

Republika ng Pilipinas  
(Republic of the Philippines)  
MINISTRI NG KAGASYON, KULTURA AT ISPORTS  
(MINISTRY OF EDUCATION, CULTURE AND SPORTS)  
Manila

February 23, 1983

MECS MEMORANDUM  
No. 46, s. 1983

1983 SUMMER MECS-KLYC SKILLS UPGRADING PROGRAM  
FOR VOCATIONAL TEACHERS AND INSTRUCTORS

To: Bureau Directors  
Regional Directors  
Schools Superintendents  
Presidents, State Colleges and Universities  
Heads of Private Schools, Colleges and Universities  
Vocational School Superintendents/Administrators

1. Pursuant to the Memorandum of Agreement between the Ministry of Education, Culture and Sports and the National Manpower and Youth Council dated August 1, 1977, on the skills upgrading program for vocational teachers and instructors, the 1983 Summer Training courses at the Office of Manpower Skills Development, Taguig, Metro Manila, will start on April 6 and end on May 27, 1983.
2. The courses to be offered, duration in training hours and the number of trainees to be accepted are as follows:

<u>Courses</u>	<u>Duration</u>	<u>No. of Trainees</u>	<u>No. of Hours</u>
<u>AUTOMOTIVE</u>			
General Automotive Mechanics	6 April to 27 May 1983	20	280
<u>DIESEL</u>			
Engine Overhauling	-do-	15	280
Fuel Injection	-do-	15	280
<u>ELECTRICITY</u>			
Instrumentation and Industrial Control	-do-	16	280
Industrial Electricity (Motor and Controllers)	-do-	16	280







ELECTRONICS

Digital Logic	6 April to 27 May 1983	16	280
Color Television Servicing	-do-	16	280

MACHINE SHOP

Turning Operation	-do-	16	280
Milling Operation	-do-	8	280
Grinding Operation	-do-	8	280
Metrology	-do-	10	120 (Half day)

BLOWING AND PIPE FITTING

6 April to 27 May 1983	16	280
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REFRIGERATION AND AIR

<u>CONDITIONING</u>	-do-	20	280
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SHEET METAL FABRICATION

-do-	16	280
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WELDING

Tig and Mig	-do-	10	280
Electric Arc	-do-	15	280

DRESSMAKING

6 April to 27 May 1983	20	120 (Half day)
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TAILORING

-do-	20	120 (Half day)
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3. An applicant for a training grant under this skills upgrading program must:

- a. possess a permanent appointment as teacher/instructor if he/she is teaching in a government school;
- b. be actually teaching in a government or private school the course(s) which he will take under the program and his latest efficiency rating must at least be Satisfactory;
- c. be not more than 50 years old on his last birthday; and
- d. be recommended by the school head and endorsed favorably by the school's superintendent and/or the regional director, the recommendation to include a certification that local school funds are available to cover the monthly stipend, travel expenses, and other authorized allowances of the recommendee.

4. Recommendations to this program should be coured through channels to the Minister of Education, Culture and Sports, attention: Director, Bureau of Secondary Education, following the inclosed form for the letter of recommendation. Two copies of the official Transcript of Records of the recommendee and three copies of each of the inclosed Information Sheet and Skills Training Grant Contract properly accomplished should be attached to the letter of recommendation. These papers should be sent in time to reach the Office of the Minister of Education, Culture and Sports on or before March 15, 1983.









5. Recommendees will be duly notified of their acceptance or non-acceptance to the training program. In order to avoid unnecessary inconveniences, the accepted recommendees should present their notices of acceptance to the Office of Manpower Skills Development when they report for their scheduled training.
6. In addition to his regular salary, a teacher trainee from public schools outside the Metro Manila area shall be entitled to a monthly stipend of P450 for the duration of his skills training grant, travel expenses from his/her station to the Office of Manpower Skills Development, Taguig, Metro Manila, and return, and cost of materials and supplies not exceeding P300 needed by the trainee in making required training aids and projects that will be used for instructional purposes in his/her school, subject to the availability of local school funds and the usual accounting and auditing requirements.
7. Trainees from public schools within Metro Manila, may be given monthly transportation and meal allowance expenses not exceeding P450 to and from the Manpower Skills Development Office chargeable against the funds of their respective schools, subject to the availability thereof and the usual accounting and auditing requirements.
8. A teacher trainee who is awarded a certificate of completion in a course in this program shall be entitled to credits in coursework of three (3) units on the graduate level, or five (5) units on the undergraduate level in the school where he/she is enrolled.
9. The National Manpower and Youth Council will not charge any fee from the participants. A participant may elect to stay at the NMYC Dormitory at P7.00 a day. Canteen services are also available.
10. Immediate dissemination of the contents of this Memorandum is desired.

