

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

January 24, 1978

DEPARTMENT MEMORANDUM
No. 26, s. 1978

THE EXPERIMENTAL ELEMENTARY EDUCATION PROGRAM, 1977

To: Regional Directors
Schools Superintendents

1. Inclosed herewith is the Experimental Elementary Education Program, 1977 approved by the National Board of Education (Inclosure No. 1). The implementing guidelines and a sample project design are likewise attached as Inclosures 2 and 3, respectively.
2. The Experimental Elementary Education Program, 1977 shall be tried out from Grades I to VI for two years beginning 1978-1979 in selected elementary schools.
3. Immediate dissemination of this Department Memorandum is hereby desired.

(SGM.) JUAN L. MANUEL
Secretary of Education and Culture

Incls.:

As stated.

Reference:

None

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

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

Course of Study, ELEMENTARY
PROGRAM, SCHOOL
SCHOOLS

The Revised (Experimental) Elementary Education Program, 1977

INTRODUCTION

In response to the PCPP recommendation that the educational system must undergo a change in its goals, structure and methods to be relevant to the changing society, the DE has launched a long-range and diversified program to make education more relevant and responsive to the national needs and development. One of the first efforts towards this at the elementary level was the collection of data that could serve as basis for curriculum planning in education; curriculum development and improvement; and the mobilization of scarce resources for education through the Bureau of the Bureau of Elementary Education (SCUTELA).

The SCUTELA report which came out in June, 1976, gave a dismal picture of the situation in elementary education. One of the recommendations in this report was a study or re-examination of the elementary school curriculum and the preparation of a realistic and viable learning continuum which would include the knowledge, skills and attitudes the child is expected to learn at various levels of his schooling. The need to translate the basic objectives of elementary education into finer or more precise terms became more urgent when the President called for a re-examination of the curriculum in his address at the First President's National Conference on the Development of Children and the Bicentennial Education Congress which in December, 1976.

His Excellency, the President, urged the Department of Education and Culture to re-examine the elementary school curriculum to find out whether it meets the needs of the greater number of the population - the 80% who come from families within the low-income bracket.

The President recommended that the DE study the content and methodology of the elementary school curriculum to make it more relevant to the needs of the millions of Philippine children for whom formal education will be limited to only 2-5 years. Special attention should be given to those who are forced to leave school for social and economic reasons so that they might be able to find joyful employment or, when their economic conditions improve, they can return to school.

This report contains an analysis of the present situation in education as well as recommendations to the National Board of Education for possible revision of the elementary school curriculum.

In order to set this report in proper perspective, it is important to bear in mind three (3) cardinal principles of education and development, namely:

- 1) Formal schooling may, in the long run, have significant effects towards the eradication of poverty which, in the immediate present, is negating most efforts of the schools in achieving development goals. It has been established

Investigation of some of the major causes for leaving schools; and the correlation with socio-economic conditions and school facilities are well known. It is in recognition of this fact that the Government should be declared that "in order to bring about a more vigorous and energetic effort should be directed to improve the school system, especially in deprived areas.

- 2) The problem of the inadequate curriculum as it does with an inefficient implementation of the existing curriculum. Unless there are adequate textbooks and other materials (now being attended to by the Textbook Project), well-trained teachers (prior salaries are now making many of them leave the system) and high morale, which primarily is the result of active participation in school matters, no amount of curriculum revision will improve the quality of elementary education.
- 3) That the school cannot do everything is a principle often enunciated and yet violated. It can collaborate with others but it cannot take the place of the Family, the church, and government agencies. The curriculum will integrate in its major subject areas, character formation, nutrition education, population education, socio-political education, etc., but it must attend with undistracted vigor to the basic fundamentals of learning.

The committee considered the following in the revision of the elementary education program of 1970:

1. The objectives of elementary education as outlined in the Revised Elementary Education Program (1970) are still relevant to the national development goals and the national educational aims.
2. In the revision of the elementary curriculum, a "return to the basics" is needed so that the student who leaves school at any point, (e.g. Grade IV), could be equipped with knowledge, skills and attitudes to make him productive and respected member of society. This points to a simplified curriculum in which fewer subject areas are offered and more time is allotted to the development of fundamental skills, i.e., basic skills, specifically the 3 R's and thinking skills especially in the lower grades. The slogan "self-reliance in learning" is adopted, will assure a citizenry that is undisciplined, unproductive and uneducated.

3. To make the curriculum relevant, "non-essential" or superfluous which do not have much utilitarian value will have to be weeded out, and basic knowledge, skills and attitudes will receive more emphasis.
4. A learning continuum is already being developed by the IIT, hence, what is needed is a statement of objectives in broad terms that can bridge the gap between the very broad national goals and the specific learning tasks listed in the learning continuum. These objectives need to be expressed in terms of expectancies which teachers and parents can understand.

