AGREEMENT BETWEEN THE REPUBLIC OF THE PHILIPPINES AND UNICEF/UNESCO ON THE PLAN OF OPERATIONS FOR A SCIENCE EDUCATION PROJECT

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Note; The Agreement entered into force, September 23, 1969.

Reference: This Agreement is also published in VIII DFA TS No. 2, p. 128.

THE GOVERNMENT OF THE REPUBLIC OF THE PHILIPPINES (hereinafter referred to as "the GOVERNMENT"), the UNITED NATIONS EDUCATIONAL, SCIENTIFIC, AND CULTURAL ORGANIZATION (hereinafter referred to as "UNESCO"), and the UNITED NATIONS CHILDREN'S FUND (hereinafter referred to as "UNICEF);

BEING DESIROUS of obtaining mutual agreement concerning assis-tance to a project in science education in the Philippines particularly with reference to the objectives of the project and the responsibilities which shall be assumed by each of the parties.

DECLARING that these responsibilities will be fulfilled in a spirit of friendly co-operation;

HAVE AGREED as follows:

ARTICLE I

BASIS OF RELATIONSHIPS

The Basic Agreement concluded on 20 November 1948 between the Government and UNICEF and the Revised Standard Agreement concluded between the Government and the Specified Organizations, including UNESCO, participating in the Expanded Programme of Technical Assistance, signed on 27 October 1954; provide the basis for relationships between the Government and the co-operating agencies in the project. The programme and this Plan of Operations shall be governed by those Agreements.

ARTICLE II

BACKGROUND INFORMATION

1. Science subjects form part of the programme of education in all elementary and high schools in the Philippines. The science courses (Elementary Science, General Science, Biology, Physics, and Chemistry) offered are designed to:

a. instill and develop in the learner the scientific attitudes of inquiry and experimentation.

b. provide opportunities for a practical understanding of the methods for a scientist which give the learner the confidence to attempt to solve problems which they have to face in their individual and social lives.

c. develop an interest and enthusiasm in science so that:

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i. those with scientific aptitudes might be drawn to scientific career to supply the country with scientists and technologists.

ii. the non-science minded might realize the role of science in the satisfaction of their hearts and interest.

d. provide sufficient understanding of science concepts to enable the learners to become worthy members of society.

e. develop literacy in science so that the learners will understand what they have read about on science, based on the concepted schemes studied.

f. develop manipulative skills in purposeful experimentation as a means of finding solutions to problem situations involving science in everyday living.

2. The concern of the Government to make improvements in the field of science education is shown by the work of the Department of Education (Bureaus of Public Schools, Private Schools, and Vocational Education), the National Science Development Board, the University of the Philippines, as well as other organizations. Since 1958 the National Science Development Board, in co-operation with the Department of Education, have organized and supplied summer training programmes for school teachers and (more recently) teacher-educators. In 1964 a Science Education Centre was set up with assistance from Ford Foundation as an independent unit in the University of the Philippines, and this is producing and testing up-to-date curriculum ma- terials for all science courses in elementary and high schools. To update par- ticularly the science curriculum materials for Elementary Science and Gen- eral Science, a Science Curriculum Development Study is also organized in the Bureau of Public Schools.

3. Studies of the existing conditions in schools throughout the country bring to light a number of serious problems, but the following are particularly relevant to science teaching:

a. Lack of adequate science laboratories in many schools.

b. Insufficient science equipment.

c. Insufficient books and reference materials, particularly with regard to students' books and teachers' guides on up-to-date courses on science teaching.

d. Shortage of teachers with adequate background in science and familiarity with modern science teaching methods and the effective use of science equipment.

4. The key to science teaching improvement lies in teacher training, and the need is particularly felt for improving the quality of preservice as well as in-service training courses for science teachers, familiarizing teachers and teacher-educators with the latest curriculum materials developed in the Philippines, and making these materials more widely available throughout the country. In addition there is a need to provide teachers with a basic minimum of science equipment, which they and their students can use with confidence in carrying out meaningful experiments.

5. As a first step towards satisfying these needs, the College of Education of the University of the Philippines, in co-operation with the Science Education Centre and with financial support from the Ford Foundation, will offer a series of graduate courses (Master of Arts in Teaching) covering the sciences and mathematics for a limited number of teacher-educators for the period 1969-1974. Each course will last for three semesters and one summer period (approximately 1½% years) and will include work on subject matter, the methods and specific skills of teaching science and mathematics, and the special problems and strategies of teacher training. The courses will deal mainly with the use of the new curriculum materials produced by the Science Education Centre, and they will

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be taught by the staff of the Science Education Centre who have developed these materials, together with the faculty of the College of Education, University of the Philippines. However, the courses will also acquaint the participants with other new curriculum materials and teaching aids. The University of the Philippines, College of Education, already has its own "Model High School Laboratories" for Physics and Chemistry, and plans are being made to expand these and to provide a Model High School Biology Laboratory.

