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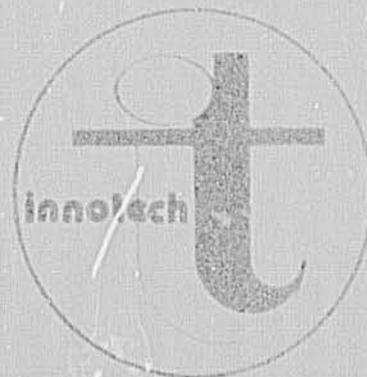


REGIONAL CENTER
FOR EDUCATIONAL
INNOVATION AND TECHNOLOGY

LIFE - SKILLS OBJECTIVES

FOR PRIMARY EDUCATION:
A PRELIMINARY TRYOUT

DEC. 1973



INNOTECH/LS-FR/73

LIFE-SKILLS OBJECTIVES FOR PRIMARY EDUCATION:
A PRELIMINARY TRYOUT

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Saigon

December, 1973

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FOREWORD

In July 1972, a regional technical working group met in Bangkok to plan SEAMEO's work for the 1970's. Among the key projects recommended by the group and later approved by the SEAMEO Council was the "Development of Instructional Objectives by SEAMEO Member Countries." Responsibility for the project was given to INNOTECH, and the study reported herein is an important part of the overall project. The study represents one approach to reducing the impact on individuals and society of the high rate of primary school dropouts and it attempts to answer the question: "If a child must leave formal school after only four or five years, what learning should take place during that relatively short period of time?" This learning is termed "life-skills".

Mr. Anwar Jasin's competent direction of the study resulted in a clear and concise report on the development of a model for deriving life-skills objectives for primary education. The main body of the report discusses a tryout of alternative models for deriving life-skills objectives in the Cebu City area of the Philippines. It should be noted here that INNOTECH's purpose is solely one of model building so that member countries can make use of the techniques developed in deriving their own unique life-skills objectives. It is not the purpose of the Center to prescribe what the objectives themselves should be, even though the objectives derived from our model tryouts may prove useful.

Our sincere thanks for this study must go to Mr. Jasin of the INNOTECH staff and to the following interns who assisted throughout the study period: Miss Helen Manampan (Philippines) who was on the Cebu field team, Mr. Teo Eng Chuan (Singapore),

Mr. Thai Quang Hoan (Vietnam) and Miss Sanith Manirath (L
Our gratitude also is extended to Mr. Frank Gillis for his
editorial assistance.

Finally, we would like to express our deepest gratitude to
the Philippine Steering Committee and more than 500 citizens
of the Cebu City area without whose help and cooperation this
study could not have been made. We sincerely hope that the
SEAMEO member countries will find it useful in developing
relevant life-skills objectives unique to their respective
needs.

Ly Chanh Duc
Director

ACKNOWLEDGEMENTS

In preparing this work, the INNOTECH Center is indebted to a long list of persons. In particular, we wish to thank H.E. Jan L. Manuel, the Secretary of Education and Culture for his gracious permission to conduct the study in Cebu. We would also like to thank Dr. Narciso Albarracin (Under-Secretary of Education and Culture), Dr. Liceria Brillantes Soriano (Director of Public Schools), and Dr. Aurelio Tiro (presently the Regional Education Director, Designate, Bureau Public Schools, Central Visayas District.)

We would like to thank the members of the Steering Committee, especially Mr. Pedro C. Aguilar (City Superintendent of Schools, Cebu City), Mr. Pedro M. Calo, (Division Superintendent of Schools, Cebu Province), Mr. Leopoldo Bas (General Education Supervisor 1, Cebu City) and Mrs. Secorro Estenzo (Academic Supervisor, Cebu City).

Our thank's also goes to the members of the adjunct staff: Mr. Geronimo Laburada (District Supervisor, Guadalupe, Cebu City), Mrs. Narcisa Tiro (Guidance Coordinator, Cebu City Central District), Mrs. Nicolasa Nacar (Cebu Normal College), Dr. Tecla Espiritu (Cebu Province Schools Division), Mr. Basilio Momongan (District Supervisor Pardo, Cebu City), Mr. Bonifacio Ortiza, (Principal, Consolacion, Cebu) and to the secretarial staff for their efficient work.

And finally we would like to express our deepest gratitude to all members of the various committees in Cebu City without whose help this study would have been impossible.

CHAPTER 1: INTRODUCTION

The following are some of the more important rationales given by the SEAMES Technical Working Group for having a program on the "Development of Instructional Objectives by SEAMEO Member Countries" for the 1970's:

"There is a consensus of opinion among leading educators in the SEAMEO region that insufficient attention has been paid for formulating relevant, feasible and economical instructional objectives."

It is generally recognized that in Southeast Asia the present elementary educational systems are better suited to the needs of those few children who continue to post-primary education, than to the majority for whom primary education is terminal. Thus, it is considered that the present systems do not place sufficient emphasis on "life-skills" important to the future lives of the large proportion of Southeast Asian Children".*

In other words, there are three problems encountered by SEAMEO countries in primary Education:

... Of primary concern is the low relevance of the curriculum to the real needs of society. In the past, most schools in SEAMEO countries were established to meet the need of colonizers for cheap manpower in white-collar jobs. Even though the countries have now regained their independence, the school curriculum is still white-collar oriented. Children leave school

* Report of the SEAMES T.W.G. Meeting Proposed SEAMEO Educational Development Programmes for the 1970's. Bangkok July-August, 1972.

without the proper functional skills needed to support themselves and to act as responsible citizens.

... The above problem is accentuated by the primary school curriculum's academic orientation. Universities and Colleges set up their minimum standards for entrance, and secondary schools impose undue pressure on primary education to meet these standards. The curriculum's academic orientation assumes that all primary children should go on to secondary and tertiary education.

... Primary school drop out rates in some of the SEAMEO countries are as high as 50-70%. Whatever the reasons for children leaving school, it is each country's responsibility to equip them with the functional life-skills they will need to support themselves.

It is very important that each member country solve the above problems by developing life-relevant objectives for primary children, especially for those who do not finish primary education.

As one of the SEAMEO Regional Centers, it is proper that the INNOTECH Center help the member countries solve the above problems by developing a model for the derivation of "life-relevant" or "live-skills" objectives.

"Life-skills" objectives are defined as the most important learning achievements of children who are not able to go beyond 4 or 5 years of primary school. This definition is necessitated by the fact that among the eight SEAMEO countries, approximately one-half of our children are unable to complete primary education. It is essential that their short contact with formal education be of most benefit to

them and to the societies in which they live. These "life-skills" not only should be functional for the children's present lives but also for their future lives as individuals, family members and citizens.

Although "life-skills" objectives are terminal, it is assumed that they do not handicap the achievement of preparatory objectives for those who would go on to post-primary education. "Life-skills" objectives therefore should be attained at a certain age level (10-11 years old) by all children of both sexes, in and out of school.

There are two basic questions which must be answered by any model for deriving life-skills objectives:

- ... What persons can best determine life-skills objectives?
- ... What methods are most appropriate and feasible for use (by these persons) in determining life-skills objectives?

What persons can best determine life-skills objectives?

There are three general types of persons who can best make these determinations. First, and most important, are the "users of the products" of primary education -- employers, civic leaders, parents, experts in various fields, etc. These persons are in the best position to evaluate the relative value of various attainments in preparing children for the society in which they are to live. Second are the "producers" -- teachers and (again) parents -- who are aware of what schools have been trying to do and, hopefully, of the strengths and weaknesses of present practices. Third are the "products" themselves -- teenagers and adults who have been through primary school and who are probably cognizant of the things they learned which are now of value

to their lives and of the things which they missed during primary school which they now recognize as a shortcoming.

In the present study, the staff organized eleven different committees, each of which were asked to provide different kinds of inputs or to make different kinds of judgments. Persons who were included on a given committee were those who, in the opinion of ourselves and the Steering Committee, most appropriate for the specific tasks to be undertaken. Several examples:

- ... One method used in developing an initial pool of potentially valuable primary education objectives was simply to ask persons to list specific behaviors which they considered valuable for primary age children to achieve. In this instance the staff had to consider carefully all the types of persons who were likely to be able to make these judgments and to include "users", "producers" and "products."
- ... Another method which was tried out was to present a person with 4 or 5 categories of behavior and to ask for examples of specific valuable achievements within each category. In this case it was necessary to match categories with the kinds of persons who would best know about the behaviors in given categories, for example, who would best know about behaviors in the category of "agriculture", of "family relations", of "consumer practice", of "listening skills", of "community welfare", etc.
- ... Some committee members were asked to judge the relative contribution of primary education achievements to specific adult achievements. In this instance it was

necessary to include persons familiar with primary achievements and others familiar with specific types of adult achievement.

The appropriate method for selecting persons, therefore, is to describe the task to be done by a given committee and to match the task as closely as possible with those persons considered most knowledgeable about it and able to make the necessary inputs and judgments.

What methods are most appropriate and feasible for use in determining life-skills objectives?

The answer to this question is the main purpose of the present report. A number of approaches were tried out empirically during the study. Although all proved relatively feasible, the staff has recommended as a model the series of steps given in Chapter 4 of this report.

Chapter 2, on the next page, describes the several approaches that were tried out by our staff in the Philippines. Chapter 3 presents the results and conclusions of the tryouts, and Chapter 4 contains our recommendations to those who would use these results as a model for deriving life-skills objectives in their own countries or communities.

CHAPTER 2: ALTERNATIVE APPROACHES FOR DERIVING
LIFE-SKILLS OBJECTIVES

The main foci of the alternative approaches that were tried out in the Philippines can be stated as questions:

- A. Can objectives best be developed by asking persons with appropriate expertise (1) simply to list types of objectives and behavioral examples or (2) to provide numerous behavioral examples for general categories of objectives which are prepared in advance? (initial derivation of objectives)
- B. Can the relative value of objectives for inclusion best be judged by asking persons with appropriate expertise (1) simply to indicate relative importance of primary objectives or (2) to judge the relative contribution of primary objectives to specific achievements of teenagers and adults? (determination of relative value of objectives)

The various contributions and judgments which are needed to provide the data to answer these questions cannot come from the INNOTECH staff; they must come from knowledgeable citizens of a country (or region thereof) who form the society for which primary education is a means to prepare children to live fruitful lives. A "model" such as we have tried to develop can only be the vehicle for making systematic decisions about primary education objectives. The content must be indigenous to those communities whose children are to benefit.

Eleven separate committees were formed from the Cebu City area of the Philippines. They are designated below as

"Committee A", "Committee B", etc. so that the reader can follow the specific steps of the experimental tryout. Committee members, and their separate areas of expertise, are listed in the Appendix. It should be noted that, with few exceptions*, a given committee member was asked to serve only one time for a period of 2-3 hours. This procedure was followed to insure both independence of judgments among the various approaches and minimum imposition on the time of busy community leaders.

A. Initial Derivation of Objectives

(Primary Education)

The overall model which was used in the study required a "pool" of primary education objectives which was to be treated in a variety of ways in an attempt to determine which objectives within the pool were priority life-skills objectives for primary education. Rather than take existing objectives, explicit or implicit, of the present primary education, it was decided to develop such a pool from the judgments of community members -- "users", "producers", and "products." This procedure was followed as part of model building for two reasons. First, definitive behaviorally-stated objectives do not exist in all SEAMEO member countries** and a model such as we were trying to develop should be applicable to all countries of the Region. Second, since our focus was on life-skills

* Exceptions to the "one time meeting" proviso are those of the Steering Committee (who met a number of times) And three Select Committees (who met twice).

** See Tiro, et al Primary School Objectives: A comparison among SEAMEO countries. Saigon: INNOTECH, September 1973 (INNOTECH/PE-FR/Vol. 1/73).

per se, we wanted all objectives in the pool to be those which community members at the outset considered to be life-skills*. Therefore, all objectives in the primary education pool came from community members, and all those in the pool were considered as being life-skills -- but of varying importance, value and priority, such judgments being made by subsequent committees.

Two approaches were tried out in developing an initial pool of primary education life-skills objectives:

- Approach No. 1: Unstructured -

Committee A was composed of a cross-section of the community, each member representing a given "area of expertise". Members were each asked to give 40 specific examples of "the most important things (specific behaviors) that primary age children should learn if they can go no more than 4 or 5 years to formal school." Each respondent was asked to list the 40 specific examples with reference to his or her own area of expertise, e.g., parents, business man, government administrator, farmer, etc. (Printed instructions to Committee A are given in Appendix 8.)

- Approach No. 2: Structured -

A set of 60 "categories of primary life skills" (see Appendix 4) was prepared in advance by the INNOTECH staff.

* As a matter of fact, teachers who worked on the committees developing an initial pool of primary education objectives were specifically requested not to refer to previously prepared syllabi or lists of objectives.

These categories were developed by classifying a large variety of primary objectives from numerous sources into general types of either skills/knowledge (e.g. reading, using geometrical concepts) or situations (e.g. interactions with younger children, occupation). The resulting 60 categories were considered as comprehensive and as having only moderate overlap (although overlap was not considered as a serious fault in relation to the uses to be made of the categories).

Committee B members were each given a different set of 5-6 categories appropriate to their individual "areas of expertise." They were asked to write 10 specific examples of life-skills behaviors within each category in relation to their own area of expertise. Life-skills was once again defined as those important achievements (learning) of youngster who are unable to complete more than 4-5 years of primary school. (Printed instructions to Committee B are given in Appendix 9.)

The two approaches, structured and unstructured, provided a pool of primary education life-skills objectives. In addition to developing such a pool, we also wanted to compare these two approaches to determine which one (or both) should be incorporated into the final model. Results and recommendations are given in Chapters 3 and 4

(Teenage and Adult Achievements)

Several of the approaches which were to be tried out in determining the relative value, importance and priority of the objectives in the primary pool (see Section B on the pages to follow) required that reference be made to

teenage and adult achievements in making judgments about primary education objectives. Two additional committees, thus, were established to develop sets of desirable teenage and adult achievements. In both cases, a structured approach was used, i.e., pre-established categories of achievements (usually situational) were used, and appropriate respondents were asked to give examples of desirable behavior*.

- Teenage Achievements: Structured -

Given a set of three teenage achievement categories appropriate to their individual "area of expertise" members of Committee C were asked to list specific behaviors for teenagers who have not gone beyond 4-5 years of primary school. Members were asked to list 10 behaviors for each category. There were 25 categories in all, as listed in Appendix 5. (Printed instructions to Committee C are given in Appendix 10.)

- Adult Achievements: Structured -

Given a set of three adult achievement categories appropriate to their individual "area of expertise", members of Committee D were asked to list specific behaviors for adults who have had no more than 4-5 years of primary education. Members were asked to list 10 behaviors for each category, and there were 23 categories in all, as listed in Appendix 6. (Printed instructions to Committee D are given in Appendix 11.)

* Categories of Teenage Achievements are given in Appendix 5, and Categories of Adult Achievements are in Appendix 6.

At this point in the process, we had involved a total of 188 persons, 68 on Committee A, 69 on Committee B, 25 on Committee C and 26 on Committee D. They had produced 4,949 primary education life-skills behaviors (1850 by Committee A and 3,099 by Committee B) many of which, naturally, overlapped. They had also produced 1084 teenage achievements (Committee C) and 1141 adult achievements (Committee D).

Such a quantity of data could not be handled easily by subsequent committees who were to make judgments about the relative importance of life-skills objectives. It required the combined efforts of the INNOTECH field staff and select committees to reduce the mass of data to a manageable quantity with minimum loss of substantive content. The intent was to develop a final pool of primary life-skills objectives and a final set of both teenage and adult achievements.