In the implementation of the new elementary school program, certain points merit consideration:

1. There are more and more educated parents in our society today, and they should take upon themselves as social responsibility their contribution to the education of their children -- assisting them in reading, arithmetic, language, etc. and having their learning validated through tests to determine grade placement in school. Those not in a position to take on such responsibility, i.e. the illiterate, the abjectly poor, should have more of the school's (teacher's) time.
2. Work has an important place in a person's life, particularly for the pupil, but work has to be viewed within a larger context so that the amount of work expected of a child should vary depending on (1) how much work he already does at home, (2) how work functions in his everyday life, and (3) how much work time he has available for formal study and with whom (teachers in school, assistance that is available at home, etc.) The curricula for work education, therefore, should vary with the work background of the learners. For those for whom work is not part of home activities, more in fact should be expected. Further, where work cuts into formal study time, when teacher-pupil contact becomes minimal, materials-pupil contact (the right kind of materials) should be made available.
3. The objectives of character education, a subject area in the 1970 Revised Elementary Education Program are more effectively achieved by providing natural situations for the development and application of desirable moral values in all the subject areas than by providing one specific subject area for character formation. This means that every teacher shall be concerned with the development of values and attitudes supportive of the government imperatives. Teaching by example besides precept can never be overemphasized.
4. The school can only succeed in its educative function if the total society is seriously concerned about the realization of the stated national goals of social equality and self-less service to our fellowmen. In other words, all its efforts in inculcating the young with the true spirit of democracy will be frustrated if the national environment is one which perpetuates social inequality and ostentatious self-aggrandizement.

THE REVISED (EXPERIMENTAL) PHILIPPINE ELEMENTARY EDUCATION
PROGRAM, 1977

National Development Goals (F.D. 6-A, 1972)

1. To achieve and maintain an accelerated rate of economic development and social progress;
2. To secure the maximum participation of all the people in the attainment and enjoyment of the benefits of such growth;
3. To strengthen national consciousness and promote desirable cultural values in a changing world.

National Educational Aims (F.D. 6-A, 1972)

1. Provide for a broad general education that will assist each individual, in the peculiar ecology of his own society to (1) attain his potential as a human being; (2) enhance the range and quality of individual and group participation in the basic functions of society, and (3) acquire the essential educational foundation for his development into a productive and versatile citizen;
2. Train the nation's manpower in the middle-level skills required for national development;
3. Develop the high-level professionals that will provide leadership for the nation, advance knowledge through research, and apply new knowledge for improving the quality of human life; and
4. Respond effectively to changing needs and conditions of the nation through a system of educational planning and evaluation.

Objectives of Elementary Education (adopted from 1970
Revised Elementary Education Program)

Elementary education shall aim to develop the spiritual, moral and physical capabilities of the child, provide him with experiences in the democratic way of life, and inculcate ideals and attitudes necessary for enlightened participation, service and useful citizenship.

To achieve these objectives, elementary education shall provide for:

1. the development of spiritual and civic values and the development of a good Filipino character and abiding faith in God and genuine love of country;
2. the teaching of the young citizen in his rights, duties and responsibilities in a democratic society for active participation in a progressive and productive home and community life;
3. the development of basic understanding about Philippine culture, the desirable traditions and virtues of our people as essential requisites in attaining national consciousness and solidarity;
4. the teaching of basic health knowledge and the formation of desirable health habits and practices;
5. the development of functional literacy in the vernacular, in Filipino and in English as basic tools for further learning; and
6. the acquisition of fundamental knowledge, attitudes, habits and skills in science, social studies, mathematics, arts and work education and their intelligent application in appropriate life situations.

The foregoing restatement of objectives for elementary education is an amplification of the specific objectives of Elementary Education promulgated by the Board of National Education in 1957.

Expectations

Grade IV

At the end of Grade IV, the child is expected to:

1. read labels, directions, notices, rules and regulations, billboards, posters, letters, periodicals and seek more information in the vernacular, Filipino and in simple English and, where applicable, Arabic.

2. write names of persons, places, items of purchases, simple notes and letters, and fill out personal data and other forms of similar nature, in Filipino and in English and, where applicable, Arabic.
3. express ideas and feelings orally and in writing when sharing experiences with family and community in Filipino and in English and, where applicable, Arabic.
4. work out basic computations and problems relating to family income and expenses, buying and selling, taxes and rental rates.
5. apply scientific knowledge and skills in identifying and solving problems pertaining to health and sanitation, food production, nutrition and the local environment and the conservation of its resources.
6. know and communicate about the history of one's community; describe local government structures and functions, utilize available social services, exercise one's right and perform corresponding obligations and participate actively in the affairs of the community.
7. show interest in different occupations, demonstrate desired attitudes towards work, apply systematic knowledge and manual skills in in-school and out-of-school situations, like home chores and tasks on the farm and community, and in performing one's role as a responsible member of one's household.
8. show appreciation for Filipino and other cultures by attending cultural activities and/or expressing feelings and ideas creatively through music, art and physical activities such as gymnastics, games and sports in school and in the community and spending one's leisure time doing some of these activities.
9. relate well with family and other people in the community by manifesting in one's behavior, spiritual, moral and ethical values such as love of God, country, family and fellow-men, self-reliance, self-discipline, respect for authority, love of freedom, honesty, justice, industry, and charity.

Grade VI

At the end of Grade VI, the child is expected to:

1. read proficiently labels, directions, notices, rules and regulations, advertisements, posters, letters, periodicals and other printed materials of relatively difficult content and seek ways and means to continue learning on his own in Filipino and English and, where applicable, Arabic.

