

付 属 資 料

1. ミニッツ・オブ・ミーティング
(事前調査合意文書)
2. 要 請 書
3. ミニッツ・オブ・ディスカッション
(プロジェクト実施合意文書)


MINUTES OF MEETING
ON
THE PROJECT
FOR
STRENGTHENING OF CONTINUING SCHOOL BASED
TRAINING PROGRAM FOR ELEMENTARY AND SECONDARY
SCIENCE AND MATHEMATICS TEACHERS (SBTP)
IN THE REPUBLIC OF THE PHILIPPINES

The Preliminary Study Team (hereinafter referred to as the "Team") for the Project for Strengthening of Continuing School Based Training Program for Elementary and Secondary Science and Mathematics Teachers (hereinafter referred to as "the Project"), headed by Mr. Satoru Hagiwara, was dispatched by the Japan International Cooperation Agency (hereinafter referred to as "JICA") to the Philippines from November 6 to 30, 2001.

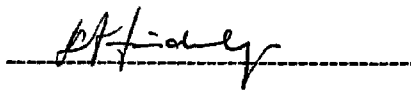
The Team held a series of discussions on the Draft of the Minutes of Discussions regarding the Project with the authorities concerned of the Republic of the Philippines.

The major points of discussions are summarized in the following attachment.

Manila, November 29, 2001




Mr. Satoru Hagiwara
Leader
Preliminary Study Team
Japan International Cooperation Agency



Dr. Fe A. Hidalgo
Undersecretary
Programs and Projects
Department of Education

Witnessed by



Mr. Joselito C. De Vera
Executive Director
Philippine National Volunteer Service Coordinating Agency

THE ATTACHED DOCUMENT

1. DISCUSSION BY BOTH PARTIES:

During the discussion, both parties raised several points concerning implementation of the Project as per attached in ANNEX 1.

2. FRAMEWORK OF THE PROJECT:

Both parties agreed on the framework of the Project compiled in Project Design Matrix (PDM) as per attached in ANNEX 2.

3. PREPARATION OF MINUTES OF DISCUSSIONS (M/D):

Both parties prepared the draft of the Minutes of Discussions on the Project through the series of discussion as attached in ANNEX 3.

4. SIGNING OF MINUTES OF DISCUSSIONS (M/D):

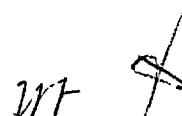
The representatives concerned of both parties shall sign M/D on the Project as per attached immediately.

5. START OF COOPERATION:

Both parties agreed to make the best efforts to start the Project as soon as possible upon signing of Minutes of Discussions (M/D) on the Project.

Other annexes attached are

ANNEX 1	Discussion by both parties
ANNEX 2	Project Design Matrix (PDM)
ANNEX 3	Draft of Minutes of Discussions (M/D)
ANNEX 4	Plan of Operation (PO)
ANNEX 5	Department of Education (DepEd) Personnel in SBTP Implementation and Expansion



DISCUSSION BY BOTH PARTIES

1. Proposal from Philippines Side

Philippine side explained the present situation of SBTP and the Project Proposal.

2. Proposal from Japanese Side

Japanese side explained the counter proposal by using Project Design Matrix (PDM).

3. Basic Understanding on the Project

- (1) Philippines side recognized and considered the sustainability of SBTP, which had been conducted within locally available resources and expertise, and emphasized the need for faster dissemination of SBTP to other regions.
- (2) Japanese side emphasized that what is most important in SBTP is how to make teachers recognize the proper method of learner-centered instruction rather than faster dissemination of SBTP.

4. Cooperation Period of the Project

Both sides agreed the cooperation period of the Project was three years from the time as early as possible in 2001 Japanese Fiscal Year, and after completion of cooperation period (3 years), Japanese volunteers will be continued dispatching until 2007 Japanese Fiscal Year.

5. Project Region

- (1) Philippine side proposed six project regions including three present pilot regions (Region V, VI, XI) and three new regions (Region III, VII, X) for expansion. After discussion, both sides understood and agreed that the target region of the Project would be three regions including mainly Region V, VI and VII because of the following reasons:
 - (a) Region V is one of the three pilot regions, and could be a model region in the Project since the training has been conducted most effectively.
 - (b) Region VI is one of the three pilot regions, and seems to have had the low performance in the past; therefore, they need to be backed up more strongly to conduct the training more effectively.
 - (c) Region XI is one of the three pilot regions, but Japanese side explained that it is impossible to deploy Japanese experts and JOCVs due to the security concern.



(d) Among three new regions (Region III, VII, X) proposed by Philippine side, Region VII is the most appropriate new project region, since the resources in the National Science Teaching Instrumentation Center (NSTIC) in Cebu could be utilized, and also Region VII is accessible to other proposed project regions (Region VI, XI).

Philippine side expressed that DepEd would promote by themselves implementation of SBTP in Region III, X, XI; however, they also requested assistance to those regions within the availability of experts and JOCVs on need basis.

