

4. 当初のPDM (PDM0)

*Friday*

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><b>Overall Goal</b></p> <p>Performance level of pupils and students in science and mathematics at basic education is continuously improved.</p> <p><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 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) 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.                      (Percentages would be determined one year after implementation of the Project.)</p>	<p>a) Standardized Achievement Test at National, Regional and Division level</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"> <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> <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>

<p>Outcome</p> <p>(1) The operation and management method of SBTP is strengthened.</p>	<p>a) A SBTP implementation manual is developed.</p> <p>b) Philippine side takes a lead role in implementing SBTP continuously in project regions based on a SBTP implementation manual.</p>	<p>a) SBTP implementation manual</p> <p>b) Monitoring and evaluation sheets</p>	<p>Teachers trained in SBTP are continuously involved in the Project.</p>
<p>(2) The content of SBTP is upgraded.</p>	<p>a) The results of evaluation on training are improved by X% in the project regions.</p> <p>b) The degree of satisfaction of teachers who participate in SBTP is improved by X%.</p> <p>c) Session Guide (SG) models and Lesson Plan (LP) models are developed and improved.</p> <p>d) Instructional materials (including user manuals) are developed.</p>	<p>a) Record of training evaluation (Formats would be developed during the implementation of the Project.)</p> <p>b) Questionnaires to teachers in SBTP</p> <p>c) SG/LP</p> <p>d) Instructional materials</p>	
<p>(3) SBTP is implemented in non-pilot clusters in pilot regions (Region V, VI).</p>	<p>a) The percentages of the number of schools and science and mathematics teachers participating in SBTP are increased by X%.</p> <p>a) SBTP is implemented in Region VII under leadership of DepEd Central Office.</p>	<p>a) Record of SBTP implementation (Formats would be developed during the implementation of the Project.)</p> <p>a) Record of SBTP implementation (Formats would be developed during the implementation of the Project.)</p>	
<p>(4) SBTP is implemented in a non-pilot region.</p> <p>Activities</p> <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>Input: JAPAN</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>Input: PHILIPPINES</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> <ul style="list-style-type: none"> <li>Teachers are willing to improve their capability in teaching.</li> <li>DepEd is willing and committed to support the conduct and Institutionalization of SBTP.</li> </ul>

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

Period of Cooperation: 2002.4.10-2005.4.9

Project Site: Region V, VI, VII, XI

Target Group: Science and Mathematics Teachers in Project Sites

Prepared by: Project Steering Committee

Version: No. 2

Date Prepared: December 3, 2003

5. 国産誌輸器研に改訂されたPDM (PDM1)

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p><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, (i.e., training budget) is increased.</li> <li>• Teachers utilize learning skills acquired in SBTP in their classroom.</li> </ul>
<p><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>e) From SY2002-2003 to SY2004-2005, the lesson plan objectives classified as other than knowledge level of cognitive domain will increase from 62.2% to 70% in SBTP schools.</p> <p>b) From SY2002-2003 to SY2004-2005, the lesson plan objectives classified as other than declarative level of knowledge domain will increase from 49.8% to 55% in SBTP schools.</p> <p>c) From SY2002-2003 to SY2004-2005, the teachers' questions classified as other than knowledge level of cognitive domain will increase from 18.8% to 25% in SBTP schools.</p> <p>d) From SY2002-2003 to SY2004-2005, the teachers' questions classified as other than declarative level of knowledge domain will increase from 20.1% to 25% in SBTP schools.</p> <p>e) From SY2002-2003 to SY2004-2005, the number of teachers using teaching aids will increase from 82.5% to 90% in SBTP schools.</p>	<p>a) Lesson plans of teachers</p> <p>b) Lesson plans of teachers</p> <p>c) Classroom observations</p> <p>d) Classroom observations</p> <p>e) Lesson plans of teachers / Classroom observations</p>	<ul style="list-style-type: none"> <li>• DepEd offices continuously conduct SBTP.</li> <li>• The policy on conducting of SBTP on weekdays is maintained.</li> <li>• Teachers trained in SBTP are continuously involved in Project.</li> </ul>

