

Republic of the Philippines
(Republic of the Philippines)
KAGABAWAN NG EDUKASYON AT KULTURA
(DEPARTMENT OF EDUCATION AND CULTURE)
Manila

September 18, 1977

DEPARTMENT MEMORANDUM
No. 198, s. 1977

ELEMENTARY EDUCATION PROGRAM THRUSTS
FOR THE SCHOOL YEAR 1977-1978

to: Bureau Directors
Regional Directors
Coordinator, State Colleges and Universities
School Superintendents
Heads of Private Schools, Colleges and Universities

1. In response to society's demand that education meet the social and individual needs of the greater number of the country's population, the Bureau of Elementary Education sets the following objectives for the school year 1977-1978.

- a. Retrieve children who left school and keep potential dropouts in school.
- b. Provide opportunities for all children of school age to obtain an education;
- c. Upgrade pupil achievement particularly in literacy and numeracy skills.
- d. Improve, maintain and provide adequate school plant facilities and equipment.
- e. Expand the special education program and
- f. Establish and strengthen linkages among co-workers in education.

2. In order to realize these objectives, program thrusts have been identified for implementation. Brief descriptions of these thrusts are included in order to acquaint you with each plan. However, prior to the launching of these thrusts, guidelines will be issued accordingly, and if necessary, orientation meetings will be scheduled.

3. This Office welcomes innovative strategies in implementing the projects as well as innovative projects designed to achieve the objectives for the school year 1977-1978.

4. It is hoped that this information will pave the way for better articulation and coordination of all.

5. It is requested that this Department Memorandum be given the widest publicity possible.

(SGD.) JUAN L. MASUEL
Secretary of Education and Culture

Incl.:

As stated

Reference:

None

Allotment: 1-2-3-4-5-6 (D.O. 1-76)

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

Course of Study, ELEMENTARY
PROGRAM, SCHOOL
PROJECTS
PUPILS
REPORTS
RESEARCH or STUDIES
RULES & REGULATIONS

(Inclosure to Department Memorandum No 138, s. 1977)

The following projects have been planned for achieving the above objectives:

a. Retrieving Children Who Left School -

Projects "Stay" and "Salik-Aral." These projects are directed towards retrieving dropouts and keeping potential dropouts in school until they finish Grade Six. With this twin approach, "overageeness" in the grades is expected to disappear, if maximum support is given by teachers and school officials.

b. Providing Opportunities for Children of School Age to Get an Education -

(1) Countryside Approach to Literacy

The regions are encouraged to prepare instructional materials unique to their place in terms of customs, practices, folk songs, stories and others. These materials shall be prepared in easy reading forms like comics or in the form of pictures. They may be offered for use by other regions through a delivery system known as a "mobile library." Such materials shall be designed to develop understanding and appreciation of our culture.

(2) Centers on Wheels

Each School Division - Implementing Unit

The project aims at the cultural development of deprived clients of elementary education. It is an effort to democratize access to all educational opportunities not only for children in school but also for those out of school. The approach is similar to that of a mobile school.

Geared to the development of moral, spiritual, and aesthetic values of deprived children from pre-elementary and elementary levels, the mobile centers will go to depressed areas equipped with projectors, sound systems, tapes, and other forms of media, art materials, reading materials which children have never been privileged to experience or manipulate at all.

Presentation shall be in the form of stories, projections of documentaries on the development thrusts of the government, customs, practices, folk songs, folk tales, and other forms of art which will provide for children's participation in the activities.

c. Upgrading Pupil Achievement Particularly in Literacy and Numeracy Skills

(1) Learning Continuum Project

The project aims to make the learning continuum, which is presently being validated, consistent with the needs of its clients. When finalized on the basis of validation findings, the document will serve as a guide for the attainment of quality education.

(2) Operation "Return to the Basics"

The project aims to upgrade pupil achievement in reading, language and mathematics. The regions are encouraged to prepare prototype instructional materials to suit pupils with varying abilities and to continue retraining their teachers in order to upgrade their competencies in teaching these subjects. Evaluation of achievement from time to time is emphasized. Regions and Divisions are expected to develop their own evaluation programs.

(3) Dialogues on the Revised Elementary Education Curriculum

This project is aimed at orienting teachers, school officials, and parents on the revised elementary education curriculum. Hence dialogue sessions on the program with different groups through various forms of media are envisioned. Experiments on its use are also planned to determine the validity of the proposal and to discover the most effective ways of implementing it.

(4) Pilot Learning Centers in Depressed Areas

These centers are planned as permanent facilities in selected places preferably in the depressed areas of our country. They are expected to provide for both formal and non-formal education to children as well as to adults.

The learning centers shall be equipped with reading materials, technological facilities, instructional materials such as self-learning kits, tools

and equipment which may be needed for learning. The facilities will grow according to the needs of the clients.

