

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

May 31, 1979

MEMORANDUM
No. 139, s. 1979

SECOND SEMINAR-WORKSHOP PREPARATORY TO AN EXPANDED
TRYOUT OF THE IMPACT DELIVERY SYSTEM

To: Bureau Directors
Regional Directors
Chiefs of Services and Heads of Units
Schools Superintendents

1. The Ministry of Education and Culture, through EDNETAF, in cooperation with the SEAMEO Regional Center for Educational Innovation and Technology (IMPACT), will hold the second of a series of three live-in seminar-workshops preparatory to an expanded tryout of the IMPACT delivery system. This seminar-workshop to be held on July 17-20, 1979, at the Applied Nutrition Center, Sanilad, Cebu City, will have the following specific objectives:
 - a. To orient in-depth the planners on the major aspects of the IMPACT system, and
 - b. To prepare a detailed plan for the expanded tryout of the IMPACT delivery system.
2. Inclosed is the tentative program for this seminar-workshop.
3. In preparation for the said seminar-workshop, the following need to be accomplished:
 - a. Identification of the divisions, districts, and schools that will be used as IMPACT sites. This is pre-requisite to the identification of the participants to this second seminar-workshop.
 - b. Orientation of the participants on the major aspects of the IMPACT system as well as to inform them of the results of the first seminar-workshop.

c. Drafting of a detailed plan of implementation for the expanded tryout of the IMPACT delivery system in the region. This will serve as the basis of the final implementation plan which will be developed in the second seminar-workshop. Inclosed also are the guidelines in the preparation of the plan.

4. Participants will include:

Regional Directors Steering Committees from Luzon,
Visayas and Mindanao (Dir. A. Fomento; Dir. E.
Sarmiento; Dir. A. Tiro)

Director, Bureau of Elementary Education

Chief, Planning Service

Representative, Textbook Board Secretariat

Assistant Regional Directors, 13

Chiefs of Elementary Education Division, 13

Division Superintendents or Assistant Division
Superintendents, 20

District Supervisors, 20

UDRC Representative, 1

EDPITAF Representatives, 5

INVOIECH Representatives, 6 including Project
Directors of IMPACT sites

T O T A L - 84

5. As participants are identified, please submit their names immediately to EDPIWAF - 2153 Marwin Plaza Bldg., Pasong Tamo, Makati Metro Manila.

6. Expenses incident to the attendance of the participants will be charged against the funds to be provided by the International Development Research Center, Canada, based on government rates.

7. The thirteen (13) regional directors may participate in the one-day (July 19) observance of the Cebu IMPACT sites. This would enable the comparison of an urban setting - Sapang Palay IMPACT site as observed in the first seminar-workshop and a rural setting, Cebu IMPACT sites of IMPACT. Expenses incident to the attendance of the regional directors will be charged against their local funds.

8. It is desired that those concerned be informed accordingly.

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

Incls.:

As stated

Reference:

Unnumbered Memorandum dated April 26, 1979

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

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

✓ FUNDS
✓ OFFICIALS

✓ SEMINAR
✓ WORKSHOP

GUIDELINES IN THE PREPARATION OF A PLAN
FOR AN EXPANDED TRYOUT OF THE IMPACT TECHNOLOGY

This enclosure is designed to provide some guidelines in planning and conducting the tryout of the IMPACT system in each region/division. It attempts to help prepare the participants to produce realistic and valuable seminar outputs by requiring them to equip themselves with the necessary data and information like those found in handouts for Seminar I and pertinent data about the schools where the IMPACT system will be tried out.

It is possible that some of the participants who will finalize the first time. And yet, they are expected to prepare plans based on knowledge and understanding of the IMPACT concepts. The participants are, therefore, enjoined to read the handouts that were given to Regional Directors during Seminar I.

If IMPACTECH can be informed early enough about the names, designations and addresses of the participants in Seminar II, copies of the handouts may be sent directly to them in advance.

OBJECTIVES

The main objective of Seminar II is to finalize the plan for the expanded tryout of the IMPACT system in each region, specifically in particular school(s) in supervisory district(s) of the division(s) selected.

The participants in Seminar II will therefore include those ~~Division Superintendents and District Supervisors within those~~

jurisdiction the participating school(s) will be located. Hence, it is necessary that an early decision be made in the choice of the divisions, the districts and schools for the IMPACT tryout.

I. REFERRED INFORMATION:

A. In preparation for the Seminar-Workshop, the participants should bring with them the following information relative to the proposed IMPACT site(s):

- 1) Division(s) in the region to participate in the expanded tryout of IMPACT;
- 2) Number of supervisory district(s) in each division to be included in the tryout;
- 3) Number and types (rural, semi-urban, urban) of school(s) in each supervisory district to be included; and
- 4) Data on each school to be included in the tryout.
 - a. Enrollment by grade level, and
 - b. Administrative and teaching personnel, specifically:
 - (1) Official designation of school head (principal, head teacher, or teacher in-charge),
 - (2) Number of primary and intermediate teachers and the subjects the latter teach,
 - (3) Other educational personnel such as the guidance counselor, if any, and
 - (4) Members of support staff and their positions.

