

**PROJECT PROPOSAL TEMPLATE**

*Revised and Expanded Continuing Professional Education Grants*



**REPUBLIC OF THE PHILIPPINES  
OFFICE OF THE PRESIDENT  
COMMISSION ON HIGHER EDUCATION  
K TO 12 Transition Program**



**REVISED AND EXPANDED CONTINUING PROFESSIONAL EDUCATION  
PROPOSAL**

**Exploration of the Meaning of Lived Experiences among Mathematics  
Teachers towards MTB-MLE Module Development  
in the Teaching of Mathematics**

**Dr. Rosie L. Conde**

College of Graduate Studies and Teacher Education  
Philippine Normal University

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College of Flexible Learning and ePNU  
Philippine Normal University

**Dr. Jeffry Ocay, Dr. Lydia M. Morante, Dr. Rosemarie C. Abocot,  
Dr. Analyn C. España, Prof. Ferdinand T. Abocejo, Mary Ann O. Balledo**  
The Graduate School  
Eastern Visayas State University

**I. HEI Profile**

<b>PROFILE OF INSTITUTION/S</b>		
<b>Lead HEI</b>	Name of Lead HEI	Philippine Normal University
	Institutional Type	<input type="checkbox"/> Local University/ College <input type="checkbox"/> Private HEI <input checked="" type="checkbox"/> SUC Main <input type="checkbox"/> SUC Satellite <input type="checkbox"/> CHED Supervised Institution <input type="checkbox"/> Other Government School <input type="checkbox"/> Special HEI
	Region	National Capital Region

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	Contact numbers	(02)-317-1768 loc. 718		
	Email Address	president@pnu.edu.ph		
	Institutional Accreditation (Check all that apply)	<input type="checkbox"/> Autonomous <input type="checkbox"/> Deregulated <input type="checkbox"/> Others, specify <input checked="" type="checkbox"/> N/A		
	Institutional Registration	<input type="checkbox"/> Public (SUC / LUC) <input type="checkbox"/> Private (Non-Stock, Non-Profit) <input type="checkbox"/> Private (Stock, For-Profit)		
	Accreditation Relevant to the Proposal	Accrediting Body	Program and Accreditation Level	
		AACCUP	Math- Level IV	
Program Accreditation: <i>(List of COE and COD programs and the validity of COE/COD status)</i> Relevant Centers of Excellence and Development	Center/s of Excellence <i>(e.g. Agriculture - 2021)</i>	Center/s of Development <i>(e.g. Agriculture - 2021)</i>		
	Center of Excellence in Teacher Education - 2018			
<b>PARTNER INSTITUTION/S</b>				
Partner HEI 1	HEI Name	Eastern Visayas State University		
	Region	Region VIII (Eastern Visayas)		
	Institution Type	<input type="checkbox"/> Local University/ College <input type="checkbox"/> Private HEI <input checked="" type="checkbox"/> SUC Main <input type="checkbox"/> SUC Satellite <input type="checkbox"/> CHED Supervised Institution <input type="checkbox"/> Other Government School <input type="checkbox"/> Special HEI		
	Accreditations	<input type="checkbox"/> Autonomous <input type="checkbox"/> Deregulated <input checked="" type="checkbox"/> Others, specify <input type="checkbox"/> N/A		

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	Centers of Excellence/ Development	None
<b>Partner HEI 2</b>	HEI Name	N/A
	Region	N/A
	Institution Type	<input type="checkbox"/> Local University/ College <input type="checkbox"/> Private HEI <input type="checkbox"/> SUC Main <input type="checkbox"/> SUC Satellite <input type="checkbox"/> CHED Supervised Institution <input type="checkbox"/> Other Government School <input type="checkbox"/> Special HEI
	Institutional Accreditation	<input type="checkbox"/> Autonomous <input type="checkbox"/> Deregulated <input type="checkbox"/> Others, specify <input type="checkbox"/> N/A
	Centers of Excellence/ Development	<i>(List of COE and COD programs and the validity of COE/COD status) e.g. Agriculture - 2021</i>
<b>Rationale of Partnership/ Consortium</b> <i>(Maximum of 100 words only.)</i>		
<p>The Philippine Normal University (PNU) and Eastern Visayas State University (EVSU) will enter into agreement for the successful conduct of the research. The social scientists from EVSU will conduct interviews with the Math teachers in selected higher education institutions in Region 8 who are teaching the subject “Teaching Math in Primary Grades” in Waray-Waray to BEED students. The Math experts from PNU will develop the content of the module in English in a rough draft form. The Language professors from EVSU will then translate the draft developed by the Math experts from PNU into Waray-Waray.</p> <p style="text-align: center;"><b>[see attached draft of MOU]</b></p>		

