Republic of the Philippines
Department of Education
Region VI – Western Visayas
DIVISION OF AKLAN
Kalibo, Aklan

October 2, 2017

To: **Chief Education Supervisors**
Education Program Supervisors
Senior/Education Program Specialists
Public Schools District Supervisors
Principals/Head Teacher In-Charge of the District
Heads of Public Elementary/Secondary and Integrated Schools

Dear Sirs/Mesdames:

Please find attached Memorandum DM-CI-2017-03242 No. 158 entitled, "**SEAMEO RECSAM Scholarship Programmes**," for your information and guidance.

Thank you.

FOR THE SCHOOLS DIVISION SUPERINTENDENT:

MICHAEL T. RAPIZ
Chief Education Supervisor
In-Charge of the Division

Division Letter
No. 174, s. 2017

LFS

"May katawhayan ug kalipayan sa among mga eskuelahan."

Republic of the Philippines
Department of Education
DepEd Complex, Meralco Avenue, Pasig City, Philippines
Direct Line: (632) 633-7202/687-4146 Fax: (632) 631-5057
E-mail: [illegible] Website: [illegible]

353614

Undersecretary for Curriculum and Instruction

MEMORANDUM
DM-CI-2017- 00151

Scholarship Advisory No. 13, s.2017

TO : **Regional Directors**
School Division Superintendents
Heads of Public Elementary and Secondary Schools

FROM : **JORNA DIG DINO**
Director IV
Officer-in-charge, Office of the Undersecretary for Curriculum and Instruction

SUBJECT : ***SEAMEO RECSAM Scholarship Programmes***

DATE : **August 15, 2017**

The Southeast Asian Ministers of Education Organization Regional Centre for Education in Science and Mathematics announces its regular courses offered for Fiscal Year 2017-2018 (2-27 April 2018):

Course Title	Course Dates	Objectives of the Programme	Deadline of Submission of Requirements	Number of Scholarships Available
Enhancing Primary Science Teaching and Learning through Professional Learning Community	2-27 April 2018	The participants to be able to: • acquire basic knowledge and philosophy of classroom-based research, such as action research, case study and lesson study; • develop basic research skills necessary to conduct classroom-based research in education to improve teaching and learning of primary science; • attain simple statistical techniques for data analysis; • adopt alternative teaching methods/strategies derived from classroom-based research for enhancing effective teaching and learning of primary science; • plan, design implement, analyze and make conclusion collaboratively on a primary classroom-based research study; and • establish PLC in their own school in their own schools.	6 November 2017	Two (2) slots

Purposeful Assessment in Primary Mathematics Classrooms	2-27 April 2018	For participants to be able to: • gain understanding on the nature, purposes, types, and practice of assessment; • explain the interrelationships of assessment with pedagogy and curriculum in the teaching and learning process; • discuss the potential influences of international, centralized and school-based assessment to classroom teaching and curriculum development; • enhance skills to align current active mathematics teaching and learning approaches that promote higher-order thinking and critical thinking skills to assessment; • develop tasks and assessment instruments to gauge students' achievement in mathematics; • integrated technology in mathematics assessment; and • plan, design and implement mathematics lesson by adapting an instructional design with emphasis on assessment as well as congruency to content and pedagogy	6 November 2017	Two (2) slots
Meaningful Secondary Science Learning in the STEM Environment	2-27 April 2018	For participants to be able to: • provide appropriate contexts to help students integrate science and other subjects; • develop student thinking and inquiry; • integrated real-world issues; • use assessment to inform learning; and • collaboratively plan, design, implement, analyze, and make conclusion of a quality STEM with the focus on science lesson plan.	6 November 2017	One (1) slot
Enhancing Science, Technology, Engineering and Mathematics (STEM) Learning in Secondary Mathematics Classroom	2-27 April 2018	For participants to be able to: • acquire basic knowledge on mathematical thinking that promotes STEM education; • develop skills necessary to improve teaching and learning of STEM; • adopt necessary skills for effective teaching and learning of primary mathematics; • integrated ICT in STEM Education using tools such as simulations, animations and game based-learning; • assessment for STEM; and • use the lesson quality improvement process to develop quality lesson plans that illustrate the integration of computer games in mathematical lesson that promote mathematical thinking.	6 November 2017	Two (2) slots

Participants from SEAMEO countries on SEAMEO Scholarships will be provided with: Economy class air-ticket from capital city International Airport from participants' work station to Penang, Malaysia and back. Food and accommodation on twin-sharing basis are provided by RECSAM International House for the duration of the course.

The qualifications required for the course participants are described in Annex B (Regular Courses for Fiscal Year 2017-2018, 2-27 April 2018).

The nominated participants must:

1. Be in good health both physically and mentally and certified medically fit in order to complete the training
2. Submit the duly completed application form (duplicate copies); and,
3. Submit a photocopy of the front page of their passport with the particulars clearly printed.

All other required documents (Annex A) must be submitted via email at neap.pdd@deped.gov.ph on or before the stated deadline.

The application form and other details of the program are enclosed in this memorandum. For further inquiries and clarifications, you may contact the DepEd Scholarship Secretariat at (02) 633-9455 or thru email at neap.pdd@deped.gov.ph.

Immediate dissemination of and appropriate action for this memorandum is desired.

Annex A: *List of Requirements*
B: *Regular Courses for FY 2017-2018(Qualification)*
C: *Regular Courses for FY 2017-2018(Course Description)*
D: *Essay Questionnaire*
E: *Scholarship Contract*

Annex A

Southeast Asian Ministers of Education Organization
Regional Centre for Education in Science and Mathematics
Fiscal Year 2017-2018 Scholarship Programmes

LIST OF REQUIREMENTS

A. Qualifications
   a. Not more than 50 years of age
   b. Filipino citizen
   c. Has not been convicted of any administrative offence or crime, wherein the penalty is more than six (6) months
   d. Master teacher or science / math teacher
   e. Must hold a permanent appointment
   f. Must have rendered at least two (2) years of service in the government at the time of nomination
   g. Must have obtained at least a *Very Satisfactory* or *Outstanding* performance rating for two (2) consecutive rating periods immediately preceding the nomination
   h. Must have no pending nomination for scholarship in another program/course
   i. Must have no pending administrative and/or criminal case
   j. Physically and medically fit to travel
   k. Not an expectant mother

B. Documentary
   a. Fully Accomplished Application Form
   b. Detailed and updated Curriculum Vitae
   c. Letter of Application addressed to the donor organization
   d. Endorsement from the Regional Director or his/her duly authorized representative
   e. Personal Data Sheet
   f. Statement of present actual duties and responsibilities relevant to the course/program signed by the immediate supervisor
   g. Transcript/s of Records and Diplomas for all degrees attained
   h. Service record
   i. Copy of professional certification/s
   j. Performance Rating for two (2) consecutive rating periods immediately preceding the nomination
   k. Medical Certificate of Physical Fitness issued by a physician from a recognized accredited health institution but not the same institution where the applicant is presently employed
   l. Certification that the applicant has no pending application for scholarship under another program signed by the immediate supervisor
   m. Certification of no pending administrative and/or criminal case signed by the applicant's respective legal / administrative officer
   n. Photocopy of Passport

