MEMORANDUM TO:

OIC, Office of the Asst. Schools Division Superintendent
Chief Education Supervisors, CID and SGOD
Elementary and Secondary School Principals
Officers-in-Charge
Public Schools

NOMINATION OF PARTICIPANTS FOR THE REGULAR COURSES OF SEAMEO REGIONAL CENTRE FOR QITEP IN MATHEMATICS FISCAL YEAR 2019

Attached is DepEd Memorandum DM-CI-2019-00-031 dated February 7, 2019 re: Nomination of Participants for the Regular Courses of SEAMEO Regional Centre for QITEP in Mathematics Fiscal Year 2019, content of which is self-explanatory, for information and appropriate action.

Immediate and wide dissemination of this Memorandum is desired.

JOEL T. TORRECAMPO
Officer-in-Charge
Office of the Schools Division Superintendent

Maka-Diyos, Makatang, Makakalikasan at Makabansa
MEMORANDUM
DM-CI-2019-00-05

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

FROM: LORNA DIG DINO, Ph.D.
Undersecretary

SUBJECT: NOMINATION OF PARTICIPANTS FOR THE REGULAR COURSES OF SEAMEO REGIONAL CENTRE FOR QITEP IN MATHEMATICS FISCAL YEAR 2019

DATE: 07 February 2019

The Southeast Asian Ministers of Education Organization - Regional Center for QITEP in Mathematics will hold five (5) regular courses for teachers. SEAMEO- Regional Center for QITEP in Mathematics is allocating one (1) scholarship slots for DepED which will run from March to October 2019.

The program is designed for Primary School Teachers, Junior High School Mathematics Teachers, Senior High School Mathematics Teachers/Vocational School. The details are listed in the following table.

<table>
<thead>
<tr>
<th>No</th>
<th>Course Title</th>
<th>Course Schedule</th>
<th>Specification of Participant</th>
<th>Number of Participant</th>
<th>Application Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course on Teacher-made Teaching Aids</td>
<td>15-28 March 2019, 14 March: Arrival, 29 March: Departure</td>
<td>Junior High School Mathematics Teacher</td>
<td>1</td>
<td>11 February 2019</td>
</tr>
<tr>
<td>2</td>
<td>Course on Southeast Asia Realistic Mathematics Education</td>
<td>18 April-1 May 2019, 17 April: Arrival, 2 May: Departure</td>
<td>Primary School Teachers</td>
<td>1</td>
<td>4 March 2019</td>
</tr>
<tr>
<td>3</td>
<td>Course on Integrating ICT in Mathematics Education</td>
<td>19 July-1 August 2019, 18 July: Arrival, 2 August: Departure</td>
<td>Primary School Teacher</td>
<td>1</td>
<td>5 June 2019</td>
</tr>
<tr>
<td>4</td>
<td>Course in Integrating ICT in Mathematics Education</td>
<td>21 August-3 September 2019, 20 August: Arrival, 4 September: Departure</td>
<td>Senior High School/Vocational Mathematics Teachers</td>
<td>1</td>
<td>5 July 2019</td>
</tr>
<tr>
<td>5</td>
<td>Course on Joyful Learning in Mathematics Education</td>
<td>9-22 October 2019, 9 October: Arrival, 23 October: Departure</td>
<td>Junior High School Mathematics Teacher</td>
<td>1</td>
<td>26 August 2019</td>
</tr>
</tbody>
</table>
The program allocates one (1) slot per course for the Philippines with the following qualifications and the corresponding documentary requirements:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Documentary Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Filipino citizen</td>
<td>1. Personal Data Sheet</td>
</tr>
<tr>
<td>b. Not more than 50 years old</td>
<td>2. Service record</td>
</tr>
<tr>
<td>c. Minimum of 3 years teaching experience</td>
<td>3. Certification of no pending administrative and/or criminal case signed by the applicant’s respective legal/administrative officer</td>
</tr>
<tr>
<td>d. Must have no pending administrative and/or criminal case</td>
<td>4. Medical certificate of physical fitness issued by a physician from a recognized accredited health institution</td>
</tr>
<tr>
<td>e. Medically fit as certified by a licensed physician</td>
<td></td>
</tr>
<tr>
<td>f. Able to understand, speak and write in English</td>
<td>5. With the minimum score of 450 for TOEFL or 5 for IELTS</td>
</tr>
<tr>
<td>g. Able to utilize course learning as well as share them with other school heads upon return to their work station</td>
<td>6. Draft work application project/action plan focused on mathematics</td>
</tr>
<tr>
<td>h. Computer literate and have access to Internet connection to enable them to participate in online interactions</td>
<td>6. Endorsement from the Schools Division Office through the Office of the SDS</td>
</tr>
<tr>
<td></td>
<td>7. Nomination Letter from the Regional Director or his/her duly authorized representative (thru the Regional HRDD Chiefs)</td>
</tr>
</tbody>
</table>

SEAMEO will cover all training-related costs including round trip economy airfare, accommodations at twin-sharing basis and food. The other details of the program are enclosed in the attached Terms and Conditions of Program Participation.