<b>PROFILE OF TEAM LEAD</b>	
Name of Team Lead	CONDE, ROSIE L.
Designation	ASSOCIATE PROFESSOR
HEI	PHILIPPINE NORMAL UNIVERSITY- MANILA

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Highest Degree Attained (state degree program)	PhD in Mathematics Education			
Previous Similar Projects Managed / Participated in	Outcomes Based Teacher Education Curriculum (OBTEC) Evaluation of the Philippine Normal University- Manila  Mathematics Pedagogical Content Knowledge (MPCK) of Pre-Service Teachers and the Didactics in Mathematics Course (DMC) Prototype.			
Expertise	Anthropological Theory of the Didactic, Didactics of Mathematics, Social Justice and Equity in Mathematics & Educational Technology in Mathematics Education			
Mobile Number and Email	+639321845281 <a href="mailto:conde.rl@pnu.edu.ph">conde.rl@pnu.edu.ph</a>			
TEAM MEMBERS				
Name	Designation/ HEI	Highest Degree Attained (e.g. MA Anthropology, UP Diliman)	Expertise	Role in Project (e.g. Lead Researcher, Lead Material Developer, Lead Trainer, etc.)
Dr. Jeffry Ocaj	Associate Professor V, EVSU	PhD	Ethnography, Phenomenological Research Method, Philosophy	Lead Researcher
Dr. Celina P. Sarmiento	Assistant Professor III	PhD	Mathematics Education	Lead Material Developer
Dr. Lydia M. Morante	Associate Professor V, EVSU	PhD	Language Teaching, Waray-Waray Language	Co-researcher
Dr. Rosemarie C. Abocot	Associate Professor V, EVSU	PhD	Language Teaching, Waray-Waray Language, Philippine Literature	Co-researcher
Dr. Analyn Espano	Associate Professor V, EVSU	PhD	Language Teaching, Waray-Waray	Co-researcher



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**VI. Project Implementation Plan**

<b>FRAMEWORK</b>
<b>Preface/ Project Summary</b>
<i>Describe the idea. What are the goals of the project? Why do you think your idea is responsive or innovative?. What essential data will you generate during your award? You may include the background of the study, issue or problems it seeks to address, and significance. How do you plan to conduct this?</i>
<b>Introduction</b>
<p>A. Background of Study</p> <p>Up until now since the implementation of MTB-MLE as a national policy in School Year 2012-2013, there is no national guideline issued to higher education institutions regarding the said modifications. For this reason, tertiary instructors in Teacher Education curriculum are left on their own especially in terms of the delivery of the program. In Region 8, where Waray-Waray is the commonly spoken dialect, there is a lack of instructional materials in Waray-Waray that tertiary education instructors can use in the classroom, particularly in the teaching of the subject "Teaching Math in Primary Grades" to the Bachelor of Elementary Education (BEED) students. It is for this reason that this proposed research project aims to explore the meaning of the lived experiences of the Math teachers in selected higher education institutions in Region 8 who are teaching the subject "Teaching Math in Primary Grades" in Waray-Waray to BEED students.</p> <p>The expected output of the proposed research project is the production of a baseline data on the lived experiences of the Math teachers in selected higher education institutions in Region 8 who are teaching the subject "Teaching Math in Primary Grades" in Waray-Waray to BEED students. These baseline data include the significant statements of the respondents, formulative meanings of their experiences as well as the clustered and emerging themes. These baseline data become the basis in the development of the "Teaching Math in Primary Grades" module.</p>
<p>B. Statement of the Problem</p> <p>For the purpose of this study the following questions will help establish the research agenda and further drive the investigation:</p> <ol style="list-style-type: none"><li>1. How do the Math teachers in selected higher education institutions in Region 8 experience the teaching of the subject "Teaching Math in Primary Grades" in Waray-Waray?</li><li>2. What aspects of the teaching of the said subject in Waray-Waray do these Math teachers find most challenging and why?</li><li>3. What specific instructional needs can be identified from the challenges that these Math teachers experienced in terms of the teaching of the subject in Waray-Waray?</li></ol>

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**C. Significance of the Study**

**Teachers.** The result of the research, which is in the form of a module, will be a big help for the Math teachers to become better equipped and more prepared in teaching the subject “Teaching Math in Primary Grades” in Waray-Waray”.