- Final Pool of Primary Life-skills Objectives -

Although there were 4,949 behaviors available to us from Committees A and B, only that of B (3,099 behaviors) was used in deriving the final pool*. It will be remembered that Committee B members made their inputs as examples of behavior under each of 60 pre-established categories (Appendix 4). Such categories were used solely as stimuli for the writing of behaviors by persons whose expertise matched the categories of behaviors. Two tasks

* Because the study was undertaken to develop a model, absolute comprehensiveness was not necessary. The two approaches (structured and unstructured) were used solely to determine the optimum procedure for developing an initial pool of primary objectives. A comparison of the two approaches is given in Chapter 3.

of data reduction were undertaken. First, behaviors were to be reclassified as generalized objectives, and, second a limited set of behavioral objectives was to be developed which best represented all behaviors subsumed under a given generalized objective. (Note: In this report reference will be made continually to generalized objectives (e.g. "Reads Effectively") and to behavioral objectives (e.g. "Skims for Pertinent Content"). When reference is made to life-skills objectives, both levels (generalized and behavioral) are included.

In developing generalized life-skills objectives, the INNOTECH field staff ignored the original categories used by Committee B and put all similar behaviors together* -- "similarity" being determined as behavioral similarity rather than situational or contextual. Although there had been no predetermination of the exact number of generalized life-skills objectives which should result, it was arbitrarily determined that more than 60 objectives would make subsequent operations extremely complicated and difficult. The result of successive reclassification and reiteration resulted in the 40 generalized life-skills objectives which are given in Appendix 1.

Although the number of behavioral examples of each of the 40 life-skills objectives varied a good deal, there

* To facilitate the above kinds of sorting and recategorization members of Committees A through D had been provided with 3x5 inch cards upon which they wrote their initial examples of behaviors.

was an average of 75 behaviors per objective. Again, such a number was unmanageable for subsequent operations, and it was reduced to 10 behavioral objectives within each generalized objective*. To do this, the INNOTECH field staff first put all similar examples of behavior together (within a given generalized objective). For example, all references to "writing a letter" were put together no matter what kinds of letters were referred to. All references to "asking questions about current events" also were put together, etc. Then, judgments were made by the staff as to which behaviors best represented a given objective. In making these judgments, we considered two factors: typicality and range. It was necessary that each objective be illustrated by a good proportion of behaviors that were most "typical" of the objective, but it was also necessary to insure that relatively unique behaviors also be included (the idea of "range").

Once the ten representative behaviors were chosen, the behavior itself was rewritten to encompass all similar types of behavior. For example, one behavior which were included under the objective of "writes effectively" was the writing of an invitation to a friend. This behavior (and those like it) were included under the behavioral objective of "writes friendly letters." The example below is taken from Appendix 1, and it shows the ten

* The number "10" was a convenience which proved to be an adequate quantity to be representative of each generalized life-skill objective and which made subsequent quantitative judgments about behavioral objectives easier. Actually, any number would serve, but it is imperative to the model that all generalized objectives have the identical number of behavioral objectives. This need will be explained later.

behavioral objectives (and representative example behaviors) under the generalized objective of "writes effectively." It should be remembered that there were 40 such generalized objectives.

2. Writes Effectively

- A. Writes friendly letters (example: invitation to a friend)
- B. Writes business letters (example: responds to a business letter)
- C. Writes request letters (example: excuse to teacher)
- D. Writes short notes (example: to members of household)
- E. Writes directions/instructions (example: directions to reach a given location)
- F. List items (example: a list for purchase in the market)
- G. Writes business forms (example: purchase invoices)
- H. Writes legibly and clearly enough to be understood
- I. Uses correct punctuation (example: uses capital letter to begin sentences)
- J. Writes neatly (example: writes on lines provided)

Once the initial classification was done, as above, by the INNOTECH field staff, a Select Committee B reviewed and revised results.

— Final Set of Teenage and Adult Achievements —

A process similar to that described above was followed in developing a final set of teenage and adult achievements:

initial classification and selection of representative behaviors by the INNOTECH staff followed by review and revision by Select Committees C and D. In both these cases (teenage and adult), however, it was found that the original categories provided an adequate classification system. Also, in both these cases, only 5 representative behaviors were selected for each category because teenage and adult achievements were to be employed for a different purpose than were the behavioral objectives.

The 400 primary behavioral objectives (40 generalized) objectives times 10 behavioral objectives within each) represented the final pool of behavioral life-skills objectives about which subsequent judgments were to be made about their relative importance, value or priority. The teenage and adult achievements, however, were to be used primarily as reference points in making judgments about the relative contribution of primary life-skills objectives to teenage and adult life. (Teenage and adult achievements are listed in Appendices 2 and 3.)

Summary of Steps in Initial Derivation
of Objectives

1. Committee A: Each member gave 40 examples of important life-skills behaviors in relation to the member's area of expertise. (Unstructured).
2. Committee B: Each member gave 10 examples of important life-skills behaviors for each of 5-6 pre-determined categories of behavior. There were a total of 60 categories (Structured.)

(Continued)

3. INNOTECH staff reclassified the 3,099 behaviors from Committee B into 40 generalized objectives. The behaviors within each of the 40 generalized objectives were used to develop a representative set of 10 behavioral objectives. The results were reviewed and revised by a Select Committee B. The final set of 400 behavioral life-skills objectives resulted.
4. Committee C: Each member gave 10 examples of desirable teenage behaviors for each of 3 pre-determined categories of achievement. There were a total of 25 categories.
5. INNOTECH staff selected 5 representative examples of achievement for each teenage category and Select Committee C revised.
6. Committee D: Each member gave 10 examples of desirable adult behaviors for each of 3 pre-determined categories of achievement. There were a total of 23 categories.
5. INNOTECH staff selected 5 representative examples of achievement for each adult category, and Select Committee D revised.

PRODUCTS:

... Pool of life-skills objectives (400 behavioral objectives classified into 40 generalized objectives: Appendix 1).

(Continued)

- ... Set of desirable teenage achievements (25 categories with 5 examples each: Appendix 2)
- ... Set of desirable adult achievements (23 categories with 5 examples each: Appendix 3)

B. Determination of Relative Value of Life-Skills Objectives

Four alternative approaches have been identified for determining relative importance, relative value or relative contribution of objectives for inclusion as "life-skills".

The word "relative" represents a significant concept throughout the study. It refers to our intention to quantify results on a ratio scale.

An example of "relative": Objective "X" is 4 times as important as objective "Y".

- or has 4 times the value
- or makes 4 times as much contribution

When there are limited resources to apply to education, the relative importance (value or contribution) provides a much more powerful means for making decisions about the allocation of resources than any other means. A ranking, for example, gives only a "more than" or a "less than" comparison - not how many times "more than" or "less than".

Such a ratio scale of relative importance also can be shown graphically.

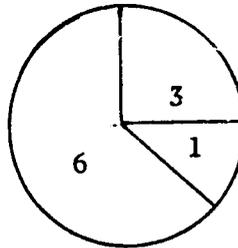
For example, if the total value of primary education were due to only 3 objectives:

Objective A = 6

Objective B = 3

Objective C = 1

We could say that Objective A is twice as valuable as B and six times as valuable as C, and we could represent the total value thus:



The four alternatives for determining relative importance or value are described below:

Alternative #1: Simple Judgment of Relative Importance

This first alternative was the simplest possible way to judge relative importance of life-skills objectives. Members of Committee G* were asked to examine carefully the 40 generalized life-skills objectives and to judge their relative importance for those children who have to leave school after four or five years.

Respondents were asked to judge individually the relative importance of all the 40 primary objectives by assigning values using a ratio scale 0-10. An objective of highest importance were assigned a value of "10". An

* The functions of Committees E and F will be described later

objective that was considered half as important as the one of "high importance" was assigned a "5" (one-half of 10), and one of no importance was assigned "0". (Printed instruction to committee G are given in Appendix 14).

The INNOTECH field staff took the individual contributions of all 32 members of Committee G, eliminated those scores on each generalized objective that deviated too much (a judgment) from the central tendency of all scores and calculated the mean scores of relative importance. The result was a judgment of the relative value or importance of each of the 40 generalized life-skills objectives.

Alternative #2: Judgment of Relative Importance Using Teenage and Adult Achievements for Reference
--

The procedures of Alternative # 2 were identical with those of #1 except that the 34 members of Committee H studied the sets of desirable teenage and adult achievements so that they could judge the relative importance of life-skills objectives on the basis of their possible contribution to teenage and adult achievements as a whole. (Printed instructions for Committee H are given in Appendix 15.)

As with Alternative #1 the INNOTECH staff, eliminating deviant scores, calculated the mean scores for each objective. The result was a judgment of the relative value or importance of each of the 40 generalized life-skills objectives (using desirable teenage and adult achievements for reference).

Alternative #3: Judgment of Relative Importance in
Terms of Relative Contribution to Adult Achievements

This alternative required a three-step procedure. Step 1 required judgments about the relative value/importance of the 23 adult achievements. Step 2 determined the relative contribution of the 40 generalized life-skills objectives to each of the 23 adult achievements. Step 3 combined the results of the first two steps to determine the relative importance of the life-skills objectives.

Step 1: The 19 members of Committee F individually judged the relative value/importance of each adult achievement as it related to the good of individuals and to the adult society in which they live. A ratio scale of 0-10 again was used. (Printed instruction to Committee F are given in Appendix 13.)

The INNOTECH staff followed its previous procedure of eliminating deviant scores and calculating mean values for each adult achievement. The means were then transformed into a ratio scale, the total of which was 1000 for the 23 adult achievements. The result of step 1, therefore, was the relative value/importance of adult achievements.

"Relative contribution" is used here in the application of the value contribution method* in determining the

* As developed by the Ministry of Education and Culture of Indonesia and reported in: Sudiarto and Sutjipto, Setting Priorities Among Educational Objectives. Saigon: INNOTECH, January 1974 (INNOTECH/SP-FR/74).

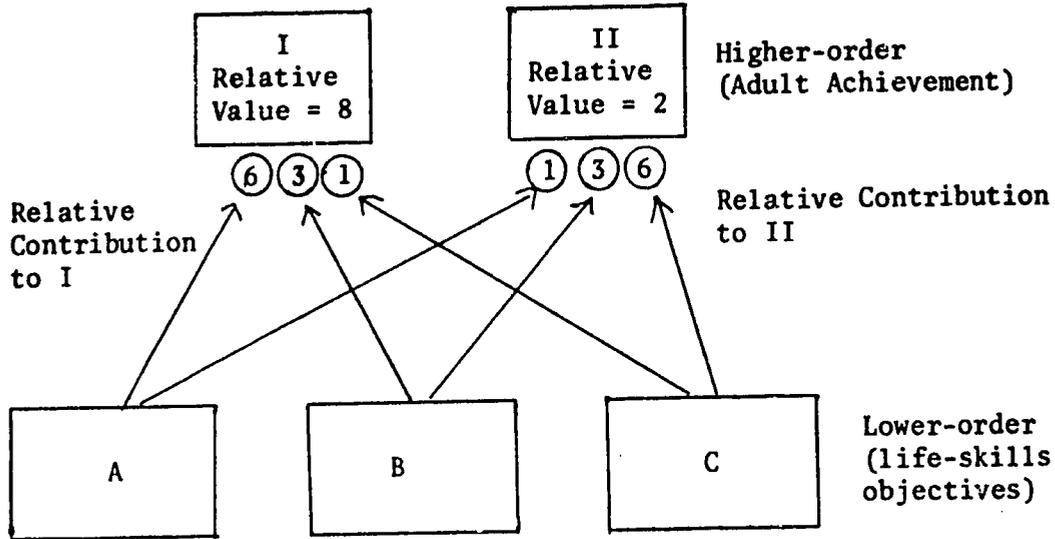
relative value of lower-order objectives by multiplying their relative contribution to higher-order objectives times the relative value of the higher-order objectives. As shown in the simplified example below, the value of a lower-order objective (e.g. "A") is the sum of its value contributions (e.g. value A = 50), which are calculated by the multiplication of relative contribution of the lower-order objective (e.g. A) times the relative value of a higher-order objective (e.g. I or II).

In the illustrative diagram below the relative value of life-skills objective "A" is 50. This value was calculated thus:

The contribution of A to I (adult achievement) was 6. This contribution was then multiplied by the value of I which was 8. The contribution (6) times the value (8) gave the relative value of A based upon the contribution to I alone: 48.

The contribution of A to adult achievement II was 1. When multiplied by the value of II (2), the value of A based upon the contribution to II alone was 2.

The total relative value of life-skill objective "A" is calculated by summing the separate values achieved from its contribution to both I and II - $48+2 = 50$.



Value contribution to		
I: 6 x 8 = 48	3 x 8 = 24	1 x 8 = 8
II: 1 x 2 = <u>2</u>	3 x 2 = <u>6</u>	6 x 2 = <u>12</u>
Value = 50	30	20

In order to make judgments of relative contribution, all 40 life-skills objectives must be considered together and judgments be made of their relative contribution to adult achievements taken one at a time. The total number of separate judgments, therefore, was 920 (40 life-skills times 23 adult achievements). Also, in order to make intelligent judgments, persons must have expert knowledge of all 40 life-skills objectives and of whatever adult achievement under consideration at any given time. Because of the large number of total judgments required and the needed expertise, the 76 members of Committee I were divided into 5 subcommittees (I₁ - I₅) each of which was composed of respondents representing all primary objectives (usually teachers or parents) and 4-5 adult achievements (experts who collectively would be knowledgeable about the 4-5 achievements).

At the start, sub-committee members individually judged the relative contribution of all forty primary objectives to each of the adult achievements assigned to them. Then each Sub-Committee made a group judgment through discussions to reach a consolidated relative contribution score. Members were discouraged from averaging their individual scorings. On the contrary, they were urged to discuss the reasons why, for example, a respondent assigned a relative contribution of "10" while the other assigned "5" to an objective. (Printed instructions to Committee I are given in Appendix 16.)

The INNOTECH staff transformed the relative contribution of the 40 life-skills objectives (for a given adult achievement) to a base of 1000, i.e., the total contributions of the 40 objectives to a given adult achievement totalled 1000 points. This procedure permitted all judgments to be on the same ratio scale.

Step 3: As outlined in the preceding diagram, the relative value of a given life-skills objective is its relative contribution to a given adult achievement times the value of that adult achievement summed across all 23 adult achievements:

$$\left(\begin{array}{c} \text{Relative} \\ \text{Value of} \\ \text{Objective} \\ \text{"i"} \end{array} \right) = \left(\begin{array}{c} \text{Relative} \\ \text{Contribution} \\ \text{to Adult} \\ \text{Achievement} \\ \text{"j"} \end{array} \right) \times \left(\begin{array}{c} \text{Relative} \\ \text{Value of} \\ \text{Adult} \\ \text{Achievement} \\ \text{"j"} \end{array} \right) + \dots + \dots \left| \begin{array}{c} \text{SUMMED} \\ \text{ACROSS ALL} \\ \text{23 ADULT} \\ \text{ACHIEVE-} \\ \text{MENTS} \end{array} \right.$$

The resulting relative values of the 40 life-skills objectives were then transformed to a new base of 1000 to make the results comparable to those of the other three alternative methods.

Alternative #4: Judgment of Relative
Importance in Terms of Relative Contribution
to Teenage and Adult Achievements

This final alternative was the most complex of all those tried, and it required four steps. Step 1 determined the relative value/importance of adult achievements. Step 2 provided for judgments of the relative contributions of teenage achievements to adult achievements. Step 3 asked for relative contributions of primary life-skills objectives to teenage achievements, and Step 4 combined the results of the first three steps to determine the relative value/importance of the 40 life-skills objectives.