**Scanned/soft copies of the above-enumerated documents must be submitted before 6 November 2017 via email at seao-pdd@deped.gov.ph. All original documents of the chosen applicant will be asked to be submitted on a later date.*

Southeast Asian Ministers of Education Organization
Regional Centre for Education in Science and Mathematics

Our Ref: RCP/GEN/157/V.24(147)
Date: 26 July 2017

Atty Alberto Isaac T Aquiat
Undersecretary for Legal and Legislative Affairs
Department of Education
DepEd Complex, Meralco Avenue
Pasig City, Metro Manila
PHILIPPINES

Dear Sir/Madam,

REGULAR COURSES OFFERED BY SEAMEO RECSAM FOR FISCAL YEAR 2017/2018 (2 – 27 APRIL 2018)

We are honored to inform you that SEAMEO RECSAM will be offering courses for senior educators and teacher trainers to SEAMEO member countries. Attached herewith are the information and condition that will assist the various Ministries of Education in their selection of nominees to attend RECSAM Regular Courses.

2.0 NOMINATION OF PARTICIPANTS

2.1 Please read the list of Nominees, Participants' Application Forms and Scholarship Agreements for the courses as stipulated in the following table. It is much appreciated if the Ministries of Education could cooperate to meet with the deadlines suggested (**30 November 2017**). The participants may be nominated to the courses according to the allocations as stated below:

Course Code	Course Title	No. of Scholarships Offered Per Country
RC-PS-142-1	Enhancing Primary Science Teaching and Learning through Professional Learning Community	2
RC-PM-142-2	Purposeful Assessment in Primary Mathematics Classrooms	2
RC-SS-142-3	Meaningful Secondary Science Learning in the STEM Environment	1
RC-SM-142-4	Enhancing Science, Technology, Engineering and Mathematics (STEM) Learning in Secondary Mathematics Classrooms	2

Member Countries are welcome to send fee-paying participants for the above courses (see item 5.0 for conditions). Applications for places could be made earlier through telephone call or e-mail at director@recsam.edu.my followed by an official letter to Director, SEAMEO RECSAM, Jalan Sultan Azlan Shah, 11700 Gelugor, Pinang, Malaysia.

DEPARTMENT OF EDUCATION
RECEIVED
DATE: 31/8/17

SEAMEO RECSAM, Jalan Sultan Azlan Shah, 11700 Gelugor, Penang, MALAYSIA
Tel: 60 4-6522700 Fax: 60 4-6522737 Email: director@recsam.edu.my

2.2 The qualifications required for the course participants are described in the annexures of the different courses. **Please follow the required qualifications as strictly as possible in your selection** of participants for the respective courses. This is to ensure active participation during the course and to allow participants to derive full benefit from the courses. In addition, to enhance the impact of these courses it is suggested that the nominated participants are key personnel who are/will be likely to implement multiplier effects upon their return to their respective positions.

2.3 The nominated participants must be in good health both physically, mentally and certified medically fit in order to complete the course (Applicants must submit his/her **medical certificate** together with the application form)

2.4 Nominations would normally be considered only upon receipt of the duly completed application forms of the nominees. Please notify RECSAM soonest possible if your country is unable to fill the number of the scholarships specified. The vacant places may be offered to other member countries with due notice.

2.5 Applicants should also submit a photocopy of the front page of their passports with their particulars clearly printed. Applicants who do not have a passport at the time of application will need to submit the documents **two weeks** after notification of acceptance.

2.6 **Attention**. Completed application form, scholar agreement, medical report, photocopy of international passport and other relevant documents of the nominated candidates must send to SEAMEO RECSAM before the deadline given. If this is not possible, then a list of the names of potential candidates with the certified copy of their qualifications in Science/Mathematics must be sent in advance to SEAMEO RECSAM. All member countries are expected to NOMINATE AT LEAST THREE NAMES as candidates for each course. Out of these names, SEAMEO RECSAM will select two nominees for each of the courses RC-FS-142-1, RC-PM-142-2, RC-SM-142-4 and one nominee for course RC-SS-142-3. If any of the candidate's qualification does not meet the requirements stated, SEAMEO RECSAM has the right to reject that particular candidate and the scholarship will be given to candidates from other member countries.

3.0 COURSE INFORMATION

3.1 Details of the Courses

Please refer to attached booklet on course descriptions.

3.2 Compulsory Requirement

All participants must have a good working knowledge of spoken and written English in order to get the maximum benefit out of the courses. **A certified copy of their proficiency in English must be attached with the participants' form.**

4.0 GENERAL INFORMATION

4.1 Personal Accident Insurance

Participants should secure their own personal insurance themselves throughout the duration of the course. SEAMEO RECSAM will not be responsible for taking insurance to cover personal insurance accidents. **No responsibility for any form of insurance or any other expenses such as passport fee, visa fee, exit fee, insurance premium, etc. will be assumed by SEAMEO RECSAM, SEAMEO Secretariat or the Government of Malaysia.**

4.2 *Health and Age Limit*

The nominated participant must be in excellent health and should **not be more than 50 years of age.**

4.3 *Expectant Mothers*

Because of the intensive nature of the training programme, it may not be advisable for female participants who are pregnant to attend these courses. Moreover, most airlines generally do not accept passengers who are in an advanced stage of pregnancy, normally around 7 months and above. As such, nominating Ministries should ensure that participants will not face this problem particularly on their homeward journey. SEAMEO RECSAM reserves the right to terminate the training programme of any participant who is likely to face such a problem. However, the termination procedure will, as usual, be made in consultation with the nominating Ministry.

4.4 *Terms of Scholarships*

Participants from SEAMEO countries on SEAMEO Scholarships will be provided with:

i) Economy class air ticket from capital city International Airport of participant's work station to Penang and back. As soon as nominations are received and accepted by SEAMEO RECSAM Office, airline tickets will be dispatched to the respective Ministries of Education unless otherwise requested by the Ministries of Education to be sent to the nearest city where the participants live. If, for any reasons whatsoever, the Centre wishes to alter these terms and conditions in any way, we reserve the right to do so entirely at our discretion. Any alterations, amendments or additions to these terms and condition of service shall be advised to you in writing.

ii) Food and accommodation on twin-sharing basis are provided at SEAMEO RECSAM International House for the duration of the course.

Attention: Any fee incurred by a participant due to last minute cancellation of ticket or replacement of participant, after the ticket is issued, should be borne by the Ministry of Education of that nominating country. SEAMEO RECSAM will not take on the responsibility for such penalty charge or extra charge of any kind pertaining to the above.

4.5 Each participant is requested to complete and sign 2 copies of the "SEAMEO RECSAM Scholar Agreement" Forms. Kindly reproduce more copies of the agreement if necessary. One completed copy is to be returned and one copy to be kept by the Ministries of Education for reference.