2. write with greater proficiency notes of persons, places, lists of purchases, simple notes, friendly and business letters, and fill out all kinds of forms in Filipino and in English, and where applicable, in Arabic.
3. express ideas orally and in writing, in a clear and logical manner with little or no help, when sharing experiences with family and community, in Filipino and in English and, where applicable, Arabic.
4. work out more complex computations and problems relating to occupations, business practices, measurement and estimation, income and expenses, taxes, rental rates and interest charges; gather and interpret data, using graphing and reading and other methods related to problems of daily living.
5. apply scientific knowledge and skills in identifying and solving problems pertaining to health and sanitation, nutrition, food production, preparation, and storage, and to the environment and the conservation of its resources and in involving better ways and means of doing things.
6. utilize knowledge of local and national history, government structures and functions, taxation and public expenditures, social services, individual rights and obligations to improve the quality of one's participation in the affairs of the community and the nation.
7. show deeper interest in different occupations; demonstrate willingness to work; apply systematic knowledge and manual skills in home management, such as in protecting the family health, and in improving one's home; use of skills in at least one particular occupation like farming, animal raising, fishing, handicrafts and simple trades to earn a living.
8. show deeper interest and appreciation for Filipino and other cultures by attending cultural activities and/or participating in music, art, dance and physical activities like games and sports in school and community during one's leisure time; manifest skill and talent in at least one of such activities that could result in one's livelihood.
9. relate well with other individuals in family, community and nation by manifesting in one's behavior spiritual, moral and ethical values such as love of God, country, family and fellowmen, self-reliance, self-discipline, respect for authority, love of freedom, honesty, industry, justice, and charity.

2. TIME ALLOCATION - DETAILED PER DAY

SAMPLE 1

SUBJECT AREAS	DAILY TIME ALLOCATION				
	I	II	III	IV	V-VI
Opening Activities ¹	20	20	20	20	20
Communication Arts (English) ²	60	60	60	60	60
Communication Arts (Filipino) ³	60	60	60	60	60
Mathematics	40	40	40	50	50
Physical Education ⁴	30	30	30	30	30
Music and Art Education ⁵	30	30	30	30	30
Supervised Activities	-	-	20	20	20
Science and Health	-	-	30	30	40
Work Education ⁶	20	20	30	30	50
Araling Panlipunan (Soc. Studies)	-	-	-	40	40
Total Minutes per day	260	260	320	350	400

¹Opening activities shall serve as vehicles for character education.

²Science and Health concepts and situations are utilized in the development of communication skills in English.

³Similarly, social studies concepts and character development situations shall be used for developing communication skills in Filipino.

⁴Physical Education will be taught everyday in all grade levels.

⁵Music and Art Education will be taught five times a week; three days, Music; two days, Art Education.

⁶Work Education in Grades I and II emphasizes development of desirable work attitudes and habits utilizing everyday chores at home, school and the community as learning situations and the production of useful articles from recycled materials. Work on recycled materials shall be correlated with Art and the various subject areas. If the teacher is skillful in integrating work education with other subject areas, the separate period for the subject may be omitted in Grades I and II, but there should be stress on the attainment of desired outcomes.

Beginning Grade III this area includes elementary agriculture, homemaking and family living, in industrial arts, retail trades and YCAP activities for both boys and girls.

A. DAILY ALLOTMENT OF MINUTES PER DAY

SCHOOL

SUBJECT AREA	DAILY TIME ALLOTMENT				
	I	II	III	IV	V-VI
Opening Activities	20	20	20	20	20
Communication Arts (English)	30	30	55	30	60
Communication Arts (Filipino)	60	60	55	50	60
Mathematics	40	40	40	40	50
Physical Education	30	30	30	30	30
Music and Art Education	30	30	30	30	30
Supervised Activities	-	-	20	20	20
Science and Health	-	-	40	40	40
Work Education	20	20	30	30	50
Arating/Panlipunan (Social Studies)	-	-	-	40	40
Total minutes per day	260	260	320	350	400

B. TIME ALLOTMENT - MINUTES PER WEEK

SAMPLE A

	WEEKLY TIME ALLOTMENT				
	I	II	III	IV	V-VI
Opening Activities	100	100	100	100	100
Communication Arts (English)	300	300	300	250	300
Communication Arts (Filipino)	300	300	300	250	300
Mathematics	200	200	200	250	250
Physical Education	150	150	150	150	150
Music and Art Education	150	150	150	150	150
Supervised Activities	-	-	100	100	100
Science and Health	-	-	150	150	200
Work Education	100	100	150	150	250
Araling Panlipunan (Social Studies)	-	-	-	200	200

A. TIME ALLOCATION - DAILY PERIOD

EXHIBIT

SUBJECT AREAS	DAILY TIME ALLOCATION				
	I	II	III	IV	V-VI
Opening Activities	20	20	20	20	10
Communication Arts (English)	50	50	30	30	60
Communication Arts (Pikiniyo)	50	50	40	50	60
Mathematics	40	40	40	40	50
Physical Education	30	30	30	30	30
Music and Art Education	30	30	30	30	30
Supervised Activities	-	-	20	20	20
Science and Health	-	-	40	40	40
Work Education	30	30	30	30	50
Angling Fundamentals (Social Studies)	-	-	-	40	30
Total minutes per day	260	260	320	350	400