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	<p>f) From SY2002-2003 to SY2004-2005, the mean scores for the following factors in students' questionnaire will increase in SBTP schools. f-1) Teaching for understanding, f-2) Positive affect in classroom, f-3) Application and relevance, f-4) Appropriate assessment, f-5) Independent learning, f-6) Inquiry learning</p> <p>g) From SY2002-2003 to SY2004-2005, the mean scores for the following factors in students' questionnaire will decrease in SBTP schools. g-1) Negative affect in classroom, g-2) Passive learning, g-3) Low self-efficacy</p>	<p>f) Questionnaire for students</p> <p>g) Questionnaire for students</p>	
<p>Outcome</p> <p>(1) The operation and management method of SBTP is strengthened.</p>	<p>a) A workplan of DepEd Central Office is prepared annually.</p> <p>b) A SBTP implementation manual including operation manuals is developed and revised.</p> <p>c) SBTP consultative conferences are conducted twice a year under the initiative of DepEd Central Office.</p> <p>d) Status data of SBTP are collected in every six (6) months by DepEd Central Office</p> <p>e) Management staff in DepEd Central, Regional or Division Offices attend 80% of SBTP for monitoring.</p>	<p>a) CPMT workplans</p> <p>b) SBTP implementation manual / SBTP manuals</p> <p>c) Status report</p> <p>d) Status report</p> <p>e) Status report/Monitoring and evaluation sheet/CPMT workplans</p>	<p>Teachers trained in SBTP are continuously involved in the Project.</p>
<p>(2) The content of SBTP is upgraded.</p>	<p>a) Writing workshop and Training of Trainers are held annually.</p> <p>b) Monthly trainers meetings are held.</p> <p>c) Session Guides (SG) and Lesson Plans (LP) are developed and modified.</p> <p>d) Instructional materials are prepared.</p> <p>e) Parallel lesson plans are prepared by the teachers.</p>	<p>a) Status report</p> <p>b) Status report</p> <p>c) SG/LP</p> <p>d) Instructional materials</p> <p>e) Parallel LPs / Questionnaires for Teachers</p>	
<p>(3) SBTP is implemented in non-pilot clusters in pilot regions (Region V, VI, XI).</p>	<p>a) The percentages of science and mathematics teachers participating in SBTP are increased from 71.0% to 80% in Region V, from 27.8% to 30% in Region VI and from 71.1% to 80% in Region XI.</p>	<p>a) Status report</p>	
<p>(4) SBTP is implemented in a non-pilot region. ( Region VII )</p>	<p>a) SBTP is implemented in three (3) pilot clusters in Region VII.</p> <p>b) SBTP is expanded to additional three (3) clusters in Region VII.</p> <p>c) Workshops for evaluating method of expansion are held.</p>	<p>a) Status report</p> <p>b) Status report</p> <p>c) Status report</p>	