Step 1: Judgments of relative value of adult achievements were previously accomplished by Committee F under the procedures for Alternative #3.

Step 2: The 41 members of Committee K were divided into seven sub-committees ($K_1 - K_7$) each of which was assigned 3-4 categories of adult achievement and asked to determine the relative contribution of all 25 teenage achievements to each given category of adult achievement. Each sub-committee was composed of respondents representing teenage achievements and specific adult achievements (appropriate to the 3-4 categories assigned a given committee). The same procedure of individual judgments followed by group decision was followed as in Step 2 of Alternative #3. (Printed instruction to Committee K are given in Appendix 18.) The INNOTECH staff subsequently calculated the relative value of teenage achievements following the procedure parallel to that of Step 3 in Alternative #3.

Step 3: The 61 members of Committee J were divided into 8 sub-committees ($J_1 - J_8$) each of which was composed of respondents representing primary objectives and specific teenage achievements (appropriate to the 3-4 teenage categories assigned a given sub-committee). The same procedure, as above, was used: individual judgments followed by group decisions. (Printed instructions to Committee J are given in Appendix 17.) The INNOTECH staff subsequently transformed all scores to a base of 1000 across all 40 primary life-skills objectives for each of the 25 teenage-achievements.

Step 4: An identical procedure to that of Step 3, Alternative #3, was followed in arriving at a final determination of the relative value/importance of the 40 life-skills objectives: the relative value of a given life-skills objective is its relative contribution to a given teenage achievement times the value of that teenage achievement summed across all 25 teenage achievements.

Summary of the four alternative approaches for the Determination of Relative Value of Life-Skills Objectives.

Alternative #1: Committee G judged relative importance of life-skills objectives.

Alternative #2: Using desirable teenage and adult achievements for reference only, Committee H judged the relative importance of life-skills objectives.

Alternative #3: Using the relative value of adult achievements (as judged by Committee F), five

(Continued)

subcommittees ($I_1 - I_5$) judged the relative contribution of life-skills objectives to adult achievements.

Alternative #4: Using the relative value of adult achievements (as judged by Committee F) and the relative contribution of teenage to adult achievement (as judged by Committee K), eight sub-committees ($J_1 - J_8$) judged the relative contribution of life-skills objectives to teenage achievements.

PRODUCTS

Four different sets of data, each representing a different alternative method for deriving the relative value/importance of the 40 generalized life-skills objectives. (See results in Chapter 3.)

C. Relative Importance of Behavioral Objectives within Each of the 40 Generalized Life-Skills Objectives

There were a total of 400 behavioral life-skills objectives, 10 within each of the 40 generalized life-skills objectives. The four alternative approaches described in the preceding section dealt only with the 40 generalized objectives. But, if life-skills objectives are to be used in building a primary education curriculum, we need to know specifically what is to be learned. Select Committee B was therefore given an additional task of determining the relative importance of the behavioral objectives within each of the generalized objectives.

This was an important step, because although we may say in general that reading was considered important to the

building of a curriculum, for our purposes it was important to know the kinds of reading most relevant as life-skills. And although we can say that homemaking was considered important if one wanted to build a curriculum again for our purposes we needed to know which specific homemaking skills to stress. We now can say, for example, that homemaking is highly valued and that the most important homemaking skill is cooking, whereas house-cleaning is judged to be somewhat less important.

Members of Select Committee B were initially asked to review and revise the work of the INNOTECH staff in reclassifying the 3,099 behaviors (provided by the full Committee B) into 40 generalized objectives, each containing 10 behavioral objectives (see page 16). At this same meeting of the Select Committee, members were asked to judge the relative importance of each behavioral objective as a life-skill within the generalized objective. Since there were 10 behavioral objectives for each generalized objective, members were asked to assign a total of 100 points across all 10 objectives to show the relative importance of each. Once again a ratio scale was desired so that an assignment of a 20 to one objective indicated that it was twice as important as another assigned a 10 or four-times as important as one assigned a 5.

Having gone through the above procedure, we were then able to make estimates about the relative value of each of the 400 behavioral objectives as follows:

Multiply the relative value of a given generalized objective times the relative importance of a given

behavioral objective within the generalized objective. The resulting 400 scores were then transformed to a base 10,000 -- the result being the mathematical relative value of each behavioral objective. (This procedure required that there be an equal number of behavioral objectives under each generalized objective -- in this instance there were 10 under each. If numbers are unequal, the behavioral objectives in a "short list" would be given added weight since their total (100) was the same as for those in a "long list".

We emphasized "mathematical" above because, although the results are mathematically consistent we have to remember that we are using quantitative representations of human judgments and multiplying them by other (perhaps several) quantitative representations of human judgments -- and arriving at a number representing the relative value of 400 life-skills objectives -- and slight "misjudgments" can easily become magnified. We also must remember the purpose of what we are doing: attempting to state the most important things that a child should learn if he is able to complete no more than 4-5 years of primary education. Exact numerical values, therefore, are not necessary, and we settled upon a two-category classification: the "top $\frac{1}{4}$ " of behavioral life-skills objectives which should be stressed in developing a primary curriculum and the remaining objectives which can be given less stress. The result was an assignment of a "+" to those behavioral objectives in the top quarter of relative importance. (See those behavioral objectives coded with a "+" in Appendix 1.)

D. Where Learning is to Take Place: In-School vs Out-of-School

The models to this point have described means for developing and deciding the relative importance of 400 life-skills objectives. For many purposes, this level of achievement would be sufficient. But if the goal is the development of a life-skills curriculum for formal primary school, judgments are necessary about where learning should take place -- in-or out-of-school*.

"Life-skills" objectives are desirable achievements for all children of primary school age, whether they are in-school or out-of-school. In addition to our efforts to determine relative values of the primary objectives for inclusion as "life-skills", it is also necessary to determine which objectives can be or should be learned in formal school as opposed to the use of other Community resources for learning such as family, religious institutions, etc.

For this purpose the 36 members Committee E were asked to examine each behavioral objective and judge which one should be learned in formal school. (Printed instruction to Committee E are given in Appendix 12.)

Each committee member was asked to judge 3-6 categories related to their area of expertise and to rate each

* It should be noted here that stress may not refer to the learning time which must be devoted to achieving a given behavioral objective. It depends entirely upon the nature of the achievement and the method of instruction how long it will take to achieve an objective.

achievement on the following scale:

- 5 = should be learned entirely in school
- 4 = about 75% of the achievement should be learned
in school
- 3 = about 50% of the achievement should be learned
in school
- 2 = about 25% of the achievement should be learned
in school
- 1 = need not be learned in school
- 0 = should not be learned in school

After the above judgments were made, Committee members noted which aspect of each achievement could be learned outside of school and how it could best be learned.

The INNOTECH field staff analyzed the individual judgments, eliminating deviant scores, and calculated means for each behavioral objective, and came up with the following 3 category breakdown:

- (IN) To be learned mostly in-school
(approximately 2/3 of learning to be in-school: a mean score for all committee members above 3.5 in the previously given scale.)
- (BOTH) To be learned both in-and out-of-school
(approximately 1/4 to 2/3 of learning to be in-school: a scale mean between 2.0 and 3.5)
- (OUT) To be learned mostly out-of-school
(less than 1/4 of learning to be in-school: a scale mean below 2.0.)

The above classifications are indicated in Appendix 1 for each of the 400 behavioral life-skills objectives.

CHAPTER 3: RESULTS

A. Initial Derivation of Objectives

1. Response frequency

The two methods (structured and unstructured)* resulted in a total of 4,949 total behavioral examples of life-skills objectives:

	<u>Unstructured</u> (Committee <u>A</u>)	<u>Structured</u> (Committee <u>B</u>)
Total Respondents	60	73
Total Responses	1,850	3,099
Mean responses per respondent	31	42
Time spent (hours)	2.0	2.0

The structured method (providing respondents with pre-determined categories of behavior) would thus appear 25% more efficient.

The structured method for deriving teenage and adult achievements resulted in:

	<u>Teenage</u> (Committee <u>C</u>)	<u>Adult</u> (Committee <u>D</u>)
Total Respondents	19	27
Total responses	1,084	1,141
Mean responses per respondent	57	43
Time spent (hours)	2.0	2.0

* See pages 8-10 for an explanation of the two methods.

2. Comprehensiveness of Life-Skills Objectives

One of the most important problems in developing educational objectives is the one of comprehensiveness. That is, whether or not a list of objectives developed covers all important categories of behavior children should learn.

For the purpose of comparing their comprehensiveness, we reclassified the behavioral examples derived through both the approaches, i.e., by Committee A and Committee B into 384 categories of objectives (See Appendix 7.) The combined approaches produced a wide range of behavioral categories. However, each approach has some shortcomings. For example, out of the 384 categories, Committee A contributed no behavioral examples to 105 categories, and Committee B contributed none to 49 categories.

From the above data, one might conclude that the structured approach (i.e., Committee B), produced a more comprehensive list of objectives than the unstructured approach one (i.e., Committee A). If, however, we take into consideration that Committee B was provided with a comprehensive list of behavioral categories prepared in advance as a stimulus, the difference between them is understandable.

More important, the difference is only significant if it is based not only on the quantity of categories but also on the quality of objectives derived through each one of them. From the list of the new categories we found that Committee A failed to

provide many important categories with any behavioral examples, such as:

- ... Reads information about health and drugs
- ... Protects food from contamination.
- ... Avoids personal habits that are unclean or unhealthy to others.
- ... Is aware of proper methods to dispose of wastes.
- ... Observes safety at home
- ... Evaluates own achievements, attitudes and capabilities.
- ... Tries to learn about a variety of occupations
- ... Makes tentative occupational choices based on preferences.
- ... Knows needed preparation for desired future occupation.
- ... Attempts to increase capability through training and education.
- ... Meets assigned responsibilities.
- ... Organizes and divides jobs to get work done.
- ... Respects authority of group leaders.
- ... Knows and appreciates sources of family income.
- ... Tells the truth
- ... Helps classmates and friends.
- ... Talks with parents about own problems.

Committee B also failed to provide many important categories with any behavioral examples, such as:

- ... Avoids reading in moving vehicles or dim light.
- ... Washes clothes.
- ... Avoids killing useful insects.
- ... Knows how to put out fire.
- ... Knows how to carry heavy objects.
- ... Responsible for own duties and undertakings.
- ... Attempts to do job promptly.
- ... Is neat in work.
- ... Participates in civic affairs.
- ... Has regular home chores.
- ... Uses own initiative rather than being dependent on others.
- ... Tries to improve physical health conditions through sports and regular exercises.
- ... Trusts others.
- ... Avoids envy of success of others.
- ... Forgives others.
- ... Courteous and honest.

Quantitatively Committee B produced a more comprehensive list of behavioral categories, but qualitatively it failed to provide as many important categories as did Committee A. On this basis, it would appear that both approaches have unique value, and one is not generally superior to the other.

2. Level of generality/specificity evaluating.

Another important criteria in evaluating educational objectives is the level of generality (or level of specificity). Is a behavioral example stated in terms of general types of behavior ? Does it state specific conditions or situations in which the behavior occurs?

There are no established ways of classifying levels of generality. In this study we use three levels of generality (specific, average and general or SAG):

- S: A behavioral example was classified as SPECIFIC if it met two of the following three criteria:
- the behavior was stated in specific verb(s)
 - it had specific object(s) or noun(s)
 - it stated specific condition(s) or situation(s) in which the behavior occurs.
- A: A behavioral example was classified as AVERAGE if it used rather general verbs, nouns or conditions in which the behavior occurs.
- G: A behavioral example was classified as GENERAL if it used more general verbs, nouns or conditions in which the behavior occurs.

The SAG can be illustrated by the following examples:

<u>SPECIFIC</u>	<u>AVERAGE</u>	<u>GENERAL</u>
Bathes twice daily	Practices habits of cleanliness	Observes habits of good health
Uses overhead bridge to cross the road	Observes traffic	Obeys laws and rules
Writes thank you letters to a friend	Writes letters to associates	Writes legibly
Visits a sick relative hospital	Is kind to relatives	Is kind to others

Number of behavioral examples classified into SAG:

	S	A	G	Unused	Total
Committee A	1115 (60%)	295 (16%)	104 (6%)	326 (18%)	1850 (100%)
Committee B	1679 (55%)	696 (22%)	258 (8%)	466 (15%)	3099 (100%)

It would thus appear that both approaches did quite well in eliciting specific examples of behavior.

B. Determination of Relative Value of Life-Skills Objectives

The four different approaches for determining relative importance of primary objectives consistently gave very similar results, as can be seen on the table below. This would suggest that we are moving in the right direction by using these methods, for the development of

life-skills objectives for children who are unable to finish school after 4-5 years. The relative value of the 40 generalized life-skills objectives are given for each of the four approaches, and a part-whole correlation is given for each. These high correlations are indeed surprising when one recognizes that different persons on different committees made different kinds of judgments in the four approaches.

COMPARISON OF RELATIVE VALUES OF GENERALIZED
LIFE-SKILLS AS DETERMINED BY FOUR ALTERNATIVE
APPROACHES (Base 1000)

Generalized Objective #	Alt. #1 (Com. G)	Alt. #2 (Com. H)	Alt. #3 (Com. I/H)	Alt. #4 (Com. J/K/F)	Mean
1	33	34	29	24	30
2	28	25	24	22	25
3	28	23	28	26	26
4	21	19	22	18	20
5	26	24	32	25	27
6	26	25	22	20	23
7	24	20	28	21	23
8	25	21	24	22	23
9	22	20	25	23	22
10	23	18	19	22	20
11	21	18	18	21	19
12	25	29	22	22	22
13	26	20	21	22	22
14	26	22	21	24	23
15	22	19	23	22	21
16	18	13	17	18	16
17	23	26	22	25	24
18	30	30	26	24	27

Generalized Objective #	Alt. # 1 (Com. G)	Alt. # 2 (Com. G)	Alt. # 3 (Com. I/H)	Alt. # 4 (Com. J/K/F)	Mean
19	29	30	29	31	30
20	26	26	28	24	26
21	28	26	30	32	29
22	29	24	30	23	26
23	23	26	31	30	27
24	27	26	31	36	30
25	26	28	31	32	29
26	27	30	31	29	29
27	27	33	28	28	29
28	28	33	31	27	30
29	27	31	24	20	25
30	27	31	29	32	30
31	21	21	20	24	21
32	23	26	19	27	24
33	24	29	19	19	23
34	19	22	20	24	21
35	21	24	22	28	24
36	26	31	30	27	28
37	23	26	28	27	26
38	26	29	27	30	28
39	27	28	28	23	26
40	25	23	21	29	24

PART-WHOLE 0.77 0.88 0.86 0.76

The results of the four alternatives indicated that the highest valued generalized life-skills for those children who (for whatever reason) cannot pursue their formal education beyond 4 or 5 years had one of two definite characteristics: they were either citizenship behaviors or applied-functional skills leading to

practical adult living. Under what we are calling citizenship behaviors are included:

- ... Respecting other's rights and property (objective # 27)
- ... Obeying laws, regulations and authorities (#28)
- ... Helping others (#25)
- ... Being courteous and friendly (#26)
- ... Working with Community organizations (#24)
- ... Helping to preserve and improve the environment (#30)

Under the highest-valued practical skills were:

- ... Homemaking skills (#19)
- ... Work habits (including planning and scheduling of one's time)
- ... Reading, in the national language and the local vernacular, not in English.

