



REPUBLIKA NG PILIPINAS
REPUBLIC OF THE PHILIPPINES
KAGAWARAN NG EDUKASYON
DEPARTMENT OF EDUCATION
University of Life Complex, Meralco Avenue
Pasig City, Philippines

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DepEd ORDER
No. 49, s. 2002

Operationalization of the DepEd and JICA Cooperation on "The Strengthening of Continuing School-Based INSET for Science and Mathematics Teachers"

To : Undersecretaries
Assistant Secretaries
Bureau/Center Directors
Regional Directors of Region V, VI, VII, XI

1. As part of the overall national development agenda to improve the delivery of quality education, particularly science and mathematics education, the cooperation between the DepEd and JICA on "Strengthening of Continuing School-Based INSET for Science and Mathematics Teachers", is hereby operationalized. (Annex 1)
2. Specifically, JICA support will cover Regions V, VI, VII and XI and will be implemented over a period of three years, i.e. April 2002 to April 2005. However, no JICA personnel will be dispatched to Region XI>
3. The Strengthening of Continuing School-Based INSET for Science and Mathematics Teachers, which is partly funded by a grant from the government of Japan through JICA will basically support the restructured Basic Education Curriculum (BEC) with Science and Mathematics as priority areas. Specifically, it aims to upgrade teaching skills and deepen understanding of subject matter content in science and mathematics through school-based INSET in Regions V, VI, VII and XI.
4. A project Steering Committee (PSC) is hereby constituted to provide top-level policy guidance and program directions. The PSC will be tasked primarily to recommend to the DepEd Secretary who is concurrently the Project Director, project specific strategies and policies that will strengthen project governance. The PSC will be chaired by the DepEd Undersecretary for Programs and Projects with membership from collaborating agencies (see list in Annex 2). It will report to the Secretary/Project Director on a quarterly basis or as needed.

5. The overall project coordination shall be the responsibility of the Central Project Management Team (CPMT). The CPMT which shall be headed by the Director of NEAP will be supported by the technical staff from SDD-HRDS, BSE and BEE and three contractual personnel who will be hired using the approved project budget from the national government. It shall be responsible for liaising with JICA national government agencies. It shall cause the transfer of project funds from the national government to the project regions, as appropriate, and the preparation of overall project monitoring and evaluation reports. It shall report regularly to Project Steering Committee.
6. A Regional Project Management Team (RPMT) shall be organized in Region V, VI, VII and XI. The RPMT will provide advice to CPMT on region specific policies/strategies affecting project implementation. The RPMT will be chaired by the respective Assistant Regional Directors with the Regional Science and Math Supervisors (both elementary and secondary levels) as members.
7. A Division Project Management Team (DPMT) shall also be organized as soon as the division to be covered by the project will be identified prior to the actual implementation of the SBTP. The DPMT will provide advice to RPMT on division specific policies/strategies affecting project implementation within the division. The DPMT will be chaired by the respective Assistant Schools Division Superintendents with the Division Science and Math Supervisors as members.
8. The officials and staff indicated in Annex 3 are hereby designated as lead/members of the PMTs at the central and regional levels and shall perform project-related work in concurrent capacity.
9. All concerned are enjoined to extend assistance and full cooperation.
10. For immediate compliance and dissemination.



EDILBERTO C. DE JESUS
Secretary

Encl.: As stated

Reference: None

Allotment: 1—(D.O. 50-97)

To be indicated in the Perpetual Index under the following subjects:

Learning Area, MATHEMATICS
PROJECTS

SCIENCE EDUCATION
TRAININGS

PROJECT DESCRIPTION

I. Project Title: STRENGTHENING OF CONTINUING SCHOOL-BASED INSET FOR SCIENCE AND MATHEMATICS TEACHERS

II. Project Coverage

The target beneficiaries of the project are the elementary and secondary science and mathematics teachers in Regions V, VI and VII.

III. Background of the Project

1. *The Science and Mathematics Education Manpower Development Program (SMEMDP)*

JICA provided a 5-year package of assistance through the provision of INSET under the Science and Mathematics Education Manpower Development Program (SMEMDP), a core project of the Package Cooperation I, which aimed at improving the quality of science and mathematics education in the Philippines.

Under SMEMDP, UP-ISMED conducted the National Training Program (NTP) and trained national lead trainers and regional teacher trainers in the 3 model regions and other regions in the country to upgrade teacher competencies primarily in the use of effective and workable teaching and evaluation strategies. A sourcebook of lesson exemplars in Practical Work for the use of teacher trainers and its accompanying instructional materials are the major outputs developed and produced through the program.