B. TIME ALLOCATION - MINUTES PER WEEK

SAMPLE B

SUBJECT AREAS	WEEKLY TIME ALLOCATION				
	I	II	III	IV	V-VI
Opening Activities	100	100	100	100	100
Communication Arts (English)	300	300	275	250	300
Communication Arts (Filipino)	300	300	275	250	300
Mathematics	200	200	200	200	250
Physical Education	150	150	150	150	150
Music and Art Education	150	150	150	150	150
Supervised Activities	-	-	100	100	100
Science and Health	-	-	200	200	200
Work Education	100	100	150	150	250
Araling Panlipunan (Social Studies)	-	-	-	200	200

B. TIME ALLOCATION - MINUTES PER WEEK

SAMPLE C

SUBJECT AREAS	WEEKLY TIME ALLOCATION					
	I	II	III	IV	V	VI
Opening Activities	100	100	100	100	50	50
Communication Arts (English)	300	300	250	250	300	300
Communication Arts (Filipino)	300	300	300	250	300	300
Mathematics	200	200	200	200	250	250
Physical Education	150	150	150	150	150	150
Music and Art Education	150	150	150	150	150	150
Supervised Activities	-	-	100	100	100	100
Science and Health	-	-	200	200	200	200
Work Education	100	100	150	150	250	250
Araling Panlipunan (Social Studies)	-	-	-	200	250	250

C. Subject Areas: A Brief Description

1. Opening Activities

This first 30-minute period of each day will be the pupils in the program and the teacher will engage in activities for character education, the development of good health habits and general education values. Pupils shall be encouraged and given the opportunity to plan and direct the activities during this period. English or Filipino shall be used during this period.

2. Communication Arts (English)

This area includes listening, speaking, reading, and writing skills in English. For effective teaching, the specific learning tasks constituting these skills shall be developed in communication situations using many and varied materials to the point of mastery.

While the primary aim in Grades I and II is to develop self-reliance in learning by equipping pupils with the tools for learning, the content or subject matter is to be drawn largely from the area of Science and Health. Listening, speaking, reading, writing and thinking skills shall be developed in learning situations in which science and health concepts are learned. Children shall likewise be taught appropriate literary materials such as jingles, rhymes, poems and stories.

The vernacular shall be the auxiliary medium of instruction in Grades I and II.

The daily communication arts period in English shall be scheduled in the daily class program as one whole block e.g., 70 minutes in Grades I and II, or this may be divided into a 40-minute period in the morning and a 30-minute period in the afternoon. The 40-minute period in the morning may further be divided into a 20/20-minute period, and the 30-minute period in the afternoon into a 15/15-minute period to allow for group instruction; i.e., the teacher may work with one group while the other group does independent or remedial exercises.

The 50-60 minute period in Grades III and IV may be divided into 25/30-minute periods, one in the morning and the other in the afternoon. Group instruction may be conducted in the same manner described above.

In the intermediate grades, the 30-minute period for communication arts may be divided into two periods: 15/15 or 20/10, depending upon the specific need of the class.

3. Communication Arts (English)

This area includes listening, speaking, reading, and writing skills in Filipino. In addition to these, the specific learning tasks concerning these skills shall be developed in appropriate authentic materials and worked materials to the point of mastery.

While the focus in Grades I, II and III is to equip the pupils with skills for learning, content or subject matter is to be largely drawn from the areas of social studies and character education which are no longer treated as separate subjects in the first three grades, hence, listening, speaking, reading and writing skills shall be developed in learning situations which involve social studies and character education concepts as well as moral values. Children shall be taught appropriate literary materials such as jingles, rhymes, poems, dialogue, etc. suited to the grade.

The vernacular shall be the auxiliary medium of instruction in Grades I and II.

The daily communication arts period in Filipino shall be scheduled as one whole block, i.e., 70 minutes in Grades I and II, or it may be divided into two periods, a 40-minute period in the morning and a 30-minute period in the afternoon, which may be further divided as in curriculum on arts (English) to allow for the operation of a two-grade scheme.

Elementary Mathematics

The daily period in mathematics in Grades I to IV includes a study of the four fundamental processes, metric and local measurement, etc. It should be applied to practical problems from the environment of the child.

In the intermediate grades, besides further development of the basic mathematical skills, the child is expected to solve problems related to business and industrial activities in the community.

The medium of instruction in elementary mathematics from Grades I - IV is English.

As in the communication arts subjects, the period may be scheduled as one whole block or divided into two periods to allow for the operation of a two-grade scheme.

5. Science and Health

In the proposed program, Health and Science is introduced as a separate subject starting in Grade III. This subject area aims to help the Filipino child gain an understanding of science concepts and principles, acquire science skills as well as scientific attitudes and values needed in solving everyday problems pertaining to health and sanitation, nutrition, food production and the environment and its conservation.

In line with the bilingual policy, the subject area shall be generally taught in English. In teaching health concepts and developing health habits, Filipino shall be used if the teacher finds it more effective than English.

6. Social Studies and Character Education

Social Studies is taught as a separate subject in Grades IV, V, and VI. It includes character education and content from the different disciplines such as social psychology, anthropology, geography, economics, history, political science, philosophy, and sociology.

The aim of this subject is to contribute to the development of an effective and nationalistic citizen in a democratic society - one who is well-informed and useful, patriotic and self-reliant and who advances the cause of nationalism through understanding, appreciating, perpetuating, and developing the desirable in our national heritage and ideals.