(SGD.) OSCAR D. COCUIZ  
Minister

Incl.:

As stated

Reference:

SEC Memorandum No. 3, s. 1982

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

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

BUREAU & OFFICES  
EXPENSES  
SCHOOLS

TEACHERS  
TRAINING PROGRAM  
VOCATIONAL EDUCATION







LETTER OF RECOMMENDATION

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Date

The Honorable  
The Minister of Education, Culture and Sports  
Arroceros St., Manila  
(Through Channels)

Attention: Director, Bureau of Secondary Education

S i r :

I have the honor to recommend Mr./Ms. \_\_\_\_\_  
\_\_\_\_\_ of this school for a skills training grant in the  
course(s) \_\_\_\_\_  
at the MNYC Office of Manpower Skills Development, Taguig, Metro  
Manila, under the MECS-MNYC Skills Upgrading Program for Vocational  
Teachers and Instructors from \_\_\_\_\_, 19 \_\_\_\_\_  
to \_\_\_\_\_, 19 \_\_\_\_\_.

The recommendee has a contract/permanent appointment as teacher/  
instructor in this school where he is presently assigned to teach the  
course(s) in \_\_\_\_\_. His/Her latest efficiency  
rating is \_\_\_\_\_.

In this connection, I hereby certify that local school funds  
are available to cover the authorized expenses of Mr./Ms. \_\_\_\_\_  
\_\_\_\_\_ as a training grantee under this program, which  
includes a monthly stipend of P \_\_\_\_\_, traveling expenses from  
his/her station to the MNYC Office of Manpower Skills Development,  
Taguig, Metro Manila, and return, and cost of materials and supplies  
needed for the production of training aids and projects required in  
the course(s) to be taken not exceeding P500. I further certify that  
Mr./Ms. \_\_\_\_\_ has no pending administrative or  
criminal charges against him/her.

Inclosed are the Information Sheet and Skills Training Grant  
Contract of Mr./Ms. \_\_\_\_\_ duly accomplished.  
Also inclosed are two copies of his/her latest official Transcript of  
Records.

Very truly yours,  
\_\_\_\_\_  
\_\_\_\_\_

Incl.:  
As stated









INFORMATION SHEET

(NECS-NMVC Skills Upgrading Program for Teachers and Instructors)

Name \_\_\_\_\_ Sex \_\_\_\_\_ Age \_\_\_\_\_

Position \_\_\_\_\_ Civil Status \_\_\_\_\_

Course Presently Teaching \_\_\_\_\_ Latest Efficiency Rating \_\_\_\_\_

Name and Address of School \_\_\_\_\_

Educational Attainment:

<u>Degree/Curriculum Completed</u>	<u>Major Field</u>	<u>Year Graduated</u>
_____	_____	_____
_____	_____	_____

In-Service Training Program Attended:

<u>Title of Training Program</u>	<u>Where Taken</u>	<u>Inclusive Dates</u>
_____	_____	_____
_____	_____	_____

Industrial Work Experience Related to Present Teaching Assignment:

<u>Employer</u>	<u>Type of Work</u>	<u>Inclusive Dates</u>
_____	_____	_____
_____	_____	_____

Skills Upgrading Course(s) Desired: \_\_\_\_\_

Inclusive Dates of Training Preferred: \_\_\_\_\_

\_\_\_\_\_  
(Signature of Applicant)

Certified Correct:

\_\_\_\_\_  
(School Head)

(This portion will be filled out by the NECS-NMVC Technical Committee)

Date \_\_\_\_\_

The training schedule of Mr./Ms. \_\_\_\_\_  
in the course(s) \_\_\_\_\_ is hereby approved for \_\_\_\_\_

\_\_\_\_\_  
(Inclusive Dates of Training)

\_\_\_\_\_  
(Time of Training)