4.6 *Accommodation, Food and Attire*

Participants will be accommodated at SEAMEO RECSAM International House and food will be provided at RECSAM Cafeteria. On occasions when meals are not catered for, food allowance will be given. The rooms are of double occupancy with bathroom attached. SEAMEO RECSAM has the right to allocate room-mates to the participants. All participants are expected to be **formally dressed for classes** – no T shirts and jeans during class sessions. Participants should also wear **proper attire while travelling to Malaysia and back.**

4.7 *Early Issue of Exit Permits and Entry Visas to Malaysia*

No visa is required for a stay of less than one month for nationals of all ASEAN countries except Myanmar. For a stay exceeding one month, a visa will be required, except for nationals of Brunei and Singapore. It is requested that the following be done as early as possible:

i. **Exit permit** for nominated participants must be obtained from their own Government, and

ii. **Entry visa** for nominated participants into Malaysia must be obtained from the Malaysian Embassy in the participants' own country. RECSAM will send the participants a letter of offer to help expedite the visa application process when we receive the participants' names from the Ministries of Education.

4.8 *National Costume for Closing Ceremony*

It is requested that each participant from the various member countries bring along with him/her the **country's national costume to be worn during the Closing Ceremony.**

4.9 *Cultural Performance*

It is a normal practice in SEAMEO RECSAM that at the end of every batch of courses, there will be a cultural performance held after the closing ceremony and certificate presentation. Participants from different SEAMEO countries are expected to give a cultural presentation (eg. Dance, drama, and the like) that depicts the culture of their countries. It would certainly be very helpful if they could come prepared with the necessary items such as costumes, musical instruments, etc. related to their culture.

4.10 *Gifts Exchange*

Before the participants leave for their home countries, there will usually be the exchanging of souvenirs and gifts among participants. It is advisable that the participants bring along souvenirs for this purpose.

5.0 PARTICIPANTS FROM MEMBER COUNTRIES ON FEE-PAYING BASIS

The following are the conditions for participants from Member Countries on fee-paying basis:

i. They will also abide by the stipulations of the RECSAM Scholar Agreement and follow the requirements of the programme;
ii. They are physically fit and meet the necessary qualifications to attend the course;
iii. They pay a minimum course fee which does not cover airfare, medical expenses, insurance, and extension of visa fees. (For further enquiries, kindly write to Director, SEAMEO RECSAM, Jalan Sultan Azlan Shah, 11700 Gelugor, Penang, Malaysia, or email director@recsam.edu.my or Fax: +604-6522737).

Thank you.

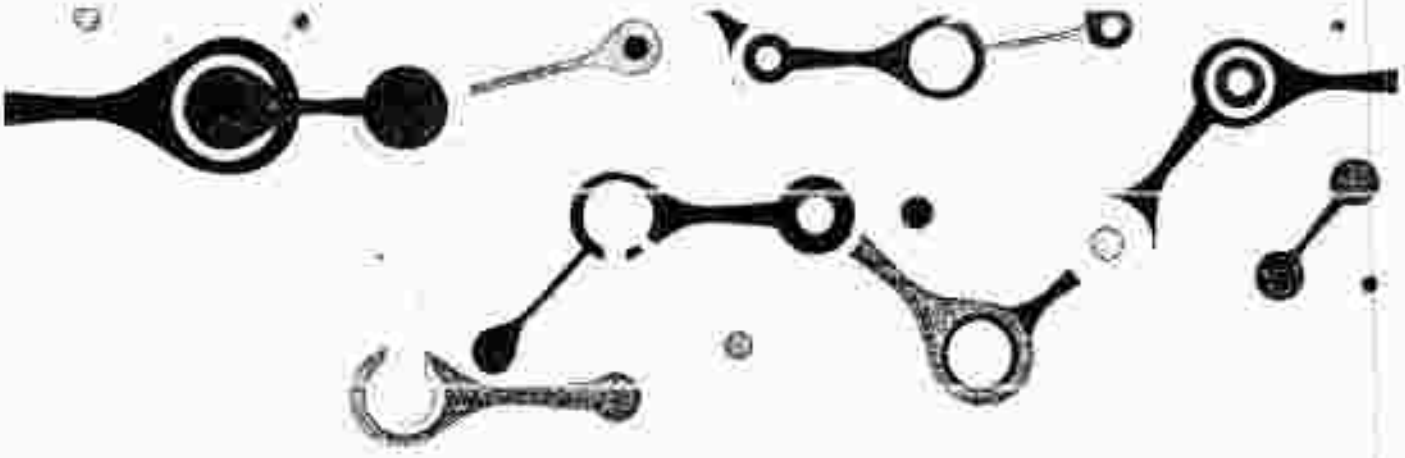
Yours sincerely,

KHOR SIM SUAN
Deputy Director, Training Programme
for Centre Director

Copies to:
Chairman & Members of RECSAM Governing Board
SEAMEO Affairs Officers, Ministries of Education, SEAMEO Member Countries
Director, SEAMEO Secretariat, Bangkok 10110, Thailand

Enclosed please find the following documents for your kind perusal and action:

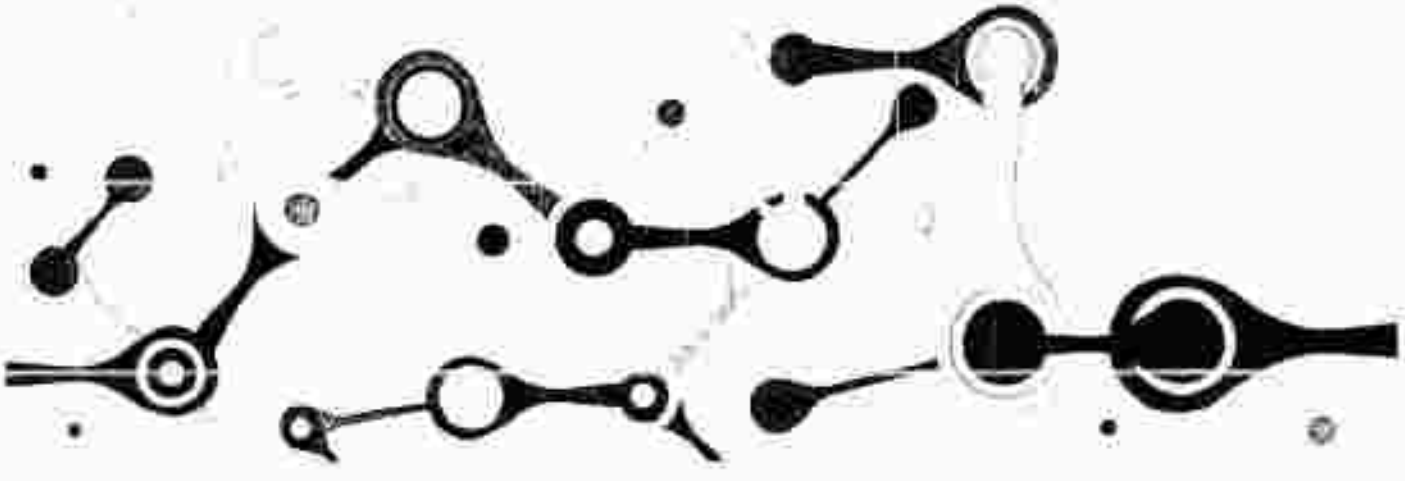
i. Course Description for Fiscal Year 2017/2018
ii. Application Form
iii. Medical Report Form
iv. Scholar Agreement
v. Checklist for the documents to be submitted to SEAMEO RECSAM by each participant