The center can very well serve learners whose skills have been accredited and found equivalent to certain grade levels, but who, in view of their age, could not attend regular classes. In this center out-of-school learners may borrow self-learning materials and take tests to determine whether they can progress to higher-level materials. A teacher will have to be trained to manage the center.

(5) The Barangayette

Aimed at developing good citizenship among young learners and as a counterpart of the Barangay and the Kabataang Baranga, this program was initiated in Region IV. Because of the valuable impact it has made in that region, other regions are encouraged to adopt it as a national project in elementary education. As a national project, it can be harnessed and used to the maximum in identifying and developing cultural values. It can complement the older barangay in its national projects like tree planting, seed bank, beautification, etc.

(6) Revision of the Marking System

Consistent with the simplification of the Elementary Education Curriculum, the marking system shall likewise be revised. The field will be involved in revising it.

(7) Preparation of Prototype Instructional Materials, Tests, Training Programs and Scripts for Radio Broadcasts

This project derives from the results of researches conducted by the Bureau of Elementary Education for policy formulation. As soon as needs are identified by the researchers, prototypes will be prepared and distributed to the regions for possible use in the schools, in the training of teachers, and in the teaching-learning process.

(8) Research for Policy Formulation

This project is an input for most of the preceding projects. These researches are expected to generate scientifically the data which will be used in the formulation of policies. To date, the following researches have been planned:

- a) Status of Pre-Elementary Education in the Philippines
- b) Competencies Expected of Pre-Elementary and Elementary Teachers

d. Establishing and Strengthening Linkages -

Proper Linkages

It has been felt that proper linkages can be the key to better outputs in elementary education. Since demands and expectancies in education are changing, continuous forums and articulation with clients and co-workers in education are inevitable.

e. Improving, Maintaining and Providing Adequate Plant Facilities and Equipment -

(1) Provision and Maintenance of Adequate and Sanitary Health Facilities

The project aims to utilize the initiative and leadership of the school officials and teachers in getting the cooperation and support of the community agencies, both public and private, including civic spirited citizens as well as the youth and adult community leaders in providing and maintaining adequate and sanitary health facilities such as toilets, hand-washing and drinking facilities in every school. Included in the program shall be the cleanliness and beautification campaign of the community with particular stress on the construction of a sanitary toilet in every house. The campaign shall be a cooperative venture of the school and the community.

(2) Repair and/or Construction of School Buildings

This project envisions the use of the self-help and bayanihan approaches. Many school buildings which are in need of major/minor repairs could be repaired, instead of waiting for the government funds to come, which in some instances may not be available at all, resulting in further deterioration of the school buildings.

f. Promoting Special Education Programs -

(1) Vision Screening Program for Partially Seeing Children

The tremendous impact of an eye defect on the learning process and personal adjustment in and out of the school shows the urgency of establishing a vision screening program.

Vision screening is only one part of a well-rounded eye health program. It has three basic elements:

- (a) direct health services
- (b) education of both parents and children
- (c) provision of a healthful environment

The program includes screening and follow-up; carefully planned policies and education in the prevention of eye accidents; a comfortable and healthful environment in which lighting is adequate in quantity; medically approved first aid procedures; and special education facilities and teaching services for children who have limited vision. Pilot classes will be organized in the division of Rizal.

(2) Expansion of Special Classes for the Gifted and Mentally Retarded

- a) In keeping with the National Plan of Action in Education, the expansion of the program for the gifted has been designed to discover giftedness at the start of the elementary schooling of the child instead of the usual program in the upper primary level.

The program includes early identification, an adjusted/enriched curriculum, enhancement of talents through classroom, co-curricular activities and provision of learning experiences that will maximize the capacities of the gifted child.

- b) The mentally retarded children are now being drawn "out of their shells" so to speak. Where before they were either left to fend for themselves or closeted at home, mentally retarded children are now trained to be self-sufficient and be a contributing member of both his family and the community.

The program places great emphasis on vocational training, an adjusted program-designed to suit the limited mental capacities of the mentally retarded.

(3) Historical Development of the Education of Different Exceptionalities

To answer the need for documented materials in the different exceptionalities, history of the education of children with behavior problems, the blind, the gifted, the hearing impaired, the mentally retarded and the Philippine Printing House for the Blind is being written by the Bureau.

(4) Models for Behavior Modification

Sometimes referred to as "the application of the results of the learning theory and experimental psychology to the problem of altering maladjustment behavior," behavior modification shows how the principles of learning can be used as the basis of learning behavior. Unlike therapies, behavior modification does not delve into the cause of the behavior nor does its rationale assume that the behavior is symptomatic of some obscure form. Its basic assumption is that all behavior (positive or negative) is learned. As such, all behavior is subject to change according to the principles of learning.