SKILLS TRAINING GRANT CONTRACT

I, \_\_\_\_\_ in consideration of the skills training grant awarded me by the Ministry of Education, Culture and Sports under the MDCS-DMC Skills Upgrading Program for Vocational Teachers and Instructors and of the payment of my salary, monthly stipend and other authorized allowances by my school during the period of such skills training grant, do hereby agree:

1. To specialize in \_\_\_\_\_ at the Office of Manpower Skills Development, Taguig, Metro Manila, for a period of \_\_\_\_\_;
2. To return to my present station upon the termination of my skills training grant and to render to the same at least one (1) year of service for every course taken under the program with a duration of 240 hours to 300 hours;
3. To render a report to the Ministry of Education, Culture and Sports through my school/agency regarding the training activities that I undertake under the program, within one month upon my return to my station.
4. To turn over to my school/agency upon my return, all the training aids and projects made by me during the period of my training where materials and supplies used were provided by my school/agency; and
5. To reimburse to my school/agency the amount equal to the total compensation in the form of salary, monthly stipend, and other allowances paid to me during the period of my skills training grant in the event that, through inexcusable neglect or circumstances within my control, I fail to abide by the terms of this contract.

IN WITNESS WHEREOF, I hereunto set my hand this \_\_\_\_\_ day of \_\_\_\_\_, 19 \_\_\_\_ at \_\_\_\_\_, Philippines.

\_\_\_\_\_  
(Signature of Applicant)

\_\_\_\_\_  
(Designation)

SUBSCRIBED AND SWORN to before me this \_\_\_\_\_ day of \_\_\_\_\_, 19 \_\_\_\_ at \_\_\_\_\_, Philippines, the affiant exhibiting his/her Residence Certificate No. \_\_\_\_\_ issued at \_\_\_\_\_ on \_\_\_\_\_, 19 \_\_\_\_\_.

\_\_\_\_\_  
(Administering Officer)









## THE UNESCO ASSOCIATED SCHOOLS PROJECT

### INTRODUCTION

UNESCO is an international organization of the UN family which means United Nations Educational, Scientific and Cultural Organization.

One of its aims is the promotion on international cooperation and peace through school education.

During the early years of the organisation, educationists and teachers working in collaboration with UNESCO produced an impressive stock of new ideas and suggestions on education for international understanding. It was felt that UNESCO should help schools and teachers put these into practice. Thus, with a planning meeting held in November 1953, The Associated Schools Projects in Education for International Cooperation and Peace came into being as the next logical step in UNESCO's action to promote education in schools for international understanding and peace.

At the first meeting of Associated Schools held in Paris, there were 21 participants, representing a total of 33 schools in 15 member States. There are now approximately 1,300 participating institutions in 74 member States at primary, secondary and teacher-training level.