REGULAR COURSES

2 – 27 APRIL 2018

COURSE DESCRIPTION



REGULAR COURSES FOR FISCAL YEAR 2017/2018

2 – 27 April 2018

COURSE CODE	COURSE TITLE	NO. OF SCHOLARSHIPS OFFERED PER COUNTRY
RC-PS-142-1	ENHANCING PRIMARY SCIENCE TEACHING AND LEARNING THROUGH PROFESSIONAL LEARNING COMMUNITY	2
RC-PM-142-2	PURPOSEFUL ASSESSMENT IN PRIMARY MATHEMATICS CLASSROOMS	2
RC-SS-142-3	MEANINGFUL SECONDARY SCIENCE LEARNING IN THE STEM ENVIRONMENT	1
RC-SM-142-4	ENHANCING SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) LEARNING IN SECONDARY MATHEMATICS CLASSROOMS	2

Level
P: Primary
S: Secondary

Subject
S: Science
M: Mathematics

SOUTHEAST ASIAN MINISTERS OF EDUCATION ORGANISATION
REGIONAL CENTRE FOR EDUCATION IN SCIENCE AND MATHEMATICS
Jalan Sultan Azlan Shah, 11700 Gelugor, Penang, Malaysia
Telephone: +604-6522700
Fax: +604-6522737
Website: http://www.recsam.edu.my/

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IMPORTANT DATES

DATE	ACTION
30 November 2017	Deadline to receive nominations from Ministries of Education
4 – 22 December 2017	Selection of participants by SEAMEO RECSAM
26 – 29 December 2017	Notification of acceptance to successful applicants (via email) *Please ensure email ID provided in participation form are valid*
19 January 2018	Deadline to receive confirmation of participation form
5 - 9 February 2018	Distribution of e-tickets to the participants
2 April 2018	Course commences
27 April 2018	Course ends

REGULAR COURSES FOR FISCAL YEAR 2017/2018

Course Code: RC-PS-142-1

Course Title: ENHANCING PRIMARY SCIENCE TEACHING AND LEARNING THROUGH PROFESSIONAL LEARNING COMMUNITY

Rationale:

Teachers are continuing seeking ways, albeit systematically, to improve classroom teaching and learning. To facilitate learning, teachers prepare lessons, develop instructional materials, evaluate student work, and share outcome with students with the intention of improving learning. This may sound like daily classroom teaching routines. But, if those activities are seen in a different perspective, that describes teachers designing and implementing a plan of action, observing and analysing outcomes, and modifying plans to better meet the needs of students, then the description is robust enough to be seen as a classroom research (Anderson, 2004). These activities will yield the ultimate goal of improving the quality of teaching and enhance better learning. As such, it is certainly appropriate to regard teachers as researchers. In fact, meaningful teacher research should be an intentional and systematic inquiry in order to improve classroom practice, and accordingly the outcome should also be a formal way of recording a good teaching in a written format.

However, it is equally important that all academic staff of a school work on the school's common purpose. Otherwise the various staff may be moving in different directions that could result in a lack of alignment of the scope and reducing the effect of collegial cohesion. Hence, all teachers at the school should come together to meet as one community, to share what the individual teachers or smaller units are learning, and to carry out the specific research learning that the whole school group deems important. This is the basic purpose of establishing Professional Learning Community (PLC) to upgrade the quality of teaching and thereby enhancing students' successful learning (Hord, Roussin & Sommers, 2010). Quality teaching is strengthened by continuing professional development of the teachers, and PLC sets the environment that facilitates collegiality and close collaboration among them.

To promote the notion of teachers as researchers, and to increase the effectiveness of PLC, three classroom-based research methodologies, i.e. action research, case study and lesson study, are recommended to be used by teachers to research on their own teaching. In the process of implementing any one or all of those methodologies, the teacher would have to choose a research question that he wants to focus on as provided by the whole school group, and then plan how to gather data for deriving useful information. Through data analysis, the teacher will then be able to reflect on what he has learned, and make conclusions or decisions on how to improve instructional practices to better serve student needs.

Objectives:

The main objectives of this course is to provide participants with the knowledge and skills required to conduct classroom-based research with the intention of establishing PLC in their own schools to enhance primary science teaching and learning.

At the end of the course, participants should be able to:

1. acquire basic knowledge and philosophy of classroom-based research, such as action research, case study and lesson study;
2. develop basic research skills necessary to conduct classroom-based research in education to improve teaching and learning of primary science;
3. attain simple statistical techniques for data analysis;

4 adopt alternative teaching methods/strategies derived from classroom-based research for enhancing effective teaching and learning of primary science;
5 plan, design, implement, analyse and make conclusion collaboratively on a primary classroom-based research study; and
6 establish PLC in their own schools.

Course Contents:
This course emphasises a good grounding of theory in educational research and reflective classroom practices. Participants will have to engage actively in course activities and discussions, as well as fostering team work in designing and carrying out a small-scale classroom-based research study. The knowledge and skills acquired would enable them to initiate classroom-based research and form PLC for improving primary science classroom practices in their respective schools upon returning to their own countries.

The major areas include:

1 Introduction to Educational Research
- 1.1 Teachers as Researchers
- 1.2 Nature and Elements of Educational Research
- 1.3 Types of Research: Qualitative, Quantitative and Mixed-mode Research

2 Science Education
- 2.1 Issues and Trends in Primary Science Education
- 2.2 Selected Strategies/Approaches in Teaching and Learning of Primary Science
- 2.3 Formative Assessment

3 Classroom-based Research Methodologies
- 3.1 Action Research
- 3.2 Case Study
- 3.3 Lesson Study

4 Theory into Practice: Implementation of a Small-scale Classroom-based Research
- 4.1 Research Question
- 4.2 Research Design
- 4.3 Data Collection
- 4.4 Data Analysis
- 4.5 Interpretation, Conclusion and Report Writing

5 Simple Statistical Techniques
- 5.1 Types of Descriptive Statistics
- 5.2 Concepts Underlying Inferential Statistics
- 5.3 Statistical Packages for Data Analysis

6 Professional Learning Community
- 6.1 What, Why and How: Establishing PLC
- 6.2 Sharing Personal Practice for Collective/Whole School Group Learning