**Students.** A better equipped and more prepared teachers are instrumental in the holistic development of the students, more particularly in the articulation of their thoughts without fear of making mistakes and the ability to process complex information.

**Country.** The production of tertiary teachers who are experts in teaching their specialization in the mother tongue as a result of the study will greatly contribute to national development.

**Objectives of the Study**

1. To examine the experiences of the Math teachers in selected higher education institutions in Region 8 in the teaching of the subject “Teaching Math in Primary Grades” in Waray-Waray to BEED students.
2. To determine the difficulties and challenges that said Math teachers experienced in the teaching of the subject.
3. To know and enumerate the specific instructional needs of these Math teachers.
4. To develop a module for the subject “Teaching Math in Primary Grades” in Waray-Waray.

**Review of Related Literature**

Mother tongue-based and multilingual education (MTB-MLE) has been viewed by many scholars in education as an innovative approach to learning, especially during the early stage of the child’s development. As a matter of fact, UNESCO (2003) recommended the use of the mother tongue as medium of instruction for pupils in lower primary schools. As a result, many scholars around the world have conducted studies on the importance of MTB-MLE in the learning process.

For one, Nolasco (2008) argues that pupils would make positive progress in learning if they understand the medium of instruction used in the classroom. This is because, for Nolasco, the child’s own language enables her to express herself easily since she understands what is being discussed. Hence, as we can glean from Nolasco’s contention, MTB-MLE will definitely encourage children to participate in the discussion without fear of making mistakes.

In relative vein, in his studies on the importance of MTB-MLE in learning, Umar (2018) has found out that pupils comprehend and perform well, especially in mathematics and science, when these subjects are taught in the mother tongue. In fact, Umar’s studies revealed that if these subjects are taught purely in English tendency is that primary grade pupils perform very low. Thus, Umar recommends that school management should encourage teachers in lower primary schools to use MTB-MLE in teaching.

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Another important study on MTB-MLE was the one conducted by Israel and Tomas (2013). They assessed the importance MTB-MLE in Nigeria's primary school pupils in mathematics. The study revealed that the use of MTB-MLE in teaching mathematics to primary school pupil is very beneficial as pupils indeed performed well in their studies. Based on the findings of the study, Israel and Tomas the MTB-MLE should be employed in teaching mathematics in primary schools so that pupils will be able to internalize mathematics language and learn to love the subject.

One particularly telling study on MTB-MLE in the Philippine context is the one conducted by Valerio. Valerio (2018) investigates the perceptions of Ilocano teachers about the MTB-MLE policy and the needed instructional materials. Valerio's study revealed that most of the teachers slightly agree with the use of mother tongue in the classroom. Valerio's study also revealed that said teachers were not yet confidently certain whether they appreciate the instructional materials that they have given that these instructional materials were not written in the local dialect. In fact, the lack of instructional materials in the mother tongue, according to Valerio, prevents pupils from performing well in class. Hence, for Valerio, even if teachers are using the mother tongue in their discussion, still the desired result cannot be attained if the instructional materials are not written in the local dialect. Valerio then recommends for the production of instructional materials in the local dialect.

As we can see, the studies presented above show that indeed the use of mother tongue in the classroom is greatly beneficial to the pupils, especially those in primary grade. However, what we can also glean from these studies is that they missed to highlight the importance of developing instructional materials in the local dialect, except Valerio's. Again, with this gap and in line with Valerio's recommendation, this proposed research aims to explore the meaning of the lived experiences of the Math teachers in selected higher education institutions in Region 8 who are teaching the subject "Teaching Math in Primary Grades" in Waray-Waray to BEED students. The results of the study will then become a basis in developing a module for the subject "Teaching Math in Primary Grades" in Waray-Waray.