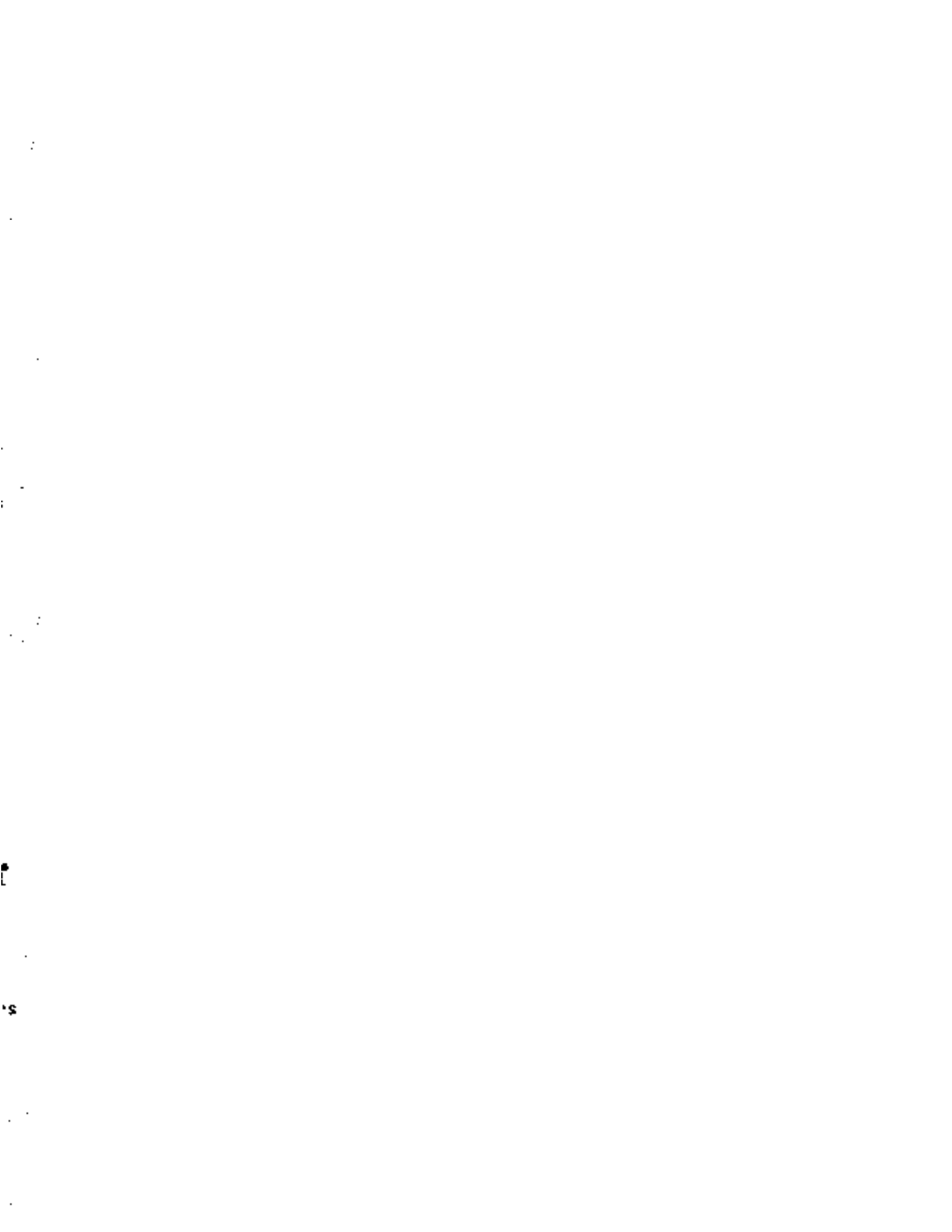
The objectives of the Project are twofold: (a) to carry out experimental work and special programme in the development of new teaching methods, techniques and materials for education for international understanding and (b) to facilitate exchanges of information, correspondence, teaching materials, students and teachers between schools in different countries.

The Associated Schools Project has served as an effective means of extending to educational institutions in many different countries the Organization's educational activity for international understanding and peace. Valuable experience has been gained over the past years by the Project in regard to methods and programmes as well as research and evaluation problems. It has produced substantial results in many countries like, the better adaptation of curricula and programmes to the purposes of international understanding, the production of new teaching materials, and increased interest on the part of educational authorities and teachers in the problem as a whole and in such matters as educational research and development.

### HOW IS THE ASSOCIATED SCHOOLS PROJECT ORGANIZED?

Associated schools are, quite simply, educational establishments in UNESCO's Member States at the primary, secondary, vocational, teacher-training levels of education which agree that teaching for tomorrow's world must involve teaching the basic principles of international understanding and co-operation for peace.







At the National level, National Commissions do the following:

1. They are generally responsible for the selection of participating schools and institutions, and for the transmission of applications to the UNESCO Secretariat. In collaboration with the ministries of education, they supervise the functioning of the Project, coordinate the activities of different Associated Schools and often organize conferences, seminars, meetings and workshops to brief teachers and acquaint them with new methods and materials, as well as refresher courses and other forms of in-service training.
2. In addition to this task of overall management, they also assume much of the responsibility for extending the project to non-participating institutions and for its animation, through the creation of special committees or the appointment of supervisors.
3. The National Commissions also contribute to the project by arranging for the translation of relevant documents, by establishing documentation and information centers, and by ensuring that the activities of participating institutions in their own countries are widely publicized, both at home and abroad, and that those institutions are receiving information from the UNESCO Secretariat and from Associated Schools elsewhere.
4. In many cases, they play an active part in the production and distribution of new teaching materials and its reports, filmstrips, etc. They are often responsible for the evaluation of results and for the constant process of appraisal and reappraisal on which the vitality of the project depends.
5. National Commissions also arrange programmes for visiting UNESCO Associated School Fellowship holders.

The section of Education for International Cooperation and peace in the UNESCO Secretariat acts as a link between participating schools in different countries and assumes responsibility for coordination of the programme as a whole.