Duration: Four Weeks
Participants: Science Educators or Key Primary Science Teachers
English Proficiency: Minimum IELTS Band of 5 or Equivalent
Expected Output: 1. Group Project Work Report
2. Individual Multiplier Effect Action Plan

References:

Anderson, A. (2004). *An Introduction to Teacher Research*. Retrieved on April 18, 2014 from http://www.learnnc.org/lp/pages/855

Hord, S.M., Roussin, J.L. and Sommers, W.A. (2010). *Guiding Professional Learning Communities Inspiration, Challenge, Surprise, and Meaning*. USA: Corwin

Course Code: RC-PM-142-2

Course Title: PURPOSEFUL ASSESSMENT IN PRIMARY MATHEMATICS CLASSROOMS

Rationale

Assessment is a fundamental issue in mathematics education and perceived to be the driving force in curriculum development and implementation, and in the teaching and learning process in the classroom. Since the new generation of students are required to think critically, justify, evaluate, synthesise, and apply knowledge in new contexts, as well as solve non-routine problems, and communicate effectively in a mathematical discourse, the structure of the assessment system inevitably needs a deeper look (Rajendran, 2010). In addition, accountability for student achievement, emphasis on national and international assessment programmes, and global competition – all contribute to the increased demands for assessment.

Purposeful assessment practices steer teachers and students to understand where they have been, where they are at present, and where they are heading. There is a need to consider the meaningful role of assessment even during the process of teaching and learning rather than considering assessment only upon completion of the teaching and learning process. Thus, the link between mathematics assessment, pedagogies used and instructional practices adopted in the classroom has to be well defined and well established.

The various perspectives assumed by assessment namely, assessment *as* learning, assessment *of* learning, and assessment *for* learning are integral for effective mathematics teaching and learning. Even though they take different forms, overlap and interact, no one assessment can provide sufficient information to cause positive changes in teaching and learning (Stiggins, 2007). The key to purposeful assessment is to align the assessment to the teaching objectives and the instructional approach used and to use different types of assessments as part of instruction results in providing useful information about student understanding and progress.

Objectives

The course aims to equip participants with the knowledge, attitude, skills and habits to operationalise the important role of purposeful assessment in the teaching and learning process. It is hoped that the participants will gain exposure to current and effective research-based assessment strategies and practices that are aligned with established educational theories and routine classroom practices.

At the end of the course, the participants should be able to:

1. gain understanding on the nature, purposes, types, and practices of assessment;
2. explain the interrelationships of assessment with pedagogy and curriculum in the teaching and learning process;
3. discuss the potential influences of international, centralised and school-based assessments to classroom teaching and curriculum development;
4. enhance skills to align current active mathematics teaching and learning approaches that promote higher-order thinking, creative thinking and critical thinking skills to assessment;
5. develop tasks and assessment instruments to gauge students' achievement in mathematics;
6. integrate technology in mathematics assessment; and
7. plan, design and implement mathematics lesson by adapting an instructional design with emphasis on assessment as well as congruency to content and pedagogy.

Course Contents

This course emphasises on a deep grounding of theory and research on the principles, purposes and practices of assessment and learning. The participants will explore on the relationship of assessment to pedagogy, curriculum and instructional practices in the classroom, which includes giving feedback, analysing students' homework and enhancing skills related to observation and probing questioning techniques.

The course also focuses on the significance of assessment in planning mathematics lessons and the coherence of the essential components such as lesson objectives formulation, instructional strategy selection and assessment procedure appropriate with the end view of improving student learning and teaching effectiveness. It is essentially activity-oriented and calls for deep reflection of the participants' professional experiences pertaining to the various issues and challenges encountered in the teaching and learning of mathematics. The course activities are designed to cater for discussions, presentations, mathematical discourse, and hands-on and minds-on sessions.

The major areas include:

1. Trends and Issues in Assessment and Mathematics Education
   - 1.1 21st Century Skills in Mathematics Education
   - 1.2 Learning Taxonomies
2. Fundamentals of Assessment
   - 2.1 Nature, Purposes and Practices
   - 2.2 Relationships of Assessment as; for and of Learning
3. Potential Influences of International, National and School-based Assessment in Student Learning
   - 3.1 Construction of Test Items that Assess Higher Order Thinking
4. Aligning Mathematics Pedagogy and Assessment Practices
   - 4.1 Constructivism and its Implications to Assessment
   - 4.2 Formative and Summative Assessments in Mathematics Classrooms
   - 4.3 Self Assessment and Peer Assessment
5. The Use of Information and Communications Technology in Assessment
   - 5.1 Computer-based Test Items
6. Enhancing Teacher's Understanding and Practices on the Role of Assessment
   - 6.1 Performance Tasks
   - 6.2 Rubrics
   - 6.3 Importance of Feedback
   - 6.4 Observation Skills
   - 6.5 Questioning Techniques
   - 6.6 Analyses of Students' Work and Homework
   - 6.7 Developing Student Motivation for Learning
7. Planning and Developing Mathematics Lessons, Trying out and Improving the Adopted Appropriate Strategies, Skills and Assessment Practices through the Lesson Quality Improvement Process

Duration: Four Weeks

Participants: Mathematics Educators or Key Primary Mathematics Teachers

English Proficiency: Minimum IELTS band 5.0 or equivalent and able to communicate moderately in English

Expected Output: 1. Project Work Report
2. Multiplier Effect Action Plan

References:

Brookhart, S.M. (2010). How to assess higher order thinking skills in your classroom. Retrieved on 10 March 2014 from *www.ascd.org/publications/books/109111/chapters/General_Principles_forAssessingHigher-Order_Thinking_.aspx*

Forehand, M. (2012). Bloom's Taxonomy. Retrieved on 14 March 2014 from *http://www4.edumoodle.at/gwiku/pluginfile.php/[illegible]_bloomschetaxonomie02.pdf*

Gardner, J. (Ed) (2012). *Assessment and learning second edition.* SAGE Publication Ltd.: London.

Greenstein, L. (2012). *Assessing 21st century skills: A guide to evaluating mastery and authentic learning.* Corwin: USA.

Rajendran, N.S. (2010). *Teaching & acquiring higher-order thinking skills.* Perak, Malaysia: Penerbitan Universiti Pendidikan Sultan Idris.

Stiggins, R.J. (2007). Assessment for learning: A key to student motivation and learning. Retrieved on 10 March 2014 from *ati.pearson.com/downloads/edgev2n2_0.pdf*

Wang, T.H. (2007). What strategies are effective for formative assessment in e-learning environment? *Journal of Computer Assisted Learning*, 23 (1), 171-186

Course Code: RC-SS-142-3

Course Title: MEANINGFUL SECONDARY SCIENCE LEARNING IN THE STEM ENVIRONMENT

Rationale:

In this 21st century, scientific and technological innovations have become increasingly important as we face the benefits and challenges of both globalisation and a knowledge-based economy. To succeed in this new information-based and highly technological society, students need to develop their capabilities in Science, Technology, Engineering and Mathematics (STEM) to levels much beyond what was considered acceptable in the past." (National Academies of Science, 2007). STEM is multidiscipline-based, incorporating the integration of other disciplinary knowledge into a new whole. STEM education is a process for teaching and learning that offers students opportunities to make sense of the world and take charge of their learning, rather than learning isolated bits and pieces of content. In the STEM environment, there is an emphasis on activities that allow students to engage in real-world problems and experiences through context-based, problem-based, enquiry-based learning activities that lead to higher order thinking. The role of STEM cannot be underestimated in preparing students for the challenges of the future. Innovation is the key to economic growth and STEM is the key driver of innovation. A STEM education provides foundations to acquire further skills as students make their lifetime transitions to the labour market.