Regional nominees should accomplish the online registration found in [http://depd.in/OITEPMATH](http://depd.in/OITEPMATH) and email the required documents to [scholarships@depd.gov.ph](mailto:scholarships@depd.gov.ph) on or before deadline.

For further inquiries and clarifications, you may contact the DepED Scholarship Secretariat at (02) 633-9455 or through the given email above.

Immediate dissemination of and appropriate action for this memorandum is desired.
<table>
<thead>
<tr>
<th>No</th>
<th>Course Title</th>
<th>Course Schedule</th>
<th>Participant Specified</th>
<th>Participant Number</th>
<th>Application Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course on Inclusive Learning in Mathematics Education</td>
<td>9 to 12 December 2019</td>
<td>1</td>
<td>1</td>
<td>9 September 2019</td>
</tr>
<tr>
<td>2</td>
<td>Course on Integrating ICT in Mathematics Education</td>
<td>26 August - 2 September 2019</td>
<td>1</td>
<td>1</td>
<td>21 July 2019</td>
</tr>
<tr>
<td>3</td>
<td>Course on Developing Lesson Study in Mathematics Education</td>
<td>18 April - 1 May 2019</td>
<td>1</td>
<td>1</td>
<td>18 March 2019</td>
</tr>
<tr>
<td>4</td>
<td>Course on South Asia Realistic Mathematics Education</td>
<td>28 April - 3 September 2019</td>
<td>1</td>
<td>1</td>
<td>15 February 2019</td>
</tr>
<tr>
<td>5</td>
<td>Course on Teacher-made Teaching Materials</td>
<td>27 August - 1 September 2019</td>
<td>1</td>
<td>1</td>
<td>20 March 2019</td>
</tr>
</tbody>
</table>
General Information
SEAMEO Regional Centre for QITEP in Mathematics’ Regular Courses
Fiscal Year 2019

1. Participant Requirements:
   a. Mathematics teachers and classroom teachers (primary school);
   b. Should not be more than 50 years old;
   c. Minimum of 5 years teaching experience;
   d. Proficient in English (proven by a scan of original certificate) with the minimum score of 450 for TOEFL or 5 for IELTS;
   e. Excellent in health condition for two-week course (proven by a scan of original medical certificate issued by hospital/doctor); and
   f. Should not be currently pregnant during the course (female participant)

2. Rights & Obligation
   a. Course materials
      All participants are given course materials and stationery under conditions applied by the Centre.
   b. Accommodation and food
      The Centre will provide all participants with twin sharing rooms, meals and snacks during the course.
   c. Transportation & Reimbursement
      The centre will refund the economy air-fare from the capital city or nearest International Airport from participant’s school to Yogyakarta and vice versa. For the reimbursement purposes, please submit the following documents:
      - roundtrip tickets
      - invoice of the ticket payment; the centre has right to check the ticket authenticity with the following maximum ticket price:

<table>
<thead>
<tr>
<th>Country</th>
<th>Max Ticket Price (USD)</th>
<th>Country</th>
<th>Max Ticket Price (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brunei Darussalam</td>
<td>$ 660</td>
<td>Philippines</td>
<td>$ 662</td>
</tr>
<tr>
<td>Cambodia</td>
<td>$ 796</td>
<td>Singapore</td>
<td>$ 263</td>
</tr>
<tr>
<td>Lao PDR</td>
<td>$ 817</td>
<td>Thailand</td>
<td>$ 474</td>
</tr>
<tr>
<td>Malaysia</td>
<td>$ 585</td>
<td>Timor Leste</td>
<td>$ 288</td>
</tr>
<tr>
<td>Myanmar</td>
<td>$ 606</td>
<td>Vietnam</td>
<td>$ 742</td>
</tr>
</tbody>
</table>

- Boarding passes; airport tax
- Nomination letter/ official endorsement from the participants institution/government; and
- official trip form (attached)

d. All participants are expected to:
   - Bring laptop.
   - Bring casual outfit for daily exercise.
   - Prepare specifically needed medicine in case of emergency.
3. Arrival
Participants are expected to arrive at Yogyakarta one (1) day before the course starts and to depart one (1) day after the course ends. The centre will provide pick up service from Adisutjipto International Airport to the Centre and vice versa.

4. Passport and Visa
The centre will send the Letter of Acceptance (LoA) to help expediting the visa on arrival (participants from Timor Leste)

5. Inquiries
SEAMEO Regional Centre for QITEP in Mathematics (SEAOjIM)
Jalan Kaliurang Km. 6, Sambisari, Condongcatur, Depok, Sleman, Yogyakarta, Indonesia 55281
Phone: +62 274 889955
Whatsapp: +62 8112577072
Facebook: seameo qitepinmathematics
LINE: seameo qitepinmath
1. Teacher-made Teaching Aids in Mathematics Education (TMTA)
   Mathematics is often seen as an abstract subject by students. Certain mediums, such as mathematics teaching aids, are needed in mathematics education to bridge mathematics concepts that are abstract to students more easily understood. Therefore, developing teaching aids is important for learning mathematics in class.