6. To help satisfy the need for science equipment, a Physics Equipment Pilot Project has been started at the College of Education. This project has already produced prototypes for most of the physics equipment for the Science Education Centre curriculum, and production has started at one trade school for supply to a number of schools. As this project develops, it should be able to provide equipment appropriate to all the science courses designed by the Science Education Centre, Limited quantities of science teaching equipment are made by a private school in Manila (the Don Bosco Technical Institute). It is also possible that the resources of the Fine Instruments Centre at the National Institute of Science and Technology (a unit of the National Sci- ence Development Board) may be developed to make prototypes of science teaching equipment and to make the designs available to local manufacturers. The Fine Instruments Centre could advise on quality control.

7. It is felt that the type of training programme for teacher-educators to be offered by the College of Education will have a much greater effect if several grants are awarded for the faculty of each college (offering a teacher-training programme) so that they can develop their strength in all areas of science and mathematics. There are more than 300 colleges offering courses for teacher-educators; the present plan will concentrate on developing the science educa tion faculty of between twenty and thirty colleges, so that some of these become "Regional Science Teaching Centres" located strategically throughout the country. The selection of these colleges will be based on a survey of the services and faculties of departments of education of colleges and universities. It is intended that as far as possible scholarships will be awarded to members of the faculty of institutions which will eventually become regional centres for science teaching. To assist the selected institutions to release their faculty members for the graduate courses to be held at the University of the Philippines, the United States Peace Corps Office in the Philippines will endeavour to provide as many volunteers (science graduates) as possible, who will teach the subject matter in these institutions while the teachers are under training. This would commence in the school year 1970/1971. A formal request for 25 volunteers is being acted upon by the Peace Corps for science teaching in Cotabato and they are expected to arrive in 1969.

8. Although the University of the Philippines is in a strong position to provide up-to-date courses for science teacher-educators, because of the previous work in curriculum development carried out by its Science Education Centre, the job of eventually reaching the classroom teachers in the elementary and high schools will necessarily depend on the efforts of all the institutions and organizations concerned with teacher training. While it is desired to encourage local initiative and to preserve local autonomy as far as possible, the need is now felt for some degree of co-ordination and integration of efforts, so that the resources of the University of the Philippines and other agencies (including financing agencies) may be used to the greatest advantage. Consequently, the National Science Development Board, together with the Department of Education and the University of the Philippines, has formulated a long-term plan to set up a limited number (between 10 and 20) "Regional Science Teaching Centre." The functions of each Regional Centre will include:

a. Provision of high quality preservice training programme for school science teachers, making use of modern science curriculum materials, teaching aids and equipment.

b. Organization of in-service training programme for science teachers, including summer institutes and programmes throughout the year.

c. Supervision and visits to science teacher-training programmes in other colleges and schools within its

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region.

d. Visits to selected classes in schools, by invitation.

e. Conduct of meetings on science teaching improvement for science teacher-educators.

f. Organization of regional conferences for school administrators.

g. Provision of professional advice and information concerned with setting up libraries, development and use of new equipment and teaching aids, etc., to colleges and schools as requested.

9. A Regional Science Teaching Centre, which could become the pro- totype for other regional centres in the Philippines, will be established to serve a large area in Mindanao, 650 miles southeast of Manila. Since 1966 Notre Dame College of Marbel at Koronadal, South Cotabato, has served as a centre for summer institutes and seminars on science teaching for the Notre Dame Educational Association (NDEA). The NDEA is a consortium of over 100 colleges and schools located in the provinces of South Cotabato, Cotabato, and Sulu (see Annex I). The NDEA has received financial and technical assistance from the Ford Foundation and other organizations, and in particular Notre Dame College of Marbel has received assistance from the Ford Foundation for a faculty development programme, equipment and library materials designed to enhance its capability in the field of science education. A building to house the Science Teaching Centre is also being planned, for which the Ford Foundation will contribute 25 per cent of the cost (see Annex V).

10. In line with its development as a Regional Science Teaching Centre, additional laboratories will be built at Notre Dame College of Marbel, further equipment will be provided, and the following posts created:

a. Director of Science Teaching Centre

b. Assistant Director

c. Secretary

d. Director of Laboratories

e. Consultant to the Science Teaching Centre

11. With these additional facilities, Notre Dame College of Marbel will develop the first of the Regional Science Teaching Centres covered in the plan of the National Science Development Board and will serve all elementary and high schools (public and private, religious and non-sectarian) in a region covered by the provinces of South Cotabato, Cotabato, and Sulu. This region includes more than 20 colleges, nearly 90 high schools, and over 500 elementary schools.

ARTICLE III

OBJECTIVES

The specific objectives of the programme are:

a. To establish a graduate course in science and mathematics education at the University of the Philippines.

b. To establish a prototype Regional Science Teaching Centre at Notre Dame College of Marbel.

c. To set up other Regional Science Teaching Centres.