In this course, science education is interlwined with the other three areas. These areas are focussed together not only because the skills and knowledge in each discipline are essential for student's success, but also because these fields are deeply interlwined in the real world and in how students learn most effectively. The participants are guided and experience instructional models which require students to be actively engaged in cooperative environments where their instructors help facilitate creativity and inquiry learning. They are encouraged to engage in discourse, shaping arguments, solving problems, experimenting, designing, creating, and gathering supporting evidence. They will also construct a learning environment to provide students opportunity to experience discussion, debate, discovery, creation, and innovation.

Objectives:

The main objective of this course is to develop participants' knowledge and skills in the teaching of science in STEM education specifically to support students learning of science in a multidisciplinary environment and engage them in real-world problems and experiences.

At the end of the course, participants should be able to:

1. provide appropriate contexts to help students integrate science and other subjects;
2. develop student thinking and inquiry;
3. integrate real-world issues;
4. use assessment to inform learning; and
5. collaboratively plan, design, implement, analyse and make conclusion of a quality STEM with the focus on science lesson plan.

Course Contents:

This course is activity-oriented and participants will have to engage actively in initiating activities that facilitate discussions, sharing of experiences, demonstrations, planning and developing lessons in integrating science in STEM education.

The major areas include:

1 Trends and Issues in Science Education
- 1.1 STEM Education as a Multidisciplinary Approach to Learning
- 1.2 Science in STEM Education
- 1.3 Key Elements of Good STEM Practice
- 1.4 Key Obstacles Hindering Cross-curricular Teaching and Learning

2 Strategies and Approaches to Promote Learning of Science in a Multidisciplinary Environment
- 2.1 Inquiry Learning
- 2.2 Contextual Learning
- 2.3 Problem-based Learning (PBL4C)
- 2.4 Project-based Learning
- 2.5 Questioning Techniques and Facilitation

3 Technology as Fundamental Part of Learning
- 3.1 Flexible Learning

4 Assessment for Science Learning in STEM Education
- 4.1 Assessment for Learning
- 4.2 Observation Skills
- 4.3 Instruments and Techniques of Assessment for Learning

5 Planning, Designing, Implementing and Improving Lesson Plans and Strategies with Emphasis on Science in STEM Environment using the Lesson Quality Improvement Processes

Duration: Four Weeks

Participants: Science Educators or Key Secondary Science Teachers

English Proficiency: Minimum IELTS Band of 4.5 or Equivalent

Expected Output:
1. Group Project Work Report
2. Individual Multiplier Effect Action Plan

References:

National Academies of Science. (2007). *Rising above the gathering storm. Report from the Committee on Prospering in the Global Economy of the 21st Century*. Washington, DC: National Academies Press.

Course Code: RC-SM-142-4

Course Title: ENHANCING SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) LEARNING IN SECONDARY MATHEMATICS CLASSROOMS

Rationale:

The term "Science, Technology, Engineering and Mathematics (STEM) education" refers to teaching and learning in the fields of Science, Technology, Engineering and Mathematics. Students need education with a solid foundation in STEM so that they are prepared to work and live in the 21st century. A STEM education, particularly in enabling mathematics, provide students the foundations to acquire further skills as they make their lifetime transitions to the labour market.

Promoting mathematical processes such as problem solving, reasoning, communication, making connections and representation with STEM approach might bridge the gap between students' interest and how lessons are taught. The research finding in the last two decades show that simulations, animations and game-based learning provide promising results for improving students' learning outcomes in STEM education. These ICT applications can support STEM education as they provide the platform to teach skills such as critical thinking, multitasking, strategising, problem-solving, and team building. STEM when embedded with ICT has the potential contribution to increase global awareness through collaboration with field experts and Smarter Classrooms, support exploration and experimentation by providing immediate as well as visual feedback, and focus attention on real-world applications of STEM concepts through relevant technologies. Assessment can be integrated directly with learning environments through innovative forms which takes place when using educational animations, simulations and games. The integration of Information and Communication Technologies (ICT) into STEM education is recognised as providing opportunities for developing skills for the 21st century and having the potential to transform pedagogical practices.

Objectives:

The main objective of the course is to provide participants the necessary knowledge and skills in conducting STEM in their own classrooms.

At the end of the course, participants should be able to:

1. acquire basic knowledge on mathematical thinking that promotes STEM education;
2. develop skills necessary to improve teaching and learning of STEM;
3. adopt necessary skills for effective teaching and learning of primary mathematics;
4. integrate ICT in STEM Education using tools such as simulations, animations and game-based-learning;
5. assessment for STEM; and
6. use the lesson quality improvement process to develop quality lesson plans that illustrate the integration of computer games in mathematics lessons that promote mathematical thinking.

Course Contents:

This course emphasises a good learning of theory with reflective classroom practices based on STEM. STEM has the potential to increase teachers' and learners' productivity. The knowledge and skills acquired would enable them to initiate STEM for improving primary mathematics classroom practices in their respective schools upon returning to their own countries after this course.

The major areas include:

1. Mathematical Thinking

1.1 Issues and Trends in Mathematics Education
1.2 Design Activities and Classroom Interactions that Highlight the Mathematical Processes of:
1.2.1 Problem Solving
1.2.2 Reasoning and Proving
1.2.3 Mathematical Connection
1.2.4 Representation
1.2.5 Communication
1.3 Metacognition
1.3.1 Metacognitive Knowledge
1.3.2 Metacognitive Representation
1.3.3 Metacognitive Experience
2 Teaching Approaches for Promoting STEM
2.1 Structured Problem Solving
2.2 Problem Solving (Model and Heuristics)
3 Skills Needed for STEM
3.1 Facilitation Skills
3.2 Inquiry Skills
4 ICT Integration and Assessment for STEM
4.1 Simulations
4.2 Animations
4.3 Game-based-Learning
5 Assessment for STEM
5.1 Technology-based Assessment for STEM Education
6 Lesson Quality Improvement Process
6.1 Lesson Quality Improvement Process (Theory into Practice)
6.2 Planning, Developing, Trying-out and Improving Quality Lesson Plans that Illustrate the Integration of Simulations, Animations and Games in Mathematics Lessons that Promote Mathematical Thinking in STEM Education.