Although the forty generalized objectives were all important, but some were of a higher priority than the others. The life-skills objectives which were of less priority had two aspects:

The first covered learning which was felt to be more appropriate for continued formal education.

The second was the kind of learning which often is not a priority item of formal primary education, (i.e. religion and culture).

Under those generalized life-skills which were of least priority and were considered to be more directed toward further formal education were:

- ... The use of English (# 4)
- ... The knowledge of science (# 10)
- ... The use of observations and experiments (# 11)
- ... The use of measures, etc. (# 15)
- ... The use and understanding of charts, graphs and diagrams

Under the heading of culture and religion were:

- ... The practice of religious principles (# 33)
- ... The appreciation of culture and natural beauty (# 31)
- ... Participation in local culture, including song and dance (# 34)

C. Relative Importance of Behavioral Objectives within Each of the 40 Generalized Life-Skills Objectives

The 400 behavioral life-skills objectives were given relative values by Select Committee B by a method which:

multiplied the relative importance of a given behavioral objective times the relative value of the generalized objective of which it was a part. (In this case the relative value of the generalized objective was the mean of all four alternative approaches.)

The INNOTECH staff split the relative values of the 400 behavioral objectives into only two categories, one

indicating the top one-fourth in relative importance (as coded with a "+" in Appendix 1), and the second being the remaining three-quarters.

Where Learning is to Take Place: In-School vs Out-of-School

The judgments of in-vs out-of-school resulted :

- (IN) Learning mostly in-school
- (BOTH) Learning both in-and out-of-school
- (OUT) Learning mostly out-of-school

These results are given (coded) with the complete listing of life-skills objectives in Appendix 1. On the next several pages are listed the most important (top one-fourth) behavioral life-skills objectives under each of the three classifications of learning location (IN, BOTH, OUT).

Examples of the most important life-skills behaviors to be learned (1) mostly in-school, (2) both in-and out-of-school and (3) mostly out of school

1. To be learned mostly in-school

- ... Reads letters
- ... Reads labels and signs
- ... Writes friendly letters
- ... Writes legibly and clearly enough to be understood
- ... Converses easily with others
- ... Speaks clearly and uses appropriate words

- ... Understands and remembers (what is heard)
- ... Reads (English) mass publication
- ... Reads (English) literature
- ... Writes (English) notices, notes and posters
- ... Knows how to choose and elect government officials
- ... To aware of the issues between our country and
the rest of the world
- ... Knows the ways in which nation can help each other
- ... Can read numbers up to millions
- ... Knows addition, multiplication, subtraction and
division
- ... Knows parts of electricity
- ... (Avoids superstition) ... that constructing a
house during full moon will bring bad luck; that
comets effect human lives; that tides have much
effect during planting season
- ... Able to build simple structures
- ... Keeps tools orderly
- ... Knows linear measures
- ... Preserves seeds for future use
- ... Practices crop rotation
- ... Knows different principles and techniques of
cooking
- ... Knows effective ways to preserve food
- ... Cleans and cares for utensils before and after
eating

- ... Keeps kitchen neat and orderly
- ... Follows instruction from superiors carefully and diligently
- ... Decides what occupation might be best considering own physical and mental capacity
- ... Plans how one might earn a living
- ... Willingly works with others on community projects
- ... Speaks politely about other persons
- ... Realizes that all men should be treated the same under the law
- ... Knows tangibly what "love of country" means
- ... Avoids spitting in public places
- ... Studies cultures of other countries
- ... Performs folk dances
- ... Narrates experiences in Philippino
- ... Follows rules and regulations of games
- ... Practices sportsmanship (example: accepts defeat with good humor)
- ... Walks with poise and good posture
- ... Dresses appropriately for any occasion
- ... Uses anti-perspirants to prevent body odor
- ... Goes to doctor when sick
- ... Goes to dentist for treatment of defective teeth
- ... Does not go to quack doctors

2. To be learned both in-and out-of-school

- ... Reads newspapers and magazines habitually
- ... Listens to radio announcements and news
- ... Can locate governmental buildings
- ... Approximates time by position of sun
- ... Can compare height and weight of objects
- ... Utilizes locally available materials
- ... Makes household products
- ... Realizes that the habit of saving insures ones future needs
- ... Compares quality and cost when shopping
- ... Proficient in bargaining to obtain the highest quality for lowest cost
- ... Organizes, plans and schedules for work on study before starting
- ... Accepts both defeats and victories with good grace
- ... Determines occupational opportunities in own community
- ... Practices thrift and industry as a means to getting ahead
- ... Seeks advice of parents or elders about problem
- ... Takes heed of parental advice
- ... Willingly joins groups with interests in common
- ... Accepts responsibilities (in groups or organizations)
- ... Helps less-fortunate classmates

- ... Greets older persons in household when leaving or arriving
- ... Does not pry (example: does not read other's mail)
- ... Returns items borrowed
- ... Asks parental permission before going out of house
- ... Avoids doing things not permitted by parents
- ... Follows instructions of parents
- ... Helps beautify community
- ... Uses appropriate toilets
- ... Attempts to eradicate insect pests
- ... Attends cultural shows
- ... Understands stories upon which dances are based
- ... Reads stories found in vernacular (Cebuano) magazines
- ... Greets friends as well as enemies during a fiesta
- ... Executes steps in creative dancing
- ... (In games and sports) plays fairly and abides by decision of judges and umpires
- ... Reads medicine labels before administering
- ... Looks both ways before crossing street
- ... Does not go swimming alone
- ... Puts out fire after cooking

3. To be learned mostly out-of-school

- ... Shares responsibilities and helps own family
- ... Helps neighbors willingly and without pay

... Creates a simple song or poem.

When the respondents were asked to give specific aspects of what should be learned out-of-school, they produced a long list of examples. Some of them are presented below: (Generalized objectives are given as numbers and behavioral life-skills objectives as letters -- as in the complete listing given in Appendix 1.)

2. Writes effectively

D. Writes short notes. (An individual should strive to learn to write short notes addressed to anybody including the household help, the store keeper, and his neighbors.)

3. Listens and speaks effectively

D. Answers the telephone. (Imitates how to call and answer phone calls with courtesy.)

I. Listens to messages and commentaries. (Listens to news broadcast in order to keep informed of what is happening in the locality, province and country as well as in other parts of the world.)

4. Uses effective English

J. Practices English at every opportunity. (Practices English with friends, relatives and parents at home.)

5. Attempts to keep continuously informed through reading listening and discussing

A. Reads newspaper and magazines habitually. (Keeps informed by reading newspapers and magazines subscribed to by parents).

B. Reads public service announcements. (Sees and reads bulletins and placards as well as advertisements.)

G. Asks questions about current events. (There may be agents or persons going from house to house and

asks agents or persons going from house to house for information.)

7. Understands current world events and important social and economic conditions and trends

E. Knows that business is aided by modern transport.

(Knows ,by observing, that business is aided by modern transport, for instance, knows that modern transportation makes it possible for people to buy products that are not locally produced.)

F. Aware of basic economic relationships.

(Enhances awareness through experience and observation. For instance, learns that if population increases and the food supply is limited, prices rise.)

J. Distinguishes the different manners and dress of educated and uneducated groups. (By observation and comparison.)

8. Possess skill in mathematics

B. Knows the fundamental operations. (Learns practical application of mathematics out of school, and since most parents of out of school children are engaged in buying and selling small quantities of goods most often children are of help in counting.)

(Understands different situations in buying and selling, especially children of vendors and businessmen. Children at home who are told to buy something in the market know how to buy and count the change.)

10. Possesses knowledge of science (biology, zoology, chemistry, physics, geology, astronomy, etc.)

G. Recognizes the effects of bacteria on food.

(Recognizes fresh from stale foods (fish, meat, fruits, vegetables)).

20. Observes good consumer and business practices

F. Treats customers honestly.

(Learns honesty at or in church no matter which ministers religious faith the child follows. For example, using honest weight measures when selling farm produce can become a part of a child's character through proper home and/or church guidance).

18. Practices effective agricultural methods

E. Irrigates at proper time/amount

(Provides simple irrigation for plants at home.)

I. Harvests crops at correct time.

(Observes and participates in harvesting corn or other crops in the community.)

15. Knows various measure and can use measuring devices

A. Uses linear measures. (From parents who are employed as construction workers. Learns about various measures and measuring devices. Through work under skilled carpenter and through experience they learn some linear measures such as meter, feet and inches. Their learning is then transferred to their children, especially if they are doing repairs on their homes.)

D. Knows common units of land measure. (Learns about land measurement in an agricultural community since people estimate the numbers of hectares according to the number of gantas of corn planted. For example if a land is planted to 5 gantas of corn, that land is 1 hectare.)

The result of the in vs out-of-school determination was not entirely successful. This conclusion can be seen from the above listing of out-of-school learning opportunities. Respondents rarely gave specific means for learning out of school; their inputs usually were out-of-school applications of things already learned.

We do not believe that the basic model is essentially at fault; the respondents simply were not used to making these kinds of determinations or suggestions for learning experiences. Future applications of the model will require respondents to be experts in curriculum and non-formal and community education.

CHAPTER 4: CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

1. The basic models were workable, but greater attention is needed in selecting appropriate persons to make the necessary judgments.
2. Both methods (structured and unstructured) for deriving an initial pool of life-skills objectives provided behaviors adequate in both quantity and quality. Neither method was superior in giving comprehensive coverage -- both contributed a goodly number of unique behaviors. Both should be used.
3. Classification of the initial set of behaviors into generalized life-skills objectives and subsequently into behavioral life-skills objectives can best be done by the research staff alone. The concepts of "typicality" and "range" are too difficult to transmit in a short time to members of a committee; the tendency of a committee is to select the more generally stated behaviors, sacrificing the needed specificity.
4. Judgments about the relative value/importance of the behavioral objectives (within a given generalized objective) can best be done by a group of 5-6 persons in a sub-committee chaired by a staff member. We found that, on their own, several of the sub-committees did not entirely grasp the concept of "relative" as related to the use of a "0-10" scale. Several used a rank order and one used only "10's", "5's" and "1's"--

as in the examples given them in their instruction. This failure on our part is one of the main reasons why we used only a "top 1/4" in indicating relative value/importance of the behavioral objectives in Appendix 1.

5. The use of the in-vs out-of-school classification need not be a part of the model to derive life-skills objectives unless one wants to determine how best to use community resources in the total system of education. If this classification is used, however, the need for a 0-5 scale (such as in the present model) only quantifies without informing. It would be far better if a committee made up of experts in curriculum, non-formal education, educational methods, etc. were to spend a lengthy period in building the total curriculum and making decisions -- at that time -- as to what to teach and how to teach it. This step requires a high degree of professionalism.

6. The four alternatives for deriving relative value/importance of generalized life-skills objectives achieved very similar results. This consistency of of results from different people making different judgments gives us confidence that the overall approach of using ratio-scale judgments is valid. Although the tendency should be to recommend the most simple approach (Alternative #1) we fear that those making these judgments may easily lose sight of the purpose of life-skills objectives: preparing children for rewarding lives as adults. Forcing judgments to be made about the relative contribution of primary education objectives to adult achievements

(Alternative #3) is judged by the staff as the safest course. Alternative #4 is unnecessarily complicated.

7. The derivation of life-skills objectives is not the same as curriculum building. We have considered only those desirable behaviors after only 4-5 years of primary education. Three further steps are needed in curriculum building:
 - a. Recognize that the 10 behavioral objectives (within each of the generalized objectives) are "representative". A list of "others like it" objectives must be prepared -- i.e., other behaviors like the one which is being considered.
 - b. Recognize that there are prerequisite achievements that must be gone through to reach a given objective -- and that these must be specified and sequenced, giving consideration to both maturation level and the time it takes to achieve each objective.
 - c. Recognize that life-skills objectives are valuable things for all children to learn, whether or not they leave school at an early age. Additional learning necessary for higher levels of education is an inefficient use of school time for those who drop out, but it is necessary for those who continue. The solution to this dilemma may lie in teaching all children the core life-skills in the early grades followed by a period given over to academic preparation. In any case, curriculum builders should attempt to meet the needs of both kinds of primary students as efficiently as possible.

B. Recommendations

The study in Cebu City was a tryout of a number of alternative approaches. The recommended steps below must be tried out in a new situation before the Center can represent the model as a workable prototype for use by SEAMEO member countries*.

Step 1. Organize a committee to provide life-skills behaviors as in our Committee A (the unstructured approach). No less than three persons should represent each "area of expertise" of the local community. Each person should be asked to provide 40 examples of desirable behavior (within their area of expertise) for those children who can have no more than 4-5 years of primary education. (Use coded cards for respondents to write on.)

Step 2. Organize a committee to provide life-skills behaviors as in our Committee B the structured approach. Use either the 60 categories of behavior (Appendix 4) or any other convenient set of categories and ask each respondent to give 10 examples for each category assigned him. Each respondent should be assigned 5-6 categories related to his/her "area of expertise", and

* The Indonesian BPP (Office of Educational Development) will shortly be undertaking such a tryout in different locations within Indonesia. INNOTECH will assist in planning and monitoring the study, and the Center is extremely gratified that a member country has undertaken the responsibility of expanding on its work.

there should be no fewer than 3 respondents to each category. (Use coded cards for respondents to write on).

Step 3. Organize a committee to provide desirable adult behaviors as in our Committee D. Use either the 23 categories of behavior (Appendix 6) or any other convenient set of categories and ask each respondent to give 10 examples for each category assigned him. Each respondent should be assigned 3-6 categories related to his/her "area of expertise", and these should be no fewer than 3 respondents per category. (Use coded cards for respondents to write on).

Step 4. Reclassify life-skills behaviors, essentially ignoring the original categories. The basis of classification should be types of knowledge, skill or behavior. Stack cards of similar behavior together, giving each stack a short behavioral title to help in the sorting. Once initial classification is done, review the categories trying to achieve the same level of generality/specificity for all categories and to avoid overlapping as much as possible. Combine or split stacks of cards as necessary. Look through all cards in each stack, making sure that they are classified correctly -- and you might even derive new categories during this look-through. We suggest 40-60 categories as a target.

Rewrite each category using action verbs and making each into a "generalized life-skills

objective". Clip highly similar behaviors within a category together. Select the 10 to 20* that represent the category (generalized objective) in terms of both "typicality" and "range". Rewrite each as a behavioral objective, using the behaviors as examples (as in Appendix 1).

Type and reproduce your list of generalized and specific life-skills objectives. Type and reproduce a matrix (as in Appendix 16) listing the generalized life-skills objectives on the left margin and leaving 6-7 blank columns.

Step 5. Reclassify the adult behaviors resulting from Step 3 following the same steps as used with the life-skills behaviors with the following exceptions: (a) use a situational or contextual framework of classification (i.e. "care of children" rather than the skill classification use at the primary level. (children are learning skills which can be used in a large variety of adult situations.) and (b) represent each category with only five examples of behavior. (These are to be used only for reference so that the reader will know what each adult category refers to). Type and reproduce adult achievements and examples.

Step 6. Organize a committee (as in Committee F) whose job will be to judge the relative value of the categories of adult achievements. In this tryout study we pooled individual judgments, but you may

* Each category must have the same number of behavioral objectives.

want to establish a single committee representing all sectors of the community. Our recommendation, however, is individual judgments, pooled by the staff and reviewed by a second meeting of the full committee.