2. *DepEd INSET Program under SMEMDP*

As part of the JICA Package Cooperation I, the DepEd INSET Program in Science and Mathematics maximally utilized the resources and outputs of SMEMDP. Utilizing the GOP counterpart funds for the Package Cooperation I and following the cascading delivery model, the UP-ISMED trained NTP trainers conducted massive Regional Training Programs (RTPs) for teacher trainers throughout the country. The RTPs were conducted by the DepEd Regional Offices through the Regional Management Teams (RMTs) and in collaboration with the Regional Science Teaching Centers (RSTCs) of the DOST. The RTP participants who by program implementation structure were designed to function as teacher trainers, were selected from among well-performing science and mathematics teachers as well as school heads/administrators in the school division, who have had training experience. In close coordination with the Division Management Teams, the RTP-trained trainers in turn have trained more than 12,000 elementary and secondary

science and mathematics teachers across the country in the subsequent Division Training Programs (DTPs).

The introduction of Practical Work as an alternative concept in teaching science and mathematics became the focus of the above-mentioned trainings conducted at the regional and division levels. The training also served as the "field-testing" venue for the experimental editions of the sourcebooks developed by UP-ISMED. The outputs of the adaptation workshops conducted in the RTPs and DTPs came in form of revised, localized lessons including indigenized/improvised expensive laboratory materials and equipment that oftentimes are not available in the classroom. Further, the adapted lessons included new techniques in improvisations and provided manipulative skills for better instruction to increase learner's achievement.

These initial gains have to be sustained to spread the benefits of the project especially at the school level. The evaluation of the concluded Package Cooperation has pointed out the fact that the concept of PW as a teaching methodology has been extensively introduced and accepted by the target beneficiaries and can now be institutionalized. The skills of adapting lessons and materials to suit local requirements have also been initially developed among the trained teachers and are gradually finding its way into the classrooms. More measures, however, are still needed to fully develop and nurture such skills and to disseminate the technology to every school, every classroom and every science and mathematics teachers not only in the identified model regions but nationwide.

3. The Continuing School-Based INSET Program

To sustain the gains of SMEMDP and similar science and mathematics projects of the Department, DepEd with its own available resources, started to operationalize a continuing school-based INSET program for elementary and secondary science and mathematics teachers with the first cycle initiated in 1999 up to year 2001. Each cycle of the continuing school-based training will run for three years, the first year of which is devoted to the organization of school clusters, assessment of teacher training needs, designing of training curriculum and development of session guides/modules and training of trainers. The second and third year of the training cycle will focus on the actual conduct of the SBTP, revision/refinement of the session guides/modules and the continuing training of trainers and writers. The development of additional lessons to suit present needs of teachers and students as well as monitoring of the program implementation are also important activities during the last two years of the training cycle to ensure an updated and effective school-based INSET.

During the first year of school-based INSET implementation, the DepEd was assisted by three JICA experts (engaged under the Package Cooperation 1) assigned in each of the three pilot regions. The technical and financial assistance extended by the JICA experts has contributed to the successful start-up of the SBTP in pilot regions. After the withdrawal of the JICA experts from the SBTP sometime in year 2000, the DepEd has continued to implement the SBTP covering more schools in the pilot divisions in each of the three pilot regions. At the end of cycle 1 in year 2001, it is expected that the SBTP will be implemented in pilot schools of the three expanded divisions of each pilot region.

4. The Need for JICA Assistance

While the DepEd has managed to conduct the SBTP using its locally available resources, it recognizes the need to tap experts to assist in strengthening the on-going school-based INSET and to fast track the expansion of said program to cover more regions, divisions and schools. Moreover, DepEd also needs to source additional funds from external agencies to support the schools in the conduct of the training sessions. The three pilot regions expressed that although they have been conducting the school-based INSET in some divisions, the effectiveness of said exercise may not be fully ensured given the lack of financial resources to cover the development and reproduction of session guides/modules and procurement of basic science and math equipment. Likewise most of the teacher participants and trainers are complaining that with their meager salary, they need to spare some amount for their training materials, transportation and food expenses during the conduct of training.

IV. Overall Goal

In general, the proposed project aims to contribute to the continuous improvement of pupil/student performance in science and mathematics subjects by strengthening the system of school-based INSET.

V. Specific Objectives

1. Upgrade teaching skills and deepen understanding of subject matter content for facilitating learner-centered classroom instruction in science mathematics education through school-based INSET.
2. Enhance the skills of the trainers of school-based training and writers of the session guide/lesson plans and instructional materials.

VI. Project Components

Component 1: Continuing School-Based INSET (GOP Counterpart)

This component will support and strengthen the Department's on-going School-Based Training Program (SBTP) for elementary and secondary science and math teachers, which started in school year 2000 – 2001 using available resources of the Department. This will also cover the continuing training of SBTP trainers and session guides/instructional material writers.