6. Input

A. Assignment of Japanese Experts

- (1) Japanese side explained that long-term experts would be deployed for three years, expectedly starting from March of 2002.
- (2) Japanese side explained that the number of long-term experts would be two on annual basis.
- (3) To the proposal of Japanese side on the number of experts mentioned above (2), Philippine side strongly requested the assignment of long-term experts to each of three project regions.

And Japanese side answered that it might be difficult for Japanese side to increase the number of experts due to the limited budgetary situation.

- (4) Under the limited number of experts, both sides considered the deployment of experts as follows:
 - (a) Experts would be initially assigned to Region V and VI.
 - (b) An expert deployed in Region V would be reassigned to Region VII, possibly at the second year of cooperation.
 - (c) An expert deployed in Region VI might be reassigned to Region III if the training in Region VI came to be conducted effectively.

B. Assignment of Japan Overseas Cooperation Volunteers (JOCVs)

- (1) Japanese side explained that JOCVs would be deployed for approximately four years. And first batch of JOCVs would be fielded in the second year of cooperation, in consideration with a recruitment schedule for JOCVs.
- (2) Japanese side proposed that the time lag between dispatch of first long-term experts and dispatch of first batch of JOCVs could be supplemented with dispatch of short-term JOCVs.
- (3) Japanese side explained that the number of JOCVs would be expectedly eight to ten on annual basis.



- (4) Philippine side proposed that one JOCV per subject area (elementary science and math, and secondary physics, chemistry, biology and math) would be dispatched if possible.
- (5) Both sides agreed that it was necessary to have further discussion on the actual place of assignment and subject area of JOCVs, and both sides would decide them within December of 2001.

C. Materials

- (1) Philippine side requested Japanese side to share costs for instructional materials and printing Session Guide/ Lesson Plan (SG/LP) and to provide equipment.
Japanese side commented that in this scheme, Japanese side could not provide a big amount of equipment, such as the one that could be generally provided in the scheme of Project-Type Technical Cooperation Program, and furthermore Japanese side emphasized that a large amount of financial input including equipment and materials might work against the sustainability and advantages of SBTP.
- (2) Both sides agreed that the actual amount of equipment and materials would be determined between Japanese side and Philippine side during the Project implementation, based on the policy mentioned above.

7. Coordination with Other Organizations

Both sides agreed that the National Institute of Science and Mathematics Education Development, the University of the Philippines (UP-NISMED) and Regional Science Teaching Center (RSTC) at which cooperation by Japanese side had been targeted in the past, should be involved in the Project in order to utilize their resources.

Japanese side commented that the Project could seek the resources of UP-NISMED if necessary during its implementation, and also commented that the resources of RSTC could be utilized in developing instructional materials in the project regions where RSTC in Region VI was expressing the willingness to share their resources for the Project.

8. Baseline Survey

- (1) Both sides agreed that DepEd and JICA would conduct a baseline survey to collect data, which would be used for monitoring and evaluation of the Project.
- (2) One short-term expert would be dispatched for this purpose.

9. Evaluation and Monitoring

Both sides agreed to develop the method (system) of monitoring and evaluation.



10. Others

- (1) Philippine side agreed the content of PDM and its use for monitoring of the Project.
- (2) DepEd will submit to JICA A1 form of long-term and short-term experts for a baseline survey immediately, and at the same time, DepEd Central Office in consultation with DepEd Regional Office will prepare a request form for JOCVs to be submitted to the Philippine National Volunteer Service Coordinating Agency (PNVSCA).
- (3) Philippine side clarified the roles and responsibility of concerned DepEd organizations and the number of personnel directly involved in SBTP implementation. (ANNEX 5)

Project Design Matrix on Strengthening of Continuing School Based Training Program for Elementary and Secondary Science and Mathematics Teachers (SBTP)

(This Project is called SBTP in abbreviation.)

Period of Cooperation: 2002.3-2005.2

Project Site: Region V, VI, VII

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p style="text-align: center;">Overall Goal</p> <p>Performance level of pupils and students in science and mathematics at basic education is continuously improved.</p>	<p>a)The results of Standardized Achievement Test at National, Regional and Division levels in the project schools are improved compared to those in the beginning of Project or compared to that in non-project schools by 2010.</p>	<p>a)Standardized Achievement Test at National, Regional and Division level</p>	<ul style="list-style-type: none"> • DepEd policies concerning emphasis on science and mathematics education and on teachers' training are maintained. • Curriculum is not drastically changed. • Educational budget on maintenance and other operation expenses, (ie, training budget) is increased. • Teachers utilize learning skills acquired in SBTP in their classroom.
<p style="text-align: center;">Project Purpose</p> <p>To upgrade teaching skills and deepen understanding of subject matter content for facilitating learner-centered classroom instruction in science and mathematics education.</p>	<p>a)The results of lesson evaluation both by external experts and the Project implementors and by teachers themselves are improved by X%, Y% respectively in project regions by February of 2005.</p> <p>b)The results of lesson evaluation both by external experts and the Project implementors and by teachers themselves are improved by X%, Y% respectively in non-project regions by February of 2005.</p> <p>(Percentages would be determined one year after implementation of the Project.)</p>	<p>a)Monitoring and evaluation sheets/ Questionnaires to teachers</p> <p>b)Monitoring and evaluation sheets/Questionnaires to teachers (Evaluation methods, evaluation items and evaluation standard would be determined during the implementation of the Project.)</p>	<ul style="list-style-type: none"> • DepEd offices continuously conduct SBTP. • The policy on conducting of SBTP on Friday is maintained. • Teachers trained in SBTP are continuously involved in Project.