Awareness and commitment to the imperatives of the government shall be developed through the study of the six basic concepts in social studies, in which these are integrated, namely, Social Institutions, Moral and Spiritual Values, Heritage and National Identity, Environment, Change, and Economic Processes.

7. Physical Education
Music and Art Education

Although Physical Education and Music and Art Education are to be taught separately, that is, each subject has a specific period, team planning shall be adopted so as to integrate efforts for the development and propagation of the best in our cultural heritage. This means that lessons in Physical Education will be correlated with lessons in Art and Music and vice versa as much as possible.

Lessons will include work in which basic arts and physical education activities are brought together to form an integrated whole. Children will be encouraged to express his feelings, ideas and inspirations through songs, dances, gymnastics, exercises, paintings, and other creative activities and religious worship. Art, music, crafts and appreciation for our indigenous folk arts, native games and dances.

Situations shall be provided for children to translate what they have learned into their work, play and recreational activities. While actively participating in various interest groups such as art and musical societies, intramurals, tournaments, scouting and recreational activities, they learn the basic body movements and games skills as well as art concepts and musical skills. As the children go through the grades, competency in sports, physical fitness and musicality as well as awareness in design and craft construction shall be further developed.

8. Work Education

In Grades I and II Work Education emphasizes the development of desirable work attitudes and habits through learning situations relevant to everyday chores at home, school and the community and the production of useful articles from recycled materials. Work on recycled materials shall be correlated with art and with projects in the various subject areas.

If the teacher is skilled in integrating work education with other subject areas, e.g., social studies, the separate period for the subject may be omitted in Grades I and II, but there should be stress on the attainment of the expectations for the grades; desired attitudes towards work and basic work skills applicable to daily chores.

Beginning Grade III this area covers the phases of work in elementary agriculture, homemaking and family living, industrial arts, retail trades and WEP activities designed to develop awareness and interest in occupational jobs, increase knowledge and understanding of systematic ways of doing things, foster positive values and attitudes towards work and cultivate proper work habits and skills in the utilization of resources.

In Grades III and IV, Work Education primarily aims to develop awareness of the work of work in the home and community through exploratory courses including the knowledge and skills pertaining to different occupations. In Grades V and VI, concentration is at least one of these occupational or work skills is desirable.

9. Supervised Activities

To make the program flexible, the teacher is given 20 minutes daily in Grades III-VI which can be devoted to any activity/size of size of work that need to be further carried out within the day. These should be planned and supervised like those in other class periods. The teacher can therefore finish, retouch, reinforce or enrich any activity previously introduced and/or do remedial work with pupils. As much as possible, this period should be scheduled earlier in the day.

Guidelines for Supervised Activities:

1. Daily lesson plans which indicate activities planned for this period shall be prepared.
2. Pupils may be grouped into fast, average, slow learners for purposes of individualized instruction and for planning suitable activities for remediation, reinforcement, or enrichment purposes.
3. Pupils' activities should be carefully monitored so that the period for supervised activities will yield good results.
4. In schools where learning centers have been put up, arrangements should be made with the director of the learning center so that classes can avail of the facilities of the center at least once a week.
5. In schools where there are no learning centers, the active involvement of the PTA may be enlisted in providing facilities needed for retouching, reinforcing, and enriching lessons for the day.
6. Resource persons from the community may be invited to enliven discussions of important topics.

IMPLEMENTING GUIDELINES FOR ONE NATIONAL
ELEMENTARY EDUCATION PROGRAM

In view of the approval of the Experimental Elementary Education Program of 1977 by the National Board of Education, the Department of Education and Culture hereby promulgates the following guidelines for the implementation of the program:

1. The program shall be tried out this school year 1978-1979 in at least one complete elementary school in each division in each region. However, divisions may have more than one experimental school depending on the availability of instructional materials and competent teachers. Regional Committees are given the responsibility to select the schools to be used for this tryout following these criteria:
 - a) A school must be drawn from among the largest complete elementary schools.
 - b) It must be chosen at random in a rural or urban area.
 - c) It must not be involved in any other tryout project.

In each tryout school, one class with at least 40 pupils per grade shall be exposed to the experimental program. Parallel to the group being exposed to the experimental program, a control group in the same school should be set up. The only difference is that the experimental program will not be used by the control group.

In this case, there shall be two groups of pupils from Grades I to VI. Pupils by grade levels will be assigned to the two groups (experimental and control) at random.

Teachers shall be matched according to:

- a. Sex
 - b. Age
 - c. Educational qualification
 - d. Number of years in teaching the grade
 - e. In-service training program attended
2. A list of sample schools together with a location map shall be submitted to the national committee by the end of March, 1978 by the regional office.
 3. All provincial/city divisions shall prepare specific work plans for their experimental and control classes.

4. The following schedule shall be adopted for the implementation of the experiment in elementary education program:

Phase I - Pre-planning stage January 1978

This stage includes preliminary meetings of the regional advisory committee and preparation of the research design.

Phase II - Preparatory Stage February - May, 1978

The activities of this stage revolve around the organization of regional, division and district committees, orientation of school officials involved in the project, preparation of instructional materials and selection of experimental schools.

Prototype materials will be prepared at this stage also.