#### References

Nolasco, R. M. (2008). *The prospects of multilingual education and literacy in the Philippines. The paradox of Philippine education and education reform: Social science perspectives*. Manila: Philippine Social Science Council.

Israel, O.O., & Tomas, O.O. (2013). Effect of mother tongue and mathematical language on primary school pupils performance in mathematics. *Journal of Emerging Trends in Educational Research and Policy Studies*, 4(3), 542-546.

Umar, F. A. (2018). Teacher factors influencing use of mother tongue in teaching of Mathematics in lower primary schools in Yola South Local Government. (Unpublished master's thesis). Kenyatta University, Kenya.

UNESCO (2003). *Education in a Multilingual World*. Paris: UNESCO.

Valerio, M. T. (2015). Current perspectives on mother tongue-based instruction in the newly implemented K to 12 curriculum of the Philippines. *British Journal of Education*, 3(9), 51-66.

#### Framework

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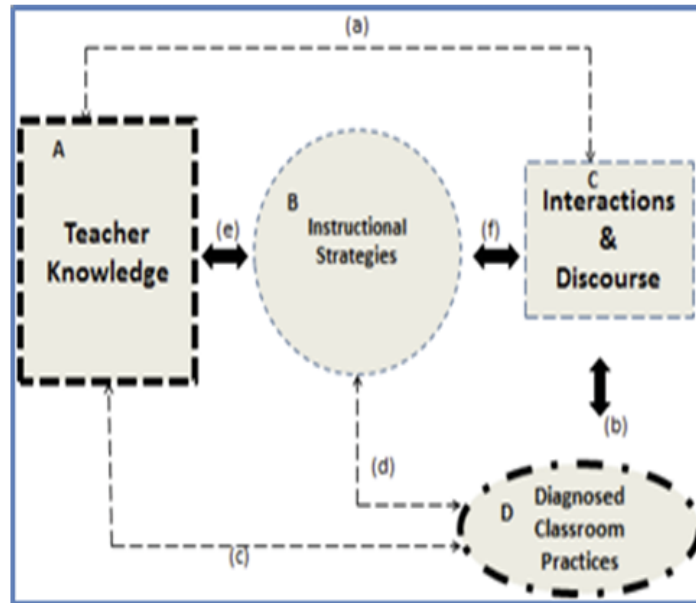


Figure 1. The Classroom Practice Diagnostic Framework (Mudau, 2013, p. 127)

To understand the experiences and instructional needs of teachers in teaching primary Mathematics in Waray-Waray, the researchers will be guided by the Classroom Practice Diagnostic Framework (CPDF) by Mudau (2013), which has four major domains ([A] Teacher Knowledge, [B] Instructional Strategies, [C] Interactions and Discourse, and [D] Diagnosed Classroom Practices). Domain A is considered as the source that influences every action of the teacher in teaching Math in Waray-Waray. It is made up of content, context, and students' understanding. Relatedly, Domain B is informed by the teachers' knowledge; that is, teachers use his/her knowledge to decide on instructional strategies, which are made up of epistemological perspectives, teaching methods, explanatory frameworks, and activities. These strategies then lead to Domain C, the culmination of A and B, which emphasizes the types and patterns of discourse and communicative approach of the teacher. The concentration of this study is mainly on what happens in this frame, but will be linked to all the domains, both individually and interactively, to get to the bottom of the teachers' classroom practices in teaching primary Math in Waray-Waray.



Additionally, the development of the modules in Waray-Waray will involve four phases, as shown in Figure 2. The result of the analysis framework above will be the main input for the module development, most especially during the Scoping Phase. This will be followed by the Development Phase, which will have two sub-phases (Writing and Translating). The translated modules will then undergo pilot testing and revision for improvement. Lastly, the revised and validated Waray-Waray translated modules in mathematics will be disseminated to primary schools for implementation and use.

