

Republika ng Pilipinas
(Republic of the Philippines)
KAGAWARAN NG EDUKASYON AT KULTURA
(DEPARTMENT OF EDUCATION AND CULTURE)
Manila

February 27, 1976

DEPARTMENT MEMORANDUM
No. 54, s. 1976

ADDENDUM TO DEPARTMENT MEMORANDUM NO. 225, S. 1975

To the: Bureau Directors
Regional Directors
Schools Superintendents

1. Special attention is invited to the announcement in paragraph IV of Inclosure No. 2 to Department Memorandum No. 225, s. 1975, of the following seminar/leadership courses to be offered at the Baguio Vacation Normal School from April 5 to May 15, 1976 as credit courses for an E.A. or its equivalent:

- a. Seminar in the Preparation of Instructional Materials including Children's Books, Self-Learning Curriculum Materials such as SLK, Modules, Task Kits . . . 3 units
- b. Seminar in the Preparation of Population Education Modules 3 "
- c. Seminar in the Preparation of Out-of-School Science Education Materials . . . 3 "
- d. Seminar in the Preparation of Development Plans in Education 3 "
- e. Seminar in Skills Analysis Training . . . 3 "
- f. Seminar in the Revised Secondary School Curriculum; the Integrated Concept-Based Approach; Cognitive Processes; Career Education 3 "
- g. Seminar in Strategies in the Teaching of Secondary School Subjects under the New Secondary School Curriculum; Use of Instructional Materials 3 "

- b. Leadership Course in Athletic and Sports Development 2 units
- a. Leadership in Balutuganang Lungsod Training Course 2 "

2. A Seminar on the Management of Educational Innovations for Development will likewise be offered. This is a three-unit course designed primarily for supervisors, school administrators, school department heads and subject coordinators. Teachers are also encouraged to enroll in this special course. Enclosed herewith is the description of the course, its rationale, objectives, course content and seminar methodology.

3. Fees for all the above-mentioned special seminar/leadership courses shall be ₱120 for a three-unit course and ₱105 for a two-unit course. The total fee charged for each seminar and leadership course will cover matriculation and tuition fees, printing cost of course or seminar materials and honoraria for selected resource persons, lecturers and consultants.

4. Enrollment in all these special courses is open to teachers and school officials from both public and private educational institutions on a first-come-first-served basis.

5. Realizing the need for educational innovations directed toward the attainment of national development goals, this Office enjoins regional directors to encourage school officials and teachers to enroll in the seminar course on the Management of Educational Innovations for Development. Depending upon the priority needs for specially trained personnel for existing or on-going educational programs and projects in their respective regions and divisions, regional directors and superintendents are also urged to send at least one (1) participant to the seminar/leadership courses with expenses for their participation charged against funds of their respective offices, subject to the usual accounting and auditing regulations.

6. In view of the proximity of the summer vacation, wide publicity of this Department Memorandum is hereby requested.

(SGD.) JUAN I. MAUREL
Secretary of Education and Culture

Incl:

As stated

- 3 -

References:

Department Memorandums: Nos. (275, c. 1975), 8 and 9, c. 1976

Allotment: 1-2-3-4 -- (D.O. 1-76)

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

CLASSES

Course of Study, NORMAL

OFFICIALS

SCHOOLS

TEACHERS

VACATION PLANS

SEMINAR ON THE MANAGEMENT OF EDUCATIONAL
INNOVATIONS FOR DEVELOPMENT

I. Rationale of the Special Seminar Course

There are now hundreds of educational innovative projects being undertaken in many schools throughout the country in response to the demand for educational reforms. A number of these projects are implementations with various components of macro-level innovations launched by the Department of Education and Culture and its principal agencies. Some of these are on the institutional or local levels.

An inventory of these innovations has been compiled by the National Research and Development Centre for Teacher Education of the Department of Education and Culture in cooperation with the Asian Center of Educational Innovation for Development based at UNESCO, Bangkok. An analysis of the individual project reports reveals that a host of multi-dimensional problems beset project leaders in the management and operation of these much needed innovations.

