowledge to the participants

16	9	---	---	---
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4. About JOCVs

Question	Yes	No
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(1) Was there any JOCV got involved in the training?

24	1
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- JOCVs should be got involved the training more. (Project RISE/Region6)
- JOCVs help us not only during the training but when I visit on RSTC.

Question	Excellent	Good	Fair	Poor	N/A
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In case there were existence of JOCVs:

(2) What were they doing in the training and how would you rate in those roles?

Lecturer	12	5	---	---	---
Demonstrator	17	5	---	---	---
Assistant	14	4	---	---	---
Observer	10	2	---	---	---
Cooperation	14	2	---	---	---

(3) How would you rate the JOCVs in terms of the following:

a) Knowledge about the topic discussed

19	5	---	---	1
----	---	-----	-----	---

- JOCVs have enough knowledge and prepared for the training well.

b) Language ability

2	16	6	---	1
---	----	---	-----	---

- Their counterparts help to explain.
- Sometimes we have misunderstandings.

c) Enthusiasm to share knowledge with participants

22	2	---	---	1
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5. About after the training

How would you rate the use of the materials introduced in terms of the following:

a) Frequency of the usage in the classroom

6	17	1	---	1
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- It depends on chapter or topic. Whenever the material can be used, always use it.

b) Revise/ Make

11	8	4	---	2
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6. Research Items & Results for DECS-CMT

<u>Interviewee: (3)</u>	<u>Designation:</u>
Ms. Ma. Elsie C. Corpuz	DECS CMT member
Ms. Paz Buenviaje	DECS CMT member
Ms. Zaida T. Azcueta	DECS CMT member

(1) How was the cooperation with JOCV team project?

- JOCVs were very cooperative in the planning implementing & evaluation of the package cooperation.
- Cooperation with JOCV team project is important for the transfer of technology to trainers and trainees.
- JOCVs' activities with teachers had been fully supported by DECS. DECS officials arrange the program of activities of the teachers to accommodate them.
- Cooperation with JOCV team project is important for the transfer of technology to trainers and trainees.

(2) How would you evaluate the accomplishment of the JOCV team project?

- Through the different activities undertaken in the region; i.e. orientation, planning for implementation.
- JOCV team was evaluated according to their innovational methodology on the improvisation and maintenance of science material and equipment.

(3) What is your opinion about JOCVs' assignment at RSTCs?

- JOCVs are helping a lot the RSTCs to enhance teacher's capabilities in the teaching of science and math.
- Assignments of JOCVs, which is under the jurisdiction of RSTC, should be collaborated with DECS since major activities are focused on teachers.
- JOCV at RSTC are of great help us the accomplishment of the INSET objectives.

(4) What were the good points of the JOCV members? What points should be improved?

- JOCVs establish good support with the local people.
- JOCV members are all very accommodating. All of them are hardworking and work overtime with trainers and teachers. Communication skills need to be improved.
- They are knowledgeable especially in practical work application and improvement.

(5) What was the role of JOCV members during the training of INSET?

- As far as I know, JOCV members conduct mobile training in the region, acting as consultants in the different seminar workshop in science and math.
- JOCV members helped the trainers in the preparation of instructional materials and also helped the trainers evaluate the trainees' activities. Some JOCV members had motivation sessions with the participants.
- Observed and assisted during the RTP, DTP.

(6) How was the cooperation with the trainers during the training?

- JOCV members are very cooperative, supportive and establish good support with the trainers.
- JOCVs and trainers had very good support.
- JOCVs assisted the trainers and staff of the RTP.

(7) What do you think about the continuation of the cooperation? If there is a need to continue, what should be the main activity?

- The package cooperation needs to process the adaptation and extension phases of the program to reach the targeted teachers.
- There is a need to continue JOCV activities. JOCV should not only based with DOST but rather with DECS and perhaps grater in number and also consider other subject areas.
- JOCVs were evaluated technically according to their knowledge and skills.

7. Research Items & Results for UP ISMED

<u>Interviewee: (9)</u>	<u>Designation</u>		<u>Designation</u>
Dr. Vivien Talisayon	Director	Ms. Nora Nalda	Science Education Specialist
Ms. Euelyn L. Josue	Science Education Specialist	Ms. Ceril T. Malicdem	Science Education Associate
Ms. Eulalia N. Benfillo	Science Education Specialist	Ms. Lita D. Lebig	Science Education Associate
Ms. Meree C. Tan	Science Education Specialist	Mr. Miguel C. Cano	Science Education Associate
Ms. Marlene B. Ferido	Science Education Specialist		

(1) How was the cooperation with JOCV team project?

- Okay/ It was successful (observed only during the training period)
- They were very helpful.
- The cooperation was good between JOCV team and UP ISMED

(2) How would you evaluate the accomplishment of the JOCV team project?

- Their role in the National Training Program was not clear.
- They are helpful to the participants (leader trainers) in their respective region.
- They have achieved a lot in terms of contributing to science education through their innovative ideas shared not only to their counterparts but to other people involved science education.
- Their publication was great literature to achieve their objectives.
- By trying out the activities, they have made and some suggestions.
- JOCV team in Bicol worked very well with leader trainers during the RTP. They even handled and conducted some sessions in the RTP with a Filipino counterpart.

(3) What is your opinion about JOCVs' assignment at RSTCs?

- There can be two-way interaction between JOCV and RSTC staff. JOCV can help RSTC staff upgrade knowledge of content, while RSTC staff can share their teaching skill with JOCV.
- JOCVs helped a lot during the training.
- They are of great help to the RSTC (guess from the impression during the NTP)
- RSTC is an excellent place for the JOCVs. But it will be better too if they will be assigned to school.
- Good. They can help in the conduct of in-service training to enhance content background / teaching skills of RSTC staff.
- It is also needed to help some teacher trainers in developing related activities.

(4) What were the good points of the JOCV members? What points should be improved?

- JOCV was a great help during the RTP in terms of materials preparation.
- JOCVs helped participants during the training and assisted some.
- They were very friendly and were willing to share what they know to the best of their knowledge.
- They respected the Filipino culture.
- They should improve their communication skills especially in the local dialect.
- Very helpful during NTP.
- Industrious/ workaholic but then I suggest that they should not intervene or suggest anything when the trainer is conducting a lecture in front of many participants. They can make suggestions after or when participants are not around.
- Willing to learn the Filipino language; they are adaptable and cooperative.

(5) What was the role of JOCV members during the training of INSET

- JOCV was given a topic to teach during the RTP and he did well—He supplemented his discussion in the many illustrations (RTP).
- They normally assisted some participants, usually those who come from the regions where they were assigned (NTP).
- They assist facilitate.
- Helped set-up the apparatus / equipment.
- They are observer and participants at the same time they also help in the activities (NTP).
- They participate in the same way as the leader trainers(NTP).
- They are more involve because they assist the trainers and they help prepare the materials for the practical work.

(6) How was the cooperation with the trainers during the training?

- Very good (at RTP)
- None except assisted participants (at NTP)
- If JOCVs want to learn more about the topics, they should be during preparation period (not only training proper, because at the time of NTP, everything is ready to conduct).
- It was observed that cooperation was good (RTP).
- The JOCVs were very helpful.
- They were a great help with respect to the technical aspect of the training, but also suggested many brilliant ideas as to how practical work should be done.
- Very active.
- Some trainers and I was offended with one JOCV who was intervening when I am conducting an activity, but as a whole their inputs and suggestions help the trainers a lot.

(7) How did the ISMED evaluate the technical ability of the JOCV members?

- He (a JOCV who the interviewee interact) is very knowledgeable of Earth Science.
- Excellent
- He (a JOCV who the interviewee interact) know his subject matter.
- By explaining and demonstrating some complicated equipment.
- They are technically qualified ; they are assigned to the subject area which is their major field.

(8) What do you think about the continuation of the cooperation? If there is a need to continue, what should be the main activity?

- Cooperation of RSTC and JOCV should be continued. Emphasis should be placed on instrumentation.
- It should be continued.
- Why not reach out to local schools, i.e. helping local teachers do practical work? This, however, demands that the JOCVs be good also in the local dialect.
- I believe JOCVs' assignment at the RSTCs is perfect enough.
- Improvisation of equipment using local materials.
- Training of RSTC staff in improvisation.
- There is a need because these Japanese are more advance when it comes to technology. They would also help developing some activities that would help students to understand and remember some abstract concepts in science.
- The specific role of JOCV team should be clarified to the ISMED staff, long before they come here.

8. Research Items & Results for JOCVs

Interviewee (10):	Subject/ Batch/ Site		Subject/ Batch/ Site
Mr. Koji Koyanagi	Chemistry/ 103/ BU	Ms. Shino Takai	Biology/ 107/ BU
Mr. Shoji Yoda	Earth Science/ 104/ WVSU	Mr. Mizuki Matsuzaki	Physics/ 107/ WVSU
Mr. Nobuhiro Shimosato	Earth Science/ 105/ BU	Ms. Noriko Mogi	Biology/ 107/ WVSU
Ms. Hitomi Yamanashi	Chemistry/ 105/ WVSU	Ms. Tomoko Tada	Biology/ 107/ ADDU
Mr. Masahiro Sato	Chemistry/ 105/ ADDU	Mr. Keiich Chiba	Physics/ 107/ ADDU

Question	Excellent	Good	Fair	Poor	N/A
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(1) What was the main activity of JOCV?