ARTICLE IV

AREA

1. The graduate courses in science education will be run at the College of Education with the cooperation of the Science Education Centre, University of the Philippines, Diliman, Quezon City, but in line with improving the quality of school science teaching throughout the country, participants for the courses will be chosen from selected institutions distributed throughout the Philippines. Criteria for the selection of participants will be:

a. the suitability of the prospective participant.

b. the resources (present and potential) of the institution from which he or she comes.

c. the strategic geographical location of the institution.

2. The participating institution (s) shall prepare a contract for the teacher (s) selected to attend the MAT course in which there will be a commitment whereby the teacher will agree to return to his/her institution for a minimum period equalling twice the period of the scholarship.

3. A committee representing the appropriate agencies will be set up to designate the institutions to receive the UNICEF equipment, from which the participants for the graduate courses at the University of the Philippines will be drawn. The institutions which will participate during the first year of the MAT programme are listed in Annex IX.

4. The prototype Regional Science Teaching Centre will be located at Notre Dame College of Marbel, Koronadal, South Cotabato Mindanao. The teachers attending the summer institute courses and the schools' necessary equipment and reference materials will mainly come from the provinces of Cotabato, South Cotabato, and Sulu. Guidelines and criteria will be developed by the committee for the selection of the participating schools for the Regional Science Training Centre at Marbel. The schools which will participate in the first summer institute will be selected by the committee in early 1971.

ARTICLE V

PLAN OF ACTION

1. The programme involves, of necessity, a number of government and non-government organizations, and some degree of co-ordination is essential. Nevertheless, every effort will be made to preserve the local autonomy of the co-operating institutions and to give scope for local initiative. A co-ordinating committee has been set up under the chairmanship of the Chairman of the National Science Development Board, with the Chief of the Division of Development and Assistance, NSDB as secretary. This committee includes representatives from:

a. Department of Education

b. University of the Philippines Science Education Centre

c. University of the Philippines College of Education

d. Notre Dame Educational Association

e. Notre Dame College of Marbel

f. United Nations Agencies (UNESCO and UNICEF) g. Ford Foundation

h. Other bilateral and local agencies as required.

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The co-ordinating committee will establish sub-committees as appropriate.

2. Technical assistance and advice shall be given as requested from the Department of Education, the National Science Development Board, UNESCO and Ford Foundation through their respective professional and advisory personnel.

3. The schedule of the graduate (Master of Arts in Teaching) programmes to be conducted at the University of the Philippines is shown below. The number of participants in each MAT programme is shown in parenthesis. The first course will start in July 1969, and each course will last for three semesters and one summer.

(SEE ORIGINAL DOCUMENT (6 PHIL.TREATY SERIES 338-339)

(See Annex VIII—A grants to participants)

4. Concurrently with the above schedule, a programme for the development of its own staff will be carried out by the University of the Philippines Science Education Centre with assistance from the Ford Foundation. During this period the foundation will also provide equipment, film, books and journals for the Science Education Centre, together with the services of short-term consultants (see Annex VII). The University of the Philippines will improve and enlarge the existing physics and chemistry laboratories in its College of Education and also provide for the establishment of a biology laboratory.

5. Starting with the termination of the first MAT programme, the University of the Philippines Science Education Centre will commence a follow-up programme. This will include:

a. Advising the returned participants on improving their own regular degree programmes (Bachelor of Science in Education, BSE; and Bachelor of Science in Elementary Education, BSEED) and in setting up programmes for summer institutes and seminars.

b. Advising administrators on organizing and implementing new pro- grammes and in improving the facilities of their institutions.

c. Survey (by questionnaires and spot observations) of returned par- ticipant's activities.

d. Survey (by questionnaires and interviews) of participants' suggestions for improving the University of the Philippines graduate programmes in science education (MAT).

6. The schedule of the follow-up programme will be as follows:

Date Participants Involved

January/June 1971 Physics

Chemistry

January/June 1972 Biology

High School math

High School science

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January/June 1973 Elementary school math

Elementary school science

January/June 1974 Biology

Chemistry

January/June 1975 Physics

High School math

High School science

7. Near the completion of the first graduate (MAT) programme in science education at the University of the Philippines, College of Education, with the co-operation of the Science Education Centre, sets of science equipment and reference materials will be delivered to the institutions which have sent the first batch of participants. These materials will be similar to the materials used by the participants in their courses at the University of the Philippines, and each set will be designed to help the participant to teach his own courses (BSE or BSEED) more effectively in line with the experience he (or she) has gained. Throughout the five-year period, further sets will be delivered to the relevant institutions in time for returning participants to set up the equipment in readiness for their own courses.