School divisions shall prepare instructional materials and criterion-referenced tests for use in the tryout classes. Likewise, training programs shall be conducted to train tryout teachers.

Phase III - Tryout of the Experimental Program June, 1978 - March, 1979

The tryout will cover a period of one year. At the beginning of the school year, pre-tests prepared by the divisions concerned will be administered to the pupils involved in the project. Questionnaires prepared by the BIE will be administered to teachers and other school officials.

Phase IV - Evaluation Feb. - March, 1979

Periodic assessment and a continuous evaluation of the project will be conducted by the regional and division offices every quarter. Classes will be observed throughout the year using observation guides prepared by the Bureau of Elementary Education. At the end of the school year, post-test will be administered to the pupils. Questionnaires from teachers and other school officials will be retrieved by the division committee.

Since the aim of the project is to see the viability, results will not be compared nationwide. However, comparisons may be made among tryout schools in the region.

Phase V - Analysis and Reporting April - May, 1979

During the period, feedback from regions will be analyzed by the Bureau of Elementary Education.

A report on the project will be submitted by the National Committee to the Secretary of Education and Culture and the National Board of Education.

5. Regional directors are urged to set aside funds for the tryout of the project or use funds from the Local School Board earmarked for research.
6. A project design (Inclosure No. 3) may help school divisions in preparing specific work plans for implementing the project.

Project Title: IMPLEMENTING THE EXPERIMENTAL ELEMENTARY
EDUCATION PROGRAM

Rationale and Background

In 1976, the Survey of Outcomes of Elementary Education (project SOURCE) came up with a 23-point recommendation to improve the quality of elementary education in the country. One such recommendation pointed to the need to re-structure the elementary education program to make it more responsive to present day needs, less subject-centered and overcrowded, more adapted to flexibility in scheduling and more development-oriented.

To underscore the immediate need of pushing through the implementation of the recommendation, the Secretary of Education and Culture organized a curriculum revision committee composed of eight ranking educators of the country in January, 1977. The committee was given the responsibility of re-examining the elementary education program and revising it to meet societal needs.

After a series of meetings, the committee came up with a revised elementary education program which is in response to the President's call for a more relevant curriculum to meet the needs of the greater number of the population, 80% of whom came from families within the low income bracket.

The new elementary education program offers fewer subjects in Grades I-III and more time allotted to the development of the basic skills, specifically the 3 R's in the lower grades. In this program, emphasis is not only placed in the development of the basic skills but also of thinking skills so that a pupil who drops out before he reaches the sixth grade is equipped with knowledge, skills and attitudes that would make him a productive, versatile and respectable citizen.

Changes in the new curriculum include the integration of language and reading in communication arts. In Grades I and II, communication arts in English draws content or subject matter largely from science and health while communication arts in Filipino in Grades 1 - III draws content or subject matter largely from araling panlipunan (social studies). Beginning Grade III, elementary science is taught as a separate subject and beginning Grade IV, araling panlipunan (social studies) is taught as a separate subject. Another change is the introduction of work education beginning Grade I to enable pupils as early as possible to develop desirable work habits and attitudes towards the world of work.

The new elementary education program was approved by the National Board of Education but before it is fully implemented, it will be tried out for two years in 100 elementary schools throughout the country beginning the school year 1978-1979.

This specific project, therefore, will only be a small-scale implementation of the new elementary education program of 1977.

Objectives

1. To determine whether or not the new elementary education program is viable in the different regions in the country.
2. To find out whether or not the new elementary education program is implementable in schools in rural and urban areas.
3. To prepare instructional materials needed to implement the new program.
4. To provide tryout teachers with the necessary in-service training and orientation on the new scheme.
5. To review/modify the program based on the feedback of tryout teachers and other school officials.

Sampling

The population frame shall consist of one complete elementary school per division in the 13 regions. The school shall be drawn from among the large complete elementary schools in an urban or rural area in a representative district in the division. A representative district refers to a district which is neither too large nor too small in relation to school population. The school to be chosen should not be involved in any other tryout project.

In each sample school, one class per grade shall be exposed to the experimental program. Parallel to the group being exposed to the experimental program, a control group should be set up comparable in all essential aspects. The only difference is that the experimental program will not be used by the control group.

In this case, there shall be two groups of pupils from Grades I to VI. Pupils by grade levels will be assigned to the two groups (experimental and control) at random.

Teachers shall be matched according to:

- 1) Sex
- 2) Age
- 3) Educational qualification
- 4) Number of years teaching the grade
- 5) In-service training program attended

The distribution of sample schools by region is given in the table below:

DISTRIBUTION OF SCHOOLS BY REGION

Region	No. of Divisions	Distribution of Schools*		Total
		Urban	Rural	
I	11	1	7	11
II	7	3	4	7
III	9	3	5	9
IV	6	2	4	6
IV-A	15	5	10	15
V	9	3	6	9
VI	14	2	9	14
VII	9	3	6	9
VIII	9	3	6	9
IX	8	3	5	8
X	13	5	8	13
XI	7	3	4	7
XII	9	3	6	9
TOTAL	126	45	81	126

NOTE:

Private schools should be encouraged to participate in the tryout.