- Conduct/ assist Teacher Training
- Development of Instructional Material
- Mobile Training/ Outreach Program
- Support for RSTC activities
- School visit
- Publishing Newsletter
- Stargazing
- Computer Training
- Improvisation of teaching materials
- Making Lab. manual

(2) What was the accomplishment of JOCV activities

See "JOCV activities at RSTCs"

(3) How would you rate the working environment at the RSTC in terms of the followings:

Office	5	2	3	---	---
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- We do not have any inconvenience in terms of office before. Now, we have new building funded by DOST-SEI, and there is much improvement.(BU)
- RSTC office and our laboratory are in different buildings. Sometimes we can not communicate well.(WVSU)
- Sometimes we can not use office equipment in RSTC.(WVSU)

Laboratory	2	3	2	3	---
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- Before we have water supply problem, but now it was solved at new building.(BU)
- The sinks in the laboratory is too shallow to wash glass ware like cylinder.(WVSU)
- There is not enough space to store the equipment.(WVSU)
- There is leak from ceiling during rainy day.(WVSU)
- We do not have laboratory room until now at RSTC office. We are, however, going to transfer to the another campus sometime in December. This problem will be solved.(ADDU)

Counterpart assigned	3	3	1	3	---
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- We can work with our counterparts in the same room.(BU)
- I do not have effective interaction with my counterpart, though we are good in term. Because my counterpart is majored in the different subject area.(BU)
- It seems that they are busy to prepare their classes then they can not concentrate RSTC work.(BU)
- The counterparts do not come to RSTC office so often, because there is a distance.(WVSU)
- The RSTC staff should be deloaded more.(WVSU)
- The counterparts are faculty of attached high school. Until now, we could not have enough time to work together, but the situation will be improved when the office move to high school campus.(ADDU)
- The technical transfer is hard to be done if there is no time to work together.(ADDU)
- We would like to work with public school teachers.(ADDU)
- The counterparts can not extend to schools in provinces since they are private school teacher.(ADDU)

How does the RSTC cover for the expenses in the followings:

	All from RSTC	Partial from RSTC	Not at all from RSTC	N/A
Telephone Calls	5	3	2	---

- Compare to the other RSTC staff, JOCV needs much long-distance call because of the communication among the other sites and Senior JOCV. So that we hesitate asking to pay the charge to RSTC. (BU)
- Until May of 1998, JOCV/ JICA paid the charge, but now RSTC pays. (ADDU)

Official Trips	5	5	---	---
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- The RSTC provide the travel allowance to have a mobile training in the other island.(BU)
- JOCVs can use the vehicle donated by JICA. RSTC pay for the daily wages for the driver and gas.(BU)
- If the trip was only a day, JOCVs could use the vehicle donated by JICA. If, however, it would be longer, JOCVs could not use it since RSTC could not afford to pay the extra wages for the driver.(ADDU)
- I would like to request to lend the motor bike to have extension activities, but since the distance from the assignment to the venue will be more than 200 km, it could not be lent.(ADDU)

Office supplies and consumables	7	3	---	---
---------------------------------	---	---	-----	-----

- No problem.(BU)
- Sometimes the RSTC does not provide some consumable which is used for the daily activities.(WVSU)
- The RSTC provides almost of all consumables.(ADDU)

Question	Excellent	Good	Fair	Poor	N/A
----------	-----------	------	------	------	-----

(4) How would you rate the assistance given by the RSTC to the JOCV in terms of the followings:

Laboratory equipment needed for the JOCV activities	2	6	2	---	---
---	---	---	---	-----	-----

- Consumable like glass ware and pH paper are use to run short. (BU)
- We have adequate equipment in RSTC as of now.(BU)
- There is adequate equipment and chemicals but the problem is schools in provinces do not have it. (ADDU)

Technical assistance	2	5	2	---	1
----------------------	---	---	---	-----	---

- They help to manage the programs.(BU)
- We can have technical help from JICA expert in UP-ISMED(ADDU)

How would you rate your relationship with

a) RSTC Director

2	5	3	---	---
---	---	---	-----	-----

- She understands JOCVs' activities well.
- She has many ideas about activities.
- If she gave us more critical suggestion, we could improve more and support the activities effectively.
- Need more meeting with staff especially before the seminar.
- She is very busy. She can not come to RSTC so often.

b) RSTC Staff

3	5	2	---	---
---	---	---	-----	-----

- Generally they worked and committed.
- I would like to know the true intentions of them , not the public principles. We can be improved if we have it.
- They do not come RSTC often.
- They count on JOCVs as manpower. Sometimes JOCVs have to do their work.
- They should come to RSTC not only before seminar but often time.
- There is room for improvement in terms of counterpart. When we could transfer to the high school campus, the problem would be solved.

c) Other JOCV

3	6	1	---	---
---	---	---	-----	-----

- There is no leader in the team. If we would have a leader, we could work effectively as a team.
- It would be better if we could share the ideas and techniques more among JOCVs.
- Before we had meeting to have common consensus among us for our activities and problem. In that opportunity, we exchange also our opinion for the activities intend to be done. Now we do not have it. If need arise, we would have it again.

d) Senior Volunteer

8	2	---	---	---
---	---	-----	-----	-----

- He supports well to let the JOCVs' activities go very smoothly.
- He coordinates JOCVs well.

e) JICA Experts

4	3	2	---	1
---	---	---	-----	---

- As of now, there are only 2 experts (for Chemistry and Physics).
- We need more opportunity to have advises from the experts.
- When we ask a question, they give us various ideas and information. We really appreciate it.
- It is better to stay closer rather than Manila. We could have contact often and learn more. In terms of dispatch of the experts, it should not be vacant slot during the project period.

(5) How do you rate your effect to the RSTC staff, trainers and teachers in terms of following:

Technical Transfer	---	1	5	3	1
--------------------	-----	---	---	---	---

- Keep transferring the techniques to the same person, higher level of technique would be required with JOCVs.
- I did not take action for it because it seemed the counterpart was very busy for her routine.
- No enough time to technical transfer.
- I am thinking to make laboratory manual for the technical transferring to the counterparts even there is enough time to share with them.

Management of Programs	---	2	4	3	1
------------------------	-----	---	---	---	---

- We had not got involved the management so much.

Performance of Activities	---	1	6	2	1
---------------------------	-----	---	---	---	---

- Sometimes, the preparation was not enough then the effectiveness was also not full.
- I do not have enough opportunity to demonstrate.

Evaluation of Activities	---	1	6	2	1
--------------------------	-----	---	---	---	---

Improvisation of Equipment and Materials	1	1	7	---	1
--	---	---	---	-----	---

- Worked with the counterpart when we improvise materials.
- It took so much time to have trial and error for development of teaching materials.
- It is going on now.

Preparation of Materials	---	4	5	---	1
--------------------------	-----	---	---	-----	---

- Now, my counterpart prepares all the things to be used before the session.
- When need arose, I support it.
- I am going to make laboratory manual to be used effectively during training.

(6) How would you rate the performance and accomplishments of the activities of the JOCVs

2	6	2	---	---
---	---	---	-----	-----

- We are having trial and error regarding activities until now. We can not evaluate yet.
- In the present situation, I am afraid what would happen on RSTC activities after JOCVs have left.

(7) How would you evaluate the JOCV Team Project in terms of the followings:

Goal : To upgrade the performance of science and mathematics teachers in elementary and secondary schools in the service areas of the RSTCs

---	7	2	1	--
-----	---	---	---	----

- It is not clear what should be done.
- I recommend like this concrete goal: "Popularize low cost materials and improvised instructional equipment "
- As of now, we do not focus on elementary school.

Purpose: To strengthen the activities for upgrading practical skills of science and mathematics teachers conducted by the RSTCs

1	6	2	---	1
---	---	---	-----	---

- To attain the purpose, JOCVs should share more time with the counterparts.
- The number of conducting mobile school is getting decrease year by year. We cannot say that JOCVs strengthen the activities.
- My recommendation for the purpose is as "Let the student interested in science more to use of practical work".

Objectives (1): To assist the RSTCs in the implementation of training programs conducted by the RSTCs, especially those concerning laboratory works;

1	6	1	1	1
---	---	---	---	---

- We have a lot of chance to introduce experiment during teacher training.

Objectives (2): To supplement laboratory and office equipment of the RSTCs within the budgetary limit of JOCV/JICA;

--	7	1	1	1
----	---	---	---	---

- Donation of the equipment was not so effective to attain the purpose. We have to make a effort to develop teaching material.

Objectives (3): To introduce to the selected elementary and secondary schools innovative and instructional methodology for the effective use of science laboratory equipment;

--	6	1	1	2
----	---	---	---	---

- We did not have any activity to attain this objective.

Objectives (4): To improve the capabilities of science and mathematics teachers by developing their skills on the improvisation and maintenance of science and mathematics equipment.

---	6	2	1	1
-----	---	---	---	---

- We did not introduce the skill on the maintenance of equipment.

Comment:

- "To handle the experiment by themselves" and "To find the effective way to use equipment" are better for the objectives.
- Better to be engaged in pre-service training for undergraduate student in college of Education.
- More emphasis on elementary education than secondary.
- RSTC staff should take more experiment and improvisation into training.

(8) How would you compare your technical ability with the requested qualification of the JOCV by the RSTC?

--	2	5	2	2
----	---	---	---	---

- I had experience as teacher in Japan, but I had never conducted teacher training. I think assignment of JOCV at RSTC is not appropriate.
- RSTC needs JOCV s who are(were) teachers in Japan.
- RSTC staff expect me to support in developing of contents of classes. But I do not have enough experience about it.

(9) How would you rather the improvement of your language ability?

---	3	5	2	..	---
-----	---	---	---	----	-----

- It has been improved but not enough.
- Among JOCVs, we should speak in English or dialect.
- We have to talk with local people more.
- If the counterpart could have more time to share with me, I could improve my language ability. Or I would make many friends and chance to talk in English or dialect.

(10) What is a role of DOST central in teacher training?

- Backup for RSTC activity in terms of budget and equipment.
- Coordinate/ Support RSTCs.
- More cooperation between DECS and DOST is required

(11) What is a role of DOST regional office in teacher training?

- Sponsor (there is a name on the certificate)

(12) What is a role of DECS central in teacher training?

- Funding for NTP.
- Explain about INSET system at Region and Division.
- There is lack of communication.

(13) What is a role of DECS regional office in teacher training?

- Administer RTP.
- Issue a memorandum for a training and enable teachers to participate the training .
- Coordinate for training.

Comments:

- JOCV should go out to the schools. (all sites)
- In the present situation, we have to make reports, teaching material and handouts or have meeting. So that we have less opportunity to interact with teachers in the field. We do not know what the teachers need.
- I would like to reach to schools in the provinces and have cluster-based training (training for small number of participants) with our counterpart. If it is impossible, I would like to be assigned at a school directly.
- For the grass-root (extension for the provinces) activities, we need minutes with DECS RO.