Step 7. Organize a set of sub-committees (as in Committee I). Each sub-committee should have representatives of the full primary curriculum and several specialists selected to specific types of adult achievements. Each committee should be responsible for 4-6 adult achievements only. Using the matrix printed in Step 4, each sub-committee should write the adult categories assigned it at the top of the columns. Taking one adult achievement at a time, the sub-committee should then judge the relative contribution of each generalized life-skills objective to it. The use of the "0-10" ratio scale is useful, and it is easiest if the committee first goes through the complete set of life-skills objectives and arbitrarily assigns a "10" to the one or more objectives that make the greatest contribution to the one adult achievement under consideration. This step is followed by considering all the other life-skills, one at a time, in reference to those assigned the "10's" -- to keep the idea of "relative contribution" in mind.

An alternative to the sub-committee procedure is one which was used successfully in Indonesia in 1971. Some 5 or 6 panels of curriculum experts

(representing a facet of the primary curriculum) were established, and experts in adult achievements met with these panels on a "round-robin" basis to establish contribution of primary objectives to the adult achievements which were in their area of expertise . This round-robin" method is appropriate if there are not enough curriculum experts to go around. In any case, a knowledgeable staff member must sit in with each sub-committee or panel to insure that a ratio scale is being used, that only one adult achievement is considered at one time, that judgments are on "contribution" not on "overall value", and that participants know the contents of and are quite familiar with the full list of both primary and adult behaviors represented by the short marginal titles on the matrix.

- NOTE: ON-SITE FIELD WORK CAN END HERE -

Step 8. Establish sub-committees (as in Select Committee B) to judge the relative life-skills values of the behavioral objectives classified under the generalized life-skills objectives. Each sub-committee should be assigned those life-skills objectives in their area of expertise, and they are made up primarily of curriculum experts. A staff member should manage the activities of each sub-committee.

Taking the 10 (or 20) behavioral life-skills objectives under a given generalized objective, a sub-committee should be asked to assign values

(via the "0-10" method) of the relative value of each behavioral objective as a life-skill to prepare a child to lead a rewarding and contributing adult life. The sub-committee should consider only the behaviors under a single generalized objective at any given time.

Step 9. Staff analysis:

- (a) Transform "adult values from Step 6" to base 1000.
- (b) Transform generalized life-skills contributions of Step 7 to base 1000.
- (c) Multiply contribution by value and sum for each life-skill objective across all adult achievements. Transform once again to base 1000. Result is relative value of generalized life-skills.
- (d) Transform the relative value of behavioral objectives to base 100 (within each generalized objective).
- (e) Multiply the behavioral objective value times the relative value of the generalized objective of which it is a part and divide result by 10. The result is the relative value of each behavioral objective.

- Derivation of Life-skills is Now Complete -

Step 10. Proceed to curriculum building and decisions about in-vs out-of-school learning as suggested in the conclusion.

APPENDICES

APPENDIX I

LIFE-SKILLS OBJECTIVES FOR PRIMARY EDUCATION

Included:

- ... 40 Generalized Life-Skills Objectives
 - ... Relative value/importance of each (numerically derived with a base of 1000)
 - ... Top 1/4 in value/importance coded with **+**
- ... 400 Behavioral Life-Skills Objectives (10 for each of the 40 generalized objectives)
 - ... Top 1/4 in value/importance coded with "+"
 - ... Judgments of "Where Learning is to Take Place", i.e.,
 - (IN): Mostly In-school
 - (BOTH): Both In-and Out-of-School
 - (OUT): Mostly Out-of-School

Top 1/4 Where
in Learning
Importance Takes place

1. Reads Effectively (Relative value: 30)
- + (IN) A. Reads letters
 - (IN) B. Reads brochures (Example: on plants)
 - (IN) C. Reads rules and regulations
(Example: in offices or warehouses)
 - (IN) D. Reads posters and advertisements
(Example: posters on safety)
 - (BOTH) E. Reads recipes (Example: to bake butter
cakes)
 - (IN) F. Reads business forms (Example: purchase
and sales invoices)
 - (IN) G. Reads tabulated lists (Example: prices
of commodities)
 - + (IN) H. Reads labels and signs (Example: labels
on medicine bottle)
 - (IN) I. Reads symbols and abbreviations
(Example: on cars or buildings)
 - (IN) J. Skims for pertinent content
(Example: looks for penalty to
particular delinquency)
2. Writes Effectively (Relative value: 25)
- + (IN) A. Writes friendly letters
(Example: invitation to a friend)
 - (IN) B. Writes business letters
(Example: responds to a business
letter)
 - (IN) C. Writes request letter (Example: excuse
to teacher)
 - (IN) D. Writes short notes (Example: to members
of household)
 - (IN) E. Writes directions/instructions
(Example: directions to reach a given
location)

<u>Top 1/4 in Importance</u>	<u>Where Learning Takes place</u>
	(IN) F. Lists items (Example: a list for purchases in the market)
	(IN) G. Writes business forms (Example: purchase invoices)
+	(IN) H. Writes legibly and clearly enough to be understood.
	(IN) I. Uses correct punctuation (Example: uses capital letter to begin sentences)
	(IN) J. Writes neatly (Example: writes on lines provided)
3. Listens and Speaks Effectively (Relative value: <u>26</u>)	
	(IN) A. Speaks fluently to an audience
+	(IN) B. Converses easily with others
	(IN) C. Tells stories interestingly (Example: jokes)
	(BOTH) D. Answers the telephone
+	(IN) E. Speaks clearly and uses appropriate words
	(BOTH) F. Speaks distinctly (Example: does not mumble)
	(IN) G. Is a good listener (Example: shows interest in what others' say)
	(IN) H. Has good listening habits (Example: concentrates on the person speaking)
	(BOTH) I. Listens and understands messages and commentaries (Example: radio commentators)
+	(IN) J. Understands and remembers (Example: retells news accounts accurately)

Top 1/4 , Where
in Learning
Importance Takes place

4. Uses Effective English (Relative value: 20)
- + (IN) A. Reads mass media publications
(Example: news accounts in magazines
and newspapers)
 - + (IN) B. Reads literature (Example: appropriate
stories)
 - (IN) C. Writes business forms and letters
(Example: orders specific quantities of
goods)
 - + (IN) D. Writes notices, notes and posters
(example: notice of a meeting)
 - (IN) E. Spells correctly
 - (IN) F. Uses correct grammar (Example: tense)
 - (IN) G. Uses English at public functions
(Example: makes and acknowledges
introductions)
 - (IN) H. Uses and understands idiomatic
expressions
 - (IN) I. Speaks clearly (Example: accents
words properly that need emphasis)
 - (BOTH) J. Practices English at every opportunity
(Example: to friends, relatives,
parents, etc.)
5. Attempts to keep continuously informed through
reading, listening and discussing (Relative
value: 27)
- + (BOTH) A. Reads newspapers and magazines habitu-
ally
 - (BOTH) B. Reads public service announcements
(Example: bulletins and placards
displayed publicly)
 - + (OUT) C. Listens to radio announcements and
news

Top 1/4 Where
in Learning
Importance Takes place

- (BOTH) D. Listens to speakers and resource persons
 - (BOTH) E. Listens to those giving reports
 - (IN) F. Listens to the teacher for informational background
 - (IN) G. Asks questions about current events (Example: family planning and health campaigns)
 - (BOTH) H. Tries to be sure to hear correct information
 - (OUT) I. Chooses what one listens to (Example: radio broadcasts)
 - (OUT) J. Discriminates between fact and hearsay in radio and T.V. broadcasts
6. Is informed about national and local history, geography, institutions and events (Relative value: 23)
- (IN) A. Knows how to choose and elect government officials
 - (IN) B. Knows the responsibilities of important officials (Example: duties of Chief Executive of town, province, and country)
 - (IN) C. Can identify the different places in the country
 - (BOTH) D. Knows local history (Example: how his town was named)
 - (IN) E. Can identify local officials (town, city or province)
 - (IN) F. Knows about important events happening in the community

Top 1/4 Where
in Learning
Importance Takes place

- (BOTH) G Can locate important local sites in an emergency (Example: hospital, clinic, fire station, etc.)
 - + (BOTH) H. Can locate governmental buildings (Example: city hall, provincial capital, etc.)
 - (BOTH) I. Knows the distance of his barrio from the poblacion
 - (IN) J. Knows the natural resources of his country and how they can be utilized
7. Understand current world events and important social and economic conditions and trends (Relative value: 23)
- + (IN) A. Is aware of the issues between his country and the rest of the world
 - + (IN) B. Knows the way in which nations can help each other
 - (BOTH) C. Is aware of the effect of modern transport and communication on world relations (Example: the world is "smaller" because of the airplane)
 - (IN) D. Is aware of the effects on the lives of people of modern communications and transport
 - (BOTH) E. Knows that business is aided by modern transport (Example: products from remote places can be sent)
 - (BOTH) F. Aware of some basic economic relationships (Example: prices rise with limited supply and population increase)
 - (BOTH) G. Aware of effects on business of money volume (Example: business is also scarce when money is scarce)
 - (IN) H. Knows the dangers of population growth (Example: need for limitations on family size)

Top 1/4 Where
in Learning
Importance Takes place

- (IN) I. Knows some why people have different points of view
(Example: different opinions of these from different economic and education backgrounds)
- (BOTH) J. Distinguishes the different manners and dress of educated and uneducated groups

8. Possesses skill in mathematics (Relative value: 23)

- (IN) A. Can read numbers up to millions
- (IN) B. Knows the fundamental operations and facts of addition, subtraction, multiplication, and division
- (IN) C. Subtracts up to 5-digit numbers
- (IN) D. Divides 5-digit number by 2-digit numbers
- (IN) E. Multiplies whole numbers
- (IN) F. Can recognize simple fractions
(Example: the parts of a cake represented by $1/4$, $1/2$, $3/4$)
- (IN) G. Can determine simple ratios
(Example: a group of 3 objects in a larger group of 12)
- (IN) H. Can illustrate different geometric figures
- (IN) I. Can identify and draw different kinds of lines (Example: straight, parallel, perpendicular, etc.)
- (IN) J. Can solve problem on finding the elements in a Venn diagram

9. Makes estimates, comparisons, and predictions (Relative value: 22)

- (BOTH) A. Approximates time by the position of sun

Top 1/4 Where
in Learning
Importance Takes place

- (BOTH) B. Estimates distance or length by looking
- + (BOTH) C. Can compare height and weight of objects (Example: of friends)
- (BOTH) D. Can predict how long given activities will take (Example: how soon one will arrive, giving allowances for other activities along the way)
- (IN) E. Can compare rate, speed and time (Example: time spent by two cars knowing the speed and distance covered by each)
- (IN) F. Makes comparisons based on proportions (Example: seedling shared by each person given number of seedlings and persons)
- (BOTH) G. Estimates practical completion times (Example: time to finish a job)
- (BOTH) H. Can compare natural phenomena (Example: growth of plants exposed to sunlight)
- (IN) I. Can estimate and compare distance, time and speed
- (IN) J. Can compare units of measure (Example: a kilometer and a mile)

10 Possesses knowledge of science (biology, zoology, chemistry, physics, geology, astronomy, etc.)
(Relative value: 20)

- (IN) A. Knows parts of electricity (Example: dry cells make radios function)
- (IN) B. Knows the relationship of tides and moon on the livelihood of man
- (IN) C. Understands that gravity makes things fall
- (IN) D. Knows that fertile soil is best for plants

Top 1/4 Where
in Learning
Importance Takes place

- (IN) E. Understands how seasons are related to the rotation and revolution of the earth
 - (IN) F. Knows that heat is involved in chemical changes
 - (BOTH) G. Recognizes the effects of bacteria on food
 - (IN) H. Knows why the length of days and nights vary
 - (IN) I. Knows that energy from a dry cell is a chemical form of energy
 - (IN) J. Knows the three layers of the earth
11. Observes, collects and experiments to gain knowledge of science (Relative value: 19)
- (BOTH) A. Can perform seed flat experiments (Example: germination of corn seeds in different soils)
 - (IN) B. Can perform experiments concerning the effect of natural forces (Example: observe effects of gravity on germinating mango seeds)
 - (BOTH) C. Is continuously observing/experimenting to satisfy own curiosity
 - (BOTH) D. Can build fire with lens/sun or iron/stone being struck together
 - (OUT) E. Recognizes and collects good seeds for planting
 - (BOTH) F. Can observe and predict trends in natural growth (Example: predicts height of corn after daily observation)
 - (BOTH) G. Collects natural phenomena (Example: rocks in community)
 - (IN) H. Preserves natural samples (Example: uses formaline to preserve aquatic animals)

Top 1/4 Where
in Learning
Importance Takes place

- (BOTH) I. Investigates natural phenomena around self (Example: finds out why ducks can swim)
- (IN) J. Predicts growth of animals (Example: predicts how big pet ducks will become in a given time)

- 12. Values reason and avoids superstitions (Relation value: 22)
 - (IN) A. Does not believe that showering of grain on newly-weds necessarily brings prosperity
 - (IN) B. Does not believe that there is a scientific relation to a woman's pregnancy and the eclipse of the sun
 - (IN) C. Does not believe that cutting fingernails at night is harmful
 - (IN) D. Does not believe that bathing on Friday has a bad effect
 - (IN) E. Does not believe that burying the umbilical cords of children together will contribute to a closely-knit family
 - (IN) F. Does not believe that the elopement of lovers should be related to the nearness of the moon
 - (IN) G. Does not believe that sweeping the house after a person dies will cause the death of other family members
 - + (IN) H. Does not believe that constructing a house during the full moon will bring bad luck
 - + (IN) I. Does not believe that comets affect human lives
 - + (IN) J. Does not believe that tides have much effect during planting season.