Handwritten signature

Outcome			
(1) The operation and management method of SBTP is strengthened.	a) A SBTP implementation manual is developed. b) Philippine side takes a lead role in implementing SBTP continuously in project regions based on a SBTP implementation manual.	a) SBTP implementation manual b) Monitoring and evaluation sheets	• Teachers trained in SBTP are continuously involved in the Project.
(2) The content of SBTP is upgraded.	a) The results of evaluation on training are improved by X% in the project regions. b) The degree of satisfaction of teachers who participate in SBTP is improved by X%. c) Session Guide (SG) models and Lesson Plan (LP) models are developed and improved. d) Instructional materials (including user manuals) are developed.	a) Record of training evaluation (Formats would be developed during the implementation of the Project.) b) Questionnaires to teachers in SBTP c) SG/LP d) Instructional materials	
(3) SBTP is implemented in non-pilot clusters in pilot regions (Region V, VI).	a) The percentages of the number of schools and science and mathematics teachers participating in SBTP are increased by X%.	a) Record of SBTP implementation (Formats would be developed during the implementation of the Project.)	
(4) SBTP is implemented in a non-pilot region.	a) SBTP is implemented in Region VII under leadership of DepEd Central Office.	a) Record of SBTP implementation (Formats would be developed during the implementation of the Project.)	
Activities	Input: JAPAN	Input: PHILIPPINES	
[Implementation of pilot SBTP] (1-1) To prepare an implementation plan for pilot SBTP (1-2) To implement pilot SBTP (1-3) To monitor and evaluate pilot SBTP [Development of a SBTP implementation manual] (1-4) To assess the current situation and problems arisen in SBTP implementation (1-5) To solve problems arisen in SBTP implementation (1-6) To develop a SBTP implementation manual (1-7) To prepare monitoring and evaluation sheets	Long-term Experts : 2 persons a) Teaching method and system /Project leader: 36M/M b) Developing SG/LP & instructional materials: 36M/M Short-term Experts : if necessary e.g.) Development of instructional materials: Math: Science:	Counterparts a) DepEd Central Office: b) DepEd Regional Office: c) DepEd Division Office: Project Office a) DepEd Central Office b) DepEd Regional Office	Important Assumption • Teachers are willing to improve their capability in teaching. • DepEd is willing and committed to support the conduct and institutionalization of SBTP.

Handwritten initials and signature

(DRAFT)
MINUTES OF DISCUSSIONS
ON
THE PROJECT
FOR
STRENGTHENING OF CONTINUING SCHOOL BASED
TRAINING PROGRAM FOR ELEMENTARY AND SECONDARY
SCIENCE AND MATHEMATICS TEACHERS (SBTP)
IN THE REPUBLIC OF THE PHILIPPINES

In response to a request from the Government of the Republic of the Philippines concerning the Project for Strengthening of Continuing School Based Training Program for Elementary and Secondary Science and Mathematics Teachers (hereinafter referred to as "the Project"), the Resident Representative of the Japan International Cooperation Agency (hereinafter referred to as "JICA") in the Philippines had a series of discussions with the Philippine authorities concerning preferable measures to be taken by both Governments for the smooth implementation of the Project.

As a result of the discussions, both parties agreed to recommend to their respective Governments the matters referred to in the document attached hereto.

Manila, January, 2002

Mr. Hideo Ono
Resident Representative
JICA Philippines Office

Mr.

Witnessed by



Mr. Josefito C. De Vera
Executive Director
Philippine National Volunteer Service Coordinating Agency



THE ATTACHED DOCUMENT

1. PROJECT TITLE:

Project on Strengthening of Continuing School Based Training Program for Elementary and Secondary Science and Mathematics Teachers

2. PERIOD OF COOPERATION:

Three (3) years from the time as early as possible in 2001 Japanese Fiscal Year. After completion of cooperation period (3 years), Japanese volunteers will be continued dispatching until 2007 Japanese Fiscal Year.

*Japanese Fiscal Year starts in April and ends in March.

3. PROJECT SITE:

Region V

Region VI

Region VII

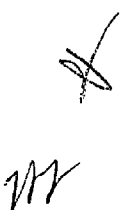
4. IMPLEMENTATION OF PROJECT:

The Project will be implemented in accordance with the Project Design Matrix in Annex I and the Plan of Operation in Annex II.

5. BACKGROUND AND JUSTIFICATION OF THE PROJECT:

To improve pupils'/ students' learning competencies in science and mathematics at basic education level is one of the critical educational issues in the Philippines. The Government of the Philippines prioritizes universalization of basic education in good quality and improvement of science and mathematics education as national objectives in the Master Plan for Basic Education (1996-2005). Accordingly, the Department of Education (DepEd) has been struggling to improve curriculum and teacher training for science and mathematics education.