JOCV Activities at RSTCs

1. JOCV Activities at BU-RSTC

A. INSTRUCTION ; Teacher Training

1) Assistance to DOST-SEI / ESEP sponsored Teacher Training Program

Title of Training	Year	Participants	Duration	JOVC	Role
Certificate Program for Science and Math teachers	1994-95	35	56 hours	T. Yamada	Assistant
Diploma Program in Chemistry	1994-96	22	20 hours	S. Fukuda	Assistant
Short Term Training Program for Elementary Science and Math teachers	1995	35	8 hours	S. Fukuda	Assistant
	1996	35	4 hours	S. Fukuda	Assistant
	1997	35	20 hours	S. Fukuda	Assistant
			28 hours	E. Fujita	Assistant
			4 hours	K. Onishi	Assistant
Certificate Program on the Physical Science for General Science teachers	1995-96	35	20 hours	S. Fukuda	Assistant
			28 hours	E. Fujita	Assistant
			4 hours	K. Onishi	Assistant
Enrichment Program for Secondary Chemistry teachers	1996	35	60 hours	S. Fukuda	Assistant
			4 hours	K. Onishi	Assistant
Certificate Program in Chemistry	1996-97	16	76 hours	S. Fukuda	Assistant
			12 hours	K. Onishi	Assistant
			8 hours	T. Uchida	Assistant
Seminar on the Proper Use of science Equipment for ESEP	1997	10	8 hours	E. Fujita	Assistant
			8 hours	K. Koyanagi	
Project RISE first batch	1998	35	4 hours	K. Onishi	Speaker
		35	8 hours	K. Onishi	Observer
		35	16 hours	K. Koyanagi	Assistant
		35	32 hours	N. Shimosato	Assistant
		35	8 hours	N. Shimosato	Observer

2) Observation & assistance NTP / RTP / DTP under JICA Package Cooperation Activities

Title of Training	Year	Subject	Participants	Duration	JOVC	Role
NTP	1995	Earth Science		3 days	E. Fujita	Observer
				5 days	T. Yamada	Observer
	1996	Physics		3 days	S. Fukuda	Observer
				2 days	E. Fujita	Observer
				2 days	K. Onishi	Observer
				3 weeks	E. Fujita	Observer
	1997	Biology		3 weeks	K. Onishi	Observer
				3 weeks	T. Uchida	Observer
	1998	Physics		1 week	N. Shimosato	Observer
				3 weeks	K. Koyanagi	Observer
3 weeks						
RTP	1996	Earth Science	36	3 days	E. Fujita	Observer
		Earth Science	36	1 day	E. Fujita	Speaker
	1997	Biology	36	3 days	K. Onishi	Observer
		Physics	29	6 days	T. Uchida	Observer
		Chemistry		10 days	S. Fukuda	Assistant
	1998	Biology	29	2 days	E. Fujita	Observer
				1 day	K. Onishi	Observer
		Earth Science	30	10 days	K. Onishi	Assistant
				10 days	N. Shimosato	Assistant
				3 days	K. Koyanagi	Observer
1 day	T. Uchida	Observer				
DTP	1996	Earth Science		1 day	E. Fujita	Observer
				1 day	T. Uchida	Observer
				1 day	S. Fukuda	Observer
	1998	Biology	44	6 days	K. Onishi	Observer
		Biology	26	3 days	K. Onishi	Observer
		Earth Science	22	3 days	N. Shimosato	Observer

Seminar Workshop	1996	Chemistry		3 days	S. Fukuda	Observer
				3 days	E. Fujita	Observer
	1997	Earth Science Biology		2 days	E. Fujita	Observer
				2 days	K. Onishi	Observer

) Assistance in Team Teaching in the Bicol University (Pre-service Training)

Year	Subject	Participants	Duration	JOCV	Role
1995-96	Chemistry	15-20	30 hours	S. Fukuda	Assistant
1996-97	General Science	20	6 hours	E. Fujita	Assistant
1997-98	Chemistry	30	9 hours	K. Koyanagi	Assistant
	General Science	20	3 hours	N. Shimosato	Assistant

3. Outreach / Extension program

.. School Year 1995 ~ 1996

In its first year of implementation, the training covered only physics and Chemistry. There were the parallel sessions in each subject area for 90 min. and the sharing of teaching materials for 60min. This was preceded by simultaneous demonstration lessons conducted by the teachers in the host school, followed by a post-conference.

For this period, 15 cluster schools were covered (12 ESEP high school and 3 other selected schools) in the entire region. Total of 32 teachers attended the one-day sessions.

Mobile Training Program in SY 1995-1996

Date	Venue	No. of Participants				
		Physics	Chemistry	Total		
1995	July	5	Catanduanes NHS	18	19	37
		7	Viga rural Dev't HS	6	5	11
		19	Masbate Nat'l Comp. HS	14	23	37
		21	Cataingan NHS	20	16	36
	August	4	Gallanosa NHS	12	15	27
	September	15	Sorsogon NHS	20	28	48
		25	Marcial O. Ranola Mem'l School	20	17	37
		29	Polungui Gen. Comp. HS	16	16	32
	November	13	BUCE LaborM. Satory HS	11	19	30
		17	Tabaco NHS	18	11	29
1996	January	10	Camarines Sur NHS	12	27	39
		17	Pili NHS	21	28	49
		19	Nabua NHS	37	32	69
		31	Jose Pangamban NHS	8	7	15
	February	2	Vinzons Pilot HS	15	21	36

2. School Year 1996-1997

In its second year of implementation, the Mobile School was able to cover 14 cluster schools (9 ESEP high schools and 5 other selected schools) in the entire region. The sessions covered three more areas, namely : Biology, Earth Science, and Mathematics. M. Satotal of 992 teachers attended the one-day training. This total number was equipment to 49 % of all secondary science and Mathematics teachers in the entire region.

Mobile Training Program in SY 1996-1997

Date	Venue	No. of Participants					Total		
		E.S.	Bio	Chem	Phys	Math			
1996	July	30	Masbate Nat'l	11	16	12	14	---	53
	August	1	Cataingan NHS	13	11	12	13	---	49
		13	Catanduanes NHS	18	16	19	24	---	77
		15	Caramoran Rural Dev't HS	9	6	9	---	---	24
	September	11	Nabua NHS	22	26	28	24	39	139
17		Tabaco NHS	7	11	6	6	13	43	

	October	7	Polangui Gen. Comp. HS	11	11	19	13	22	76
		8	Marcial O Ranola Mem'l S.	11	11	10	8	17	57
		10	Pili NHS	13	20	15	14	17	79
		22	Sipocot NHS	23	19	21	19	39	121
		22	San Jose Polytech. College	9	5	8	6	5	33
	November	28	Sorsogon NHS	21	39	30	24	22	136
		17	Vinzons Pilot HS	22	22	12	17	-----	73
1997	February	5	BUCIT HS	5	6	4	9	8	32

3. School Year 1997-1998

For its third year of implementation, the Mobile School covered 8 cluster schools. The duration of the program became two days due to the suggestion of the participants for a longer training. An added feature of the program was the Science Magic show participated in by the students.

The JOCVs and their faculty counterparts facilitated the demonstration lessons conducted by the host schools followed by post conferences, the Science Magic Show and the first parallel session in each subject area for 90 min. on the first day. The second and third parallel sessions were conducted on the second day. A total of 914 participants attended the Mobile School in SY 1997-1998.

Mobile Training Program in SY 1997-1998

	Date		Venue	No. of Participants					Total
				E/S	Bio	Chem	Phy	Math	
1997	August	1-2	Masbate Nat'l Comp. HS	35	37	30	29	69	200
		22-23	Nabua NHS	10	21	12	15	40	98
	October	3	Polangui Gen. Comp. HS	5	12	12	15	0	44
		24-25	Vinzons Pilot HS	19	14	15	13	27	88
	November	14-15	BU Tabaco Campus	17	20	15	22	37	111
	December	5-6	Camarines Sur NHS	10	16	12	15	28	81
1998	January	16-17	Catanduanes NHS	16	23	12	15	39	105
		22-23	Sorsogon NHS	32	40	30	36	49	187

On the whole, the evaluation, results of the Mobile School over the three-year period constantly indicated that the teacher-participants learned much from the sessions, both in terms of content knowledge and innovative teaching approaches. Similarly, the students were enthusiastic about the Science Magic Show because it was both interesting and informative.

C. Instructional Materials Development Project

1. Instructional Materials Developed (Handouts)

Title	Training where materials were used		Frequency
	Year	Training	
Atmospheric Pressure	1997-98	Mobile School	9
Relative Humidity	1997-98	Mobile School	8
Sundial	1997-98	Mobile School	8
Daytime Changes in Scaling the solar system insolation	1997-98	Mobile School	8
Earthquake	1996	CP for General Science	1
Volcanoes	1996	CP for General Science	1
Plate Boundaries	1996	CP for General Science	1
Floating Liquid	1997-98	Mobile School	8
Rock Collection	---	---	---
Star Gazing	1997	STTP	1
The Action of Enzyme	1996-97	Mobile School	14
Water Analysis	1996	STTP	1
Genetics	1997-98	Mobile School	8
Dyeing Cloth	1997-98	Mobile School	8
Movement of Ions	1996-97	Mobile School	14
Electrolysis of CuCl ₂	1996-97	Mobile School	14
Acid & Base & Salt	1995-96	Mobile School	15