<u>Top 1/4 in Importance</u>	<u>Where Learning Takes place</u>
	(IN) G. Applies lubricants such as oil soap to rusty nails
	(IN) H. Draws straight line using ruller, T-square or other straight edge
	(IN) I. Can use simple optical devices (Example: microscope, transit)
	(IN) J. Knows a variety of tools and their use (Example: gardening tools)
15.	Knows various measures and can use measuring devices (Relative value <u>23</u>)
	(IN) A. Knows linear measures (Example: motor, foot, inches)
	(IN) B. Uses linear measures (Example: use of a long stick to measure land)
	(BOTH) C. Approximates linear measures with units of own body (Example: hands or steps to measure distance)
	(BOTH) D. Knows common units of land measure (Example: hectare)
	(IN) E. Reads scales (Example: weight)
	(IN) F. Reads digitated meters (Example: water meter)
	(IN) G. Reads barometers/thermometers.
	(IN) H. Knows liquid measures (Example: number of cups in gallon)
	(BOTH) I. Knows time measures (Example: number of hours in day)
	(IN) J. Knows how board feet is used to measure lumber
16.	Constructs and uses graphs, charts, tables, diagram, illustrations (Relative value: <u>16</u>)
	(IN) A. Makes bar graphs (Example: of products or Cebu)

<u>Top 1/4 in Importance</u>	<u>Where Learning Takes place</u>
	(IN) B. Compares charts (Example: products of different provinces)
	(IN) C. Makes simple charts (Example: rainfall chart of Philippines)
	(IN) D. Displays charts (Example: materials used in gardening)
	(IN) E. Creates displays (Example: classes of plants displayed)
	(IN) F. Reads maps and diagrams
	(IN) G. Interprets graphs (Example: line, circle or picto-graph)
	(IN) H. Compares items on a graph
	(IN) I. Makes charts (Example: different food groups)
	(IN) J. Makes diagrams (Example: parts of flower, life cycle of butterfly)
	17. Produces handicrafts and decorations (Relative value: <u>29</u>)
+	(BOTH) A. Utilizes locally available materials
	(BOTH) B. Weaves (Example: mats)
+	(BOTH) C. Makes household products (Example: rattan furniture or baskets from palm leaves)
	(BOTH) D. Makes buri bags
	(BOTH) E. Makes clay pots
	(BOTH) F. Makes toys and figures from clay
	(BOTH) G. Uses natural materials for house decoration (Example: locally found stones)
	(IN) H. Arranges flowers, pictures, furniture for home decoration
	(IN) I. Selects color and design for home (Example: dresses, linens)

Top 1/4 Where
in Learning
Importance Takes place

(IN) J. Harmonizes color (Example: curtains and walls of house)

18. Practices effective agricultural methods (Relative value: 27)

(IN) A. Familiar with soils adapted to different kinds of plant

(BOTH) B. Plants young trees to replace those cut

+ (IN) C. Preserves seeds for future use

(IN) D. Uses correct amount and type of fertilizer

(BOTH) E. Irrigates at appropriate time/amount

+ (IN) F. Practices crop rotation

(BOTH) G. Uses natural means to overcome soil exhaustion (Example: planting of legumes)

(BOTH) H. Protects fruits from insects (Example: wraps jack fruit)

(BOTH) I. Harvests crops at correct time (Example: knows when fruit is ripe)

(OUT) J. Can catch fish in several ways (Example: nets or hooks)

19. Practices effective homemaking skills (Relative value: 30)

+ (IN) A. Knows different principles and techniques of cooking

(IN) B. Is familiar with the use of a variety of kitchen utensils

(BOTH) C. Can operate common appliances (Example: gas stove)

+ (IN) D. Knows effective ways to preserve food

(IN) E. Sets the table for meals

<u>Top 1/4 in Importance</u>	<u>Where Learning Takes place</u>
+	(IN) F. Cleans and cares for utensils before and after eating
+	(IN) G. Keeps kitchen neat and orderly
	(BOTH) H. Cleans house thoroughly
	(IN) I. Mends and sews with and without machine (Example: dresses, pants, tears)
	(BOTH) J. Can care for babies (Example: helps mother with younger children)
	20. Observes good consumer and business practices (Relative value: <u>26</u>)
+	(BOTH) A. Realizes that the habit of savings insures one's future needs
	(OUT) B. Can open a savings account
	(BOTH) C. Establishes and maintains a budget
	(OUT) D. Selects quality menus within one's budget
+	(BOTH) E. Compares quality and cost when shopping selecting the most valuable at the cost that one can afford
	(BOTH) F. Makes change (Example: adds up items purchased and subtracts from 10-peso note)
	(BOTH) G. Can make simple business addition (Example: total of purchases on sales slip)
+	(BOTH) H. Proficient in bargaining to obtain the highest quality for lowest cost
	(BOTH) I. Helps parents earn money (Example: selling fruit, vegetables)
	(BOTH) J. Treats customers honestly (Example: give correct measures in chupa or ganta)

Top 1/4 Where
in Learning
Importance Takes place

21. Practices effective planning, problem-solving,
scheduling and work habits (Relative value: 29)

+ (BOTH) A. Organizes, plans and schedules work
or study before starting

(BOTH) B. Weighs alternative solutions and
approaches to solve a problem

(BOTH) C. Makes decisions impartially

(BOTH) D. Makes decision fairly

(BOTH) E. Begins work or study on time

+ (IN) F. Follows instructions from superiors
carefully and religiously

(BOTH) G. Works willingly without being told

(BOTH) H. Does own studies at home without
urging from parents or elders

(BOTH) I. Finishes necessary work/study before
playing

+ (BOTH) J. Accepts both defeats and victories
with good grace

22. Plans own future (Relative value: 26)

(IN) A. Consults others for guidance about
own future (Example: school guidance)

(BOTH) B. Finds out about job opportunities
(Example: listens to parents)

+ (BOTH) C. Determines occupational opportunities
in own community

+ (IN) D. Decides what occupation might be best
considering own physical and mental
capacity

+ (IN) E. Plans how one might earn a living

(IN) F. Decides what other educational
opportunities to take

(IN) G. Plans to take non-formal courses
(Example: nite vocational courses in
dressmaking, beauty culture)

<u>Top 1/4 in Importance</u>	<u>Where Learning Takes place</u>
	(BOTH) H. Plans to enroll in self-study courses (Example: correspondence school)
+	(BOTH) I. Practices thrift and industry as a means to getting ahead
	(IN) J. Wants to be sure that one is working in a trade intended for the long term
23.	Seeks and follows advice of others (Relative value: <u>27</u>)
	(BOTH) A. Seeks an appropriate person for help and advice needed (Example: physician, lawyer, priest)
	(OUT) B. Goes to parents if confused about anything
+	(BOTH) C. Seeks advice of parents or elders about problems (Example: school work)
	(BOTH) D. Asks resource persons, both in and out of the family, for aid in solving problems
	(BOTH) E. Listens carefully and heartily to advice
+	(BOTH) F. Takes heed of parental advice
	(IN) G. Goes to teacher about school problem (Example: cooking)
	(IN) H. Listens to explanations and directions of teachers
	(IN) I. Follows instructions of teachers (Example: how to take a test)
	(BOTH) J. Accepts and follows constructive criticism good naturally
<input checked="" type="checkbox"/>	24. Works effectively as a member of a group or organization (Relative value: <u>30</u>)
+	(IN) A. Willingly works with others on community project if it is for public good

Top 1/4
in
Importance

Where
Learning
Takes place

- (BOTH) B. Helps form organizations (Example: a new 4-H club)
- + (BOTH) C. Willingly joins groups with interests in common (Example: promotion of physical development)
- (BOTH) D. Is loyal and prompt in organizational work
- (BOTH) E. Obeys rules and regulations
- (BOTH) F. Cooperates with those in charge
- + (BOTH) G. Accepts responsibilities (Example: to lead a group)
- (BOTH) H. Able to give instructions to others
- (BOTH) I. Monitors group activities to insure that they are done (Example: visits community projects)
- (BOTH) J. Abides with decision of the majority

25. Helps others (Relative value: 29)

- + (OUT) A. Shares responsibilities and helps own family (Example: running errands, helping father in field)
- + (OUT) B. Helps neighbors willingly and without pay
- (BOTH) C. Helps classmates (Example: clean room)
- (OUT) D. Visits sick friends
- + (BOTH) E. Helps less-fortunate classmates (Example: gives help in studies to those less able mentally)
- (BOTH) F. Teaches younger children (Example: good manners and conduct)
- (BOTH) G. Helps younger children at play (Example: a new game)
- (BOTH) H. Performs personal acts of charity (Example: giving to the needy at Christmas)

Top 1/4 Where
in Learning
Importance Takes place

(BOTH) I. Donates to organized charity
(Example: church)

(BOTH) J. Tries to get others to help the less
fortunate (Example: asks for donations
from Lions Club, Jaycees, etc.)

26. Practices courtesy, friendliness and understand-
ing (Relative value 29)

+ (IN) A. Speaks politely about other persons
(Example: public officials, friends)

(BOTH) B. Greets adults politely

+ (BOTH) C. Greets older persons in household when
leaving or arriving

(BOTH) D. Converses with brothers and sisters
(Example: about household activities)

(BOTH) E. Is friendly and courteous to visitors
(Example: offers them reading materials
while they wait)

(BOTH) F. Is courteous and polite to friend

(BOTH) G. Courteous to elders in public
(Example: offers seats on bus)

(BOTH) H. Listens with interest to older people
(Example: grandpa telling stories)

(BOTH) I. Is polite in conversational habits
(Example: waits for own turns to speak)

(BOTH) J. Tries to say good things about others
(Example : when two friends are not on
good terms)

27. Respects others' rights and property (Relative
value: 29)

+ (IN) A. Realizes that all men should be treated
the same under the law (Example: a
rich man should not be privileged in
Court any more than a poor man)

Top 1/4
in
Importance

Where
Learning
Takes place

- (BOTH) B. Does not steal others' property
- (BOTH) C. Returns things found to their owners
(Example: finding a centavo)
- (BOTH) D. Respects privacy of other quarters
(Example: knocks on door before entering)
- + (BOTH) E. Does not pry (example: does not read other's mail)
- + (BOTH) F. Returns items borrowed (Example: from classmates)
- (BOTH) G. Considers the feelings and opinions of others (Example: the conservative ideas of olders)
- (BOTH) H. Tells the truth
- (IN) I. Does not damage or mar property
(Example: school walls, toilet, library)
- (IN) J. Returns property to its proper place after using (Example: garden tools)

28. Obeys laws, regulations and authorities
(Relative value: 30)

- + (BOTH) A. Asks parental permission before going out of house
- + (BOTH) B. Avoids doing things not permitted by parents (Examples: going to party without permission)
- + (BOTH) C. Follows instructions of parents
(Example: work task)
- (BOTH) D. Follows rules and regulations of a group
- (BOTH) E. Obeys traffic rules (Examples: street signs and lights)
- (BOTH) F. Obeys curfew hours
- (BOTH) G. Accepts reasons for limitations on own freedom (Example: "open" and "closed" hunting seasons)

Top 1/4
in
Importance Where
Learning
Takes place

- (BOTH) H. Avoid illegal hunting seasons
 - (BOTH) I. Does not gamble
 - (IN) J. Indicates an intention to obey laws which will affect him/her as adults (Example: military registration at age 20)
29. Exhibits a love for country and respect for its symbols and heroes (Relative value: 25)
- (IN) A. Knows tangibly what "love of country" means (Example: can give illustrations)
 - (IN) B. Knows the national symbols (Example: national flower)
 - (IN) C. Knows the several ways that respect is shown to the flag (Example: when to raise/lower)
 - (IN) D. Shows respect for flag (Example: attends flag ceremonies)
 - (IN) E. Sings the National Anthem heartily
 - (IN) F. Knows the significance of important dates in Philippine history
 - (IN) G. Tries to find out more about national heroes (Example: reads and studies)
 - (IN) H. Knows about important heroes and what they did
 - (IN) I. Sings all patriotic songs
 - (BOTH) J. Shows respect for government officials
30. Helps to preserve and improve the environment (Relative value: 30)
- + (BOTH) A. Helps beautify community (Example: plants and flowers in parks and plazas)
 - (BOTH) B. Tries to help prevent soil (Example: help others plant trees)

<u>Top 1/4 in Importance</u>	<u>Where Learning Takes place</u>
	(BOTH) C. Helps keep rivers and streams free of pollution (Example: avoid their use to dispose of garbage)
	(BOTH) D. Tries to discourage others' depletion of natural resources (Example: dynamiting of fish)
+	(BOTH) E. Uses appropriate toilets (Example: water-seated toilets)
	(BOTH) F. Uses compost pits for garbage disposal
+	(BOTH) G. Attempts to eradicate insect pests (Example: helps spray for mosquitoes and flies, help clean canals)
	(BOTH) H. Uses drinking water container with faucet
+	(IN) I. Avoids spitting in public places
	(BOTH) J. Helps exterminate rats (Example: sets rat traps)
31.	Seeks opportunities to enjoy different cultural works and natural beauty (Relative value: <u>21</u>)
	(BOTH) A. Listens to good music (vocal and instrumental)
	(IN) B. Enjoys art exhibition (Example: by schools or cultural shows)
+	(BOTH) C. Attends cultural shows (Example: dances, drama, songs, etc.)
	(BOTH) D. Reads and appreciates simple literary works (children's stories, etc.)
+	(BOTH) E. Understands the story on which a dance is based
	(OUT) F. Enjoys the beauty of nature in his surroundings (Example: listens to the songs of birds)
	(BOTH) G. Listens to poetry reading (Example: on radio and T.V.)
	(IN) H. Learns to interpret music, paintings, and other works of art)

Top 1/4 Where
in Learning
Importance Takes place

- (BOTH) I. Tries to select good musical programs on radio and T.V.
- + (IN) J. Studies culture of other countries
32. Shows respect and appreciation for local culture, tradition, and language (Relative value: 24)
- (BOTH) A. Joins and participates in local fiesta (Example: Barrio fiesta)
- + (BOTH) B. Reads stories found in vernacular magazines
- + (IN) C. Performs folk dances (Example: curacha)
- (BOTH) D. Sings folk songs for self enjoyment
- (IN) E. Enjoys poems in Philippino
- + (IN) F. Narrates experiences in Pilipino
- (IN) G. Interprets a short story in English into the vernacular to entertain the young kids in the family
- (IN) H. Learns the background of one's native songs, literature, and dances
- (BOTH) I. Observes the Pilipino customs of hospitality
- + (BOTH) J. Greets friends as well as enemies during a fiesta
33. Observes religious practices (Relative value 23)
- (BOTH) A. Joins religious organizations (Example: churches, "Legion of Mary")
- (BOTH) B. Attends services (Example: attends sermons)
- (BOTH) C. Goes to confession and communion
- (BOTH) D. Says the Holy Rosary
- (BOTH) E. Prays the Angelus
- (BOTH) F. Says prayers morning and night
- (BOTH) G. Seeks advice from priest for spiritual guidance

Top 1/4 Where
in Learning
Importance Takes place

- (BOTH) H. Shows respect to religious leaders
(Example: priests, ministers)
 - (BOTH) I. Shows respect for the place of worship
 - (BOTH) J. Sincerely believes that God is love
34. Participate in music, dance, drama, literature,
and art (Relative value: 26)
- + (OUT) A. Creates a simple song or poem
 - + (BOTH) B. Executes steps in creative dances
 - (IN) C. Draws beautiful views found in
locality
 - (IN) D. Participates in group singing
 - (BOTH) E. Plays guitar, ukelelc, piano, etc.
 - (IN) F. Reads notes of simple songs
 - (OUT) G. Sings good enough to entertain
 - (IN) H. Organizes a group for dramatization
 - (IN) I. Participates in literary contests
 - (IN) J. Recites poems suited to one's grade
35. Participates in games and sports (Relative
value: 29)
- (IN) A. Plays games suited for the children
(such as foot-ball, volleyball,
pingpong, walkaton, etc.
 - + (IN) B. Follows rules and regulations specified
in games
 - (BOTH) C. Enjoys playing with brothers and
sisters, peers and younger children
in the neighborhood
 - + (IN) D. Practices sportsmanship (Example:.
accepts defeat with good humor)
 - (BOTH) E. Participates in organizing children's
sports club in the neighborhood

<u>Top 1/4</u> <u>in</u> <u>Importance</u>	<u>Where</u> <u>Learning</u> <u>Takes place</u>
+	(BOTH) F. Abides decision of judges and umpires
+	(BOTH) G. Plays fairly in competitive games
	(BOTH) H. Has knowledge and skills in playing games (such as basketball, etc.)
	(IN) I. Practice simple physical exercise regularly
	(BOTH) J. Coaches improvised games
36.	Practices preventive health measures (Relative value: <u>28</u>)
	(IN) A. Submits for immunizations or vaccinations in health clinics whenever the need arises
	(IN) B. Sleeps at least 8-10 hours a day
	(IN) C. Brushes teeth twice daily
	(IN) D. Drinks at least 6-8 glasses of water every day
	(IN) E. Moves bowels regularly
	(BOTH) F. Washes hands before and after eating
	(IN) G. Eats plenty of fruits and vegetables
	(BOTH) H. Washes fruits thoroughly before eating
	(IN) I. Exercises regularly such as running daily
	(BOTH) J. Changes clothes every day
37.	Maintains good grooming and posture. (Relative value: <u>26</u>)
+	(IN) A. Walks with poise and good posture
+	(IN) B. Dresses appropriately for any occasion
+	(IN) C. Use anti-perspirants for prevent body odor
	(IN) D. Changes undergarment as often as possible