8. The sets of equipment and reference materials to be supplied are as follows:

a. Physics (for high schools)

b. Chemistry (for high schools)

c. Biology (for high schools)

d. General Science (for high schools)

e. Mathematics (for high schools)

f. Elementary Science (for elementary schools) g. Mathematics (for elementary schools)

9. To assist in the development of a prototype Regional Science Teaching Centre at Notre Dame College of Marbel, grants will be provided, through the National Science Development Board, to high school and elementary school teachers in the region served by the Centre at Marbel to enable them to attend the summer institute courses on science teaching. The grant for each teacher will cover the cost of living and tuition fees for a six-week course and the expenses (variable) for travel from his (or her) home to Marbel and back. During the five-year period, grants for 250 teachers from the region will be provided. This will be at the rate of 50 teachers per year, but to create maximum impact on the participants' return from the course, two-to-three teachers per school will be selected where possible so that normally 20 schools per year will be represented (see Annex VII-B for the grants).

10. Before the commencement of each summer institute, basic sets of appropriate equipment and reference materials will be delivered to the prototype Regional Science Teaching Centre at Marbel. (See Annex X for the schedule of courses and supply delivery dates.) At the end of each summer institute, the appropriate sets will be taken by the teachers to their own schools for use in their classroom teaching. Basic sets (packed insofar as possible in individual boxes) for schools will be supplied as follows:

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a. For high schools (Physics, Chemistry, Biology, General Science and Mathematics).

b. For elementary schools (Elementary Science and Mathematics).

ARTICLE VI

ADMINISTRATION AND ASSIGNMENT OF RESPONSIBILITY

1. The programme will be conducted under the responsibility of the National Science Development Board (in particular, its Division of Development and Assistance). The NSDB shall co-operate with the agencies and organizations listed in Article V, para. 1 and shall convene and keep minutes of the Co-ordinating Committee meetings, as required for the effective implementation of the programme. This Committee shall review the programme at regular intervals and recommend such modifications as appear necessary.

2. The National Science Development Board (Division of Development and Assistance) shall also be responsible for the timely distribution of the equipment and supplies provided by UNICEF and for collecting the informa-tion needed for evaluation of the programme and preparation of regular reports.

ARTICLE VII

COMMITMENT OF THE GOVERNMENT

1. The National Science Development Board (Division of Development and Assistance) shall undertake to see that all premises, facilities, personnel, supplies and equipment (except those provided directly by UNICEF and the Ford Foundation) are available as needed for the successful implementation of the programme.

2. Specifically, the National Science Development Board shall provide for the following:

a. The NSDB shall convene the Co-ordinating Committee and record its minutes. To facilitate this work, the NSDB shall appoint a senior official (from die Division of Development and Assistance) as Executive Secretary of the Co-ordinating Committee and the programme.

b. In addition to the Executive Secretary of the programme (who will normally have other duties), the NSDB shall appoint another responsible official as full-time Technical Adviser to the programme. The Technical Adviser shall be familiar with the needs and problems concerning science education in the Philippines and should preferably have a background in both science and education.

c. The NSDB shall provide for the Executive Secretary and Technical Adviser to have transport and sufficient funds for internal travel and per diem when away from Manila, so that they can visit the various institutions concerned with the programme and act as effective liaison between the various international bilateral, and government and non-government agencies.

d. The NSDB shall be responsible for the reception, storage, and internal transportation and distribution of the equipment and supplies provided by UNICEF for the programme. The estimated cost for such services is the equivalent of $21,000 over the five-year period.

e. The NSDB shall provide the cost of necessary telephone, telegraph, postal and other public communication in connection with the programme.

3. The National Science Development Board shall provide facilities for the continuous evaluation of the programme. In particular, the NSDB (through the Division of Development and Assistance) shall collate the relevant information, and prepare quarterly progress reports, copies of which shall be made available to the assisting agencies.

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4. The Government, through the National Science Development Board, the Department of Education, and the University of the Philippines, and in co-operation with other national and local organizations, will continue the programme within the scope of available resources after financial assistance from UNICEF and other co-operating international and bilateral agencies has ended. In particular, efforts will be made to continue the MAT courses at the University of the Philippines, to arrange local funds for school teachers to attend summer institutes on science teaching at Notre Dame College of Marbel and other colleges subsequently designated as Regional Science Teaching Centres and to develop the local manufacture of school science equipment to supplement and extend the supplies provided by UNICEF.

5. The expenditures of the government agencies in connection with the programme for the five-year period (Fiscal Years 1969/1970 through 1973/1974) are estimated as follows:

Direct

Related

.a National Science Development Board

P680,750

P5,110,000

b. Department of Education

P471,000

c. University of the Philippines

P470,000

(See Annexes II to IV for details).

ARTICLE VIII

COMMITMENTS OF UNICEF

1. The UNICEF Executive Board, at its May 1969 session, approved a five-year (mid-1969 to mid-1974) commitment of $469,000 (the amounts foreseen for subsequent years may be adjusted following annual reviews of the project, to reflect actual progress in implementation) and an initial allocation of $30,000 (plus $34,000 available from previous allocations to the Education Project) to meet the requirements of the project for the fiscal year 1969/1970 to provide:

a. 22 scholarships at the University of the Philippines as $1,826 each.