Electric Conductivity	1998	Project RISE	1
Electrolysis of Water	1997-98	Mobile School	8
Growing Crystal	1996	Enrichment Program	1
Refraction of Light	1996-97	Mobile School	14
The Water Model for Electrical Circuit	---	---	---
Using Multi Tester	1995-96	Mobile School	15
Uniform Circular Motion and Centripetal Force	---	---	---
Which Ball will reach first	---	---	---
Simple Pendulum	---	---	---
Air Car	---	---	---
Improvised Galvanometer	1997-98	Mobile School	8
Simple Galvanometer	---	---	---
Capacitors	1997-98	Mobile School	8
Logic Gate	1997-98	Mobile School	8
Dimension	1998	Project RISE	1
Improvised Beam Balance	---	---	---
Mechanical Resonance	---	---	---
Improvised Petri Dish, Funnel and Funnel Support from Pet Bottle	---	---	---
Improvised Beaker	---	---	---
Improvised Gas Generator Set-up	---	---	---
Improvised Tripod	---	---	---
Distinguishing Metal from Non-metal	---	---	---
Making Skull Model *	1998	RTP	1
Paper Chromatography*	1998	RTP	1
Constructing DNA model*	1998	RTP	1
Making Turbidity Meter	1998	RTP	3
Teaching Strategy for equipped school (Biology)	1998	RTP	1
Teaching Strategy for non-equipped school (Biology)	1998	RTP	1
Teaching Strategy for equipped school (General Science)	1998	RTP	1
Teaching Strategy for non-equipped school (General Science)	1998	RTP	1
Formation of Cloud	1998	Project RISE	3
Atmospheric Pressure	1998	RTP	1
Water Pressure	---	---	---
Charles' Law	1998	Project RISE	1

Legend

CP for General Science : Certificate Program on the Physical Sciences for General Science Teachers

STTP: Short Term Training Program for Elementary Science and Mathematics Teachers

RISE : Rescue Initiative for Science Education

Enrichment Program : Enrichment Program for Secondary Chemistry Teachers

* Introduced at NIP

2. Instructional Materials Developed (Devised Materials / Improvised Equipment)

Title	Training where materials were used		Frequency
	Year	Main training	
Airpot Model	1997-98	Mobile School	8
Water Rocket	1997-98	Mobile School	8
Alcohol Gun	1997-98	Mobile School	8
Hair Hygrometer	1997-98	Mobile School	8
Sundial	1997-98	Mobile School	8
Fault Model	1997-98	Mobile School	8
Pangaea Model	1996	CP for General Science	8
Improvised Pangaea Model	1998	Project RISE	2
Clinometer	1997-98	Mobile School	8
Rock Samples	---	---	---
Constellation Map	1997	STTP	1

Easy planetarium	---	---	---
Collecting data from water sampling testing water with an indicator	1997	STTP	1
Petri Dish	1996-97	Mobile School	14
Electrolysis Set-up	1996-97	Mobile School	14
Natural Indicator from Plants	1995-96	Mobile School	15
Electric Conductivity Tester*	1998	Project RISE	1
Electrolysis Apparatus*	1997-98	Mobile School	8
Growing Crystal	1996	Enrichment Program	1
Water Model Diagram	1996-97	Mobile School	14
Metal Tracks	---	---	---
Simple Pendulum using Plumb bob	---	---	---
Air Car	---	---	---
Improvised Galvanometer	1997-98	Mobile School	8
Simple Galvanometer with Compass	---	---	---
Hand Made logic Gate Demonstrator	1997-98	Mobile School	8
Improvised Beam Balance	---	---	---
Vacuum Pump	---	---	---
Improvised Vacuum Beaker	---	---	---
Optical Bench	---	---	---
Wave Demonstrator	---	---	---
Simple motor	---	---	---
Optic Fiber	---	---	---
Electric Circuit Experimental Kit	---	---	---
Integrated Circuit	---	---	---
Projectile Demonstrator	---	---	---
Electrophorus	---	---	---
Mechanical Resonance	---	---	---
Gas Generator Set-up	---	---	---
Improvised Burette	---	---	---
Improvised Calorie Meter	---	---	---
Improvised Beaker	---	---	---
DNA Model*	1998	RTP	1
Skull Model*	1998	RTP	1
Turbidity Meter	1998	Project RISE	3
Improvised Prism	1998	RTP	1
Cloud Formation Model	1998	Project RISE	3

Legend

CP for General Science : Certificate Program on the Physical Sciences for General Science Teachers

STTP: Short Term Training Program for Elementary Science and Mathematics Teachers

RISE : Rescue Initiative for Science Education

Enrichment Program : Enrichment Program for Secondary Chemistry Teachers

* Introduced at NTP

D. Research

1. School Observation

JOCV and BU-RSTC conducted a simple research about the situation obtaining in the schools in Region V in 1994. The results were used to decide to the level of the training and the nature of equipment and chemicals needed by the schools.

This was held to evaluate the Science and Mathematics classes and facilities in schools. JOCVs and RSTC staffs actually observed 50 Science and Mathematics classes in 8 high schools and 6 Elementary Schools and interviewed Science and Mathematics teachers in the region.

The schedule of the School Observation

Date		Name of visited School
1994	September	20 Malabog NHS
		21 Ligao Regional Science HS Ligao West Central ES
		23 Sorsogon NHS
		27 Gallanosa NHS
		28 Nabua NHS Nabua Central Pilot ES
		29 Pili NHS
		October
	5 San Filipe NHS Basud Central ES	
	6 Basud NHS	

2. Training Needs Assessment of Science Teachers and Resource Inventory

As research entitled, Training Needs Assessment of Science Teachers and Resource Inventory was conducted by RSTC determine the backgrounds of Science teachers, facilities of the high schools and the problem met by teachers on their Science classes. T inventory was used for the preparation of the Mobile School. This was initiated in 1994~1995 and 1996~1997.

E. Special Project

- Botanical garden was put up by JOCV in 1996 where in many varied plants were planted.
- Dust box for selective garbage collection was made for environmental education in 1998.

2. JOCV Activities at WVSU-RSTC

A. RSTC Based Activities

1) Assistance to the training for In-service teachers

Title	Year	Subject	JOCV	Role	Participants
Regional Seminar	1995 December	Physics	Y. Hara	Speaker	139
	1997 February	Physics	Y. Hara, Y. Miyake	Assistant	117
	1998 July	Physics	Y. Hara	Speaker	120
Short Term Course	1997 April	Biology, Elem. Sci.	Y. Miyake	Assistant	40
	1998 April	Physics	Y. Hara	Speaker	22
	1998 May	Physics	Y. Hara	Speaker	26
Science and Math Summer institute (SAI)	1996 April - May	Physics, Chemistry	Y. Hara, M. Ichikawa	Speaker	32
	1997 April - May	Elem. Sci.	Y. Hara, Y. Miyake	Assistant	73
		Physics, Gen. Sci.	Y. Hara	Speaker	"
Project RISE 1st	1998 March - May	General Sci.	Y. Hara, Y. Miyake	Speaker and Assistant	35
	2nd	1998 Sep. - Oct.	General Sci.	S. Yoda, H. Yamanashi	Speaker and Assistant
In-Service Training	1998 October	Physics	M. Matsuzaki	Speaker	56
		Chemistry	H. Yamanashi	Speaker	62
		Biology	N. Mogi	Assistant	72
		General Sci.	S. Yoda	Assistant	49

2) Conduct of Outreach Training Program

Year	Subject	Participants	Batch	JOCV	Role
1995	Biology	39	1	Y. Miyake	Speaker
				Y. Hara	Assistant
1996	Biology	228	6	Y. Miyake	Speaker/Assistant
	Physics	316	8	Y. Hara	Speaker
1997	Environmental Education	400	2	Y. Hara, Y. Miyake, S. Yoda	Speaker
	Stargazing	504	5	Y. Hara, Y. Miyake	Speaker
	Biology	37	1	Y. Miyake	Speaker
	Physics	40	1	Y. Hara	Speaker
1998	Computer	138	5	Y. Hara, Y. Miyake	Speaker
	Stargazing	6,840	18	S. Yoda, H. Yamanashi	"
	Stargazing	3,000	13	Y. Hara, Y. Miyake	Speaker
	Astronomy	301	2	S. Yoda, H. Yamanashi	"

3) Assistance to Pre-service training

Year	Target	Batch	Participants	JOCV
1996	Physics Majors	1	14	Y. Hara
	Biology Majors	1	55	Y. Miyake
	Science Club Activity	1	70	Y. Hara, Y. Miyake
1997	Biology Majors	1	25	Y. Miyake
1998	Physics Majors	2	22	Y. Hara
	Biology Majors	1	17	Y. Miyake
	Graduate Students(Earth Science)	1	8	S. Yoda
	Students of Education(Earth Science)	1	36	S. Yoda
	Students of Education(Chemistry)	1	36	H. Yamanashi
	Students of Arts and Science(Physics)	2	50	M. Matsuzaki
	Students of Education(Chemistry)	2	8	H. Yamanashi

4) Assistance to Other Training or Classes

Year	Target	Batch	Participants	JOCV
1996	Master Course in Biology	3	40	Y. Miyake, Y. Hara
	Computer training for faculty staff	4	51	Y. Miyake, Y. Hara
	ICTAPE Seminar Work Shop	1	9	Y. Miyake, Y. Hara
1997	CHED Physics Course	1	52	Y. Hara
	Master Course in Biology	5	2	Y. Miyake

B. Activities Under Package Cooperation Project (observation & assistance to the training program)

Title	Year	Subject	Participants	Duration	JOCV	Role
NTP	1995	Biology, Earth Science		3days	Y. Hara	Observer
		Follow up		3days	Y. Hara	Observer
	1996	Chemistry			M. Ichikawa	Observer
	1997	Biology		15days	Y. Miyake	Observer
		Follow up		3days	Y. Hara, Y. Miyake, S. Yoda	Observer
	1998	Physics, Math.		5days	S. Yoda	Observer
Chemistry			17days	H. Yamanashi	Observer	
Follow up			2days	M. Matsuzaki	Observer	
RTP	1996	Elementary Math.		2days	Y. Hara	Assistant
				2days	Y. Miyake	Assistant
	1997	Biology		2days	Y. Miyake	Assistant
		Physics		20days	Y. Hara	Assistant
	1998	Physics, Chemistry, Math.		6days	Y. Miyake	Observer
		Elementary Math. (Preparation)	4	2days	Y. Hara	Assistant
		Biology (Preparation)	4	11days	Y. Miyake	Assistant
		Earth Science (Preparation)	4	10days	S. Yoda	Assistant
		Elementary Science, Math.		10days	Y. Hara	Assistant
		Biology	18	10days	Y. Miyake	Assistant
DTP	1998	Earth Science	18	10days	S. Yoda	Assistant
		Elementary Science	60	2days	H. Yamanashi	Observer

C. Original Activities of JOCV

1) Visit of the JICA Assisted Schools in Region VI

Year	JICA school	Purpose	Participants	JOCV
1996	1	Visit		Y. Hara, M. Ichikawa, Y. Miyake
1997	8	Visit		Y. Hara, Y. Ichikawa, Y. Miyake, S. Yoda, H. Yamanashi
1998	4	Visit		Y. Hara, Y. Miyake, S. Yoda, H. Yamanashi, M. Matsuzaki
	7	Seminar	170	Y. Hara, Y. Miyake, S. Yoda, H. Yamanashi

2. Publication of JOCV Newsletter

Year	Volume	No. of schools
1996	1-5	1025
1997	6-11	1355
1998	12-15	984
Total	15	3364

Special Editions	No. of Copy
(1998 June - Oct.)	160

3. Training Needs Assessment of Science Teachers

We made a survey of the present situation of Science Education in Region VI in February 1996. Though we sent the form to 150 High Schools, that were 1/3 of the all High Schools in Region VI, the answering rate was only 51 percents.