#### WHAT ARE THE MAIN THEMES OF STUDY IN ASSOCIATED SCHOOLS?

Associated Schools are expected to concentrate on the four basic topics:

1. World Problem and the Role of the United Nations In Solving Them

Teaching about the United Nations Charter and the purposes, the principles, structure, background and activities of the United Nations system has always been regarded as a foundation-stone for the construction of a truly international community.

2. Human Rights

The study of Human Rights has always occupied a key position in the experiments of the Associated Schools Project since it is clear that a grasp of the principles involved is a prerequisite to international understanding.



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#### 4. Man and The Environment

Awareness of the universal implications of immediate local issues can lead to a thorough analysis of the social, economic, ecological and other problems which all converge on the "environment crisis", and place on the spot initiatives in the broader context of the struggle to preserve or restore the fragile balance of the earth's resources.

#### HOW ARE THE SPECIAL ACTIVITIES OF ASSOCIATED SCHOOLS DESIGNED AND IMPLEMENTED?

As pointed out, "Education for International Co-operation And Peace" should not be considered as a separate subject for insertion in the timetable. Experience has shown that this education can be effectively provided within the framework of existing courses and without overloading or disrupting the curriculum.

What is essential is that the topics for study should be selected by agreement between teachers and pupils, and that the special activities should be designed co-operatively, with the participation of all concerned, including parents and members of the local community when extramural projects are envisaged. The supervisor or liaison committees appointed by National Commissions can play an important co-ordinating role in this connection.

Methods and Techniques. In terms of methods and techniques experimentation in the Associated Schools project during the last few years has shown that the socio-effective approach in which the teachers is both a catalyst and an observer of students' reactions to real-life and simulated situations, is extremely effective, particularly with younger classes.

Materials. At the most formal level, textbooks still constitute basic materials. Films, slides, photographs, recordings and other audiovisual aids are well suited to the special activities of Associated Schools, and in many cases permit the exchange of information and ideas between institutions in different countries to avoid the problems and barriers of language.

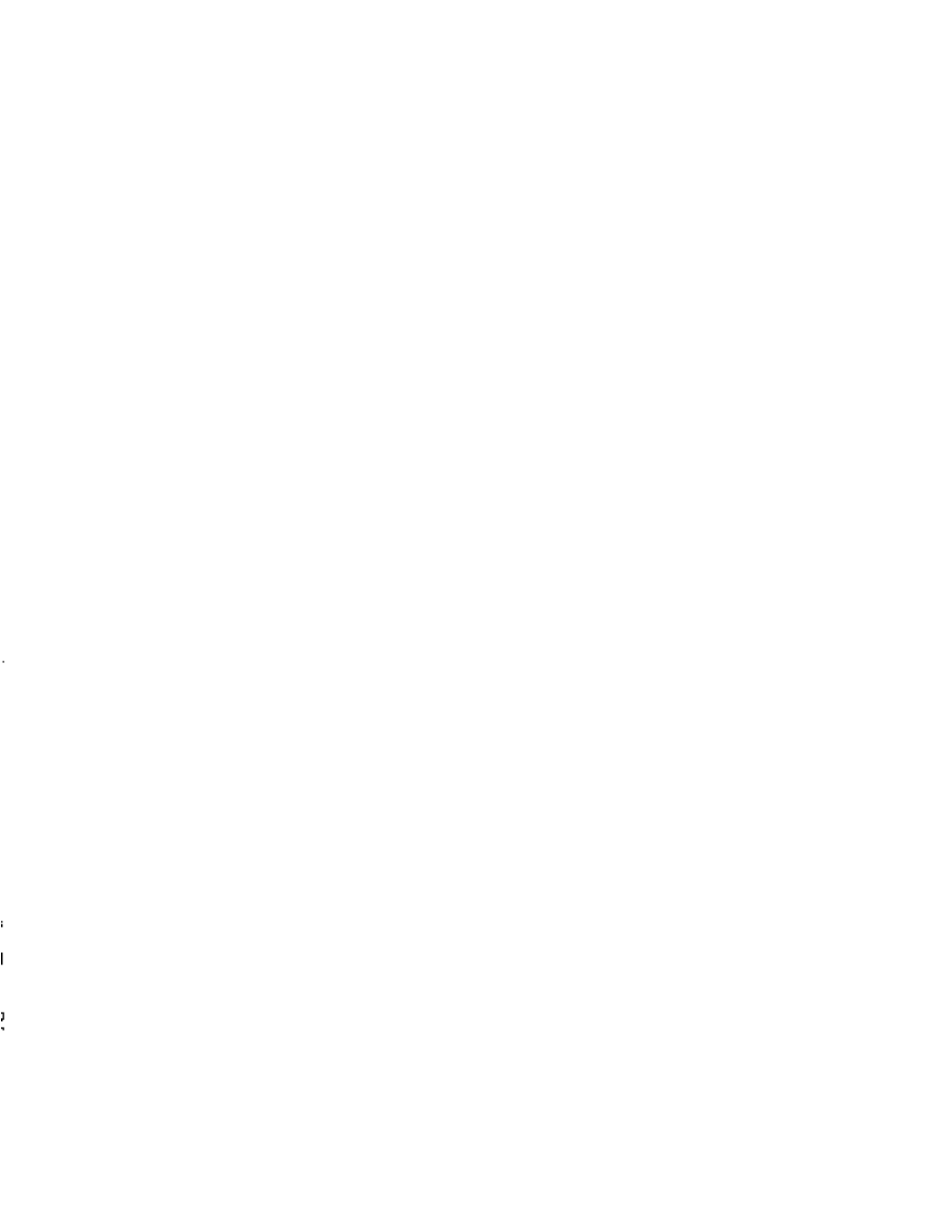
Travel agencies, foreign embassies, commercial firms, youth organizations, art galleries, cultural centers and foreign information services at home and abroad are sources of useful background documentation and other materials for use in projects.