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b. 22 sets of physics and chemistry equipment valued at $1,000 a set.

c. Printing supplies, paper and a vehicle for the Science Education., valued at $2,625.

2. Details of the estimated programme requirements for the five-year period are shown in Annex VIII.

3. Unused funds will revert to the general resources of UNICEF.

ARTICLE IX

TRANSFER OF TITLE TO UNICEF SUPPLIES AND EQUIPMENT

1. With the exception of motor vehicles, for which UNICEF will issue a loan agreement, the supplies and equipment provided by UNICEF will be transferred to the Government immediately upon arrival in the country. Transfer will be accomplished upon delivery to UNICEF of a signed Government receipt on the form provided by UNICEF.

2. Should any of the supplies and equipment thus transferred for any reason not be used for the purpose of this Plan of Operations, UNICEF may require the return of any or all such supplies and equipment remaining unused, and the Government will, when so requested, make such items freely available to UNICEF.

ARTICLE X

COMMITMENT OF UNESCO

1. Subject to the decisions of the General Conference of UNESCO and the availability of funds under the technical assistance component of the United Nations Development Programme, UNESCO will, during the period covered by the Plan of Operations, provide for the following:

a. An adviser on science education to work with the programme at least for the first one-and-one-half years of its operation.

b. Technical advice of the staff of the UNESCO Regional Office for Education in Asia located at Bangkok on the implementation and evaluation of the programme.

c. Services, when available, of other educational advisers stationed in the Philippines, including staff members assigned to the UNESCO Asian Institute for Teacher Educators located in Quezon City, Philippines, as adviser in the implementation of the programme.

ARTICLE XI

PARTICIPATION OF OTHER AGENCIES

1. Apart form the National Science Development Board, the Department of Education, and the University of the Philippines, other agencies will participate in the programme together with UNESCO and UNICEF. These other agencies and the nature of their participation are as follows:

a. Ford Foundation (financial and technical assistance to the University of the Philippines Science Education Centre and through the Notre Dame Educational Association to Notre Dame College of Marbel).

b. Peace Corps, Philippines {supply, as far as possible, of Peace Corps Volunteers with graduate qualifications in science, to partially replace teacher-educators released for participation in the University of the Philippines MAT programmes in science education).

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c. Notre Dame College of Marbel (provision of a building, furniture and equipment, library, faculty and administrative and support ser- vices for a Regional Science Teaching Centre).

d. Notre Dame Educational Association (support services to the Regional Science Teaching Centre at Notre Dame College of Marbel and in organization of summer institute and academic year programmes for the in-service training of school science teachers).

e. Institutes providing science teacher-education courses sending participants to the University of the Philippines MAT courses and receiving UNICEF science equipment (support through salaries paid to participants while at the University of the Philippines and facilities provided for the use of the equipment for pro-service and in-service programmes for school science teachers. These institutions will include private colleges and autonomous public institutions, as well as institutions directly under the control of the Bureau of Public Schools and the Bureau of Vocational Education). (For details and estimate of financial provisions, see Annexes V to VII).

ARTICLE XII

EVALUATION

1. The Government, through the National Science Development Board, and in co-operation with the Department of Education, University of the Philippines, Notre Dame Educational Association and the participating agencies, shall be responsible for designing and carrying out a continuous evalua- tion of the programme. Three progress reports per year will be prepared by the NSDB, with copies available to the participating agencies.

2. In addition, the Government will undertake a complete evaluation of the programme at the end of the first two-and-a-half years of UNESCO/ UNICEF assistance. This evaluation will cover the administrative aspects of the programme and the use of equipment and other materials supplied, as well as a review of the content, methods and techniques developed through the implementation of the programme.

ARTICLE XIII

FINAL PROVISIONS

1. This Plan of Operations will come into effect upon signature by the parties and will remain in effect until the international assistance provided by UNICEF and UNESCO is completed, including such period of time as may be necessary for winding up operations.

2. The Plan may be modified by mutual consent of the parties.

IN WITNESS WHEREOF, the undersigned, being duly authorized, have signed this Plan of Operations.

DONE in nine copies in English.

At Manila, on 23 September 1969. FOR THE GOVERNMENT OF

THE PHILIPPINES.