Top 1/4 Where
in Learning
Importance Takes place

- (IN) E. Combs and sets hair properly
 - (BOTH) F. Brushes and shampoos hair regularly
 - (IN) G. Wear footwear faily
 - (BOTH) H. Trims finger and toe nails
 - (IN) I. Use own comb, towel and glass
 - (IN) J. Grooms oneself (i.e. manicure) instead of going to beauty parlor
38. Takes proper measures against diseases and injury (Relative value: 28)
- + (IN) A. Goes to Doctor when sick
 - + (IN) B. Goes to dentist for treatment of defective teeth
 - + (IN) C. Does not go to quack doctors
 - (IN) D. Treats wound immediately to avoid infection
 - (IN) E. Knows difference between eye wash and eye cure
 - (IN) F. Reports outbreaks of epidemics to health authorities
 - (IN) G. Uses glycerine ointment on burns
 - (IN) H. Avoids overcrowded places
 - (IN) I. Keeps away sick persons
 - (IN) J. Takes temperature
39. Protects self and others from accidents
- + (BOTH) A. Reads medicine labels before administering
 - + (BOTH) B. Looks both ways before crossing street
 - + (BOTH) C. Does not go swimming alone
 - (IN) D. Does not play with chemicals especially poisonous one
 - + (BOTH) E. Puts out fire after cooking

<u>Top 1/4</u> <u>in</u> <u>Importance</u>	<u>Where</u> <u>Learning</u> <u>Takes place</u>
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- (BOTH) F. Knows danger of muriatic acid
- (IN) G. Knows danger of mad dogs, poisonous snakes and rusty nails
- (IN) H. Uses tools and hammers correctly
- (BOTH) I. Avoids playing with sharp objects
- (BOTH) J. Does not play with rubber sling

40. Engages in constructive and plesurable leisure time activities (Relative value: 26)

- (IN) A. Crocheting, embroidering, and making handicrafts
- (IN) B. Cares for flowers and vegetables
- (IN) C. Joins scouting, youth civic action and community beautification clubs
- (IN) D. Reads pleasant novels and wholesome literature
- (BOTH) E. Watches wholesome TV shows
- (BOTH) F. Plays crossword puzzles
- (OUT) G. Plays skill games as chess, etc.
- (BOTH) H. Listens to radio broadcast
- (BOTH) I. Sees movies appropriate for children
- (OUT) J. Goes to picnic with family members

APPENDIX 2
TEENAGE ACHIEVEMENTS AND REPRESENTATIVE EXAMPLES
OF SPECIFIC BEHAVIORS

1. Assumes personal responsibility and self improvement
 - Voluntarily helps father in tilling the soil
 - Accepts criticisms and try to correct mistakes
 - Improves oneself by working hard
 - Realizes the importance of education for getting a job
 - Takes responsibility on assigned tasks
2. Promotes good relations with parents
 - Listens to advice of parents
 - Helps parents in household chores
 - Seeks counsel from parents on personal problems
 - Contributes to family income
 - Is courteous to parents
3. Helps brothers and sisters
 - Dresses a baby sister after a bath
 - Corrects mistakes of brothers and sisters gently
 - Shares food and things with brothers and sisters
 - Plays with younger brothers and sisters
 - Help brothers and sisters in sickness
4. Promotes good relations with relatives
 - Treats relatives as members of own family
 - Helps relatives in need
 - Helps relatives when they have plenty of things to do
 - Expresses sympathy to sick relatives
 - Sends greeting during special occasions to far away relatives

5. Associates with younger children kindly
 - Sings with the children decent songs
 - Plays with kids acting as a leader
 - Tells short children's stories
 - Teaches to younger children how to brush their teeth
 - Takes care of children when they are sick
6. Associates with other teenagers in good manners
 - Treats other teenagers as own brothers and sisters
 - Joins other teenagers in youth activities
 - Engages with them in healthy competition
 - Enjoys together with other teenagers
 - Setting good examples in working
7. Associates with the opposite sex in a wholesome way
 - Defends them from dishonor, disrespect and shame
 - Treats girls or boys as own sisters or brothers
 - Avoids giving scandal to them
 - Tries his or her very best to adjust with the opposite sex
 - Expresses one's love in wholesome way
8. Interacts with various types of individuals and groups effectively
 - Respects the rights and opinions of others
 - Greets old folks with respect
 - Gives alms to poor people
 - Visits friends when there is opportunity
 - Avoids quarreling with friends
9. Participates in promoting community welfare
 - Helps in cleaning the home and surroundings
 - Involves himself in social work
 - Helps fire and flood victims

- Participates actively in bayanihan or tulungan projects
 - Shares what you can for the parish welfare
10. Promotes good relations with civic administration observe laws and rules
- Observes traffic regulations
 - Respects the rights and privileges of people in the community
 - Works conscientiously on task assigned by the barrio leader
 - Obeys and respects duly constituted authorities
 - Follows rules and regulations of the town
11. Shows concern for national welfare
- Participates in national elections
 - Willing to serve in the armed forces
 - Joins military training like PMT and ROTC
 - Does not sell his vote in time of elections
 - Avoids overpricing of things to be sold
12. Practices good consumer habits
- Limits the buying of soft drinks which has no nutritional values
 - Buys only the things which the family can afford
 - Saves for the rainy days
 - Buys only the things necessary
13. Practices the habits of good health
- Washes hands before eating
 - Eats fruits and vegetables necessary for good health
 - Avoids bringing sharp and deadly instruments like knife and pistols
 - Keeps medicine beyond reach of kids
 - Have regular physical exercises

14. Observes religious teachings

- Attends religious activities regularly
- Prays regularly and devotedly
- Pays his dues to his church
- Goes to church on Sundays
- Respects the religions of others

15. Participates in cultural activities

- Practices the "manana system"
- Can dance tinikling
- Participates in town fiesta activities
- Is fond of the "bahala-na system" and "utang na loob"
- Learns how to dance on Sunday afternoons

16. Uses leisure time effectively

- Watches television
- Goes to see movies
- Plays basketball (boys)
- Reads novels
- Raises chickens, pigeons, goats at home

17. Has sufficient occupational skills in dealing with other persons

- Avoids back biting
- Attentive to superiors
- Avoids personal questions
- Avoids talking to others while working
- Observes proper ideas relative to the work of others

18. Has sufficient quantitative occupational skills

- Uses tape measure correctly in taking bodice measurement
- Estimates the amount of materials needed in constructing a house

- ... Calculates the area of lots; plots and sites for gardening
- Makes a list before buying any items
- 19. Has sufficient occupational skills in communications
 - Speaks clearly and slowly to be understood by associates
 - Listens attentively to instructions
 - Asks questions understandably
 - Reports to superior about an accident
 - Reads and follows instructions
- 20. Has sufficient skills in using and making displays and graphic
 - Can locate a place on a map
 - Can read simple table of distances
 - Can draw a diagram of a bird cage to be made
 - Displays figures after computing expenses
 - Presents local products through attractive display in the shop
- 21. Has some occupational skills in planning, management, judgment, decision making
 - Helps lay out patterns of the materials needed for job
 - Makes on survey of raw materials available in the community
 - Helps parents in planning family activities
 - Makes decision on own future career
 - Can follow what the decision has been intended for
- 22. Has occupational skills in learning new tasks
 - Seeks information on new agricultural methods
 - Practices new methods in feeding poultry
 - Tries to apply a scientific way in growing vegetables
 - Follows effective procedures in preparing the garden
 - Applies a scientific way of rearing livestock

23. Has some degree of inventiveness and creativeness in developing workable solutions
- Uses the most recent chemicals to test its effectiveness
 - Introduces the new breeds of poultry
 - Applies new methods of raising seedlings
 - Encourages friends to plant vegetables and fruits
 - Gives ideas or suggestions in the making of projects
24. Has sufficient occupational skills in manipulation and dexterity
- Uses proper tools and instruments
 - Sharpens hand tools needed for the job
 - Grows vegetables in home gardens
 - Makes buri bags, shell necklace, etc. from local materials
 - Helps the household chores
25. Practice effective work habits
- Tries to finish tasks in time
 - Works thoroughly and conscientiously in assigned tasks
 - Follows the daily routine of feeding, cleaning the poultry house
 - Cleans tools after using
 - Makes his bed and arranges clothes in closets

APPENDIX 3

ADULT ACHIEVEMENT AND REPRESENTATIVE EXAMPLES
OF SPECIFIC BEHAVIORS

1. Assumes personal responsibility and self improvement
 - Has confidence in oneself that what others can do he also can do it.
 - Independent in his judgment
 - Cooperates with others in carrying out common projects
 - Improves himself by doing good work for the good of the family
 - Knows himself and his duties towards others
2. Takes good care of children
 - Encourages children to work in any form of trade
 - Sends children to school
 - Teaches children to develop habits of cleanliness
 - Provides children with nutritional foods
 - Gives proper instruction concerning health habits
3. Promotes good relations with wife or husband
(for husband)
 - Has job to support wife and children
 - Trusts his wife, e.g. in money matters. If she could not handle it, teaches her how to do it
 - Meets his wife with a smile
 - Does not play around with other women
 - Helps in undertaking heavier household activities

(for wife)

 - Is pleasing to her husband
 - Loves and trusts her husband
 - Adjust to the likes and dislikes of her husband especially in regards to foods

- Is always present at home to comfort her husband after working all day
 - Respects her husband in the presence of others
 - (For both)
 - Trusts each other
 - Respects each other
 - Solve together family problems
 - Find time for enjoyment with family
 - Do not exchange hot words in the presence of children
4. Promotes good relations with relatives
- Treats all relatives alike, rich or poor
 - Avoids gossips. If his relatives talk against him, he never entertains it
 - Helps relatives in emergency
 - Visits them once in a while for family consultations or advice
 - Cooperates soundly with relatives
5. Promotes good relations with friends
- Is humble in his manner in dealing with friends
 - Gives a helping hand to friends in need
 - Can laugh with others when the joke is on him
 - Can keep quiet while another is talking
 - Avoids gossiping
6. Interacts with various types of individuals and group effectively
- Helps his neighbors in need
 - Can cooperate with others in carrying out common projects
 - Gives up his own opinions in favor of group consensus
 - Forgets the unkind behavior of another for the sake of group harmony

- Acts as a good leader and a good follower
- 7. Participates in promoting community welfare
 - Helps in fund-raising campaigns for the needy
 - Helps build a clean community by cleaning own home
 - Gives aids to charitable institutions
 - Participates in building drainage and canals
 - Does not litter anywhere
- 8. Promotes good relations with civic administration, and observes laws and rules
 - Elects the right man in an election regardless of political affiliation
 - Follows the curfew hour
 - Obeys traffic rules and regulations to avoid accident
 - Return things found
 - Respects the government officials as leaders
- 9. Shows concern for national welfare
 - Pays taxes willingly and regularly
 - Willing to serve in the armed forces
 - Reports his income honestly
 - Cooperates in the implementation of the national programs laid down by the Chief Executive of the nation
 - Loves own country
- 10. Observes good consumer practices
 - Buys only the necessary materials needed at home
 - Saves money for the rainy day
 - Surveys the prices before buying
 - Tests eggs for freshness before buying
 - Economizes the use of light and water.

11. Practices the habits of good health and grooming and safety measures
 - Brushes teeth after eating
 - Does not take harmful drugs
 - Changes underwear often
 - Takes a bath twice daily
 - Does not smoke tobacco or cigarettes
12. Observes religious teachings
 - Goes to church on Sundays
 - Says morning and evening prayers
 - Practices the ten commandments
 - Gives contributions during fiestas
 - Prays before and after meal
13. Participates in cultural activities
 - Sings typical Philippine folk songs
 - Performs simple Philippine folk dances
 - Plays typical Philippine musical instruments
 - Appreciates beautiful and historical views
 - Participates in and appreciates "Zarzuelas"
14. Uses leisure time effectively
 - Engages in hobbies such as handicrafts
 - Plays popular games such as basketball, volleyball, etc.
 - Plays with children
 - Does not resort to gambling
 - Enjoys television and listens to radio broadcast
15. Has sufficient occupational skills in dealing with other persons
 - Inquires information needed from knowledgeable persons
 - Cooperates well with co-workers

- Listens attentively to instructions from superior
 - Asks questions if he does not understand
 - Courteous and friendly in dealing with people
16. Has sufficient quantitative occupational skills
(Examples)
- Estimates the averages yield of his farm products
 - Estimates the amounts of plants required per ha.
of different crops
 - Calculates amounts of materials needed to paint
a house
 - Calculates the amount of material needed for a
pair of pants for a child
 - Estimate the number of paper flowers needed for
decoration purposes and estimate how much paper
is needed
17. Has sufficient occupational skills in communication
- Has the habits of speaking decent words in
conversations
 - Reads signs and notices
 - Reads homemaking or cooking tips on preserving
foods
 - Reads new issues of dress catalogues to know the
fashion trends
 - Listens to radio on new methods in agriculture
18. Has sufficient skills in using and making displays and
graphic
- Reads graphs on rice production trends
 - Helps prepare displays for community campaign
 - Reads tables showing comparison of rice production
in different areas
 - Can read road maps
 - Makes a rough map sketches to show a location

19. Has some occupational skills in planning, managements, judgment and decision making
 - Learns the right time for planting in order that his harvest will command higher prices
 - Chooses the right kind of material to be used in certain project
 - Can manage a laundry service
 - Can be on scheduled time with respect to appointments
 - Can make plans for a picnic, a camping etc.
20. Has sufficient occupational skills in learning new tasks and accepting changes
 - Follows recommended modern methods of raising poultry
 - Adapts new breeds of poultry and livestock
 - Adapts high yielding varieties (HYV) introduced by Technical agencies
 - Consult different farm agencies
 - Reads articles on how to increase agricultural outputs
21. Has some degree of inventiveness and creativeness in developing workable solutions
 - Helps other farmers in securing fertilizers
 - Discriminates the importance of up-grading livestock
 - Learning the kinds of soil
 - Tries new methods in agriculture
 - Tries to raise new breeds of poultry
22. Has sufficient occupational skills in manipulation and dexterity
 - Plants the right crops in the right season
 - Raises poultry in the backyard
 - Repairs broken fences
 - Weaves mats, baskets, etc. using local materials

.... Uses common farm tools and equipment

23. Practices effective work-habits

.... Has patience in doing one's work

.... Observes time for completion of one's work

.... Works regularly on any assigned tasks

.... Puts all things in their proper places

.... Rises early to accomplish work timely

APPENDIX 4

CATEGORIES OF PRIMARY LIFE-SKILLS

1. Listening
2. Speaking and conversing
3. Reading
4. Writing
5. Use of second language
6. Achievements in relation to critical evaluation of communication including questioning and seeking additional information
7. Using displays, including charts, graphs, dials, diagrams, etc.
8. Using addition, subtraction, multiplication and division
9. Using fractions, percentages, rates, ratios, proportions, sets, etc.
10. Using geometric concepts
11. Measuring, including quantity, size, time, etc.
12. Estimating and comparing, including quantity, size, time, distance, speed, etc.
13. Inferring and predicting, including quantity, size, time, distance, speed, etc.
14. Achievements in relation to biology and practices, including agriculture, forestry, etc.
15. Achievements in relation to zoology and bacteriology including human physiology, animal husbandry, fishery, etc.
16. Achievements in relation to physics, including mechanical relationships form of energy, etc.
17. Achievements in relation to chemical properties and relationships
18. Achievements in relation to earth sciences, geology, land and water management, ecology, etc.
19. Achievements in relation to scientific knowledge of the world and universe
20. Achievements in relation to science and superstition