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**Methodology**

**A. Design**

A phenomenological research method will be employed in this study. The primary goal here is to capture the full meaning of the participants' experiences that will be shared in their own words. A phenomenological research method is appropriate for this study because it will enable the researchers to understand the meaning that the participants will attribute to their actions, such as their thoughts, feelings, and values. The data that will be gathered through this study will provide a record of the experiences of the tertiary Math teachers in Region 8 in the teaching of the subject "Teaching Math in Primary Grades" in Waray-Waray to BEED students. Through the presentation of the stories of these tertiary Math teachers, the researchers will be able to identify the specific instructional needs of the participants, which will become the basis of the development of the "Teaching Math in Primary Grades" module in Waray-Waray.

**B. Scope**

The participants of this study are the tertiary Math teachers in Region 8 (Samar and Leyte) who are handling the subject "Teaching Math in Primary Grades" in Waray-Waray to Bachelor of Elementary Education (BEED) students. The participants will be randomly selected from the 10 state universities in Region 8. The researchers will get 2 participants from each state university, for a total of 20 participants. A purposive sampling method will be used in selecting the 20 participants.

**C. Tools**

Due to our current health situation, the researchers will not proceed with the face-to-face interview with the respondents as originally planned. Instead, the researchers will conduct online interviews. In case the online interview can hardly be carried out due to slow internet connectivity from the respondents' end, the researchers will email the questionnaires to the respondents and have the latter write down their answers. For the online interview, the researchers will use notes and audio-recording as a method of storing the data gathered through the interviews. Each interviewee will be assigned a code and all interviews will be recorded via Zoom or Google Meet, after which the researchers will save the file in both flash drive and hard drive to make sure that recorded interviews will not be lost. After the interview, the researchers will listen to the recording and make further notes. The researchers are aware that intermittent internet connection may hamstring the interview; hence, the researchers will make sure that all online interviews will be recorded. The researchers will also make sure that the interview setting will be free from noise and interruptions to ensure the free flow of ideas.

Because the human mind tends to forget quickly, the researchers will make interview notes right after each interview. It is intended to record those important data that are not captured by the audio-recording, such as the facial expression and body language of the interviewee.

The researchers will see to it that the interview will be as informal as possible to make the interviewee feel comfortable. In this way, the interviewees will be able to freely share their experiences. The researchers will also see to it that the interview should be reciprocal, that is, the researchers and the interviewees must be engaged in a dialogue.

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Lastly, in every interview, informed consent must be secured and that the researchers will fully explain to the participants the nature and dynamics of the interview, including its possible risks.

**D. Analytical Procedure**

The researchers will make use of Hycner’s model of phenomenological reduction in analyzing the data. Hycner’s model of phenomenological reduction involves the following process:

1. Bracketing and phenomenological reduction;
2. Delineating units of meaning;
3. Clustering the units of meaning to form themes;
4. Summarizing each interview, validating it, and modifying it where necessary; and
5. Extracting general and unique themes and making a composite summary.

To the first, the researchers will bracket their own biases and preconceptions in the interpretation of the data. Hence, the researchers will view the phenomenon from a neutral point of view. This will enable the researchers to arrive at a pure and meaningful understanding of the experiences of the participants.

To the second, the researcher will extract and isolate those statements that are seen to illuminate the phenomenon under investigation, particularly the instructional needs of the Math teachers. The researcher will then make a substantial amount of “judgment calls” while consciously suspending their personal views and preconceptions to avoid inappropriate subjective judgments.

To the third, with the list of isolated statements that are seen to illuminate the researched phenomenon, the researchers will again suspend their personal views and preconceptions to make sure that they remain true to the phenomenon. Through this, the researchers will be able to elicit the essence of the meaning of each unit within the holistic context. The researchers will then form themes by grouping the units of meaning together. By interrogating the meaning of the various clusters, the researchers will be able to determine the central themes, which expresses the essence of these clusters. This will enable the researchers to know and understand the instructional needs of the Math teachers, which, as already mentioned, will become the basis in developing the “Teaching Math in Primary Grades” module in Waray-Waray.

To the fourth, the researchers will make a summary that will incorporate all the themes elicited from the data. The researcher will also conduct a “validity check” by going back to the participants to determine whether the essence of the interview as correctly captured or not.

Lastly, the researchers will look for the themes common to most, if not all, of the interviews. The researchers will then conclude the analysis of the data by writing a composite summary, which should reflect the context from which the themes emerged.