However, it is difficult to spare the limited budget to development expenses such as teacher training, since 88% of the budget (FY 2000) goes to salaries for teachers and staff. As a result, it depends on the funds coming from



external resources whether or not teacher training is held. Also, there exists insufficient support for teaching methods in in-service training (INSET), inadequate training materials, and few qualified supervisors for science and mathematics education. Under these circumstances, DepEd highly prioritizes to establish continuous and sustainable INSET system and to introduce school-based INSET to all the regions in the Philippines.

In response to a request from the Government of the Philippines, the Government of Japan had been carrying out the Package Cooperation for the Development of Elementary and Secondary Science and Mathematics Education (1994-1999), in order to establish effective INSET system and to disseminate the method of practical work at regional level. However, it was difficult to keep teacher training programs running in response to local needs since there was no adequate financial and administrative support for teacher trainers to conduct teacher training at division and school levels.

Consequently, as the follow-up pilot program of the Package Cooperation, the School Based Training Program (SBTP) (1999.6~) was launched in the pilot regions (Region V, VI, XI), in which teacher training was carried out in the model clusters of schools in regular, sustainable and cost-effective basis.

6. DEFINITION OF SBTP

- Teacher participants are grouped by subject areas and/or by grade/year levels.
- Training is delivered at the school level, in single schools or cluster of schools.
- The training is managed by the school heads and conducted by trained trainers coming from the clusters.
- School clusters meet one Friday a month, 8 hours every meeting covering 20 learning modules in 1 year.
- The training curriculum is designed by the participants themselves based on their instructional needs. Learning modules are developed by local/school-based writers.
- Teachers bear the cost of transportation, food and, to some extent, the reproduction of instructional materials.

Jan

2/7

7. OVERALL GOAL :

Performance level of pupils and students in science and mathematics at basic education is continuously improved.

* Overall goal is supposed to be achieved by 2010 by the Government of the Republic of the Philippines.

8. PROJECT PURPOSE:

To upgrade teaching skills and deepen understanding of subject matter content for facilitating learner-centered classroom instruction in science and mathematics education.

9. OUTPUTS OF THE PROJECT:

- (1) The operation and management method of SBTP is strengthened.
- (2) The content of SBTP is upgraded.
- (3) SBTP is implemented in non-pilot clusters in pilot regions (Region V, VI).
- (4) SBTP is implemented in a non-pilot region.

10. ACTIVITIES:

- (1) The operation and management method of SBTP is strengthened.

[Implementation of pilot SBTP]

- (1-1) To prepare an implementation plan for pilot SBTP.
- (1-2) To implement pilot SBTP.
- (1-3) To monitor and evaluate pilot SBTP.

[Development of a SBTP implementation manual]

- (1-4) To assess the current situation and problems arisen in SBTP implementation.
- (1-5) To solve problems arisen in SBTP implementation.
- (1-6) To develop a SBTP implementation manual.
- (1-7) To prepare monitoring and evaluation sheets.

gm

MR

(2) The content of SBTP is upgraded.

[Upgrade of the capability of SBTP planning and management]

(2-1) To hold regular meetings and workshops.

[Upgrade of the capability of trainers of training]

(2-2) To hold Writing Workshop.

(2-3) To hold Training of Trainers.

(2-4) To hold Monthly Trainers' Meeting.

[Development and dissemination of instructional materials]

(2-5) To develop Session Guide/ Lesson Plan (SG/LP) models including user manuals.

(2-6) To develop and disseminate instructional materials.

(3) SBTP is implemented in non-pilot clusters in the pilot regions.

(3-1) To assess the current situation and problems of implementing SBTP in non-pilot clusters.

(3-2) To prepare an action plan to implement SBTP.

(3-3) To implement SBTP in the non-pilot clusters based on the action plan.

(3-4) To monitor and evaluate SBTP implementation.

(3-5) To evaluate the method of dissemination of SBTP.

(4) SBTP is implemented in a non-pilot region.

(4-1) To develop a manual for expansion of SBTP to non-pilot regions.

(4-2) To implement SBTP in a new region based on the manual.

(4-3) To monitor and evaluate SBTP implementation.

(4-4) To evaluate the method of expansion of SBTP.

11. MEASURES TO BE TAKEN BY THE GOVERNMENT OF JAPAN:

In accordance with the laws and regulations in force in Japan, the Government of Japan will take at its own expense, the following measures through JICA according to the normal procedures under the Colombo Plan Technical Cooperation Scheme.

(1) Dispatch of Japanese Personnel

The Government of Japan will provide the services of the Japanese personnel including experts, volunteers as listed in ANNEX III.



(2) Provision of equipment, and other materials

To provide at its own expense equipment, and other material necessary for implementation of the Project. Equipment and other materials referred to the above will become the property of the Government of the Republic of the Philippines upon being delivered to the Republic of the Philippines authorities concerned at the port(s) and/or airport(s) of disembarkation, and will be utilized exclusively for implementation of the Project in consultation with the Japanese personnel referred to in ANNEX III.