*Chosen at random

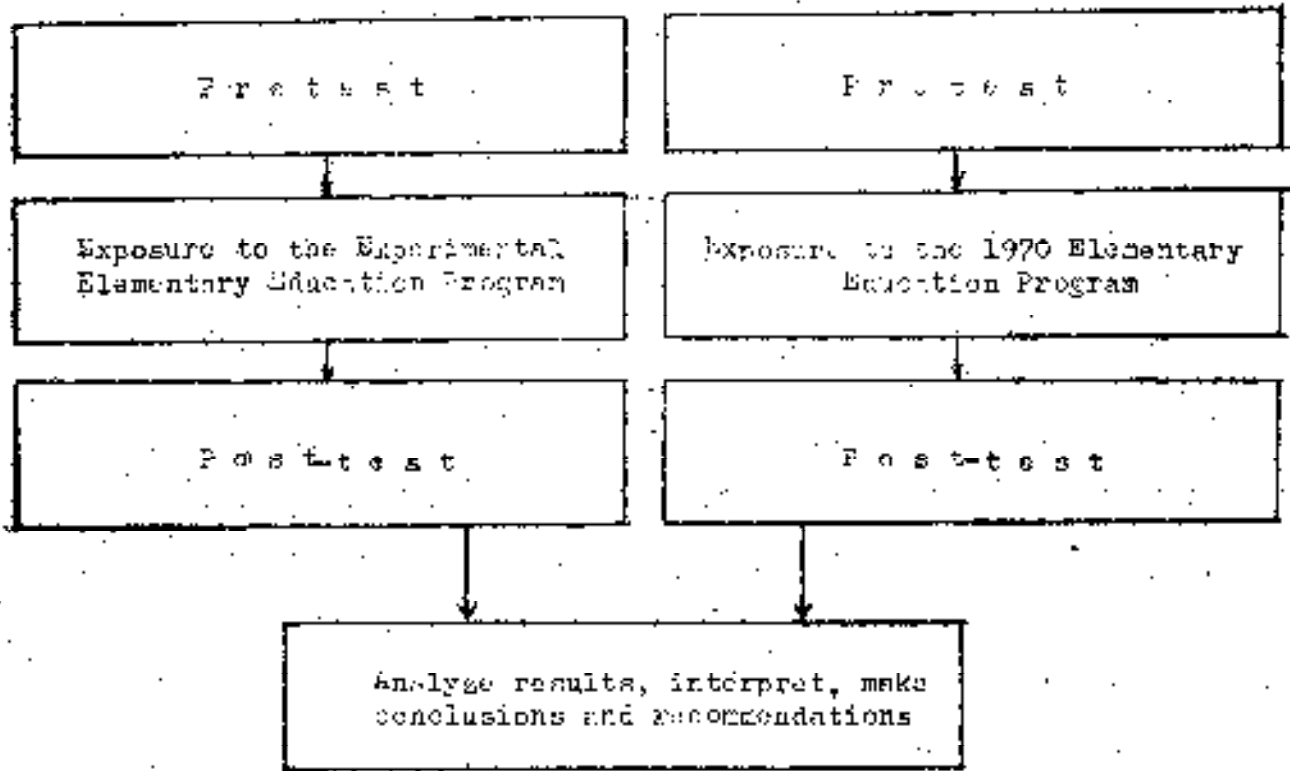
SCHEMATIC DIAGRAM OF THE PROJECT

EXPERIMENTAL CLASSES
(Grades I to VI Classes)