Activities	Input: JAPAN	PHILIPPINES	Important Assumption
<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</p> <p>(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>(Upgrade of the capability in SBTP planning and management)</p> <p>(2-1) To hold regular meetings and workshops</p> <p>(Upgrade of the capability of trainers and writers)</p> <p>(2-2) To hold Writing Workshop</p> <p>(2-3) To hold Training of Trainers</p> <p>(2-4) To hold Monthly Trainers' Meeting</p> <p>(To develop and disseminate instructional materials)</p> <p>(2-5) To develop Session Guide/Lesson Plan (SG/LP) models including user manuals</p> <p>(2-6) To develop and disseminate instructional materials</p> <p>(Implementation of SBTP for new cluster)</p> <p>(3-1) To assess the current situation and problems of implementing SBTP in non-pilot clusters</p> <p>(3-2) To prepare an action plan to implement SBTP.</p> <p>(3-3) To implement SBTP in the non-pilot clusters based on the action plan</p> <p>(3-4) To monitor and evaluate SBTP implementation</p> <p>(3-5) To evaluate the method of dissemination of SBTP</p> <p>(Implementation of SBTP in non-pilot Region)</p> <p>(4-1) To develop a manual for expansion of SBTP to non-pilot region.</p> <p>(4-2) To implement SBTP in a new region based on the manual</p> <p>(4-3) To monitor and evaluate SBTP Implementation</p> <p>(4-4) To evaluate the method of expansion of SBTP</p>	<p>Input: JAPAN</p> <p><u>Long-term Experts:</u> 3 persons</p> <p>a) Teacher Training / Project Leader 36MMM</p> <p>b) Teacher Training Administration 36MMM</p> <p>c) Management of teacher training program / Project Coordinator. 24MMM</p> <p><u>Short-term Experts:</u></p> <p>a) Science and Mathematics Instruction</p> <p>b) Monitoring &amp; Evaluation for Teacher Training</p> <p><u>JOCV Senior:</u> 1 person, Field Coordinator</p> <p><u>JOCV:</u> 8 persons x 2 batches, Science &amp; Math. Education</p> <p><u>C/P Training:</u> Counterpart Training Program in Japan: 1 person x 3 years</p> <p><u>Equipment &amp; Local Cost:</u></p> <p>a) Provision of basic Science and Math. Equipment: 25 million yen</p> <p>b) Provision of General Local Cost, Local Application Cost: 10 million yen</p>	<p><u>Counterparts:</u></p> <p>a) DepEd Central Office: 12 persons</p> <p>b) DepEd Regional Office: 7 persons x 4 regions</p> <p>c) DepEd Division Office: 3-5 persons x 40 divisions</p> <p><u>Resources:</u></p> <p>a) Trainers &amp; Writers trained by other projects</p> <p>b) SG/LP prepared by other projects</p> <p>c) Existing teaching materials</p> <p><u>Project Office &amp; Facilities:</u></p> <p>a) DepEd Central Office</p> <p>b) DepEd Regional Office</p> <p>c) DepEd Division Office</p> <p><u>Supplies &amp; Cost for the Project:</u></p> <p>a) Office supplies</p> <p>b) Secretarial services</p> <p>c) Expenses for Seminars and Training of Trainers</p> <p>d) Local Cost: 3.4 million pesos</p>	<p>The counterparts in DepEd Central, Regional and Division Offices remain in those positions.</p> <p>DepEd Fund for the projects is secured properly.</p> <p><u>Pre-conditions</u></p> <ul style="list-style-type: none"> <li>Teachers are willing to improve their capability in teaching.</li> <li>DepEd is willing and committed to support the conduct and institutionalization of SBTP.</li> </ul>

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Question Analysis by Bloom's Taxonomy																				
Teacher Number	Questions	Bloom's Taxonomy					Knowledge Type					Others								
		Kn	Cm	Ap	An	Sn	Ev	DK	PK	CK	SK	SIK	CM	Mot	Ver	Rp	Rla	Eli	Rtr	
2	ok how about number 2	1						1												
	do you know how to play bingo													1						
	you know a little about a basic rule of a bingo													1						
	what should be or what do you call that formula for a bingo													1						
	what come into your mind													1						
	now how to become a winner nu just looking at this one													1						
	so you're going to form a													1						
	yes straight line either straight line going upward or downward what line is that	1																		
	this one	1																		
	vertical a traight line going side wards what line is that	1																		
	you know how to get a solution on inequality	1									1									
	so any question before we move on																			
	group 1 2 3 4 any question													1						
	is it correct																			
	another													1						
	can we still go on													1						
	so what do you think by looking at this, do we have a winner	1									1									
	who do you think is the winner																			
	is it a he																			
	is it a he																			
	which of the four, which of them have bigger line	1																		
	so who owns this one																			
	ok do we an assignment													1						
	do you find it difficult																			
	what is the instruction there																			
	you are going to look for a	1																		
	so any question about this one																			
	no what is the solution here	1																		
	now if you have several equation what will you call that one	1																		
	if you have several graph of linear graph, what do you call that one	1																		
	it consist of two or more linear equations that is called the	1																		
	do you already know how to graph its linear equations	1																		
	you look at this paper and what is the number	1																		
	what are those numbers greater than or equal to	1																		
	yes sweetheart what is your answer	1																		
	it it true	1																		
	try do discuss that your answer is true, why did you get two																			
	who can add to what he says	1																		
	have you heard what he says																			
	then the 2nd statement say number less than 2 so the answer is	1																		