(3) Training of Philippine Personnel in Japan

To receive at its own expenses Philippine Personnel of the Project for technical training in Japan

12. MEASURES TO BE TAKEN BY THE GOVERNMENT OF THE REPUBLIC OF THE PHILIPPINES:

In accordance with the laws and regulations in force in the Republic of the Philippines, the Government of the Republic of the Philippines will take the following measures at its own expense.

(1) Provision of office space and facilities

To provide office space and facilities as indicated in ANNEX IV

(2) Provision of equipment

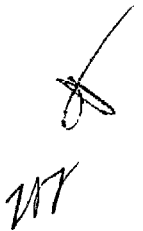
To provide equipment, instruments, vehicles, tools, spare parts and other materials necessary for implementation of the Project other than those provided through JICA under Paragraph 11(2) above

(3) Exemption from tax and other charges concerning equipment and other materials supplied by the Government of Japan

To meet customs duties, internal taxes and any other charges, imposed in the Republic of the Philippines on the equipment and other materials referred to Paragraph 11(2) above,

To meet expenses necessary for the transportation within the Republic of the Philippines of the equipment and other materials as well as for the installation, operation and maintenance thereof,

To provide facilities necessary for the maintenance and protection of the articles referred to in Paragraph 11(2) above



(4) Running expenses

To meet running expenses necessary for implementation of the Project

(5) Assignment of counterparts

To assign counterpart personnel and administrative personnel as listed in Annex V

(6) Privileges and exemption

To grant the Japanese experts and their families the privileges, exemptions and benefits no less favourable than those granted to the experts of third countries or of international organizations performing similar missions in the Republic of the Philippines

13. ADMINISTRATION OF THE PROJECT:

- (1) The Project Manager will be responsible in the overall coordination of the project activities in the project regions.
- (2) Japanese Experts and JOCVs will give necessary technical guidance and advice to the Philippine counterpart personnel in cooperation on matters relating to the Project.
- (3) Philippine National Volunteer Service Coordinating Agency (PNVSCA) will undertake facilitation of visa issuance and conduct of pre-deployment, language and social cultural orientation as well as participate in joint monitoring and evaluation of volunteer activities for JOCVs.
- (4) The Resident Representative of JICA in the Republic of the Philippines will undertake the role of advisor and coordinator for the successful implementation of the Project.
- (5) Steering Committee whose functions and composition are described in ANNEX VI will be established in order to implement the project effectively and smoothly.
- (6) Periodic meetings will be organized with Japanese Experts/ JOCVs and Counterparts.



14. CLAIMS AGAINST JAPANESE PERSONNEL:

The Government of the Republic of the Philippines will undertake to bear claims, if any, which may arise against the Japanese personnel engaged in the Project resulting from, occurring in the course of, or otherwise connected with the discharge of their official functions in the Republic of the Philippines except for those arising from wilful misconduct or gross negligence of the Japanese personnel.

15. MUTUAL CONSULTATION:

There will be mutual consultation between the two Governments on any major issues arising from, or in connection with this Attached Document.

16. JOINT EVALUATION

Evaluation of the Project will be conducted jointly by the two Governments through JICA and the Philippines authorities concerned during the last six months of the cooperation term in order to examine the level of achievement.

17. MEASURES TO PROMOTE UNDERSTANDINGS AND SUPPORT FOR THE PROJECT

For the purpose of promoting support for the Project among the people of the Philippines, the Government of the Republic of the Philippines will take appropriate measures to promote and generate support for the project among the people of the Philippines.



ANNEX I	Project Design Matrix (PDM)
ANNEX II	Plan of Operation (PO)
ANNEX III	List of Japanese Personnel
ANNEX IV	List of Land, Buildings and Facilities
ANNEX V	List of the Philippines Counterpart Personnel and Administrative Personnel
ANNEX VI	Project Steering Committee



Project Design Matrix on Strengthening of Continuing School Based Training Program for Elementary and Secondary Science and Mathematics Teachers (SBTP)

(This Project is called SBTP in abbreviation.)

Period of Cooperation: 2002.3-2005.2

Project Site: Region V, VI, VII

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p align="center">Overall Goal</p> <p>Performance level of pupils and students in science and mathematics at basic education is continuously improved.</p>	<p>a)The results of Standardized Achievement Test at National, Regional and Division levels in the project schools are improved compared to those in the beginning of Project or compared to that in non-project schools by 2010.</p>	<p>a)Standardized Achievement Test at National, Regional and Division level</p>	<ul style="list-style-type: none"> · DepEd policies concerning emphasis on science and mathematics education and on teachers' training are maintained. · Curriculum is not drastically changed. · Educational budget on maintenance and other operation expenses, (ie, training budget) is increased. · Teachers utilize learning skills acquired in SBTP in their classroom.
<p align="center">Project Purpose</p> <p>To upgrade teaching skills and deepen understanding of subject matter content for facilitating learner-centered classroom instruction in science and mathematics education.</p>	<p>a)The results of lesson evaluation both by external experts and the Project implementors and by teachers themselves are improved by X%, Y% respectively in project regions by February of 2005. b)The results of lesson evaluation both by external experts and the Project implementors and by teachers themselves are improved by X%, Y% respectively in non-project regions by February of 2005. (Percentages would be determined one year after implementation of the Project.)</p>	<p>a)Monitoring and evaluation sheets/ Questionnaires to teachers b)Monitoring and evaluation sheets/Questionnaires to teachers (Evaluation methods, evaluation items and evaluation standard would be determined during the implementation of the Project.)</p>	<ul style="list-style-type: none"> · DepEd offices continuously conduct SBTP. · The policy on conducting of SBTP on Friday is maintained. · Teachers trained in SBTP are continuously involved in Project.