B. SUGGESTIONS

Relative to the choice of site(s) for tryout, IMPACT offers the following suggestions.

- a. Interest. It will be best to start with a school which will volunteer, and/or where teachers are eager to engage in the

- c. A high school is accessible which can be a source of tutors.
- d. The school should represent a setting or conditions for which the nation (or division) is expected to make certain decisions on the basis of the tryout results.
- e. In anticipation of research studies, there should be comparable schools which can be utilized as control schools.
- f. It will be noted if the teacher-pupil ratio in the proposed IMPACT site is typical or representative of the teacher-pupil ratio in the nation or division.
- g. It would be desirable if a statement of the reasons or rationale for the choice of the IMPACT site can be incorporated in the plan.

II. OUTPUT OF THE SEMINAR

The output of the seminar will be the plan for the expanded tryout of the IMPACT system. In its simplest form, the plan will consist of the following:

A. DECISIONS CONCERNING:

1. Choice of sites, and
2. Duration or number of years the tryout is to be conducted.

B. ORGANIZATIONAL STRUCTURE

1. Who will be the project director?
2. Who will constitute the administrative and supervisory personnel?

Criteria for these decisions include:

- a. Teacher-pupil ratio to start with, and
 - b. Itinerant and special teachers needed.
- c. Technical support staff

It is suggested that a small core staff be formed with the initial function of coordinating materials production and distribution. As much as possible, this core staff should be recruited from among the existing staff in the school.

OTHER PRE-LAUNCHING ACTIVITIES

Before launching the tryout, the school staff will need to undertake several important activities, which include:

1. Preparing a schedule of activities;
2. Assigning personnel;
3. Undertaking a community survey for the following purposes:
 - a. To assess the people's readiness for the use of the IMPACT system, and
 - b. To make an inventory of community resources.
4. Conducting an acceptance campaign; and
5. Developing strategies and preparing guidelines for:
 - a. Grouping of children,
 - b. provision of learning places like kiosks or converting corridors into learning places, and
 - c. ~~Reproduction of materials.~~

D. MATERIALS PRODUCTION/DISTRIBUTION

The following types of materials need to be reproduced

I. Modules

- a. If the Cebu modules will be used, printing may be done by the original printer in Davao; or
- b. If the Sapang Palay modules will be used, reproduction will entail stenciling, mimeographing and binding the needed number of copies.

Depending on the arrangements, these can be ordered from Sapang Palay or reproduced in each site.

2. Leader's Books/Post-Tests

Whichever set of modules are used, each site will need to prepare leader's books and post-tests for all modules beginning with Module 51.

Again, depending on the arrangements, these can be ordered from either Cebu or Sapang Palay, or reproduced in each site.

3. Programmed Teaching Items

The modules for programmed teaching contain the items to be learned but there are accompanying materials to be prepared either by the teacher, or by a production unit. These include flash cards, charts, posters, or these may be written on the board as the need would arise.

SUGGESTION:

It is possible that economy may be effected if production

~~of these items to be centralized in each region or division.~~

E. PHYSICAL PLANT AND FACILITIES

THE UNIT

conventional classroom, hence, the plan for the tryout should make provisions for:

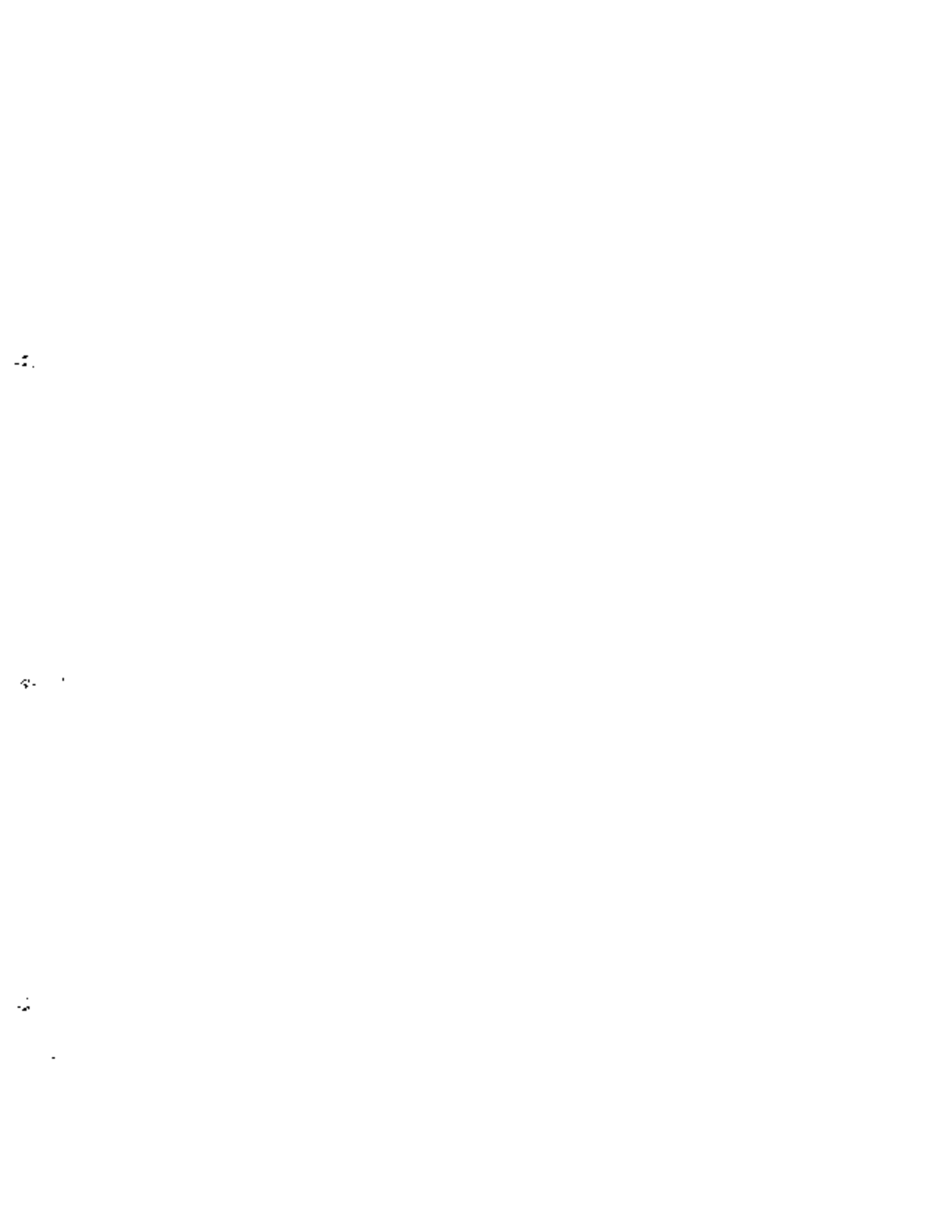
1. Construction of kiosks or designation of learning places;
2. Restructuring and enlarging of the library for an integrated learning-resource center;
3. Construction of shelves for storage of modules/materials; and
4. Provision of desks or carrels for individual testing.

F. INTERLOCKING OF EDUCATIONAL INNOVATION PROJECTS IN THE REGION

It is important that existing as well as new educational innovation projects be looked into as they contribute to the attainment of the goals and targets set forth to equalize the benefits of education. As such it is best that in the development of the IMPACT delivery system, one considers the needs of education existing in the regions and more so, the programs and projects that would meet these needs.

For example, as discussed in Seminar 7, it may be possible that existing Decentralized Learning Resource Centers (DLRCs) can serve as IMPACT Community Learning Centers. It is hoped, however, that the experimental nature of the expanded tryout system will be preserved.

Moreover, the Five Year Educational Development Plan of the Region generated through the planning exercise of PRODED (~~Program for Decentralized Educational Development~~) may serve as valuable source of information.



MINISTRY OF EDUCATION AND CULTURE
 EDUCATIONAL DEVELOPMENT PROJECTS IMPLEMENTING TASK FORCE
 NATIONAL CENTER FOR EDUCATIONAL INNOVATION AND TECHNOLOGY

A JOINT SEMINAR

TOWARD THE EXPANDED THOUGHT OF THE IMPACT TECHNOLOGY
 (INSTRUCTIONAL MANAGEMENT BY PARENTS COMMUNITY AND TEACHERS)

TIME	JULY 17	JULY 18	JULY 19
8:30 - 9:00	Opening Orientation Understanding IMPACT (Film Showing) Forum	Instructional Management System	Observation Naga Lapu-Lapu
11:00 - 12:00	Replication Procedures (Items 2-7)	Instructional Materials Resource Utilization	
1:00 - 3:00	Acceptance Campaign Community Survey	Administration & Supervision	Post-Observation Conference
4:00 - 5:00	Instructional Management	Initial Planning Group Work	Continuous Planning Group Work

(EMPITALP)
(INNOVTECH)

(LOGY
(TEACHERS)

JULY 20
Project Staff
Research & Evaluation
Finalise Teyout Pl Group Work
Reproting Plan
Closing