

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

February 7, 1978

DEPARTMENT MEMORANDUM  
No. 41, s. 1978

RECAPITULATION OF THE VARIOUS ASPECTS OF THE  
TTC TEXTBOOK PROJECT WITH EMPHASIS  
ON DISTRIBUTION

To: Bureau Directors  
Regional Directors  
Chiefs of Services and Heads of Units  
Coordinator, State Colleges and Universities  
Schools Superintendents

1. To enable the field to have a fuller appreciation of the various aspects of the Textbook Project, the following information on the project are hereby issued:

- a. The Textbook Project. The Textbook Project is one of the basic reforms being implemented under the ten-year Educational Development Program as mandated by Presidential Decree No. 6-F. It is funded by a loan from the International Bank for Reconstruction and Development and a counterpart fund from the Philippine government.
- b. Objectives. The overall purpose of the project is to develop the institutional capacity for the continuous development and supply of relevant instructional materials in the country. This involves four aspects:
  - (1) The establishment or strengthening of local institutions to develop materials;
  - (2) The production and distribution of 60 million textbooks and teacher's manuals for the elementary and secondary schools over a period of five years in the basic subjects of science, mathematics, social studies, Filipino and English;
  - (3) The training and retraining of teachers in the use of new instructional materials; and
  - (4) The development and execution of an evaluation system for the textbook program.

- c. The textbook development and production cycle under the project allocates one year for planning and writing, a year for field-testing a draft edition, and another year for production and mass printing before final distribution to schools.
- d. NETEDCO and PEBL-DECCO. The Basic Education Textbook Development Coordinating Council (NETEDCO) has been established as the overall coordinating body of the basic educational development program. The composition of this council is as follows: Secretary of Education and Culture, Chairman; and the Chairman, Textbook Board; Director, Bureau of Elementary Education, Director, Bureau of Secondary Education; Director, Bureau of Higher Education, Chief, Office Planning Services, Director, U.P. Science Education Center, Director, Social Studies Center; President/Director, PNC-LSC; President/Director, PCAT; President/Director, QLSU; Director, Dean, U.P. College of Education; Executive Director, National Educational Testing Center; Executive Director, EDFITAP; Regional Director as PEBL-DECCO Chairman, President, Fund for Assistance to Private Education (FAPED), President, COCOPEA; and President, Publishers/Printers Association, members.

On the regional level, coordination is done by the Regional Basic Education Textbook Development Coordinating Council (REB-DECCO) composed of the Regional Director as Chairman and with the following members: President/Director, Regional Staff Development Center; Principal/Coordinator, Development High Schools (2 in each region); Principal/Coordinator, Decentralized Learning Resource Center; the Chief, Elementary Education Division; Chief, Secondary Education Division; Chief, Higher Education Division; provincial or city Division Superintendents in the region; and representative, teacher training colleges in the region.

- e. The Curriculum Development Centers (CDCs). In terms of institutional development, three CDCs have been established or designated to write, test and revise the new textbooks and teacher's manuals. These are the U.P. Science Education Center, the PNC Language Study Center and the LEC Social Studies Center. Two other CDCs at the Philippine College of Arts and Trades and Central Luzon State University are developing teaching guides in the practical arts.
- f. The RSDC, DHS and DLRC. Also established were 14 Regional Staff Development Centers (RSDCs); 34 Development High Schools (DHSs); and 65 Decentralized Learning Resource Centers (DLRCs) to form a network of centers for teacher training and development and dissemination of instructional and resource materials at the regional, provincial, and district levels.

- a. The Textbook Board Secretariat (TBS). To manage the implementation of the Textbook Project, a Textbook Board Secretariat was organized on July 1, 1978 under the aegis of the Educational Development Projects Implementing Task Force (EDPTF).

In accordance with the Implementing Rules and Regulations of P.D. No. 807 as issued by the Textbook Board, the Secretariat is responsible for organizing, coordinating, executing, and supervising the full complement of textbook publishing functions, including manuscript preparation, testing, production, manufacturing and distribution. In addition, it shall have the necessary powers to recommend for approval of the Secretary of Education and Culture such contracts as are required to carry out these functions.

The Secretariat is headed by a full-time Director and is organized into five operating divisions namely: Editorial Division, Production Division, Training and Evaluation Division, Manufacturing Division, and Distribution Division. Two service units complement the operating divisions namely: the Comptroller's Office and the Administrative Section.

- b. The Distribution Program. Crucial to the success of the Textbook Project is the efficient distribution of textbooks and teacher's manuals to the end-users. Distribution consists of four phases:
- (1) Tryout Phase - Tryout copies of the textbooks and teacher's manuals are distributed to 40 to 60 elementary or secondary schools selected by the CEC.
  - (2) Teacher-training Phase - Final edition copies of the teacher's manuals and textbooks are sent to the CDCs for Level 1 training; to PSDCs for Level 2 training and to division warehouses for Level 3 training between February and May.
  - (3) Mass Textbook Distribution - Textbooks are distributed by the TBS through commercial forwarders to all division offices on a student-to-book ratio of 2:1 as deliveries are received from the printers.
  - (4) Additional Copies - To provide for damaged or lost books and for the increase in enrolment, each division warehouse will be given about 17% more than the actual number of books destined for the schools.