Evaluation. One of the key responsibilities assumed by the responsible for special activities in Associated Schools is that of regularly appraising the activities and of submitting reports to the UNESCO Secretariat.

#### SOME EXAMPLES OF SPECIAL ACTIVITIES

The number of special activities that may be conducted in the context of Associated Schools Project and within the framework of its four main topics is virtually limitless, and depends almost entirely on the enthusiasm and ingenuity of participants.







Classroom Activities. The following list of examples may give some idea of the range of possible activities.

Classes often enjoy and profit from assignment to group work which can involve surveys, field trips, preparing files of news cuttings or group reports on specific themes.

Individual assignments to prepare illustrative materials (posters, charts, maps, collages) are frequently appreciated by the younger pupils, who may be able to express their ideas in this way with more facility than in writing or discussing.

Projects intended to develop a better knowledge and appreciation of other countries benefit from correspondence and exchange with schools abroad.

Teachers and pupils engaged in special projects have found that visits from persons belonging by birth or association to a country chosen for study, experts engaged in work or technical assistance and staff members of the UN agencies can make an invaluable contribution to their programme.

The celebration and observance of United Nations days and years provide a good opportunity to become aware of the preoccupation of the international community.

Essay and drawing contests have been successful in encouraging students to reflect more deeply on specific world problems or concerns.

Simulation games and exercises in perception and communication can be helpful in establishing stronger intellectual and psychological foundation for international understanding.

Audio-visual projections of films, slides, video-tapes, etc., produced by UNESCO, the United Nations, Member States of schools and followed by discussion are useful in making young people more aware of the work and role of the United Nations system.

The preparation of exhibitions and displays is useful in making the culmination of special projects.