Question Analysis by Bloom's Taxonomy																				
Teacher Number	Questions	Bloom's Taxonomy					Knowledge Type					Others								
		Kn	Cm	Ap	An	Sn	Ev	DK	PK	CK	StK	StK	CM	Mot	Ver	Rp	Ria	Eli	Rtr	
3	other things that are not listed in the board	1																		
	are they consider moving	1																		
	how about others	1																		
	how about not moving	1																		
	what else																			1
	are there still in your list																			1
	now who wrote this																			
	why did you consider trees are not moving	1																		1
	ok how did you know that is moving																			
	how about papers, ballpens, you are not living things, but why are they																			
	consider moving		1																	
	but how did you know that it is moving																			
	what's your basis	1																		
	the moment you see it how did you know that it's moving																			
	what is your bases																			
	the question, is how did you know																			
	what is your bases																			
	what is motion	1																		
	what is your basis																			
	how did you know that I am moving		1																	
	transfer of																			
	when it is moving there is a change of position but how did you know that																			
	there is a change in position		1																	
	what is that reference point	1																		
	so therefore what is motion	1																		
	what is motion by the way																			
	sino ang marunong magbaya dito																			
	have you ride a bus																			
	any comments with these two situations	1																		
	how did you consider passenger which is not moving		1																	
	can we consider these things moving	1																		
	how about this one, this building can you consider this building moving	1																		
	are you sure																			
	what are the different qualities that we are going to consider	1																		
	who are going to describe motion																			
	what are these qualities																			
	remember motion, what's motion	1																		



7. 終了時評価調査時アンケート集計結果

7 - 1. SBTP 参加教員に対する質問票調査結果のまとめ

対象	第5地域中等学校		第6地域中等学校		第6地域初等学校	
回答者数	81人		104人		120人	
<b>1. Are you gaining useful knowledge and skills through the SBTP?</b>						
(1) Strongly disagree.	0	(0.0%)	0	(0.0%)	0	(0.0%)
(2) Disagree.	0	(0.0%)	0	(0.0%)	1	(0.8%)
(3) Neither disagree nor agree.	1	(1.2%)	4	(3.8%)	2	(1.7%)
(4) Agree.	56	(69.1%)	64	(61.5%)	74	(61.7%)
(5) Strongly agree.	24	(29.6%)	36	(34.6%)	42	(35.0%)
<b>2. Is the SBTP changing your perception of science or mathematics or your attitude to teaching these subjects, besides the changes in knowledge and skills?</b>						
(1) Strongly disagree.	1	(1.2%)	1	(1.0%)	1	(0.8%)
(2) Disagree.	6	(7.4%)	3	(2.9%)	1	(0.8%)
(3) Neither disagree nor agree.	1	(1.2%)	6	(5.8%)	4	(3.3%)
(4) Agree.	67	(82.7%)	78	(75.0%)	92	(76.7%)
(5) Strongly agree.	5	(6.2%)	13	(12.5%)	21	(17.5%)
<b>3. Is the SBTP strengthening your pupils' academic ability?</b>						
(1) Strongly disagree.	0	(0.0%)	0	(0.0%)	1	(0.8%)
(2) Disagree.	0	(0.0%)	2	(1.9%)	3	(2.5%)
(3) Neither disagree nor agree.	6	(7.4%)	10	(9.6%)	6	(5.0%)
(4) Agree.	65	(80.2%)	77	(74.0%)	93	(77.5%)
(5) Strongly agree.	10	(12.3%)	13	(12.5%)	16	(13.3%)
<b>4. Is the SBTP changing your pupils' perception of science or mathematics or their attitudes to learning these subjects, besides the increase in their knowledge?</b>						
(1) Strongly disagree.	0	(0.0%)	0	(0.0%)	1	(0.8%)
(2) Disagree.	2	(2.5%)	1	(1.0%)	1	(0.8%)
(3) Neither disagree nor agree.	8	(9.9%)	11	(10.6%)	8	(6.7%)
(4) Agree.	60	(74.1%)	80	(76.9%)	90	(75.0%)
(5) Strongly agree.	10	(12.3%)	7	(6.7%)	14	(11.7%)
<b>5. Do you see any issue or challenge in introducing or implementing the SBTP?</b>						
(1) No.	21	(25.6%)	14	(13.5%)	13	(10.8%)
(2) Yes, but minor issue(s).	49	(60.5%)	65	(62.5%)	69	(57.5%)
(3) Yes, major issue(s).	5	(6.2%)	8	(7.7%)	26	(21.7%)