[Handwritten signature]

[Handwritten mark]

[Handwritten initials]

Outcome			
(1) The operation and management method of SBTP is strengthened.	a) A SBTP implementation manual is developed. b) Philippine side takes a lead role in implementing SBTP continuously in project regions based on a SBTP implementation manual.	a) SBTP implementation manual b) Monitoring and evaluation sheets	• Teachers trained in SBTP are continuously involved in the Project.
(2) The content of SBTP is upgraded.	a) The results of evaluation on training are improved by X% in the project regions. b) The degree of satisfaction of teachers who participate in SBTP is improved by X%. c) Session Guide (SG) models and Lesson Plan (LP) models are developed and improved. d) Instructional materials (including user manuals) are developed.	a) Record of training evaluation (Formats would be developed during the implementation of the Project.) b) Questionnaires to teachers in SBTP c) SG/LP d) Instructional materials	
(3) SBTP is implemented in non-pilot clusters in pilot regions (Region V, VI).	a) The percentages of the number of schools and science and mathematics teachers participating in SBTP are increased by X%.	a) Record of SBTP implementation (Formats would be developed during the implementation of the Project.)	
(4) SBTP is implemented in a non-pilot region.	a) SBTP is implemented in Region VII under leadership of DepEd Central Office.	a) Record of SBTP implementation (Formats would be developed during the implementation of the Project.)	
Activities	Input: JAPAN	Input: PHILIPPINES	
[Implementation of pilot SBTP] (1-1) To prepare an implementation plan for pilot SBTP (1-2) To implement pilot SBTP (1-3) To monitor and evaluate pilot SBTP [Development of a SBTP implementation manual] (1-4) To assess the current situation and problems arisen in SBTP implementation (1-5) To solve problems arisen in SBTP implementation (1-6) To develop a SBTP implementation manual (1-7) To prepare monitoring and evaluation sheets	Long-term Experts : 2 persons a) Teaching method and system /Project leader: 36M/M b) Developing SG/LP & instructional materials: 36M/M Short-term Experts : If necessary e.g.) Development of instructional materials: Math: Science:	Counterparts a) DepEd Central Office: b) DepEd Regional Office: c) DepEd Division Office: Project Office a) DepEd Central Office b) DepEd Regional Office	Important Assumption • Teachers are willing to improve their capability in teaching. • DepEd is willing and committed to support the conduct and institutionalization of SBTP.

Handwritten signature

Handwritten mark

Handwritten initials

<p>[Upgrade of the capability in SBTP planning and management] (2-1) To hold regular meetings and workshops [Upgrade of the capability of trainers and writers] (2-2) To hold Writing Workshop (2-3) To hold Training of Trainers (2-4) To hold Monthly Trainers' Meeting [To develop and disseminate instructional materials] (2-5) To develop Session Guide/ Lesson Plan (SG/LP) models including user manuals (2-6) To develop and disseminate instructional materials (3-1) To assess the current situation and problems of implementing SBTP in non-pilot clusters (3-2) To prepare an action plan to implement SBTP. (3-3) To implement SBTP in the non-pilot clusters based on the action plan (3-4) To monitor and evaluate SBTP implementation (3-5) To evaluate the method of dissemination of SBTP (4-1) To develop a manual for expansion of SBTP to non-pilot regions (4-2) To implement SBTP in a new region based on the manual (4-3) To monitor and evaluate SBTP implementation (4-4) To evaluate the method of expansion of SBTP</p>	<p>Monitoring & Evaluation: JOCV Senior JOCV: Development of instructional materials and teaching skills (8 x 2 batches)</p> <p>C/P Training a)Counterpart Training Program in Japan b)Country focused Training Program in Japan c)In-Country Training Program</p> <p>Facilities & Equipment :</p> <p>Others:</p>	<p>Facilities & Equipment :</p> <p>Budget: a) Training and other necessary expenses</p> <p>Others:</p>	
---	--	---	--

[Handwritten signature]

[Handwritten mark]

[Handwritten mark]

Plan of Operation on the Project on Strengthening of Continuing School Based Training Program for Elementary and Secondary Science and Mathematics Teachers (SBTP)