Duration: Four weeks

Participants: Mathematics Educators or Key Secondary Mathematics Teachers

English proficiency: Minimum IELTS Band of 4.5 or Equivalent

Expected output: 1. Project Work Report
2. Multiplier Effect Action Plan

References:

Atkinson, R., Hugo, J., Lundgren, D., Shapiro, J., & Thomas, J. (2007). Addressing the STEM Challenge by Expanding Specialty Math and Science High Schools. *The Information Technology and Innovation Foundation*, 1-13.

Doerr, H. (2006). Examining the tasks of teaching when using students' mathematical thinking. *Educational Studies in Mathematics, 62(1)*, 3-24.

Greenes, C. (1995). Mathematics learning and knowing: A cognitive process. *Journal of Education, 177(1)*, 85-106.

Flegg, J., Mallet, D., & Lupton, M. (2012). Students' perception of the relevance of mathematics in engineering. *International Journal of Mathematical Education in Science and Technology, 43(6)*, 717-732.

Prediger, S. (2001). Mathematics learning is also intercultural learning. *Intercultural Education, 12(2)*, 163-171.

Smetana, L. K. & Bell, R. L. (2012). Computer simulations to support science instruction and learning: A critical review of the literature. *International Journal of Science Education, 34*(9), 1337–1370.

Wolf-Watz, M. (2001). Developing pupil's mathematical thinking: Student teachers' beliefs and conceptions of mathematics education at the end of their initial teacher education. NERA congress in Stockholm.

CONTACT US

For further information, please contact:

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Email: director@recsam.edu.my

Officer in-charge:
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SEAMEO REGIONAL CENTRE FOR EDUCATION IN SCIENCE AND MATHEMATICS
Jalan Sultan Azlan Shah, 11700 Gelugor, Penang, Malaysia

course code

APPLICATION FORM

Recent Photograph of Applicant or Participant (Passport size)

Name of Course: _____

_____

Duration: _____ to _____

(IMPORTANT : Please type or print. Each question is required to be fill in this form in duplicate. ONE of which is to be submitted to RECSAM for processing)

PERSONAL AND PROFESSIONAL PARTICULARS OF APPLICANT/PARTICIPANT

Name (Country)

A. PERSONAL

1) Name in full

(Please Underline Surname) MR MRS MISS DR

2) Home Address

Tel No

3) Office Address

Tel No. Email

Fax No.

4) Date of Birth Place of Birth

Day Month Year (Country)

5) Nationality Religion

6) Particulars of N.R.* Identity Card or Passport (Date of Issue) (Date of Expiry

(Place of Issue)

* National Registration

7) Marital Status

☐ Single ☐ Married ☐☐ No. of Children

8) Name and Address of Husband/Wife/Person to be contacted in case of emergency

Tel No.

PROFESSIONAL

1) EDUCATION

9. Secondary Institution attended

Name of Institution and Country	Year	
	From	To

10. Colleges / University attended

Name of College/ University and Country	Year		Major Subjects Fields of Studies	Diploma/ Degree
	From	To		

2) EXPERIENCE AND BACKGROUND

11. Employment History (in chronological order)

Position	Name of Institution/Employer	Year	
		From	To

12. Brief Description of the Applicant's Current Job (Duties and Responsibilities)

13. Participant's level of computer skills

i) Operating System (please state)

	High	Moderate	Low
a) _____	☐	☐	☐
b) _____	☐	☐	☐

ii) Software Applications (please state)

	High	Moderate	Low
a) _____	☐	☐	☐
b) _____	☐	☐	☐
c) _____	☐	☐	☐
d) _____	☐	☐	☐

14. Overseas Conferences/Seminars attended

Name of Conference/Seminar	Venue	Dates	
		From	To

15. Overseas Courses attended including Courses of SEAMEO Regional Centre/Project

Name of Courses	Country/SEAMEO Regional Centres/Projects	Dates	
		From	To

16. Publications

Title of Publications	Year Published

17. *English Languages Qualifications :

i) IELTS Band _____

ii) TOEFL Score _____

iii) Others (Please Specify)

Exam _____ Grade _____

* (Please submit a certified copy of certificate)

_____

Date Signature of Applicant/Participant

Recommended by the Ministry of Education

_____

Date Signature

_____

Name of official on behalf of the
Minister of Education

IMPORTANT: THIS FORM SHOULD BE COMPLETED IN DUPLICATE. A COPY TO BE SUBMITTED BY THROUGH YOUR MINISTRY OF EDUCATION BY REGISTERED AIRMAIL TO REACH THE FOLLOWING ADDRESS:

THE DIRECTOR

SEAMEO RECSAM, 11700 GELUGOR, PENANG, MALAYSIA

It must be accompanied by a medical certificate that the intending participant is medically fit for the course.

MEDICAL REPORT (to be completed by an authorized physician)

Name of Applicant:			
Age:	Sex:	Height:	Weight:
Blood Group: A ☐ B ☐ C ☐ D ☐			
Blood Pressure:			
Is the person examined at present in good health?		Is the person examined physically and mentally able to carry out intensive training away from home?	
Is the person free of infectious diseases (AIDS, tuberculosis, trachoma, skin diseases, etc.)?		Does the person examined have any condition or defect (including teeth) which might require treatment during the course?	
List any abnormalities indicated in the chest X-ray.		Pregnancy Test (for woman only)	

I certify that the applicant is medically fit to undertake a course in SEAMEO RECSAM, Penang, Malaysia.

Name of Physician:

Address of Clinic:

Telephone:

Email:

Signature of Physician:

REF. NO.

(FOR OFFICIAL USE ONLY)

SEAMEO RECSAM SCHOLAR AGREEMENT

THIS DEED is made the _____ day of _____ Two Thousand and Seventeen (2017) between _____ of _____

(hereinafter called 'the Scholar') of the first part and the Southeast Asian Ministers of Education Organization (hereinafter called 'SEAMEO') of the second part.

WHEREAS the Scholar will pursue the course of training specified in the Schedule hereto (hereinafter called 'the Course') at the SEAMEO Regional Centre for Education in Science and Mathematics in Penang, Malaysia under a scholarship granted by SEAMEO. AND WHEREAS the Scholar has expressed his willingness to accept the Scholarship upon the terms hereafter set out.

NOW THIS DEED witnesseth as follows:

1. In this deed unless the context otherwise requires:

   Words importing the masculine gender include females;

   Words in the singular include the plural and words in the plural include the singulars.