4. Science Equipment Improvisation

Title	Title	Title
LED tester	Ants' nest watcher	Constellation map
Piezo Igniter	Insect collector	Improvised soap
Geiger muller counter	Salt indicator	Electrolysis kit*
Photoelectron detector	Manometer	Eggplant acid-base indicator*
Magnetic field observer	Prism	Improvised conductivity tester*
Simple motor	Simple microscope	Improvised alcohol lamp
Electromagnetic swing	Ion movement indicator	Recycle dry cell
10 centavos pulley	Water organism collector	Plastic bottle beaker
Low cost optical bench	Genetics puzzle	Plastic bottle gas generator
Kalamansi cells	Biological material	How to make lime water
20 centavos cells	Microtome and prepared slides	How to produce oxygen
Projectile apparatuses	Water rocket	Improvised compass
Monkey hunting	Clinometer	Improvised pinhole camera
Styrene cutter	Rock samples	Current detector
Optical communication apparatus		

* Introduced at NTP

5. Others

Our daily activities are as follows:

- Trying out and instrumentation of equipment with college faculties on request as prepare their class for students.
- Lecture-demonstration, team teaching and help during students' lab. activities.
- Check up and management of equipment in the stock room with the person-in-charge.
- Prepare lab. manual for equipment which has no original operating manual(instruction).
- Instrumentation of equipment for college faculties and encourage them to utilize it.
- Informal instruction in use of computer for RSTC staff and college faculties to have them handle desk job on computers.
- Maintain the computer units that are distributed to each department of the university on request because of lacking computer technician in the school.
- Extend to some elementary and high schools, or Science Centrum on request to have instrumentation or repair of equipment.
- Reply to some question about strategies or procedure of experiment from teachers in the field.
- Repair equipment, which are brought in to RSTC from teachers.

3. JOCV Activities at ADDU-RSTC

A. Activities related to RSTC

1) Conduct of Mobile Training for JICA recipient high school

Date	Venue / Location	Participants	JOVC
Nov. 27-29, 1995	Mabini NHS, Bangkal, Davao City	3	T.Nitta
Dec. 8-9,	Lagao NHS, General Santos City	24	
Dec. 16,	Alabel NHS, Alabel, Sarangani	15	
Jan. 6, 1996	Hagonoy NHS, Hagonoy, Davao der Sur	10	
Jan. 9-12,	F.Bustamante NHS, Tibungco, Davao City	6	T.Nitta/T. Yamazaki
Jan. 19-21,	Banga NHS, Banga, South Cotabato	16	
Feb. 3-4,	Davao NHS, Tagum, Davao del Norte	37	
Feb. 17-18, 1998	Manat NHS, Manat, Davao del Norte	2	T.Nitta, M.Sato

2) Cooperation for Summer Institute Training

Date	Venue	Training	Participants	JOVC
Apr.-May. 1996(30days)	ADDU-RSTC	Summer Institute Certificate Program	35	T.Nitta
Apr.-May. 1997(4days)	ADDU-RSTC	Enrichment Training for High School Physics	35	
Apr. (1days)	ADDU-RSTC	Enrichment Training for Elementary School	38	M.Suzuki
Apr. (1days)	ADDU-RSTC	Enrichment Training for Elementary School	38	

3) Assistance to Weekend Seminar / Short Term Seminar

Date(Period)	Venue	Seminar	Participants	JOVC
Sep.-Oct., 1995(8days)	ADDU-RSTC	Certificate Program(Physics)	10	T.Nitta
Mar., 1996(1day)	ADDU-RSTC	Follow up seminar for RSTC trainee(Physics)	35	
Oct. (2days)	ADDU-RSTC	Enrichment seminar for college teachers(Physics)	20	

4) Mobile Teacher Training Program (TTP)

Batch	Date	Venue, Location	No. of participants				JOVC
			G.S.	Bio.	Chem.	Phys.	
1st	Sep. 21, 1996	Davao City NHS, Davao City	22	21	23	21	T.Nitta T.Yamazaki M.Suzuki A.Seko
	Oct. 19	Nabunturan Compre.NHS, Davao del Norte	32	36	34	35	
2 nd	Nov. 9, 1996	Davao City NHS, Davao City	34		30	21	
	Nov. 16	Daniel R. Aguinaldo NHS, Davao City	35		24	23	
	Nov. 23	Nabunturan Compre.NHS, Davao del Norte	28		11	11	
	Dec. 7	Panabo NHS, Davao del Norte	35		36	38	
3rd	Jan. 11, 1997	Davao City NHS, Davao City	39		16	16	
	Jan. 18	Daniel R. Aguinaldo NHS, Davao City	24		19	16	
	Jan. 21	Nabunturan Compre.NHS, Davao del Norte	31		27	31	
	Feb. 1	Panabo NHS, Davao del Norte	21		30	24	

Subtotal 358 250 236

Total

844

5) Mobile Science Circus Show

Year	Number of Conduct	Participants		JOCV
		Students	Teachers	
1996	6	0	550	T. Nitta, T. Yamazaki, M. Suzuki, A. Seko
1997	29	7800	768	T. Nitta, M. Suzuki, A. Seko
1998	2	560	0	T. Nitta, M. Sato, M. Suzuki, A. Seko
1998	1	60	0	M. Sato, K. Chiba, T. Tada
Total	38	8420	1318	

6) Publication of Newsletter

Volume	Publication Date	Number of copies sent	JOCV
1	Nov. 1996	224	T. Nitta, T. Yamazaki, M. Suzuki, A. Seko
2	Jan. 1997	326	
3	Mar. 1997	294	

(note) These newsletters were sent to the participants of the Mobile Teacher Training Program

7) reparation of Teacher's Database

We collected 526 teachers' data during the TTP as our database by requesting them to fill in a kind of application form.

8) Organization of Rental System for Chemicals & equipment

JOCV/JICA has provided science equipment from 1994 to 1997. Regarding this, we prepared "List of Equipment", "Withdrawal Sheet" (for chemicals and consumable), "Sheet" (for tools) and "Broken Equipment Sheet" (for damaged tools).

9) Construction and distribution of improvised apparatus

Period	Name of improvised equipment	No. of sold	JOCV
Mar-Jun. 1998	Logic gate	20	T. Nitta
May. 1998-	Alcohol lamp	3	M. Sato
	Electrical conductivity tester	22	
	Electrolysis apparatus	32	
	Tripod	2	
	Gas flow meter	14	

E. conductivity tester, electrolysis apparatus, gas flow meter was improvised in UP-ISMED.

B. Activities related to INSET System

1) Observation to INSET-NTP

Year(Period)	Venue	Subject	JOCV
1996(4days)	UP-ISMED	Physics	T. Nitta
(18days)	UP-ISMED	Chemistry	T. Yamazaki
(18days)	UP-ISMED	Chemistry	M. Suzuki
1997(3days)	UP-ISMED	Earth Science	T. Nitta
(3days)	UP-ISMED	Elem. Science	M. Suzuki
(18days)	UP-ISMED	Biology	A. Seko
1998(6days)	UP-ISMED	Physics	T. Nitta
(18days)	UP-ISMED	Chemistry	M. Sato

2) School visit for assisting to RTP trainers

Date	Venue	JOCV
Aug 12, 1997	Davao City NHS, Davao City	A. Seko
Aug 13	Panabo NHS, Davao del Norte	
Aug 27	Panabo NHS, Davao del Norte	

Oct. 14	Panabo NHS, Davao del Norte	
Nov. 27	Panabo NHS, Davao del Norte	
Jun. 18-19, 1998	Mati National Comprehensive HS, Davao Oriental	
Jul. 7-8	Tupi NHS, South Cotabato	
Jul. 9-10	Libertad NHS, South Cotabato	M. Sato
Jul. 11	Notre Dome of Marbel Univ. - RSTC South Cotabto	
Sep. 9	Ateneo de Davao HS, Davao City	M. Sato
Sep. 28-29	Mati National Comprehensive HS, Davao Oriental	T. Tada K. Chiba
Oct. 14	Ateneo de Davao HS, Davao City	K. Chiba
Oct. 15	Tupi NHS, South Cotabato	M. Sato, K. Chiba, T. Tada
Oct. 16	Libertad NHS, South Cotabato	M. Sato
Oct. 16	NDMU HS, South Cotabato	K. Chiba/T. Tada
Oct. 17	NDMU - RSTC, South Cotabato	M. Sato/T. Tada
Oct. 17	Ateneo de Davao HS, Davao City	K. Chiba

3) Assistance in conducting of INSET-RTP

Year(Period)	Venue	Subject	IOC.V.
1996(10days)	ADDU-RSTC	Earth Science	T. Yamazaki
1997(10days)	ADDU-RSTC	Physics	T. Nitta
		Chemistry	M. Suzuki
1998(10days)	ADDU-RSTC	Biology	A. Seko
		Earth Science	T. Nitta