1. Documents. The following documents accompany or are required for each shipment:
  - (1) Invoice Receipt for Property (IRP) - issued by TBS in 4 copies. All four (4) copies must be signed by the consignee and returned to TBS (if possible, through the forwarder). After the document is signed by the TBS Director and the Division, a copy is sent to the Division Office to signify transfer of property. Three copies of the signed IRPs are sent to the Regional Office and the Property Section, General Services Division, Administrative Service of the GOC for record purposes.
  - (2) Computerized Warehouse Receipt (WR) - WRs for every book title are prepared by the TBS by computer on a per division, per district, and per school basis. They are sent to the Supply Offices in triplicate to serve as a guide in the allotment of books and as acknowledgment receipt. The first copy shall go to the school, the second to the division office, the third copy to the regional office. TBS shall also furnish the regional office with a master list of book allotments per division per grade/book title. The regional office shall in turn furnish TBS a summary of books actually received by the schools based on the WRs received from the divisions.
  - (3) Instructions to Consignee - This is attached to each IRP which accompanies each shipment for the reference of the Supply Officer.
  - (4) Forwarder's Waybill or Acceptance Receipt (WR) - This is presented to the consignee by the forwarder upon delivery of books. The Supply Officer shall sign the WR and AR to acknowledge receipt of books after an actual count and inspection.
  - (5) Certification - This certification shall be accomplished by the consignee to confirm the actual number of books received and their condition upon receipt, and to indicate other information he might have about the shipment. In case of over-deliveries, the Supply Officer may retain the excess copies in the warehouse and use them to fill reports of shortages in the schools. Under-deliveries should appear in the Certification so that TBS could ship additional copies immediately and at the same time file the claim against the forwarder, if warranted.

- j. Warehouses. Existing regional and division warehouses together with the 42 new ones constructed under the project and the TES Central Warehouse in Metro Manila shall form the main distribution network. Each field warehouse has its designated service area and will be provided with basic office and delivery equipment, such as typewriters, calculators, filing cabinets and hand pushcarts. Regional and division supply officers and bookettes are in charge of getting all books to the end-user schools at the soonest possible time.
- k. Use of Single-side Hand Radios. To facilitate communication and monitoring of book distribution and other activities of the Department, single-side hand radios have been installed in the regional and division offices. Where electric power supply is irregular or unavailable, gas-operated power generators have been provided for the radio units.
- l. Funding of Textbook Distribution. Initial funding shall be provided by the project for additional warehouse personnel salaries, supplies and materials, delivery/handling, and travel expenses of the superintendent or supply officer in monitoring textbook distribution within their jurisdiction. The funds shall be provided through a Memorandum of Agreement (MOA) between the regional office and EDPITAF. The Agreement spells out the responsibilities of all offices concerned in the distribution of books, appointment of new personnel, and disbursement of funds. As soon as possible, the new positions should be incorporated as regular items in the budget of the division or regional offices.
- m. Accountability and Annual Inventory. Project textbooks are government property. The usual accountability and inventory requirements shall apply to them under existing auditing rules and regulations. Annual inventory shall be necessary not only to account for property but also to determine the number of books that have to be replaced.
- n. Distribution Schedule. In general, the objective is to have new books available in the schools at the opening of the school year. However, because of the large-scale printing involved and the fact that some titles are manufactured abroad as a result of the international bidding required under the Credit Agreement with the International Bank for Reconstruction and Development, some books may reach the field within the school year. TES shall distribute as they are received from the printers. So that books will reach the different

regions at approximately the same time, first shipments may be made to areas furthest from Metro Manila as difficult of access.

- c. Problems of Distribution. Between July and October 1977, the Textbook Board Secretariat delivered to all school divisions some 1,850,176 copies of the first two-project textbooks (Science Grade 1 and Mathematics Grade 1). Numerous reports of delay in the receipt of the books by end-user schools were received by this Office. Most of the delays reported seemed to have been caused by transportation difficulties in certain areas and some by shipping errors. Other delays, however, appeared to have been caused by the late release of sub-allotments by the regional offices to the division offices which consequently were unable to move the books quickly to the districts and schools for lack of funds.

2. Five new textbooks (Pilipino Primer 1, Filipino Reader 1, Filipino Text 2, Mathematics Grade 2 and Science Grade 2) are scheduled to be released to the field before the beginning of SY 1978-1979. To help insure the prompt and efficient distribution of these and future other new textbooks, it is requested that:

- a. All DEC officials and personnel concerned extend their fullest help and cooperation to the Textbook Project.
- b. The division officials acknowledge promptly the receipt of textbooks and report immediately by radio or telegram to the Textbook Board Secretariat any problems that may disrupt or delay distribution. It should see to it that books are dispatched to the schools immediately. In this connection, school division superintendents may exercise their discretion in giving cash advances to district supervisors to expedite the immediate distribution of textbooks in their respective districts.
- c. The regional offices effect the timely release of the divisional sub-allotment of distribution fund provided by EDPTAF under the EDCs with said offices. It shall also be their responsibility to supervise and closely monitor the progress of textbook distribution and utilization in their respective jurisdictions.

3. It is requested that this Department Memorandum be given the widest publicity to help insure the success of the DEC Textbook Project.

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

References:

Department Order: No. 11, s. 1976  
Department Memorandums: Nos. 22 and 193, s. 1977  
and 165, s. 1975

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

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

~~BOARD~~ or COUNCIL  
~~CENTERS~~  
~~FUNDS~~  
OFFICIALS

~~PROJECT~~  
~~SCHOOLS~~  
~~TEACHERS~~  
~~TEXTBOOKS~~