Cognizant that education, particularly that type which is innovative and responsive to societal changes, needs and problems, is a potent lever and an energizing force for the attainment of national development goals, the educational system cannot afford to have well-planned innovations die at the blueprint stage or lose their steam and go the way of many educational fads. Studies of educational innovations in many countries of the Asian region and even of the Western world have shown that many of the restraining forces in the success, continuance or self-renewal of innovations reside not so much in the financial aspect as in the managerial side. Hence, this special seminar course on the Management of Educational Innovations for Development.

II. Objectives

The primary objectives of this seminar course are:

1. To gain broader and deeper insight into the systematic nature of the change process.
2. To develop the analytical skills necessary in determining problems and alternative solutions.

3. To strengthen the ability to evaluate and design or redesign project strategies at the regional and local levels.
4. To increase self-awareness and interpersonal effectiveness for collaborative work.
5. To promote interaction among participants for increased effectiveness in group work and discussions.

III. Course Content

This course is designed as a training course for graduate students in Education who are directly involved in the management of educational innovations and are agents in the process of educational change: policy planners, research and development staff, heads of institutions introducing innovations and teachers involved in adaptation and adoption of change. Readings on selected articles, researches and findings on innovation and change as well as in-depth analysis of case studies of selected micro- and macro-innovations in the Philippines and abroad will be the focus of the course. However, the main thrust is on the management process rather than the content of the innovation.

The course content is divided into several categories namely:

- I. Innovation: A Theoretical Framework
- II. The Individual and the Process of Innovation
- III. Strategies of Educational Innovations
- IV. Barriers and Unintended Effects of Innovation
- V. Exploration in the Management of Innovations
- VI. Systematic View of Models of Social Change: Implications for Management
- VII. Alternative Roles of Research in Educational Innovations

In-depth analysis of some selected case studies will be interwoven in the discussion of the aforementioned topics. The following are sample case studies to be used:

The In-School-Off-School Approach	-	Philippines
The Cotabato Rural Uplift Movement	-	Philippines
The Barrio Development Schools (BDS)	-	Philippines
Project SALAM	-	Philippines
The Educational Media Project	-	Malaysia
The Nationwide Implementation of Modularized Instruction	-	Indonesia
The Functional Literacy Program	-	Thailand
The Curricular Development Project	-	Malaysia
The Experimental Gymnasium	-	Oslo, Norway
Thornlea School	-	Ontario, Canada

IV. Seminar Methodology

Content materials drawn from project reports and the proceedings of the National Seminar on Educational Innovations for Development held at the Bayview Plaza Hotel, Manila on January 5-6, 1976 will be provided as seminar handouts. Readings from these materials, case studies of selected innovations and other references will help orient potential leaders on the variety, areas, levels, directions, dimensions and the management problems of educational innovations. Common readings will provide basis for class discussion.

Lectures will be provided not only by the course professor but also by resource persons and consultants who will be selected from innovators of on-going projects. Open forum will follow each special lecture session conducted by invited resource persons. Critique of open forums and the seminar as a whole will constitute the reaction papers in the course. Summing up and evaluation of insights and skills gained and developed in the course in relation to actual needs and problems of participants in their respective administrative spheres or teaching stations will be discussed.

Individual reports from readings or interviews with innovators will be assigned. There will also be group reports and panel discussions. In all class activities participants shall be encouraged to express their observations,

views, experiences, and comments on any issue or topic presented to them. Special individual projects and group assignments will be given to be worked out; e.g., role playing sessions (by groups) on case problems involving planning, coordination, implementation, decision-making, etc.

Field trips will be undertaken to on-going projects in the vicinity of the BVNS to observe and gain insights into their management and operation. Participants will be asked to prepare a case study on an innovation, either on an institutional, division, regional or central level. Guidelines in case-study writing and a format of a case study to serve as model will be provided.