Plan of Operation Activities	← Period of Cooperation: March, 2002 - Feb., 2005 →					
	2002 .. 3 .. 6 .. 9 .. 12	2003 .. 3 .. 6 .. 9 .. 12	2004 .. 3 .. 6 .. 9 .. 12	2005 .. 3 .. 6 .. 9 .. 12	2006 .. 3 .. 6 .. 9 .. 12	2007 .. 3 .. 6 .. 9 .. 12
(1-1) To prepare an Implementation plan for pilot SBTP.	—					
(1-2) To implement pilot SBTP.	—	—	—	—	—	—
(1-3) To monitor and evaluate pilot SBTP.	—	—	—	—	—	—
(1-4) To assess the current situation and problems arisen in SBTP implementation.	—	—				
(1-5) To solve problems arisen in SBTP implementation.	—	—				
(1-6) To develop a SBTP implementation manual.	—	—	—			
(1-7) To prepare monitoring and evaluation sheets.	—	—	—			
(2-1) To hold regular meeting and workshops.	—	—	—	—	—	—
(2-2) To hold Writing Workshop.	—	—	—	—	—	—
(2-3) To hold Training of Trainers.	—	—	—	—	—	—
(2-4) To hold Monthly Trainers' Meeting.	—	—	—	—	—	—
(2-5) To develop Session Guide/ Lesson Plan(SG/LP) models including user manuals.	—		—	—		
(2-6) To develop and disseminate instructional materials.	1st edition		2nd edition	distribution		
(3-1) To assess the current situation and problems of implementing SBTP in non-pilot clusters.	—	—	—	—		
(3-2) To prepare an action plan to implement SBTP.	—	—	—	—		
(3-3) To implement SBTP in the non-pilot clusters based on the action plan.	—	—	—	—	—	
(3-4) To monitor and evaluate SBTP implementation.	—	—	—	—	—	
(3-5) To evaluate the method of dissemination of SBTP.	—	—	—	—	—	
(4-1) To develop a manual for expansion of SBTP to non-pilot region.	—	—				
(4-2) To implement SBTP in a new region based on the manual.		—	—	—	—	—
(4-3) To monitor and evaluate SBTP implementation.		—	—	—	—	—
(4-4) To evaluate the method of expansion of SBTP.		—	—	—	—	—

Handwritten mark

Handwritten marks

ANNEX III List of Japanese Personnel

(1) LONG-TERM EXPERTS: 2 Persons X 3 Years, in the following fields

- Teaching method and system/ Project leader
- Developing Session Guide and Lesson Plan (SG/LP) and instructional materials

(2) SHORT-TERM EXPERTS

Short-term experts in related fields will be dispatched when necessary.

(3) JAPAN OVERSEAS COOPERATION VOLUNTEERS

Japan Overseas Cooperation Volunteers (JOCVs) will be expectedly eight to ten persons on annual basis and short-term JOCVs in necessary number in the first project year.



ANNEX IV List of Land, Building and Facilities

(1) Office Spaces of JICA Experts and JOCVs

(2) Other necessary facilities for implementing the Project

Handwritten signature

Handwritten mark

Handwritten mark

ANNEX V List of the Philippines Counterparts and Administrative Personnel

- | | |
|--|-------------------|
| (1) Project Team Manager (Executive Director of National Education Academy of the Philippines) | One (1) |
| (2) Project Team Deputy-Manager (Chief of Staff Development Division) | One (1) |
| (3) Project Administrative Officer exclusive for the Project (NEAP, HRD, BEE, and BSE) | Nine (9) |
| (4) Project Officers in DepEd Region V, VI and VII Office | |
| Assistant Regional Directors | One (1) |
| Chief of Elementary Education Division | One (1) |
| Chief of Secondary Education Division | One (1) |
| Education Supervisor II | Four (4) |
| (5) Project Officers in DepEd Division Office in Region V, VI and VII | |
| Assistant School Division Superintendent | One (1) |
| Education Supervisor I | Two to Four (2-4) |

Note: Administrative and supporting staff will be additionally assigned by the Philippine side in each region.



ANNEX VI PROJECT STEERING COMMITTEE

1. Functions:

The Project Steering Committee shall;

- (1) Discuss and decide overall management and coordination of the Project
- (2) Review, advise and endorse the plan and the progress.
- (3) Discuss and decide any other matters related to the project.

2. Composition:

The Project Steering Committee shall be composed of;

- (1) Chairperson; Undersecretary for Program and Project
- (2) Deputy Chairpersons; Assistant Secretary for Program and Project
- (3) Members;
 - a) Bureau of Elementary Education
 - b) Bureau of Secondary Education
 - c) Assistant Regional Directors
 - d) NEDA Social Development Staff
 - e) Philippine National Volunteer Service Coordinating Agency
 - f) Resident Representative of JICA Philippine Office
 - g) Japanese Experts, representatives of JOCVs and other delegates from JICA

- (4) Secretary; CMT secretariat



Plan of Operation on the Project on Strengthening of Continuing School Based Training Program for Elementary and Secondary Science and Mathematics Teachers (SBTP)