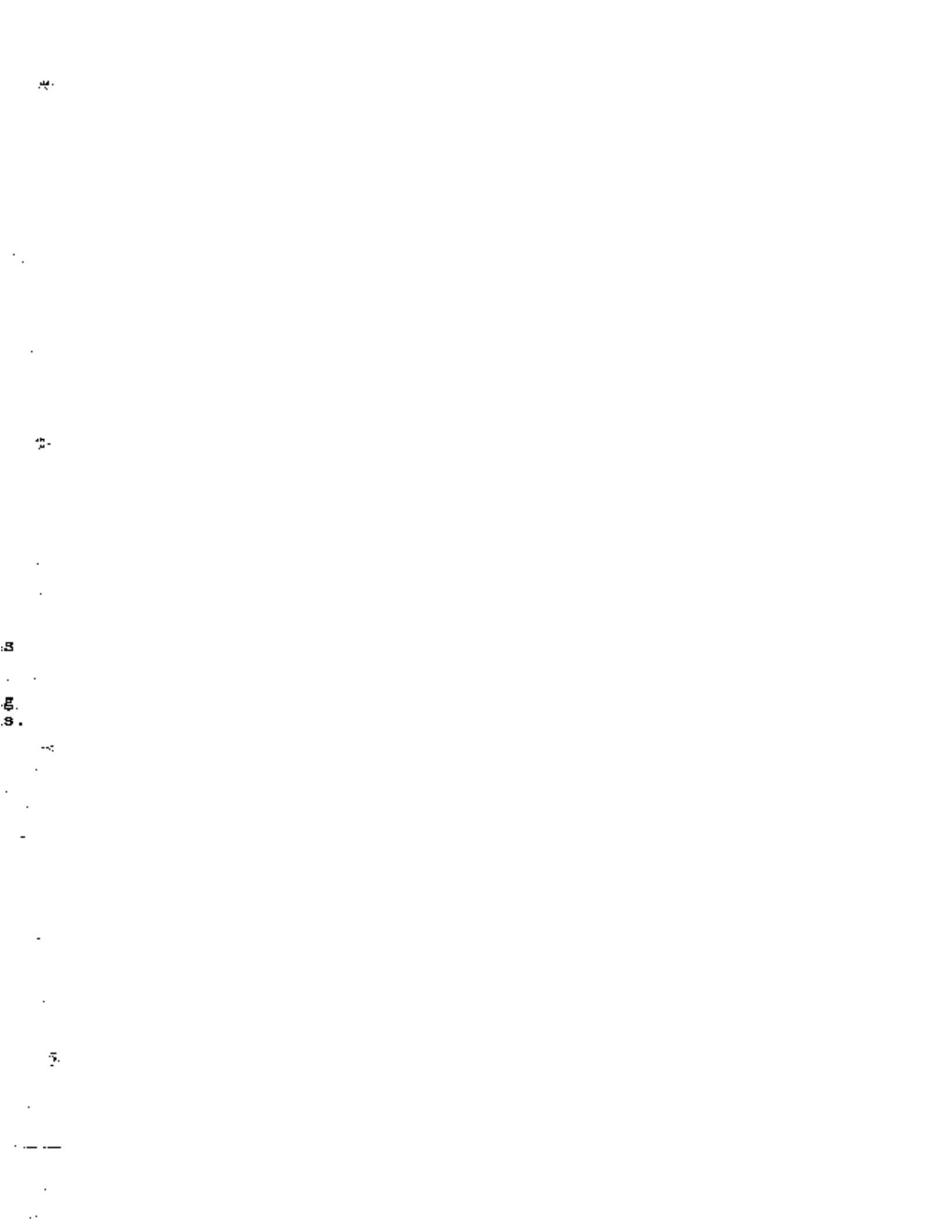
Pupils of all ages can find inspiration and a sense of pride in human accomplishment in learning about the lives and work of famous people who are remembered and revered in many different countries.

#### HOW CAN AN INSTITUTION PARTICIPATE IN THE ASSOCIATED SCHOOLS PROJECT?

Application forms for participation are available from the UNESCO Secretariat and should be transmitted to the National Commission for UNESCO (or the NEUCASA—the national co-operation body) in the applicant's own country for transmission to UNESCO.

Schools or institutions will be accepted for participation by UNESCO on the basis of the following three considerations: (a) an









activities proposed; (c) the nature of the arrangements for supervising, co-ordinating and evaluating activities and for maintaining liaison with UNESCO.

When a school has been accepted as a member in the Project, it will receive an official letter of acceptance from UNESCO, a certificate, as well as basic documentation. It will also receive subscription to the following UNESCO periodicals: International Understanding at School, UNESCO Courier, UNESCO Chronicle and UNESCO Features. Since the success of the Associated Schools Project depends in great measure on the regularity of the exchange of information and on constant renewal of experience and ideas, the persons responsible for the Project in each school should appraise current activities and send reports, accompanied whenever possible by samples of any new educational material being used, photographs, etc., to the UNESCO Secretariat, at regular intervals. The national supervisors should ensure that the participating institution is sending to and receiving from UNESCO all essential information and materials.

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For further information, please address communications to:

DR. WALFRIDO R PONCE DE LEON  
President  
NFUCASP - National Federation of UNESCO CLUBS  
Associated Schools in the Philippines  
PASUC Office, Ministry of Education, Culture  
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Arroceros, Metro Manila

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