4) School visit for assistance to DTP trainers

Date	School	IOC.V.
Jun. 26, 1997	Sta. Ana NHS, Davao City	M. Suzuki
Jun. 30	Monkayo NHS, Davao del Norte	
Jul. 2	Banaybanay NHS, Davao Oriental	
Jul. 7	Davao del Sur NHS, Davao del Sur	
Jul. 8	Hagonoy NHS, Davao del Sur	
Jul. 9	Ruparan NHS, Davao del Sur	
Sep. 19	Ruparan NHS, Davao del Sur	
Sep. 26	Tagum NHS, Davao del Norte	
Sep. 30-Oct. 1	Sto. Tomas NHS, Davao del Norte	
Oct. 9	Ruparan NHS, Davao del Sur	
Oct. 10	Hagonoy NHS, Davao del Sur	
Nov. 17	Dujali NHS, Davao del Norte	
Nov. 29	San Isidro NHS, Davao Oriental	

5) Assistance in conduct of INSET-DTP

Venue(Period)	Division	Venue	Subject	IOC.V.
Jun. 1997(2days)	Davao Oriental	Mati NHS	Physics	T. Nitta
Nov. (5days)	Davao del Norte	Sto. Tomas NHS	Physics	T. Nitta
			Chemistry	M. Suzuki
Dec. (4days) (4days) (1days)	Davao del Sur	Davao del Sur NHS	Physics	T. Nitta
			Chemistry	M. Suzuki
			Chemistry	A. Seko

6) Conduct of Delivery skills training for RTP trainers / DECS Officials

Date	Venue	Subject	Number of participants				JOCV
			Demonstrator (RTP trainer)	(Observer (DECS officials)	Guests	Total	
Jan.22-23, 1998	ADDU-RSTC	Earth science	3	11	1	15	T.Nitta
Jan.29-30	ADDU-RSTC	Biology	4	8	20	32	M.Suzuki
Feb.5-6	ADDU-RSTC	Elecience	3	9	0	12	A.Seko
Feb.12-13	ADDU-RSTC	Elem.Math	4	9	2	15	M. Sato
Total			74				

フィリピン 青年海外協力隊チーム派遣
「地方理数科教育向上プロジェクト」

活動実績調査結果報告書

1998年11月16日提出

短期緊急派遣隊員 三宅 由利子

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協力隊チーム派遣プロジェクト活動実績調査 概要

1. 目的 1999年5月の地方理数科教育向上プロジェクト(協力隊チーム派遣)終了にさきかけ、終了時評価が行われる。過去5年間にわたる隊員の活動実績、隊員チーム派遣の妥当性、効果、問題点等を調査・集計し、評価作業を行う際の基礎資料として提示する。
また、本プロジェクトは理数科パッケージ協力の一環として実施されてきた。協力隊員のパッケージ協力への関与などパッケージ協力の観点からの調査も行い、上記資料に含めて提示する。
2. 方法 本プロジェクトの主管省庁である科学技術省・理科教育研究所(SEI-DOST)をはじめ、地方のプロジェクトサイト3ヶ所で、調査項目に基づいてインタビュー調査を行うと同時にアンケートを実施した。なお、地方での調査は3地区で同一のアンケートフォームを用いて行った。
3. プロジェクトサイト
科学技術省 理科教育研究所 (DOST-SEI)
第5行政地域(Region V) ビコール大学・地方理科教育センター(BU-RSTC)
第6行政地域(Region VI) ウエスト・ピサヤ大学・地方理科教育センター(WVSU-RSTC)
第11行政地域(Region XI) アテネオ・デ・ダバオ大学・地方理科教育センター(ADDU-RSTC)

4. 調査

4-1) 科学技術省・理科教育研究所での調査

調査者 三宅 由利子 (短期緊急派遣隊員)

調査期間 1998年11月3日から6日まで(3日間)

シニア隊員のカウンターパートを含む理科教育研究所内の職員5名にアンケートおよび口頭インタビューを行った。

SEI-DOST (調査対象者のリスト)

SEI-DOST	
Dr. Ester B. Ogena	Director, SEI-DOST
Dr. Violeta Arciaga	Chief, STED-SEI
Ms. Amparo F. Olarte	Supervising Senior Research Specialist, STED-SEI
Ms. Emma M. Pasatiempo	Senior Science Research Specialist, STED-SEI
Ms. Ma. Lourdes V. Felicitas	Science Research Specialist, STED-SEI

4-2) 第5行政地域(Region V)での調査

調査者 三宅 由利子 (短期緊急派遣隊員)
Maria Lourdes V. Felicitas (DOST-SEI, 理科教育調査官)

調査期間 1998年10月12日から17日まで(6日間)

主な調査場所 Bicol University - Regional Science Teaching Center (BU-RSTC)
DECS 地方事務所(DECS ROV)ほか

協力隊チーム派遣プロジェクト活動実績調査 概要

1. 目的 1999年5月の地方理数科教育向上プロジェクト(協力隊チーム派遣)終了にさきかけ、終了時評価が行われる。過去5年間にわたる隊員の活動実績、隊員チーム派遣の妥当性、効果、問題点等を調査・集計し、評価作業を行う際の基礎資料として提示する。
また、本プロジェクトは理数科パッケージ協力の一環として実施されてきた。協力隊員のパッケージ協力への関与などパッケージ協力の観点からの調査も行い、上記資料に含めて提示する。

2. 方法 本プロジェクトの主管省庁である科学技術省・理科教育研究所(SEI-DOST)をはじめ、地方のプロジェクトサイト3ヶ所で、調査項目に基づいてインタビュー調査を行うと同時にアンケートを実施した。なお、地方での調査は3地区で同一のアンケートフォームを用いて行った。

3. プロジェクトサイト

- 科学技術省 理科教育研究所 (DOST-SEI)
 第5行政地域(Region V) ビコール大学・地方理科教育センター(BU-RSTC)
 第6行政地域(Region VI) ウエスト・ビサヤ大学・地方理科教育センター(WVSU-RSTC)
 第11行政地域(Region XI) アテネオ・デ・ダバオ大学・地方理科教育センター(ADDU-RSTC)

4. 調査

4-1) 科学技術省・理科教育研究所での調査

調査者 三宅 由利子 (短期緊急派遣隊員)

調査期間 1998年11月3日から6日まで(3日間)

シニア隊員のカウンターパートを含む理科教育研究所内の職員5名にアンケートおよび口頭インタビューを行った。

SEI-DOST (調査対象者のリスト)

SEIスタッフ	役職
Dr. Ester B. Ogena	Director, SEI-DOST
Dr. Violeta Arciaga	Chief, STED-SEI
Ms. Amparo F. Olarte	Supervising Senior Research Specialist, STED-SEI
Ms. Emma M. Pasatiempo	Senior Science Research Specialist, STED-SEI
Ms. Ma. Lourdes V. Felicitas	Science Research Specialist, STED-SEI

4-2) 第5行政地域(Region V)での調査

調査者 三宅 由利子 (短期緊急派遣隊員)
 Maria Lourdes V. Felicitas (DOST-SEI、理科教育調査官)

調査期間 1998年10月12日から17日まで(6日間)

主な調査場所 Bicol University - Regional Science Teaching Center (BU-RSTC)
 DECS 地方事務所(DECS ROV)ほか

日程

10月12日	移動 BU-RSTCにてProject RISE 開会式 DECS, DOST 関係者に口頭インタビュー
13日	RSTC スタッフへのインタビュー
14日	DECS 地方事務所にてインタビュー 近隣の高校を訪問し、関係者にインタビュー
15日	近隣の高校を訪問し、関係者にインタビュー
16日	Project RISE の参加者にインタビュー
17日	移動

口頭インタビューを行った人も含めてのべ、32 人(異なる項目で重複している対象者あり)に対してインタビューを行うことができた。

REGION V (調査対象者のリスト)

RSTC 関係者	備考
Dr. Nora L. Licup	Director
Dr. Ofelia Morco	Assistant Director
Dr. Agnes A. Margallo	Training and Curriculum Officer
Mr. Robert C. Ravago	Property and Instrumentation Officer
Mrs. Evelyn M. Paguio	Faculty Counter Part in Chemistry
Ms. Maria Karina Luth R. Discaya	Faculty Counter Part in Biology
Ms. Arlene M. Mascarinas	Faculty Counter Part in General Science
Ms. Evelyn O. Mira	Clerk
ファクンターパート関係者	
Mrs. Evelyn M. Paguio *	Faculty Counter Part in Chemistry
ヒューマンリソース関係者	
Dr. Lylia Corporal-Sena	President
Dr. Nelia Salalima Ciocson	Vice President for Academic Affair
Dr. Emiliano Aberin	University Vice President
協力職員	
Mr. Koji Koyanagi	Chemistry (H 8-1)
Mr. Nobuhiro Shimosato	Earth Science (H 9-2)
Ms. Shino Takai	Biology (H 10-1)
教員関係者	
Mrs. Evelyn M. Paguio *	'97 RTP Chemistry
Ms. Maria Karina Luth R. Discaya *	'98 RTP Biology
Mrs. Amparo D. Binamira	'97 RTP Biology
Mr. Augustine A. Evangelio	'98 RTP Earth Science
Ms. Marieta Martina V. Baliwas	'98 RTP Biology
Ms. Meraldin Adela M. Deris	'98 RTP Earth Science
Ms. Teresita Melinda P. Alanis	'98 RTP Biology
Ms. Emelina D. Emaas	'98 RTP Elementary Science
研修受講者	
Ms. Alicia R. Gaisa	'95 Mobile School Earth Science
Ms. Anita C. Olegario	'97 DTP Chemistry / '98 DTP Biology / '97 Mobile
Mrs. Gloria F. Bermejo	'97 RTP Chemistry
Ms. Jocelyn O. Velitario	'97 RTP Physics
Ms. Guennie C. Arcwga	'98 DTP Biology
Ms. Purisima P. Escobal	'98 RTP Biology
Ms. Lourdes P. Castrouesde	'98 RTP Earth Science
Ms. Lyne A. Buban	'98 RTP Earth Science