(Sgd.) JOSE D. INGLES

Acting Secretary of Foreign Affairs

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At Bangkok, on 17 July 1969. FOR THE UNITED NATIONS

EDUCATIONAL, SCIENTFIC

AND CULTURAL ORGANIZATION:

(Sgd.) R. ROY SINGH

Director, Regional Office for Education in Asia

At Manila, on 10 July 1969. FOR THE UNITED NATIONS

CHILDREN'S FUND:

(Sgd.) ANTHONY S. MEAGER

UNICEF Representative

ANNEX I THE NOTRE DAME EDUCATIONAL ASSOCIATION

The Notre Dame Educational Association started in 1941, the year when the first Notre Dame School was established in the province of Cotabato. Since then, all the schools established by the various Religious Congregations in the province of Cotabato and subsequently in Sulu have been

Dame in me nonor ot the Blessed Virgin Mary, for whom the Filipino people have a strong devotion. In time the Notre Dame Schools in the two provinces became known unofficially as the Notre Dame system. Although each school remained more or less independent of each other, especially when they are managed by different religious orders, the students, faculty members, and even the administration of these schools have always felt a common identity belonging to the same school system. The students wear almost identical school uniforms, sing the same school song, and take part in various school activities such as athletic competitions, literary-musical contests, debates and symposia organized by a member Notre Dame school. However, these schools remained very loosely organized as a system until only a few years ago, when the first meeting was held in order to plan a more formally organized association of all the Notre Dame schools throughout the provinces of Cotabato and Sulu.

It was not until 1962 that the foundation of a formal association of all Notre Dame schools was laid. Bro. Joseph Damian Teston, FMS, then Superintendent of Schools for Cotabato and Sulu, laid the formal groundwork for the association when he invited some Notre Dame School Administrators to join him in a discussion of common problems to see if the group could not develop mutually satisfactory answers.

A fairly representative cross-section of the Notre Dame Schools attended these meetings and finally a need was felt for a continuing organization with some bond of unity that would keep together all the Notre Dame Schools and at the same time, be a means to help one another in improving instructional services. Problems of instructional standards, faculty improvement and development and improvement of school facilities occupied the attention of the school administrators. One of the most tangible results of these meeting is the NDEA year-end tests, a comprehensive examination to test the achievement of students in each subject and to discover areas of

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weaknesses for improvement. In the second semester of 1962-63, a constitution of the new association was drawn up and this was approved finally by the board of direc-tors and later by the general assembly on July 29, 1963. This marked the formal existence of NDEA and the adoption of the constitution and the elec-tion of the first set of officers to govern it for the next two years.

As noted in paragraph 9 of Article III the consortium now covers over 100 colleges and schools. The breakdown (school year 1967-68) is:

Enrollment

13 Colleges.....

7,831

57 High Schools .....

24,395

22 Elementary Schools .....

5,225

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92 Total .....

37,451

ANNEX II

COMMITMENTS OF THE NATIONAL SCIENCE DEVELOPMENT BOARD

PROPOSED LINE-ITEM BUDGET OF THE REGIONAL SCIENCE CENTRE NOTRE DAME OF MARBEL COLLEGE

Item No.	Details	Cost for One Year	Cost for Five Years
	I.-PERSONAL SERVICES		
		Pesos	Pesos
1	One executive secretary	13,200	66,00
2	One technical assistant	9,000	45,000

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3 One secretary

4,200

21,000

4 One clerk-stenographer

3,300

16,500

5 One driver-mechanic.

2,400

12,000

Total for Personal Services

32,100

160,500

II. MAINTENANCE AND OTHER OPERATING EXPENSES

1 Traveling expenses 6,000 30,000

2 Supplies and materials

3

Sundry expenses (handling cost of UNICEF equipment, per diems and daily allowances of officials, refreshment expenses of Committee members, maintenance costs of car, etc.)

21,000

105,000

Total for Maintenance and Other Operating

Expenses..

27,000

135,000

III. FURNITURE AND EQUIPMENT

1 For cost of one car

20,000

20,000

Total for Furniture and Equipments.

20,000

20,000

IV.-SPECIAL PURPOSES

1

For expenses of six (6) teacher-participants at P7,050, broken down as follows, for 3 semesters and one summer:

a. Tuition and other fees..... P 950

b. Stipend..... 5,400

c. Books, journals, etc..... 700

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P7,050 x 6 42,300 211,500

For expenses of 50 summer institute teachers for 45 days attendance at P615 each, broken down as fol-lows:

a. Tuition and other fees .....

P 120

b. Stipend at P6/day for 45 days ...

270

c. Books, journals, etc.....

100

d. Field trips .....

25

e. Transportation expenses .....

100

P 615 x 50

30,750

153,750

Total for Special urposes.....

73,050

365,250

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GRANT TOTAL.....

152,150

680,750

ANNEX II
(Continued)

In addition to NSDB budget for the financial year 1969-73 includes the following items for the DEVELOP-MENT OF BASIC EDUCATION IN SCIENCE:

1969

1970

1971

1972

1973

Physics equipment manufacture project.