**INTERVENTION PLAN**

**Describe the Need  
(Maximum 500 words)**

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Building upon the results of the research, the researchers will develop a module in Waray-Waray to be used by Math teachers in higher education institutions in Region 8 in the teaching of the subject "Teaching Math in Primary Grades" to BEED students.

The innovativeness of our proposed research project is two-fold. First, it will employ a phenomenological research method through which the researchers will know exactly and more meaningfully the specific instructional needs of the Math teachers in selected higher education institutions in Region 8 who are teaching the subject "Teaching Math in Primary Grades" to BEED students. In this way, the researchers will be able to ensure that the intervention scheme (that is, "Teaching Math in Primary Grades" module) really suits the needs of the teachers as well as the students. And second, our proposed research project will be done by experts from three disciplines that are directly involved in addressing the research problem, namely, the mathematics professors from the Philippine Normal University and the linguists and social scientists from Eastern Visayas State University. On the one hand, the content of the "Teaching Math in Primary Grades" module will be developed by experts in Mathematics, while the framing of the language will be done by experts in Linguistics and the Waray-Waray dialect. On the other hand, the conduct of the phenomenological aspect of the research will be done by experts in social science research. Indeed, no one else has done this approach in research in the region.

The researchers are convinced that this proposed research project will succeed because the research team has all the knowledge, skills, and expertise needed to carry out the project.

### **What Do you Intend to Do to Address the Need?**

1. To make the Math teachers in Region 8 become better equipped and more prepared in teaching the subject "Teaching Math in Primary Grades" in Waray-Waray to BEED students.
2. To contribute in national development through the production of tertiary teachers who are experts in teaching their specialization in the mother tongue.
3. To enable children to learn how to articulate their thoughts without fear of making mistakes and be able to process complex information.

### **How would you intend to do it?**

Rather than a training component, a dissemination activity component included in the research project will orient and familiarize Math teachers in Region 8 in using the modules developed in "Teaching Math in Primary Grades" in Waray-Waray. At the end of the research, the researchers will organize a symposium and invite the Math teachers in selected higher education institutions in Region 8 who are teaching the subject in Waray-Waray to their BEED students. The researchers will present to these teachers the module that they have developed. The researchers will also solicit from these teachers some suggestions and recommendations needed to improve the module.

The symposium will be conducted towards the end of 2021; hence, the researchers may be allowed to invite the respondents to come to Tacloban. In case travel is still restricted during this time due to the pandemic, the researchers will organize an online symposium via Zoom or Google Meet for the dissemination of research results. This endeavor will be done to partially contribute to national development through the production of tertiary teachers who are experts in teaching their specialization in the mother tongue. As a consequence, children who will be

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under these teachers will learn how to articulate their thoughts without fear of making mistakes and be able to process complex information.

One hundred math teachers from Region 8 will be invited to attend the dissemination activity. The researchers will serve as resource persons and the outputs of the study will be distributed and clearly explained to each participant.

**What Special Skills will be Enhanced?**

The major output of this research project is a set of modules for “Teaching Math in Primary Grades” in Waray-Waray. These modules will equip math teacher educators with instructional materials that will *enrich the skills of preservice math teachers in teaching mathematics to primary students in the mother tongue.*

**Who are the Beneficiaries?**

**Teachers.** The result of the research, which is in the form of a module, will be a big help for the Math teachers to become better equipped and more prepared in teaching the subject “Teaching Math in Primary Grades” in Waray-Waray”.

**Students.** A better equipped and more prepared teachers are instrumental in the holistic development of the students, more particularly in the articulation of their thoughts without fear of making mistakes and the ability to process complex information.

**Country.** The production of tertiary teachers who are experts in teaching their specialization in the mother tongue as a result of the study will greatly contribute in national development.

**Number of Beneficiaries and How much is the average cost of investment per beneficiary?**

The research project targets 100 participants from Region 8. An investment of Php4,500.00 will be allotted for each.

**What are the Indicators of Success?**

**Goal:** To help Math teachers in Region 8 in the teaching of the subject “Teaching Math in Primary Grades” in Waray-Waray to BEED students through a development of a research-based module in the mother tongue.