日程

10月12日	移動 BU-RSTCにてProject RISE 開会式 DECS, DOST 関係者に口頭インタビュー
13日	RSTC スタッフへのインタビュー
14日	DECS 地方事務所にてインタビュー 近隣の高校を訪問し、関係者にインタビュー
15日	近隣の高校を訪問し、関係者にインタビュー
16日	Project RISE の参加者にインタビュー
17日	移動

口頭インタビューを行った人も含めてのべ、32人(異なる項目で重複している対象者あり)に対してインタビューを行うことができた。

REGION V (調査対象者のリスト)

RSTC 関係者 7	備考
Dr. Nora L. Licup	Director
Dr. Ofelia Morco	Assistant Director
Dr. Agnes A. Margallo	Training and Curriculum Officer
Mr. Robert C. Ravago	Property and Instrumentation Officer
Mrs. Evelyn M. Paguio	Faculty Counter Part in Chemistry
Ms. Maria Karina Luth R. Discaya	Faculty Counter Part in Biology
Ms. Arlene M. Mascarinas	Faculty Counter Part in General Science
Ms. Evelyn O. Mira	Clerk
カウンターパート研修 1	
Mrs. Evelyn M. Paguio *	Faculty Counter Part in Chemistry
ピコール大学 関係者 3	
Dr. Lylia Comoral-Sena	President
Dr. Nelia Salalima Cioeson	Vice President for Academic Affair
Dr. Emiliano Aberin	University Vice President
協力隊員 3	
Mr. Koji Koyanagi	Chemistry (H 8-1)
Mr. Nobuhiro Shimosato	Earth Science (H 9-2)
Ms. Shino Takai	Biology (H 10-1)
教員研修トレーナー 8	
Mrs. Evelyn M. Paguio *	'97 RTP Chemistry
Ms. Maria Karina Luth R. Discaya *	'98 RTP Biology
Mrs. Amparo D. Binamira	'97 RTP Biology
Mr. Augustine A. Evangelio	'98 RTP Earth Science
Ms. Marieta Martina V. Baliwas	'98 RTP Biology
Ms. Meraldin Adela M. Denis	'98 RTP Earth Science
Ms. Teresita Melinda P. Alanis	'98 RTP Biology
Ms. Emelina D. Emaas	'98 RTP Elementary Science
研修受講者 8	
Ms. Alicia R. Gaisa	'95 Mobile School Earth Science
Ms. Anita C. Olegano	'97 DTP Chemistry / '98 DTP Biology / '97 Mobile
Mrs. Gloria F. Bermejo	'97 RTP Chemistry
Ms. Jocelyn O. Velitario	'97 RTP Physics
Ms. Quennie C. Arcwga	'98 DTP Biology
Ms. Purisima P. Escobal	'98 RTP Biology
Ms. Lourdes P. Castrouesde	'98 RTP Earth Science
Ms. Lyne A. Buban	'98 RTP Earth Science

DECS 第5 地方事務所 3	
Mrs. Amy Deniega	Chief Secondary Director, SED
Ms. Marilyn D. Dimaano	Regional Science Supervisor, SED
Ms. Celerina B. Donor	Education Supervisor (Mathematics)
DECS 地区事務所 1	
Ms. Emelina D. Erneas*	Education Supervisor I (Science), Division of Sorsogon
DOST 第5 地方事務所 2	
Prof. Hipolito Aycardo	Director IV/ OIG
Mrs. Consuelo L. Gillego	Senior Research Specialist II

*は異なる項目で、重複してインタビューを受けた人である。

4-3) 第6 行政地域 (Region VI) での調査

調査者 三宅 由利子 (短期緊急派遣隊員)
 Maria Lourdes V. Felicitas (DOST-SEI, 理科教育調査官)

調査期間 1998 年 10 月 19 日から 24 日まで (6 日間)

主な調査場所 West Visayas State University - Regional Science Teaching Center (WVSU-RSTC)
 DECS 地方事務所 (DECS ROVD) ほか

日程

10 月 19 日	移動 WVSU 学長へインタビュー DECS 地区事務所にてインタビュー
20 日	RSTC スタッフへのインタビュー
21 日	近隣の高校を訪問し、関係者にインタビュー
22 日	旧 RSTC スタッフへのインタビュー Project RISE の参加者にインタビュー
23 日	旧 RSTC スタッフへのインタビュー DECS 地方事務所にてインタビュー 隊員による Outreach Program の見学
24 日	DECS 職員へのインタビュー 移動

口頭インタビューを行った人も含めてのべ、45 人 (異なる項目で重複している対象者あり) に対してインタビューを行うことができた。

REGION VI (調査対象者のリスト)

RSTC 職員	
Dr. Purisima R. Remorin	Director
Dr. Lourdes N. Morano	Faculty Counter Part in Biology
Mr. Emelia S. Palomo	Faculty Counter Part in Physics
Ms. Edna D. Dominguez	Faculty Counter Part in Earth Science
Ms. Nanette S. Alicante	Faculty Counter Part in Chemistry
Ms. Alona Matulac-Belanga	Core Faculty in Secondary Mathematics
Dr. Elvira L. Arellano	Core Faculty in Elementary Mathematics
Mr. Reynaldo G. Segumpan	Core Faculty in Elementary Science
Ms. Isabel S. Sogo-an	Clerk
Mr. Danilo R. Alcalde	Property Custodian
Mr. Audie Suladay	Utility

DECS 第5 地方事務所 3	
Mrs. Amy Deniega	Chief Secondary Director, SED
Ms. Marilyn D. Dimaano	Regional Science Supervisor, SED
Ms. Celenina B. Donor	Education Supervisor (Mathematics)
DECS 地区事務所 1	
Ms. Emelina D. Emaas*	Education Supervisor I (Science), Division of Sorsogon
DOST 第5 地方事務所 2	
Prof. Hipolito Aycardo	Director IV/ OIC
Mrs. Consuelo L. Gillego	Senior Research Specialist II

*は異なる項目で、重複してインタビューを受けた人である。

4-3) 第6 行政地域 (Region VI) での調査

調査者 三宅 由利子 (短期緊急派遣隊員)
 Maria Lourdes V. Felicitas (DOST-SEI, 理科教育調査官)

調査期間 1998 年 10 月 19 日から 24 日まで (6 日間)

主な調査場所 West Visayas State University - Regional Science Teaching Center (WVSU-RSTC)
 DECS 地方事務所 (DECS ROVI)ほか

日程

10 月 19 日	移動 WVSU 学長へインタビュー DECS 地区事務所にてインタビュー
20 日	RSTC スタッフへのインタビュー
21 日	近隣の高校を訪問し、関係者にインタビュー
22 日	旧 RSTC スタッフへのインタビュー Project RISE の参加者にインタビュー
23 日	旧 RSTC スタッフへのインタビュー DECS 地方事務所にてインタビュー 隊員による Outreach Program の見学
24 日	DECS 職員へのインタビュー 移動

口頭インタビューを行った人も含めてのべ、45 人(異なる項目で重複している対象者あり)に対してインタビューを行うことができた。

REGION VI (調査対象者のリスト)

RSTC 関係者 20	職名
Dr. Purisima R. Remorin	Director
Dr. Lourdes N. Morano	Faculty Counter Part in Biology
Mr. Emelie S. Palomo	Faculty Counter Part in Physics
Ms. Edna D. Dominguez	Faculty Counter Part in Earth Science
Ms. Nanette S. Alicante	Faculty Counter Part in Chemistry
Ms. Alona Matulac-Belanga	Core Faculty in Secondary Mathematics
Dr. Elvira L. Arellano	Core Faculty in Elementary Mathematics
Mr. Reynaldo G. Segumpan	Core Faculty in Elementary Science
Ms. Isabel S. Sogo-an	Clerk
Mr. Danilo R. Alcalde	Property Custodian
Mr. Audie Suladay	Utility

RSIO 関係者 (続き)	備考
Ms. Thelma R. Deano	Laboratory Aide
Ms. Nenita P. Sorrito	Former Director
Ms. Irene F. Abaygar	Former Core Faculty
Ms. Agathe Z. Senina	Former Core Faculty
Mr. Harlan C. Dureza	Former Core Faculty
Mr. Cesar A. Sequito	Former Core Faculty
Ms. Imelda M. Espigar	Former Core Faculty
Ms. Grace A. Manajero	Former Core Faculty
Mr. Joel T. De Castro	Former Core Faculty
ウエスト・ビサヤ大学 関係者 (3)	
Dr. Bernabe B. Cocjin	President
Dr. Ramon C. Cabag	OIC, Vice President for Administrative Affair
Ms. Azucena I. Jayme	Secretary, Office of President
協力機関 (4)	
Mr. Shoji Yoda	Earth Science (H9-1)
Ms. Hitomi Yamanashi	Chemistry (H 9-2)
Ms. Noriko Mogi	Biology (H 10-1)
Mr. Mizuki Matsuzaki	Physics (H 10-1)
教員研修 (11)	
Mr. Reynaldo G. Segumpan *	'96 RTP Elem. Science
Ms. Anita Estela M. Monroy	'97 RTP Physics
Mr. Peter Ernie D. Paris	'98 RTP Biology
Ms. Falconira T. Fernandez	'98 RTP Biology
Ms. Charity May Flor Dedoroy-Escobin	'98 RTP Earth Science
Ms. E-mi Marisol Charina Contreras Valente	'98 RTP Earth Science
Ms. Imelda M. Espigar *	'98 RTP Elem. Mathematics
研修受給者 (19)	
Ms. Ardelita U. Gonzales	'98 Outreach Program for JICA assisted school
Mr. Garry C. Canto	'97 SAMSI in Physics
Ms. Kriemehilda H. Gajo	'98 RTP Biology
Ms. Minolaluz M. Billena	'98 RTP Biology
Ms. Nenita J. Lara	'98 RTP Biology
Ms. Merlinda D. Gorriceo	'98 RTP Biology
Ms. Edna D. Dominguez	'96 RTP Earth Science
Mr. Gelito COUNTER PARTenas	'98 RTP Earth Science
Ms. Ma Lorovi E. Calle	'98 Project RISE 1 st Batch
Ms. Ma Vida Corazon V. Sullesta	'98 Project RISE 2 nd Batch
DECS 地区協力事務局	
Mr. Tribio B. Berano	Regional Science Supervisor, SED
Ms. Maria Cabag	Regional Science Supervisor, EED
DECS 地区協力局	
Ms. Ma. Myra S. Jamili	Division Science & Math Coordinator, Division of Iloilo City