60,000

100,000

80,000

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—

Summer institutes for Science Teachers

310,000

550,000

530,000

510,000

510,000

Course content improvement projects

80,000

150,000

150,000

150,000

150,000

Conferences of Deans of Teacher-Training Institutions

20,000

80,000

80,000

80,000

80,000

Seminars and Workshops for College Science Faculties

30,000

80,000

80,000

80,000

80,000

Visiting Scientist Programme

20,000

80,000

80,000

80,000

80,000

Seminars for Up-dating Engineers and Technologists

30,000

50,000

50,000

50,000

50,000

Integrated Programme of Teacher Training in Science and Mathematics

20,000

50,000

50,000

50,000

100,000

Other Projects in Science Education

50,000

50,000

50,000

50,000

50,000

(Philippine currency)

P 620,000

1,190,000

1,150,000

1,050,000

1,100,000

US $

$ 155,000

297,500

287,500

262,500

275,000

Total for 5 years P5,100,000 ($1,277,500)

ANNEX III

COMMITMENTS OF THE DEPARTMENT OF EDUCATION

The budget for the Department of Education will provide for the pay-ment of salaries of teachers for the period (IV2 years) that they attend the MAT programmes at the University of the Philippines and for their transportation

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from their institutions to the University of the Philippines.

For the 5 years' period of the above:

Salaries of participants

P445,000

Transportation of participants from their institutions to University of the Philippines Science Education Centre, Quezon City

26,000

TOTAL .....

P471,000

ANNEX IV

COMMITMENTS OF THE UNIVERSITY OF THE PHILIPPINES

The budget of the University of the Philippines (College of Education and Science Education Centre) will include the following:

Improvement and extension of science teaching laboratories in the College of Education

P 80,000

Salaries of faculty to teach the courses

267,000

Other operational costs

123,000

TOTAL for 5 years (1969/1974)

P470,000

ANNEX V

COMMITMENTS OF THE NOTRE DAME EDUCATIONAL ASSOCIATION AND NOTRE DAME COLLEGE OF MARBEL

Building for Science Teaching Centre (includingworkshop equipment and furniture)

P500,000

Land value for Centre

150,00

New science teaching equipment for Centre

60,000

Library (science books)

20,000

Total for capital expenditures

P730,000

Salaries for administrative staff, and support services

P133,000

(estimated for a five-year period)

Salaries for teaching staff (estimated for 5-year period)

50,000

Advisory services from NDEA (for 5 years)

3,500

Other services from NDEA (communication with other schools and colleges, meetings, distribution of materials for 5 years).

8,500

Total current expenditure for 5-year period:

195,000

Grand Total:

P925,000 or

$231,000

ANNEX VI

COMMITMENTS OF THE PEACE CORPS IN THE PHILIPPINES

In an interim statement the Acting Director of the Peace Corps has indicated that it is felt that the programme has great potential benefit to the Philippines educational system and that the utilization of Peace Corps volunteers could follow detailed discussions between the Peace Corps, the Department of Education and the National Science Development Board.

As indicated in the plan, agreement has been reached for the provision by mid-1969 of 25 PCVs to work with the Notre Dame Educational Association from approximately mid-1960 for two years.

For purposes of estimating the possible participation of the Peace Corps in this programme, it has been stated that "should NSDB and the Department of Education initiate a request and undertake to plan closely with us, it is conceivable that we might be able to obtain volunteers as replacement for future scholars as enumerated in the draft proposal. At an average of 40 PCVs per year over five years (1970-1975) this would involve a purely financial input for the Peace Corps of:

40 PCVs

x 5years x

$6000—

$1,200,000. "

year

PCV

ANNEX VII

PARTICIPATION OF FORD FOUNDATION

Science Education Center, University of the Philippines

The Foundation has made two grants—a first grant in 1964 and a supplement in 1966. Support under these two grants covers a five-year period. Assis-tance was provided as follows:

Resident Advisor—4 man-years
Short-term Consultants—20 man-months

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Training Abroad (for Centre staff—13 man-year)

(N.B. — Some of these figures, e.g. for building, include grants provided by Ford Foundation. These Ford giants are not shown in Annex VII.)

Training Abroad (non-degree programmes) — $20,000
Equipment and Books—$79,000
Publications and Workshops—$30,000
Local Support Costs—$211,000

The current grant expires in the autumn of 1969—although some unspent funds will be available for later expenditure.

It is expected that the basic local costs of the Center's operation will be met by the University at the conclusion of the period of these grants. Continuing Foundation assistance is anticipated in the areas of (1) equipment and books, (2) training abroad (for Center staff), as an expanded staff is required as the Center joins with the College of Education in the operation of MAT programs in science and mathematics, and (3) short-term consultants. A resident Advisor is not anticipated in future Foundation assistance.