Objective	Activities	Indicators	Means of Verification	Assumption
To come up with a research-based module for the subject “Teaching Math in Primary Grades” in Waray-Waray	<b>1<sup>st</sup> Quarter</b> - Social scientists from EVSU will conduct online interviews with the Math teachers in selected higher education institutions in Region 8 who are teaching	- Enough number of completed interviews with key respondents	Midterm and Annual Reports	Published module is read and fully understood by the primary stakeholder, that is, the Math

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	<p>the subject "Teaching Math in Primary Grades"</p> <p><b>2<sup>nd</sup> Quarter</b></p> <p>- The researchers plan the writing of the General Mathematics module. This involves, inter alia, the identification of the topics to be included in the module</p> <p><b>3<sup>rd</sup> Quarter</b></p> <p>- The Math experts from PNU will develop the content of the module in English in a rough draft form.</p> <p><b>4<sup>th</sup> Quarter</b></p> <p>- The Language professors from EVSU will translate the draft developed by the Math experts from PNU into Waray-Waray</p>	<p>- Completed outline of the module</p> <p>- Completed draft of the module</p> <p>- Translated draft of the module ready for publication</p>	<p>Midterm and Annual Reports</p> <p>Year-end Reports</p>	<p>teachers in Region 8</p>
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<b>SUSTAINABILITY PLAN</b>
<p><i>Explain how the institution/s will continue research and/ or intervention areas, and maximize the outputs resulting from the grant.</i></p> <p>The researchers from both partner institutions plan to expand the scope of the research after the completion of this proposed project. This includes the production of a research-based module for the subject "Teaching Math in Primary Grades" in Cebuano. This is very feasible because the language experts in the team also have mastery in the Cebuano dialect.</p>

*Omnibus Certification*

*By signing this form,*

- *I certify that the information indicated are valid, authentic, true and correct based on my own personal knowledge and based on documents in my possession.*
- *I certify that the persons detailed in this project proposal are capable of the undertaking, are cognizant and are accepting the commitment, and are of good moral character.*
- *I agree that the Commission shall use the information for administrative purposes and for whatever purpose deemed essential for monitoring the progress of the grant.*

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- *I acknowledge that the Commission will keep all information strictly confidential and shall not reveal to any person or entity or use any information at any time unless expressly directed by government or required by law.*

**SUBMITTED BY:**

**REVIEWED AND ENDORSED BY:**

**SUBMITTED BY:**

**REVIEWED AND ENDORSED BY:**

  
Dr. Rosalinda  
(Signature over printed name of Team Leader)  
Date: October 2, 2020


Dr. Bert J. Tuqa  
(Signature over printed name of Lead HEI Head)  
Date:


**Work and Financial Plan Reviewed and Endorsed by:**

Mr. Ronnie B. Pagal  
(Signature over printed name of Lead HEI Accountant)  
Date:


**Conforme:**

  
Dr. Jeffrey Ocay  
(Signature over printed name of Member)  
Date: October 2, 2020

  
Dr. Jeffrey Ocay  
(Signature over printed name of Member)  
Date: October 2, 2020

  
Dr. Lydia M. Morante  
(Signature over printed name of Member)  
Date: October 2, 2020

  
Dr. Analyn C. Españo  
(Signature over printed name of Member)  
Date: October 2, 2020

  
Dr. Rosemarie C. Abocot  
(Signature over printed name of Member)  
Date: October 2, 2020


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**Mary Ann O. Balledo**

*(Signature over printed name of Member)*

Date: October 2, 2020

  
**Prof. Ferdinand T. Abocejo**

*(Signature over printed name of Member)*

Date: October 2, 2020

**Project Proposal Requirements**

**A. Content Requirements**

<b>Project Proposal</b>	<i>Please refer to the Project Proposal Template</i>
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**B. Form Requirements**

1. All Application Forms must be in PDF Format , sent to [k12.cpegrants@ched.gov.ph](mailto:k12.cpegrants@ched.gov.ph); the subject of the email shall follow the format below:  
LeadHEI\_Type of Grant\_Name of Proposal  
Example: KliatchkoCollege\_RPDI\_21stCenturyLearning
2. All applications must include scanned/electronic signatures onto the documents.
3. PDF Specifications
  - a. Paper size: A4 Paper
  - b. Font typeface: Arial
  - c. Font Size: 11
  - d. Line Spacing: Single
  - e. Paper Margins: 1.25" left and bottom, 1" right and top