

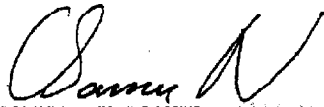
3. ミニッツ・オブ・ディスカッション(プロジェクト実施合意文書)

MINUTES OF 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

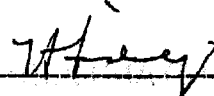
In response to a request from the Government of the Republic of the Philippines concerning the Project for Strengthening of Continuing School Based Training Program for Elementary and Secondary Science and Mathematics Teachers (hereinafter referred to as "the Project"), the Resident Representative of 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.

Pasig City, March, 2002

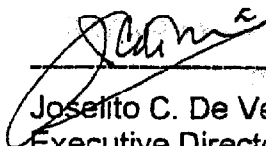


Osamu Nakagaki  
Resident Representative  
JICA Philippines Office



Fe A. Hidalgo  
Undersecretary  
Programs and Projects  
Department of Education

Witnessed by



Josefita 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.

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.

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- (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.

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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.

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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

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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

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Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p align="center"><b>Overall Goal</b></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"> <li>- DepEd policies concerning emphasis on science and mathematics education and on teachers' training are maintained.</li> <li>- Curriculum is not drastically changed.</li> <li>- Educational budget on maintenance and other operation expenses, (ie, training budget) is increased.</li> <li>- Teachers utilize learning skills acquired in SBTP in their classroom.</li> </ul>
<p align="center"><b>Project Purpose</b></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"> <li>- DepEd offices continuously conduct SBTP.</li> <li>- The policy on conducting of SBTP on Friday is maintained.</li> <li>- Teachers trained in SBTP are continuously involved in Project.</li> </ul>

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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	
<p>(Implementation of pilot SBTP)</p> <p>(1-1) To prepare an implementation plan for pilot SBTP</p> <p>(1-2) To implement pilot SBTP</p> <p>(1-3) To monitor and evaluate pilot SBTP (Development of a SBTP implementation manual)</p> <p>(1-4) To assess the current situation and problems arisen in SBTP implementation</p> <p>(1-5) To solve problems arisen in SBTP implementation</p> <p>(1-6) To develop a SBTP implementation manual</p> <p>(1-7) To prepare monitoring and evaluation sheets</p>	<p>Long-term Experts : 2 persons</p> <p>a) Teaching method and system /Project leader: 36M/M</p> <p>b) Developing SG/LP &amp; instructional materials: 36M/M</p> <p>Short-term Experts : If necessary e.g.) Development of instructional materials:</p> <p>Math:</p> <p>Science:</p> <p>Monitoring &amp; Evaluation:</p>	<p>Counterparts</p> <p>a) DepEd Central Office:</p> <p>b) DepEd Regional Office:</p> <p>c) DepEd Division Office:</p> <p>Project Office</p> <p>a) DepEd Central Office</p> <p>b) DepEd Regional Office</p>	<p>Important Assumption</p> <p>Teachers are willing to improve their capability in teaching.</p> <p>DepEd is willing and committed to support the conduct and institutionalization of SBTP.</p>

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<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</p>	<p>JOCV Senior          JOCV: Development of instructional materials and teaching skills</p>	<p>Facilities &amp; Equipment :</p> <p>Budget:          a) Training and other necessary expenses</p>	
<p>(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</p>	<p>C/P Training          a) Counterpart Training Program in Japan          b) Country focused Training Program in Japan          c) In-Country Training Program          Facilities &amp; Equipment :</p>		
<p>(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>Others:</p>	<p>Others:</p>	

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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.	[Timeline bars spanning from early 2002 to early 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 spanning from early 2002 to early 2004]					
(2-1) To hold regular meeting and workshops.	[Timeline bars spanning from early 2002 to early 2007]					
(2-2) To hold Writing Workshop. (2-3) To hold Training of Trainers. (2-4) To hold Monthly Trainers' Meeting.	[Timeline bars spanning from early 2002 to early 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: 1st edition (2002), 2nd edition (2004), distribution (2005)]					
(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.	[Timeline bars spanning from early 2002 to early 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 spanning from early 2002 to early 2007]					

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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 dispatched on annual basis and short-term JOCVs in necessary number in the first project year.

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*Jan*

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**ANNEX IV List of Land, Building and Facilities**

(1) Office Spaces of JICA Experts and JOCVs

(2) Other necessary facilities for implementing the Project

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*W. Foley*

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.

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## 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; Secretary of the Department of Education
- (2) Deputy Chairpersons; Undersecretary for Programs
- (3) Members;
  - a) Director, Bureau of Elementary Education
  - b) Director, Bureau of Secondary Education
  - c) Assistant Regional Directors of Pilot Regins
  - d) Director, NEDA Social Development Staff
  - e) Executive Director, 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

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