Notre Dame Educational Association

The Foundation has made two grants —a first grant in 1966 and a sup-plement in 1968. Support under these two grants covers a four-year period. The support is to three key Association Colleges (in Cotabato, Jolo, and Marbel) to allow them to strengthen their overall programmes. The College at Marbel is the Association's specialist in science education. In addition to sharing in the overall programme providing (1) the services of a resident advisor (a highly-qualified science educator), (2) fellowships for faculty training abroad and in the Philippines, and (3) funds for institute and workshop programmes (including programs in science and mathematics at the Marbel College), specific funds have been allocated to the Marbel College as follows:

Library—$48,000
Equipment — $20,000
Science Education Building— $12,500*

The current grant expires in the summer of 1970—although some unspent funds will be available for later expenditure.

It is expected that general support to the Association will be completed with these grants. Continuing Foundation assistance is, however, anticipated to specific undertakings of particular merit and interest, such undertakings likely to include sound programmes in science education.

ANNEX VIII

SUMMARY OF PROGRAMME REQUIREMENTS FOR 5-YEAR PERIOD (1969-74)

I. Scholarships for MAT course at U.P. (180 scholarships at $1,826

$328,680

II. Paper and ink for UP/SEC

4,000

III. Vw Kombi (Microbus) for UP/SEC

1,825

IV. Science equipment to teacher-training institutions*

116,400

V. Jeep Wagoneer, 4 WD for Notre Dame College of Marbel . .

2,865

VI. Grants to school science teachers to attend summer institutes at Marbel**

25,000

VII. Science equipment to high schools and elementary schools served by Marbel Regional Centre***

40,000

$518,770

TOTAL ..... Say:

$519,000

(SEE ORIGINAL DCUMENTS (6 PHIL TREATY SERIES 354-355)

ANNEX VIIIa

UNICEF SCHOLARSHIPS FOR TEACHER-EDUCATORS TO ATTEND GRADUATE COURSES IN SCIENCE EDUCATION (MAT) AT THE UNIVERSITY OF THE PHILIPPINES

(See Annex VIII for summary of UNICEF Commitments)

Cost per scholarship:

Tuition and fees (3 semesters and 1 summer)

P 950

Books (P200/sem., Pl00/summer)

700

Stipend (P300/mo. for 18 months)

5,400

P7,050

(equivalent to $1,826)

Total cost of 180 scholarships:
$1,826 x 180 - $328,680

ANNEX VIIIb

UNICEF GRANTS FOR HIGH SCHOOL AND ELEMENTARY SCHOOL SCIENCE AND MATHEMATICS TEACHERS TO ATTEND THE PROTOTYPE REGIONAL CENTRE FOR SCIENCE EDUCATION AT MARBEL

(See Annex VIII for summary of UNICEF commitments.)

Cost per teacher for a 6-week course:

Tuition and fees.....

P120.00

Cost of living grant.....

180.00

Book allowance.....

100.00

P400.00

(equivalent to approximately $100.00)

Cost for 50 teachers per year for 5 years:

$100 x 50 x 5..... $25,000

ANNEX IX

LIST OF INSTITUTIONS FROM WHICH TEACHER-EDUCATORS WILL BE SELECTED FOR THE MAT COURSE AT THE COLLEGE OF EDUCATION, UNIVERSITY OF THE PHILIPPINES, DILIMAN QUEZON

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CITY, DURING THE ACADEMIC YEAR, 1969/1970.

Name of Institution Location

1. St. Louis University Baguio City

2. University of Nueva Caceres Naga City

3. Siliman University Dumaguete City

4. Divine Word University Tacloban City

5. University of the Philippines Iloilo City

6. Ateneo de Davao Davao City

7. Mindanao State University (Extension in Bongao) Marawi

8. Xavier University Cagayan de Oro City

9. Zamboanga Normal College

10. One vocational education training college (to be named by the Director of the Bureau of Vocational Education)

11. Notre Dame College of Marbel Koronadal, South Cotabato

ANNEX X

SCHEDULE OF MAT COURSE, SUMMER INSTITUTE AND SUPPLY DELIVERY DATES

I—Mat Course at the University of the Philippines Science Education Centre, Diliman, Quezon City

First Year..... July 1969—November 1970

Second Year..... July 1970—November 1971

Third Yeard ..... July 1971—November 1972

Fourth Year..... July 1972—November 1973

Fifth Year ..... July 1973—November 1974

II — Summer Institute (6 week course) at the Regional Science Training Centre at Notre Dame of Marbel, South' Cotabato

First Year..... May/June 1971

Second Year..... May/June 1972

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Third Year..... May/June 1973

Fourth Year..... May/June 1974

Fifth Year ..... May/June 1975

III—Supply delivery dates for the above (First Year)

1. Printing supplies and one vehicle for the U.P. Science Education Centre, Quezon City .....

October 1969

2. Sets of science equipment for the MAT Course:

a. One set of selected items to serve as a sample at the Science Education Centre

October 1969

b. Balance of the sets for teacher-training institutions

September 1970

3. Sets of science and mathematics equipment for the Summer Institute at Marbel

March 1971

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[*]'Matching — $1.00 for every S3.00 raised by the Association.

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