2. Southeast Asia Realistic Mathematics Education (SEA RME)
   Realistic mathematics education uses real context both as a route into mathematics and as a means of developing students’ understanding. Through this approach, students are led to reinvent the mathematics for themselves. In response to this, SEAMIC has designed a realistic mathematics education inspired programme, the Southeast Asia Realistic Mathematics Education (SEA-RME) which is developed based on Southeast Asian values.

3. Developing Lesson Study in Mathematics Education (LS)
   Lesson study is a world-wide known approach for mathematics teacher-led action research in class which is originated from Japan. It is an effective model for teachers to actively join in with activities which improve their teaching skills. Lesson study activity incorporates three steps. The “Plan” step begins with developing a lesson plan in which a group of teachers pose, analyse, and solve problems from student’s perspectives. In the second step, “Do”, a model teacher implements the lesson while other teachers observe the lesson. The last step, “See” is reflection of the lesson.

4. Differentiated Instructions in Mathematics Education (DI)
   A single class is likely to contain students with different characteristics, such as levels of understanding, readiness, learning styles, and interest. Therefore, teachers are expected to be able to accommodate these different characteristics to minimize the gap of students’ knowledge in each class. A teacher who is capable of designing teaching strategies that accommodate all learning styles and abilities will not only improve students’ mathematical thinking and reasoning skills, but also nurture a positive attitude toward mathematics.

5. Joyful Learning in Mathematics Education (JL)
   Some students tend to be unmotivated and scared of mathematics. To overcome this problem, joyful learning in mathematics education is needed. Mathematics teachers
should be able to develop ideas in motivating students by using interesting joyful activities. These activities may include discovering, exploring, constructing, designing, setting strategy, and solving problems wrapped in mathematics games, puzzles, and hands on activities.

6. Integrating ICT in Mathematics Education

The ability of utilizing and developing Information and Technology (IT) applications to display texts, pictures, sounds, graphics, animations, and videos will allow teachers to create interactive materials for students. Learning mathematics may also be adapted to suit each students' speed of understanding. It is expected that IT in mathematics education has the capacity to increase the quality of people's life.

For more detail please visit www.qitepmmath.org
COURSE DESCRIPTION 2019

1. Teacher-made Teaching Aids in Mathematics Education (TMTA)
   Mathematics is often seen as an abstract subject by students. Certain mediums, such as mathematics teaching aids, are needed in mathematics education to bridge mathematics concepts that are abstract to students more easily understood. Therefore, developing teaching aids is important for learning mathematics in class.

2. Southeast Asia Realistic Mathematics Education (SEA RME)
   Realistic mathematics education uses real context both as a route into mathematics and as a means of developing students’ understanding. Through this approach, students are led to reinvent the mathematics for themselves. In response to this, SEAQM has designed a realistic mathematics education inspired programme, the Southeast Asia Realistic Mathematics Education (SEA-RME) which is developed based on Southeast Asian values.

3. Developing Lesson Study in Mathematics Education (LS)
   Lesson study is a world-wide known approach for mathematics teacher-led action research in class which is originated from Japan. It is an effective model for teachers to actively join in with activities which improve their teaching skills. Lesson study activity incorporates three steps. The “Plan” step begins with developing a lesson plan in which a group of teachers pose, analyse, and solve problems from student’s perspectives. In the second step, “Do”, a model teacher implements the lesson while other teachers observe the lesson. The last step, “See” is reflection of the lesson.

4. Differentiated Instructions in Mathematics Education (DI)
   A single class is likely to contain students with different characteristics, such as levels of understanding, readiness, learning styles, and interest. Therefore, teachers are expected to be able to accommodate these different characteristics to minimize the gap of students’ knowledge in each class. A teacher who is capable of designing teaching strategies that accommodate all learning styles and abilities will not only improve students’ mathematical thinking and reasoning skills, but also nurture a positive attitude toward mathematics.

5. Joyful Learning in Mathematics Education (IL)
   Some students tend to be unmotivated and scared of mathematics. To overcome this problem, joyful learning in mathematics education is needed. Mathematics teachers
should be able to develop ideas in motivating students by using interesting joyful activities. These activities may include discovering, exploring, constructing, designing, setting strategy, and solving problems wrapped in mathematics games, puzzles, and hands on activities.

6. Integrating ICT in Mathematics Education
   The ability of utilizing and developing Information and Technology (IT) applications to display texts, pictures, sounds, graphics, animations, and videos will allow teachers to create interactive materials for students. Learning mathematics may also be adapted to suit each students’ speed of understanding. It is expected that IT in mathematics education has the capacity to increase the quality of people’s life.

For more detail please visit: www.qitepinmath.org
Application form
(name of the Course)

Name: 
Date and Place of Birth: 
Designation: 
House Address: 
Mobile Number / Whatsapp: 
Email: 
Institution
  Institution Address: 
  Institution phone number: 
  Institution Email: 
Contact in case of emergency
  Name: 
  Relationship: 
  Phone /Whatsapp number: 
  Email: 

   , , 2019

[ ]