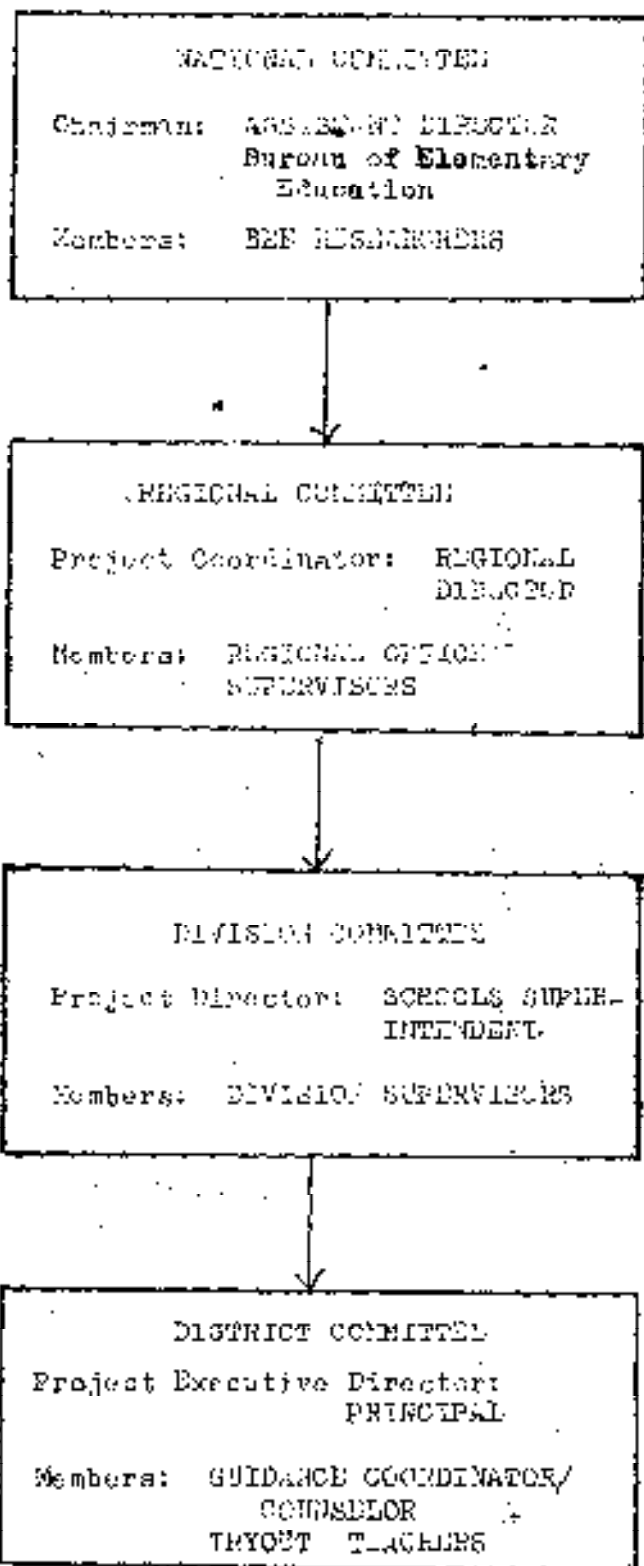
one class per grade

CONTROL CLASSES
(Grades I to VI Classes)

one class per grade



~~EXPERIMENTAL~~ ELEMENTARY EDUCATION PROGRAM
ORGANIZATION CHART



Responsibilities

PROJECT COMMITTEES

National	Regional	Division	District
<ol style="list-style-type: none">1. Coordinate/monitor the project on a national scale2. Provide technical assistance3. Serve as clearing house4. Evaluate project periodically5. Assist in conducting in-service education necessities6. Prepare questionnaire for tryout teachers and other school officials7. Prepare project report	<ol style="list-style-type: none">1. Coordinate/monitor the tryout in the region2. Assist revisions in implementing the project3. Monitor preparation of instructional materials4. Supervise activities in the region5. Select experimental schools6. Submit periodic feedback to the national committee	<ol style="list-style-type: none">1. Monitor the project in the division2. Train tryout teachers3. Organize a committee of teachers to prepare instructional materials and criterion-referenced tests both for diagnostic and availability4. Submit periodic feedback to regional committee	<ol style="list-style-type: none">1. Monitor and supervise the project2. Assist tryout teachers in implementing the program3. Submit periodic feedback to the Division committee

Instruments To Be Used

Two types of instruments will be used. The first type is a battery of tests in the different subject areas included in the elementary education program. These tests will be administered at the beginning of the school year to provide baseline data on pupil performance.

The second type of instrument to be used are two sets of questionnaires to gather reactions from teachers and other school personnel. One set of questionnaires will be administered to tryout teachers and the other one will be administered to school heads.

Evaluation Mechanism

Pretests and posttests in the different subject areas included in the elementary education program will be administered at the beginning and close of the school year respectively. Test results will be analyzed to find out if there are differences in the level of achievement of the pupils in the different subject areas in both schools. T-tests of the significance of the differences (if any) will be computed.

Periodic assessment will be conducted by members of the various committees.

Researchers from the Bureau of Elementary Education will observe classes in experimental and control schools to evaluate the feasibility of adapting the program.

All feedback data will be analyzed and used as basis for revising/modifying the program before it is fully implemented nationwide.

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ACTION SEQUENCE IN THE IMPLEMENTATION OF THE EXPERIMENTAL
ELEMENTARY EDUCATION PROGRAM

<u>ACTIVITIES</u>	<u>Target Date</u>
Phase I	
1. Preliminary planning on the national level	December, 1977
2. Organizing a national committee to oversee the project	January, 1978
3. Preparation of a research design	January, 1978
4. Preparation of funding proposal	January, 1978
5. Orientation of EED personnel on the project	January, 1978
6. Preparation of prototype materials for use in the tryout classes	Jan. - Feb. 1978
7. Preparation of a model for in-service training of teachers	January, 1978
Phase II	
8. Organizing a regional committee to oversee the project	February, 1978
a. Staff conference on the regional level to orient the staff	February, 1978
b. Meeting with superintendents and division research supervisors	
c. Identifying the experimental school	
9. Constituting the division committee	February, 1978
a. Orientation meeting with general education supervisor, district supervisor, principal and tryout teachers	
b. Organizing a division committee to prepare instructional materials and criterion-referenced tests	
c. Training of teachers	

10. Constituting the district committee March, 1978
 11. Orienting other school officials on the project March, 1978
 12. Preparation of additional instructional materials March-May, 1978
- Phase III
13. Launching of the experimental program June, 1978
 14. Administration of the following: June, 1978
 - a. Mental ability test
 - b. Pretest in all subject areas
 - c. Questionnaire for teachers and other school officials
 15. Periodic assessment and evaluation of the tryout July-March, 1979
 16. Observation of classes by B.E. personnel, regional and division supervisors July-March, 1979
- Phase IV
17. Post-test February, 1979
 18. Submission of year-end feedback March, 1979
- Phase V
19. Retrieval of feedback from the regions April, 1979
 20. Analysis of feedback April-May, 1979
 21. Revision/modification of the experimental education program based on feedback May, 1979