*は異なる項目で、重複してインタビューを受けた人である。

4-4) 第 11 行政地域 (Region XI) での調査

調査者 三宅 由利子 (短期緊急派遣隊員)
 Maria Lourdes V. Felicitas (DOST-SEI, 理科教育調査官)

調査期間 1998 年 10 月 26 日から 31 日まで (6 日間)

RSTC 関係者 続き	備考
Ms. Thelma R. Deano	Laboratory Aide
Ms. Nenita P. Sorrito	Former Director
Ms. Irene F. Abaygar	Former Core Faculty
Ms. Agathe Z. Senina	Former Core Faculty
Mr. Hartan C. Dureza	Former Core Faculty
Mr. Cesar A. Sequito	Former Core Faculty
Ms. Imelda M. Espigar	Former Core Faculty
Ms. Grace A. Manajero	Former Core Faculty
Mr. Joel T. De Castro	Former Core Faculty
ウエスト・ピサヤ大学 関係者 3	
Dr. Bernabe B. Cocjin	President
Dr. Ramon C. Cabag	OIC, Vice President for Administrative Affair
Ms. Azucena I. Jayme	Secretary, Office of President
協力職員 4	
Mr. Shoji Yoda	Earth Science (H9-1)
Ms. Hitomi Yamanashi	Chemistry (H9-2)
Ms. Noriko Mogi	Biology (H10-1)
Mr. Mizuki Matsuzaki	Physics (H10-1)
教員研修トレーナー 7	
Mr. Reynaldo G. Segumpan *	'96 RTP Elem. Science
Ms. Anita Estela M. Monroy	'97 RTP Physics
Mr. Peter Ernie D. Paris	'98 RTP Biology
Ms. Falconire T. Fernandez	'98 RTP Biology
Ms. Charity May Flor Dedoroy-Escobin	'98 RTP Earth Science
Ms. E-mi Marisol Charina Contreras Valente	'98 RTP Earth Science
Ms. Imelda M. Espigar *	'98 RTP Elem. Mathematics
研修受講者 10	
Ms. Ardelita U. Gonzales	'98 Outreach Program for JICA assisted school
Mr. Garry C. Canto	'97 SAMSI in Physics
Ms. Kriemhilda H. Gajo	'98 RTP Biology
Ms. Minolaluz M. Billena	'98 RTP Biology
Ms. Nenita J. Lara	'98 RTP Biology
Ms. Merlinda D. Gorricea	'98 RTP Biology
Ms. Edna D. Dominguez	'96 RTP Earth Science
Mr. Gelito COUNTER PARTENAS	'98 RTP Earth Science
Ms. Ma Lorovi E. Calle	'98 Project RISE 1 st Batch
Ms. Ma Vida Corazon V. Sulista	'98 Project RISE 2 nd Batch
DECS 第6地方事務所 2	
Mr. Tribio B. Berano	Regional Science Supervisor, SED
Ms. Maria Cabag	Regional Science Supervisor, EED
DECS 地区事務所 1	
Ms. Ma. Myra S. Jamili	Division Science & Math Coordinator, Division of Iloilo City

*は異なる項目で、重複してインタビューを受けた人である。

4-4) 第11行政地域(Region XI)での調査

調査者 三宅 由利子 (短期緊急派遣隊員)
 Maria Lourdes V. Felicitas (DOST-SEI, 理科教育調査官)

調査期間 1998年10月26日から31日まで(6日間)

主な調査場所 Ateneo de Davao University - Regional Science Teaching Center
 DECS 地方事務所 (DECS RO XI)ほか

日程

10月26日	移動 RSTC スタッフへのインタビュー
27日	DECS 地方事務所にてインタビュー 近隣の高校を訪問し、関係者にインタビュー
28日	近隣の高校を訪問し、関係者にインタビュー
29日	近隣の高校を訪問し、関係者にインタビュー
30日	JOCV、その他にインタビュー
31日	移動

のべ、37人(口頭インタビューを行った人も含めて)(異なる項目で重複している対象者あり)に対してインタビューを行うことができた。

REGION XI(調査対象者のリスト)

RSTC 関係者	備考
Prof. Perla E. Funa	Director
Ms. Hermelita Mapute	Staff
Fr. Francisco Glover	Science Education Consultant
Mr. John G. Gellner	Teacher-Advisor
協力教員	
Mr. Masahiro Sato	Chemistry (H9-2)
Ms. Tomoko Tada	Biology (H 10-1)
Mr. Keiichi Chiba	Physics (H 10-1)
研修受講者	
Ms. Maria Fe Gay Aton	'96 RTP Chemistry (Faculty C/P in Chemistry)
Ms. Angelita M. Atabay	'96 RTP Earth Science
Ms. Corazon T. Sabio	'96 RTP Earth Science
Ms. Teresita F. Del Valle	'96 RTP Earth Science
Mr. Alfredo B. Siason	'96 RTP Elem. Mathematics
Ms. Ediberta S. Yu	'96 RTP Elem. Mathematics
Mr. Eustaquio G. Jimenez, Jr.	'96 RTP Elem. Mathematics
Ms. Milagros M. Francisco	'97 RTP Chemistry
Ms. Remedios A. Abarintos	'97 RTP Chemistry
Ms. Rosita O. Reyes	'97 RTP Chemistry
Mr. Eusebio G. Agson	'97 RTP Physics
Dr. Carmocita R. Omictin	'98 RTP Biology
Ms. Cecile Clarinda D. Pasino	'98 RTP Biology (Faculty C/P in Biology)
Mr. Rey B. Pueblo	'98 RTP Biology
Ms. Cecilia R. Chua	'98 RTP Earth Science
Ms. Ma Luisa F. Montecillo	'98 RTP Elem. Science
Ms. Ninie C. Del Rosario	'98 RTP Elem. Science
研修受講者	
Ms. Carmen V. Ragonton	'96 RTP Earth Science
Ms. Alma A. Camahalan	'97 RTP Chemistry
Ms. Ofelia J. Jinluan	'97 RTP Physics
Ms. Raquees Q. Catalan	'98 RTP Biology
Mr. Pepito V. Losentes	'96-'97 Mobile Training
Dr. Carmocita R. Omictin *	'98 Delivery Skill Training
Ms. Laura V. Cespon	'98 Delivery Skill Training

主な調査場所 Ateneo de Davao University -- Regional Science Teaching Center
 DECS 地方事務所 (DECS RO XI)ほか

日程

10月26日	移動 RSTC スタッフへのインタビュー
27日	DECS 地方事務所にてインタビュー 近隣の高校を訪問し、関係者にインタビュー
28日	近隣の高校を訪問し、関係者にインタビュー
29日	近隣の高校を訪問し、関係者にインタビュー
30日	JOCV、その他にインタビュー
31日	移動

のべ、37人(口頭インタビューを行った人も含めて)(異なる項目で重複している対象者あり)に対してインタビューを行うことができた。

REGION XI(調査対象者のリスト)

RSTC 関係者 4	備考
Prof. Perla E. Funa	Director
Ms. Hermelita Mapute	Staff
Fr. Francisco Glover	Science Education Consultant
Mr. John G. Gellner	Teacher-Advisor
協力隊員 3	
Mr. Masahiro Sato	Chemistry (H9-2)
Ms. Tomoko Tada	Biology (H 10-1)
Mr. Keiichi Chiba	Physics (H 10-1)
教員研修トレーナー 17	
Ms. Maria Fe Gay Aton	'96 RTP Chemistry (Faculty C/P in Chemistry)
Ms. Angelita M. Atabay	'96 RTP Earth Science
Ms. Corazon T. Sabio	'96 RTP Earth Science
Ms. Teresita F. Del Valle	'96 RTP Earth Science
Mr. Alfredo B. Siason	'96 RTP Elem. Mathematics
Ms. Edilberta S. Yu	'96 RTP Elem. Mathematics
Mr. Eustaquio G. Jimenez, Jr.	'96 RTP Elem. Mathematics
Ms. Milagros M. Francisco	'97 RTP Chemistry
Ms. Remedios A. Abarintos	'97 RTP Chemistry
Ms. Rosita C. Reyes	'97 RTP Chemistry
Mr. Eusebio G. Agson	'97 RTP Physics
Dr. Carmencita R. Omictin	'98 RTP Biology
Ms. Cecile Clarinda D. Pasino	'98 RTP Biology (Faculty C/P in Biology)
Mr. Rey B. Pueblo	'98 RTP Biology
Ms. Cecilia R. Chua	'98 RTP Earth Science
Ms. Ma Luisa F. Montecillo	'98 RTP Elem. Science
Ms. Ninie C. Del Rosario	'98 RTP Elem. Science
研修受講者 7	
Ms. Carmen V. Ragonton	'96 RTP Earth Science
Ms. Alma A. Camahalan	'97 RTP Chemistry
Ms. Ofelia J. Jinluan	'97 RTP Physics
Ms. Raquees Q. Catalan	'98 RTP Biology
Mr. Pepito V. Losentes	'96-'97 Mobile Training
Dr. Carmencita R. Omictin *	'98 Delivery Skill Training
Ms. Laura V. Cespon	'98 Delivery Skill Training

DECS 第11 地方事務所 3	
Ms. Rebecca C. Torres	Education Supervisor II, EED
Mr. Cesar E. Cole	Education Supervisor II, SED
Dr. Ursula C. Valderrama	Chief, SED
DECS 地区事務所 3	
Ms. Corazon T. Sabio*	Education Supervisor II, Division of Davao City
Mr. Alfredo B. Siason*	Education Supervisor I, Division of Davao del Norte
Mr. Eustaquio C. Jimenez, Jr.*	Education Supervisor I, Division of Davao Oriental

*は異なる項目で、重複してインタビューを受けた人である。