Component 2: Dispatch of JICA experts and JOCVs (GOJ Counterpart)

Two (2) long-term JICA experts will be dispatched to provide technical assistance in the conduct of School-Based INSET as stated in component 1. The two experts will be engaged in the following areas (i) strengthening and expanding SBTP and (ii) development and review of training materials. Short-term experts will also be dispatched in related fields (such as monitoring and evaluation and instructional materials development) when necessary.

Component 3: Provision of Equipment and Instructional Materials (GOJ Counterpart)

The grant assistance for equipment and instructional materials necessary for the conduct of the SBTP will be released by the Government of Japan through the JICA experts.

Component 4: Training of DepEd Personnel in Japan (GOJ Counterpart)

Training of DepEd counterpart personnel at Japan Education Committee in Prefecture will be funded through JICA grant. The main purpose is to observe and gain lessons from the Japanese experience in the following areas:

- In-country Training Program (SBTP Planning Management)
- Country Focused Training Program (Teachers Training System)
- Individual Training Program (Teacher's Training Policy)

CONTINUING SCHOOL-BASED TRAINING PROGRAM

CENTRAL AND REGIONAL PROJECT MANAGEMENT TEAMS COMPOSITION AND RESPONSIBILITIES

1. CENTRAL PROJECT MANAGEMENT TEAM (CPMT)

1.1 Composition

Project Director:	Secretary Edilberto C. De Jesus
Deputy Project Director:	Undersecretary Fe A. Hidalgo
Project Team Manager:	Orfelina O. Tuy, ASDS-OIC-NEAP
Project Team Deputy Manager:	Zaida Talosig-Azcueta, Chief, SDD-HRDS

Members:	Esther C. Corpuz, Board Secretary II, NEAP Cleofe Velasquez-Ocampo, HRMO II, SDD-HRDS Carol Cruz, BEE Abelardo Medes, BEE Elizabeth Catao, BSE Walfredo Afunggol, BSE
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Project Support Staff:	(2) Contractual Technical Staff (1) Contractual Staff
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1.2 Roles and Responsibilities:

- Recommends fund allocation for the project
- 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 the 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
- Provides technical assistance in the conduct of training of trainers and writers and in the development and review of session guides/lesson plans
- Prepares over-all project report work programs and accomplishments

2. Regional Project Management Team (Region V, VI and VII)

2.1. Composition

Region V

Project Coordinator: Asst. Regional Director Lilia S. Tena
Deputy Project Coordinator: Dr. Lourdes P. Santiago, EED Chief
Dr. Amy V. Deniega, SED Chief
Members: Ms. Eva O. Carpio, EED
Ms. Neuve G. Carrascal, EED
Ms. Salvacion Q. Servito, SED
Ms. Celerina B. Donor, SED

Region VI

Project Coordinator: Asst. Regional Director Jesus L. Nieves
Deputy Proj.Coordinator: Dr. Mina Celia Angostura, EED Chief
Dr. Elmer A. Carbon, SED Chief
Members: Ms. Maria H. Cabag, EED
Ms. Dominador Mangao, EED
Mr. Romerico Jamora, SED
Mr. Toribio M. Berano, SED

Region VII

Project Coordinator: Asst. Regional Director Carolino Mordeno
Project Deputy Coordinator: Dr. Patrocinio Gamelo, EED Chief
Dr. Antonio Ogdod, SED Chief
Members: Ms. Lea Chavez, EED
Ms. Gumersinda Sasam, EED
Ms. Miguela Savellon, SED
Ms. Josefina Samson, SED

2.2. Roles and Responsibilities

- Coordinates the implementation of the project in the region
- Acts as subject consultants and critics in the development of session guides
- Assist and/or facilitates the conduct of subject-specific lessons
- Participates in the development of monitoring and evaluation system for the project and assists the divisions in conducting monitoring and evaluation activities

3. Division Project Management Team

3.1. Composition

Division Project Coordinator

Assistant Schools Division Superintendents

Members:

Division Science Supervisor

Division Mathematics Supervisor

3.2. Roles and Responsibilities

- Manages the implementation of SBTP in the division
- Identifies the districts/schools in the division to be covered by the project and manages the clustering scheme thereof
- Oversees the administration of Training Needs Assessment (TNA) in the project schools
- Mobilizes resources in the division for the project
- Apportion funds from INSET budget for the program
- Regularly conducts meetings for the DMT members
- Responds to project concerns and problems at the division level
- Allows teachers, school heads and other division officials to attend activities of the program on weekdays.

DepEd-JICA Strengthening on the Continuing School-Based Training Program
for Elementary and Secondary Science and Math Teachers

ORGANIZATIONAL CHART