注：上表で無回答は表示していない。

言及された典型的な課題・問題

第5地域中学校	第6地域中学校	第6地域初等学校
<ul style="list-style-type: none"> <li>・ 資金的問題 (SBTP 参加費用、実際の授業での教材費用)</li> <li>・ 実際の授業のための教材の不足、教材のための資金不足</li> <li>・ SBTP の成果を理解力の弱い生徒に適用することは困難</li> <li>・ 長い準備時間の必要性 (実際の授業、模擬授業)</li> </ul>		
<ul style="list-style-type: none"> <li>・ 遠隔地での開催 (交通費・時間)</li> <li>・ 学科知識の不足と学科専門家の参加の必要性</li> <li>・ ICT の必要性</li> <li>・ 実際の授業で適用することが困難 (生徒が多いなど)</li> </ul>	<ul style="list-style-type: none"> <li>・ 授業の遅れ (SBTP のアプローチによる、セッションにともなう休講による)</li> <li>・ 学科知識の不足と学科専門家の参加の必要性 (新しい科目など)</li> <li>・ 実際の授業で適用することが困難 (生徒が多いなど)</li> </ul>	<ul style="list-style-type: none"> <li>・ 授業の遅れ (SBTP のアプローチによる、セッションにともなう休講による)</li> <li>・ 模擬授業でノートをとらない教員の存在</li> </ul>

7 - 2. SBTP 参加青年海外協力隊員への質問票（選択肢）結果のまとめ

（回答者はシニア隊員をのぞく 12 人）

1. SBTP は現場の教員、生徒、父兄の要求に合致していると思われませんか。

(1)大いにそう思う	(2)ある程度そう思う	(3)どちらとも言えない	(4)あまりそう思わない	(5)全然そう思わない
0	9	3	0	0

2. SBTP によって教員の指導能力は向上しつつあると思われませんか。

(1)大いにそう思う	(2)ある程度そう思う	(3)どちらとも言えない	(4)あまりそう思わない	(5)全然そう思わない
0	6	6	0	0

3. SBTP によって生徒の理数科の能力は向上しつつあると思われませんか。

(1)大いにそう思う	(2)ある程度そう思う	(3)どちらとも言えない	(4)あまりそう思わない	(5)全然そう思わない
0	0	9	3	0

4. 教員の指導能力向上や生徒の理数科能力向上以外で SBTP のインパクトがあると思われませんか。

(1)大いにそう思う	(2)ある程度そう思う	(3)どちらとも言えない	(4)あまりそう思わない	(5)全然そう思わない
1	8	3	0	0

5. 協力隊員どうしはうまく連携していると思われませんか。

(1)大いにそう思う	(2)ある程度そう思う	(3)どちらとも言えない	(4)あまりそう思わない	(5)全然そう思わない
2	6	3	1	0

6. 協力隊員とシニア隊員または専門家はうまく連携していると思われませんか。

(1)大いにそう思う	(2)ある程度そう思う	(3)どちらとも言えない	(4)あまりそう思わない	(5)全然そう思わない
1	6	2	3	0

7. SBTP において各隊員に与えられた職務でのご自分の貢献は大きいと思われませんか。

(1)大いにそう思う	(2)ある程度そう思う	(3)どちらとも言えない	(4)あまりそう思わない	(5)全然そう思わない
0	4	3	2	3