Activities	← Period of Cooperation: March, 2002 - Feb., 2005 →					
	2002 .. 3 .. 6 .. 9 .. 12	2003 .. 3 .. 6 .. 9 .. 12	2004 .. 3 .. 6 .. 9 .. 12	2005 .. 3 .. 6 .. 9 .. 12	2006 .. 3 .. 6 .. 9 .. 12	2007 .. 3 .. 6 .. 9 .. 12
(1-1) To prepare an implementation plan for pilot SBTP. (1-2) To implement pilot SBTP. (1-3) To monitor and evaluate pilot SBTP.	[Timeline bars for 2002-2007]					
(1-4) To assess the current situation and problems arisen in SBTP implementation. (1-5) To solve problems arisen in SBTP implementation. (1-6) To develop a SBTP Implementation manual. (1-7) To prepare monitoring and evaluation sheets.	[Timeline bars for 2002-2004]					
(2-1) To hold regular meeting and workshops.	[Timeline bars for 2002-2007]					
(2-2) To hold Writing Workshop. (2-3) To hold Training of Trainers. (2-4) To hold Monthly Trainers' Meeting.	[Timeline bars for 2002-2007]					
(2-5) To develop Session Guide/ Lesson Plan(SG/LP) models including user manuals. (2-6) To develop and disseminate instructional materials.	[Timeline bars for 2002-2007, with '1st edition', '2nd edition', and 'distribution' labels]					
(3-1) To assess the current situation and problems of implementing SBTP in non-pilot clusters. (3-2) To prepare an action plan to implement SBTP.	[Timeline bars for 2002-2007]					
(3-3) To implement SBTP in the non-pilot clusters based on the action plan. (3-4) To monitor and evaluate SBTP implementation. (3-5) To evaluate the method of dissemination of SBTP.	[Timeline bars for 2002-2007]					
(4-1) To develop a manual for expansion of SBTP to non-pilot region. (4-2) To implement SBTP in a new region based on the manual. (4-3) To monitor and evaluate SBTP implementation. (4-4) To evaluate the method of expansion of SBTP.	[Timeline bars for 2002-2007]					

Answers to JICA Questionnaire:

DepEd Personnel in SBTP Implementation and Expansion. Roles and responsibilities of concerned DepEd organizations and the number of personnel directly involved in implementing SBTP:

A. DepEd Central Office (9)

- (3) Directors of NEAP, BEE and BSE
- (6) Senior Technical Staff (2 each from NEAP, BEE and BSE)

- Recommends fund allocation for the purpose.
- Recommends policies, guidelines and standards specific to the project.
- Mobilizes DepEd human resources for the support of the project.
- Links up with other national agencies involved in the project.
- Coordinates with Chief Advisor, JICA in the implementation of the program particularly regarding services of the experts.
- Participates in the development of project monitoring and evaluation system
- Provide technical assistance in the conduct of training of trainers and writers and in the development and review of session guides/lesson plans.
- Prepares overall project reports, work programs and accomplishments.

B. DepEd Regional Offices (7 per region x 3 regions)

- (1) Assistant Regional Director
- (2) Chiefs of Elementary and Secondary Divisions
- (2) Science Supervisors from Elementary and Secondary Divisions
- (2) Mathematics Supervisors from Elementary and Secondary Divisions

- Coordinate the implementation of the continuing SBTP in their regions.
- Act as subject consultant and critic in the development of session guides.
- Assist / coach trainers/facilitators in the conduct of subject-specific sessions.
- Observe facilitators/trainers when conducting sessions
- Participate in the development of monitoring and evaluation system for the project and assist the divisions in conducting monitoring and evaluation activities.

C. DepEd Division Offices (2-4 per division x 18 divisions)

- (1) Assistant Schools Division Superintendents
- (1) Science Supervisor
- (1) Mathematics Supervisor

- Manage the implementation of SBTP in the division.
- Identify pilot districts/schools in the division and manage the clustering scheme thereof.



- Manage the implementation of SBTP in the division.
- Identify pilot districts/schools in the division and manage the clustering scheme thereof.
- Oversee the administration of TNA in pilot schools in the division.
- Harness existing resources in the division for the program.
- Apportion funds from INSET for the program.
- Orient school heads of the pilot schools/school clusters re: the program.
- Regularly conduct meetings for the DMT members.
- Respond to program concerns and problems at the division level.
- Allow teachers, school heads and other division officials to attend activities of the program on weekdays.

D. School Districts (District Supervisors)

- Assist the division management teams (DMT) in identifying and clustering pilot schools and in assessing the training needs.
- Make available existing resources in the district for the program.
- Attend sessions and meetings re the program.

E. School Heads

- Assist in the clustering of schools
- Make available school resources for the use of the program.
- Allow teachers to attend scheduled sessions.
- Convene and manage the training sessions scheduled in his/her school.
- Observe teachers in their classes and monitor application of learnings and session agreements.
- Attend meetings/activities.
- Take turns in hosting the monthly sessions.

Who promotes the transfer of new technology in expanding SBTP. How.

The DepEd Central Management Team, in cooperation with the DepEd Regional Offices, takes the initiative in expanding the SBTP to other regions. To institutionalize the SBTP, the new training technology and best training practices learned and practiced in the pilot regions should be replicated in other regions. This is done through SBTP orientation seminars to be conducted by the DepEd Central and Regional Management Teams. To develop and enhance the trainers' facilitating skills, a Training of Trainers (TOT) to provide the school heads with the basic training management skills will be conducted. Hands-on practicum in using the developed session guides will be the major emphasis of the TOT..

jm

[Signature]

WR