2. The Scholar hereby covenants:

   (i) that he will enter upon and diligently continue in the Course and that he will complete the Course within the prescribed time specified in the Schedule hereto;

   (ii) that he will devote his whole time to the Course and will, to the best of his ability apply himself to the Course to the satisfaction of his supervisors, tutors or instructors associated therewith;

   (iii) that he will follow all the sessions of the Course and sit for all the assessment tests prescribed, if any, for the Course within the limits of time prescribed in the Schedule hereto;

   (iv) that he will conform to the regulations and discipline in force from time to time at his place of study or training and at his place of residence;

   (v) that he will reside in RECSAM's hostel, or other place as directed by the Director of the SEAMEO Regional Centre for Education in Science and Mathematics (hereafter called 'the Director');

   (vi) that all rights, including title, copyright and patent rights, in any work produced by him as part his course/project of RECSAM shall be vested in the Course;

   (vii) that he will not undertake any occupation, either remunerative or otherwise, outside the course except with prior approval of the Director;

   (viii) that he will, if in receipt of any remuneration, whether in money or money's worth for any work or service which he is required to undertake or perform as part of the Course or any award gained during the Course, report the same to the Director and shall if so required by the Director surrender to the Director all or such proportion of any such remuneration or award as the Director may determine, retaining any remainder thereof for himself;

   (ix) that he will refrain from participation in political activities not normally permitted in the institutional in which the Course is taken;

   (x) that he will not change his subjects of study or programme of training or take any additional courses without the prior written permission of the Director; and

   (xi) that he will not leave the country unless with the joint approval of his Ministry of Education as well as that of the Centre Director.

3. If the Scholar shall:-

(i) be idle or grossly misbehaves himself towards the supervisors, tutors, or instructors associated with the Course or commit a breach of his obligations under this deed; or

(ii) by reason of illness or injury be unable to carry out his obligations under this deed;

Then in either of those cases SEAMEO may forthwith terminate the scholarship by giving notice to the scholar but without prejudice to the rights of the parties hereunder in respect of any antecedent breach of the covenants and stipulations herein contained.

4. The Scholar for himself and his/her personal representative hereby further undertakes:-

(i) to absolve SEAMEO including its servants from any liability to the Scholar for loss of life or injury to his person or damage or loss to his property arising from the negligence of the servants of SEAMEO; and

(ii) to indemnify and keep harmless SEAMEO against all proceedings, suits, actions, claims, demands, costs and expenses whatsoever which may be taken or made against SEAMEO or incurred or become payable by SEAMEO in respect of injury (whether fatal or otherwise) to any person or damage or loss to any property occasioned directly or indirectly by any act, omission or other default by the Scholar while on or otherwise in relation to or arising out of the Course.

5. It is hereby agreed that any right, function or power conferred on SEAMEO under this deed may be exercised by the Director or any person duly authorized by him in that behalf.

IN WITNESS WHEREOF the Scholar and SEAMEO by its duly authorized representative have set their hands and seals hereunto the day and year first above written.

THE SCHEDULE ABOVE REFERRED TO

Signed, sealed and delivered by)
The SCHOLAR in the presence of)
)
)
Signature _____) _____
(Witness)) (Signature of SCHOLAR)
)
Name _____)
Address _____)
_____)

Signed, sealed and delivered by the DIRECTOR of the SEAMEO)
Regional Centre for Education in Science and Mathematics in Penang)
Malaysia, who has been duly authorized to act in this behalf for the)
)
Signature _____) _____
(Witness)) (Signature of DIRECTOR)
) RECSAM
Name _____)
Address _____)
_____)

CHECKLIST OF THE DOCUMENTS TO BE SUBMITTED TO SEAMEO RECSAM BY EACH APPLICANT

Name: _____

Country: _____

No	ITEM	QUANTITY	YES/NO
1	APPLICATION FORM	1	
2	PHOTOCOPY OF PASSPORT* (Only the front page with participants' particular are required)	1	
3	MEDICAL REPORT	1	
4	ENGLISH PROFICENCY CERTIFICATE	1	
5	SCHOLAR AGREEMENT	1	

Note: Deadline for nomination form submission is 30 November 2017

ESSAY QUESTIONS

(Use a separate sheet, if necessary)

Name of Applicant : _____

1. Briefly discuss your work functions.
2. Why do you want to be part of the program?
3. How can your school benefit from your attendance to the program?
4. What initiatives can you implement to promote awareness and/or appreciation of early childhood education?
5. Cite examples wherein you applied the lessons you gained from a training/conference/scholarship to your school.

MEMORANDUM OF AGREEMENT
(Scholarship Contract)

I, _____ (NAME), Filipino, of legal age and with residence at _____ (HOME ADDRESS), _____ (POSITION) of _____ (SCHOOL / OFFICE / STATION) for and in consideration of the scholarship grant on _____ (PROGRAM CODE AND TITLE OF THE COURSE) at the _____ (NAME OF THE SCHOOL) for the period _____ (INCLUSIVE DATES OF THE COURSE) do hereby agree to observe the following terms and conditions:

a. shall maintain the academic standards and other course requirements set for by the program of the institution and Department of Education (DepEd) and that failure to do so would be sufficient grounds for disqualification and termination of the scholarship;

b. shall conduct myself in such manner as not to bring disgrace or dishonor to myself, the institution and the DepEd;

c. shall return to my official station and resume my functions immediately upon the completion or termination of my scholarship or training grant;

d. shall, at the end of my scholarship or training grant, submit to the head of my office and the Department of Education (DepEd) through the National Educators Academy of the Philippines (NEAP) a copy of my scholarship reports containing lessons for the conduct of echo seminars to share new learnings, teaching innovations, and strategies to my co-teachers and administrators; various trainings, program highlights and general impressions constituting my (scholar's) evaluation of the program;

e. shall, upon return to my station, implement the echo seminars and submit reports to the Professional Development Division, National Educators Academy of the Philippines at Second Floor, Mabini Building, DepEd Complex, Meralco Avenue, Pasig City;

f. shall teach the subject / conduct echo seminars on the course in which I was granted the scholarship and continue to serve my school / division / region for at least three years which is the service obligation equivalent for a year of scholarship or a fraction thereof;

g. shall refund in full to the Department of Education such sums of money as may have been defrayed by the Philippine government for expenses incidental to my scholarship, for failure to comply with any of the foregoing

conditions through my fault or willful neglect, resignation from the service, transfer to other agencies, voluntary retirement or other causes within my control.

IN WITNESS WHEREOF, I set my hand this ____ day of _____ at _____

_____
DepEd Scholar
(signature over printed name)

_____
Chairman, Scholarship Committee
(signature over printed name)

Witness:

_____

_____
Regional Director*
(signature over printed name)

_____
Head, Scholarship Secretariat**
(signature over printed name)

*Institute of immediate supervision under Director's signature
**Institute of other members of the Scholarship Secretariat

REPUBLIC OF THE PHILIPPINES)
CITY OF) **S.S.**

BEFORE ME, a Notary Public, for and in the above jurisdiction, personally appeared the following:

Name	ID	Date/Place Issued
_____	_____	_____
_____	_____	_____

are known to me as the same persons who executed the foregoing instrument and acknowledged to me that the same are their own free and voluntary act and deed.

This instrument consists of three (3) pages including the page wherein this acknowledgement is written and is signed by parties and their instrumental witnesses on each and every page hereof.

WITNESS MY HAND AND SEAL, this ____ day of _____, at Pasig City, Philippines.

_____
Notary Public

Doc No. : _____
Page No. : _____
Book No. : _____
Series of : _____