21. Achievements in agricultural skills and practices .
22. Constructing, preparing, assembling, maintaining, repairing, servicing, etc.
3. Use of tools, equipment, utensils, etc.
4. Homemaking skills and practices
5. Business skills and practices
6. Consumer practices and economic efficiency (buying, selling, saving, use of money, comparative shopping, etc.)
7. Achievements in relation to hobbies
8. Knowledge of occupations and occupational practices
9. Work, school and study habits
10. Achievements in relation economics and economic relations
 - . Achievements in relation to history, geography current events, international relations, etc.
 - . Achievements in relation to civic institutions and functions
 - . Achievements in relation to adults and older people
 - . Achievements in interaction with children of the same age, both as individuals and group (includes friends, student affairs, leadership, etc.)
 - . Achievements in interaction with younger children
 - . Achievements in relation to family
 - . Achievements in relation to community activities, including those related community welfare, improvement, etc.
 - . Achievements in relation to physical environment
 - . Achievements in relation to property, institutions, organizations, administration, schools, etc.
 - . Achievements in relation to self improvement, including planning for own future, keeping informed, etc.
 - . Taking responsibility for own behavior, self-evaluation, etc.
 - . Achievements in relation to spiritual development, including religion

43. Achievements in relation to moral developments including relations to laws, rules and regulations, right vs wrong, etc.
44. Achievements in relation to patriotism
45. Achievements in relation to personal health, including hygiene and grooming
46. Achievements in relation to family and public health including health services
47. Achievement in relation to nutrition
48. Achievements in relation to safety of self and others
49. Achievements in relation to physical education and sports
50. Using appropriate sources for needed help (persons, institutions, places, etc.)
51. Achievements in relation to planning, scheduling, organizing, etc.
52. Achievements in relation to decision-making including looking at and evaluating alternatives
53. Achievements in relation to systematic and logical thinking and judgment, including consideration of consequences
54. Achievements in relation to observation, curiosity, inquiry, open-mindedness, desire to learn, etc.
55. Achievements in relation to inventiveness, resourcefulness, creativity, reaction to new ideas or changes
56. Achievements in relation to seeing relationships, similarities, differences, etc.
57. Achievements in relation to traditions, both positive and negative
58. Use of leisure or spare time
59. Achievements in relation to cultural appreciation including art, music, literature, dance, etc.
60. Achievements in relation to cultural performance including art, music, literature, dance, etc.

APPENDIX 5

CATEGORIES ON TEENAGE ACHIEVEMENTS

1. Self improvement and personal responsibility
2. Relations with parents
3. Relations with brothers and sisters
4. Interaction with relative (outside immediate family)
5. Interaction with younger children
6. Interaction with other teenagers, as individuals or groups
7. Interaction with opposite sex
8. Interaction with various types of individuals and groups in the community
9. Civic participation and community welfare, including health and ecology
10. Relations with civic administration, rules, laws and traditions
11. Concern for national welfare
12. Consumer practices, including buying, selling, saving, etc.
13. Health and safety practices
14. Religious practices
15. Cultural activities
16. Leisure time activities, including sports
17. Occupational skills: dealing with other persons
18. Occupational skills: quantitative skills, including counting, calculations, measurements, estimates etc.
19. Occupational skills: communication skills, including reading, writing, listening and speaking
20. Occupational skills: using or making displays and graphic representations, including dials, graphs, tables, maps, etc.
21. Occupational skills: planning, management, judgment, memory, decision-making, etc.

22. Occupational skills: learning new tasks and accpeting changes
23. Occupational skills: inventiveness, creativeness and developing workable solutions
24. Occupational skills: manipulation and dexterity skills
25. Occupational skills: work habits

APPENDIX 6

CATEGORIES OF ADULT ACHIEVEMENTS

1. Self improvement and personal responsibility
2. Care of children
3. Relations with wife or husband
4. Interaction with relative (outside immediate family)
5. Interaction with friends, as individuals or groups
6. Interaction with various types of individuals and groups in the community
7. Civic participation and community welfare, including public health and ecology
8. Relations with civic administration, rules, laws and traditions
9. Concern for national welfare
10. Consumer practices, including buying, selling, saving, etc.
11. Health and safety practices
12. Religious practices
13. Cultural activities
14. Leisure time activities, including sports
15. Occupational skills: dealing with other persons
16. Occupational skills: quantitative skills on the job, including counting, calculations, measurements, estimates, etc.
17. Occupational skills: communication skills, including reading, writing, listening and speaking
18. Occupational skills: using or making displays and graphic representations, including dials, graphs, tables, maps, etc.
19. Occupational skills: planning, management, judgment, memory, decision-making, etc.
20. Occupational skills: learning new tasks and accepting changes
21. Occupational skills: inventiveness, creativeness and developing workable solutions

22. Occupational skills: manipulation and dexterity skills
23. Occupational skills: work habits

APPENDIX 7

COMPARISON OF THE NUMBER OF OBJECTIVES DERIVED
BY COMMITTEE A AND COMMITTEE B

COMMITTEE

# A	# B		
0	2	1	Reads information about health, drugs, etc.
2	2	2	Keeps the windows open for fresh air
24	33	3	Maintains good grooming and posture
3	2	4	Treats wounds properly
0	1	5	Is aware of own weight
0	4	6	Protects food from contamination
0	1	7	Keeps water in container
7	3	8	Understands that sunlight is healthy, but that overexposure is unhealthy
2	16	9	Knows about health services and seeks professional help
1	3	10	Participates in improving public health
0	7	11	Knows how to treat burns
12	31	12	Observes safety measures
1	10	13	Gets adequate sleeping hours
1	0	14	Keeps calm during emergency
1	1	15	Attends to body care
2	25	16	Avoids accidents
4	1	17	Avoids self medications
1	1	18	Reports epidemic outbreaks
3	4	19	Can apply first aid
0	3	20	Avoids contact with people who have contagious diseases
0	1	21	Avoids areas of potential danger on disease areas
0	3	22	Avoids personal habits that are unclean or unhealthy for others

COMMITTEE

# A	# B		
0	4	23	Is aware of proper methods to dispose of wastes
8	2	24	Cleans the house and furniture
2	4	25	Checks up on own health regularly
7	4	26	Takes care of sick family members
0	1	27	Uses appropriate local medicine
3	0	28	Avoids reading in moving vehicles or dim light
2	12	29	Changes clothing regularly
0	4	30	Seeks information about nutrition
0	1	31	Uses soap for washing body
4	11	32	Takes preventive action against disease
1	0	33	Avoids going out at night
2	2	34	Knows about hygiene and sanitation
8	3	35	Uses own drinking glasses, towels, etc
10	8	36	Uses toilet properly
22	15	37	Is aware of and helps maintain clean environment
0	2	38	Understands value of clean environment
0	7	39	Keeps environment free from pests
11	14	40	Observe safe treatment of waste and garbage
12	5	41	Practice habits of cleanliness
1	0	42	Washes clothes
2	0	43	Does not eat too much candy
0	1	44	Does not eat overnight food
4	4	45	Avoids drinking liquor and coffee
0	10	46	Drinks boiled water
2	2	47	Uses mosquito nets
2	0	48	Helps clean the classroom and schoolyard
1	0	49	Eats cooked food

COMMITTEE

# A	# B		
3	1	50	Takes body temperature and reads thermometers correctly
1	2	51	Avoids walking barefooted
1	6	52	Realizes the importance of a balanced diet
13	60	53	Eats nutritious foods
2	16	54	Improves ones health through light physical exercise
0	3	55	Avoids too much sports
3	3	56	Avoids bad eating habits
12	6	57	Observes good manners, e.g. table manners and good eating habits
9	6	58	Makes bed etc.
0	3	59	Observes safety at home
24	30	60	Cooks and takes properly
3	5	61	Puts things in their proper place
1	1	62	Cleans fruits and raw foods before eating
9	16	63	Knows the usefulness of water
5	26	64	Conducts simple experiments, makes observations, predicts
1	9	65	Uses insecticides
3	3	66	Knows the functions of the human body
4	13	67	Selects good seeds
3	8	68	Classifies plants, analyzes parts of plants
3	6	69	Identifies sources and use of heat and energy
3	2	70	Understands about water, rains, clouds, thunderstorms, etc.
1	0	71	Avoids killing useful insects
1	3	72	Knows the relationship between man and his environment
0	2	73	Preserves plants and animals
2	5	74	Understands that plants need sunlight

COMMITTEE

# A	# B	
0	14	75 Observes how people do things
1	5	76 Knows the composition of the earth's surface
2	1	77 Understands gravity
2	18	78 Identifies products of different soils
1	4	79 Performs artificial propagation of plants
3	0	80 Knows how to put out fire
1	41	81 Avoids superstition
2	0	82 Knows about uses of magnets
0	2	83 Understands living and non-living things
0	4	84 Utilizes sea water
0	4	85 Knows about animal diseases
0	11	86 Knows different uses of plants and trees
0	5	87 Knows about uses of electricity
2	2	88 Can tell why the weather changes and why there are different climates
2	0	89 Knows how to switch on and off electrical/light appliances
2	0	90 Knows how to carry heavy objects
1	3	91 Understands the different climates
3	16	92 Knows about solar systems and galaxies
1	2	93 Knows useful products of the sea
7	12	94 Understands about earth's rotation, revolution and it's effects
1	1	95 Uses lubricants to prevent rust
6	7	96 Identifies different kinds of animals and how they live
1	5	97 Knows and measures right distances between plants
2	9	98 Knows planting/harvest season
7	3	99 Raises fowls and poultry
15	33	100 Knows how to take care of animals, and plants

COMMITTEE

# A	# B		
0	7	101	Knows how to catch fish
10	30	102	Knows how to use fertilizers
1	9	103	Selects good site for planting
0	2	104	Able to construct simple drainage system
1	4	105	Seeks opportunities to view works of art
9	7	106	Appreciates and understands the elements of art, color, etc.
15	14	107	Draws, paints, illustrates
10	1	108	Arranges displays, makes color arrangements
1	3	109	Collects, displays works of art
1	15	110	Listens to music with both appreciation and discrimination
0	2	111	Understands and appreciates background of songs
12	15	112	Sings popular/classical/folk songs
12	9	113	Plays musical instruments
5	3	114	Creates music
13	5	115	Reads and recognizes musical notes, tones, pictures, keys
11	13	116	Dances and interprets music by movement
0	1	117	Understands background of various local dances
0	1	118	Attends dance performances
4	7	119	Appreciates literary works
0	3	120	Able to dramatize poems, plays, readings, etc.
2	5	121	Seeks opportunities for stage and drama
2	2	122	Shows appreciation for local/national art
2	2	123	Shows appreciation for/performs local and national folk dances
3	7	124	Sings, plays local/national music
0	9	125	Seeks opportunities to further knowledge of culture

COMMITTEE

#	A	#	B	
1	2	126	Follows old customs	
1	13	127	Tries to learn more about religions, sermons, advices, etc.	
5	12	128	Understands the basic principles of his religion	
0	1	129	Attempts to understand religions and religious differences	
1	1	130	Helps others in increasing religious knowledge and dedication	
1	2	131	Is tolerant of other religion	
21	27	132	Practices religious observances and ceremonies	
6	3	133	Behaves properly during religious services	
1	0	134	Participates actively in religious organizations	
0	2	135	Shows respect for religious persons and corporations	
0	2	136	Plans own future realistically	
0	7	137	Evaluates own achievements, attitudes and capabilities	
0	2	138	Knows needed preparation for desired future occupation	
0	2	139	Considers future security, tries to learn about earning money	
0	15	140	Tries to learn about a variety of occupations	
0	7	141	Makes tentative occupational choices based on preferences	
0	2	142	Attempts to increase capability through training and education	
1	1	143	Recognizes and appreciates the value of work	
0	7	144	Is aware of relationship between conditions and occupations	
0	4	145	Is aware of variety of occupations	

COMMITTEE

A # B

1	3	146	Works and studies diligently for own success and future
2	2	147	Attempts to do "job" thoroughly rather than hurriedly
1	1	148	Attempts to understand own inadequacies as a basis for improvement
0	1	149	Sets high standards for self
5	25	150	Sets and meets own schedules
4	0	151	Responsible for own duties and undertakings
9	6	152	Is punctual in meeting obligations
3	5	153	Performs duties without being reminded
4	1	154	Follows instructions of assignments and superiors
0	3	155	Meets assigned responsibilities
0	1	156	Understands and follows intent of decision
0	9	157	Organizes and divides jobs to get work done
2	0	158	Attempts to do job promptly
2	0	159	Completes one's own task before going on to the next
2	0	160	Is neat in work
0	1	161	Avoids bringing personal problems to "job"
3	15	162	Sets good examples for others in work habits
0	1	163	Monitors progress of group in projects
0	1	164	Abides by majority decision
0	5	165	Is able to lead a group or organize groups activities
12	48	166	Reads, recognizes and identifies numbers, figures, etc.
23	31	167	Practises in measuring
9	21	168	Can add
2	10	169	Can subtract
8	10	170	Can divide
9	10	171	Can multiply

COMMITTEE

# A	# B		
4	19	172	Can perform four arithmetic operations
5	8	173	Counts numbers, objects, etc.
16	29	174	Solves arithmetic problems in different ways
0	12	175	Estimates length, width, size of objects, distances between places, etc.
7	6	176	Reads scales
4	8	177	Reads thermometer, barometer, watermeter, electric meter
10	19	178	Reads and tells time correctly
8	35	179	Constructs and uses graphs, charts, tables, diagrams and illustrations
4	28	180	Compare the weights, areas, signs, rates, heights, time, etc.
0	3	181	Tells distances
0	17	182	Predicts results through inference
7	13	183	Estimates time needed to complete something
4	1	184	Estimates cost of materials needed, bus fares, etc.
13	4	185	Estimates quantity of things needed
19	3	186	Computes costs, gives change, etc.
0	7	187	Knows about percentages and decimals
6	16	188	Knows about functions
5	9	189	Computes quantity, things needed, area, etc.
16	3	190	Knows local government functions and officials
18	8	191	Knows local geography and history
9	0	192	Participates in civic affairs
0	3	193	Keeps informed of international relations with other nations and events
5	10	194	Fills blank forms
17	22	195	Writes reports
9	18	196	Writes letters

COMMITTEE

# A	# B		
19	24	197	Writes clearly and legibly
11	1	198	Reads and writes numbers correctly
1	7	199	Reads invoices, price lists, etc.
5	11	200	Reads newspapers and magazines
0	2	201	Reads letters
14	40	202	Reads signs, directions, instructions, announcements
13	18	203	Reads books, literature, etc.
1	0	204	Labels correctly
9	2	205	Reads simple words, phrases and sentences
0	22	206	Attempts to keep constantly informed through reading, listening, discussions, etc.
3	1	207	Avoids using offensive words
3	1	208	Interprets a poem or story by drawing representative pictures
1	1	209	Looks for the meaning of words from the dictionary
1	0	210	Arranges events in consequential order
8	7	211	Pronounces words or expressions correctly
5	36	212	Learns the second language
1	26	213	Understands the need for learning English
1	27	214	Listens to news, speeches or lectures
1	1	215	Spells words correctly
4	4	216	Conveys message learned to others
8	13	217	Speaks clearly and fluently
3	5	218	Listens to announcements
1	1	219	Participates in literacy projects
4	0	220	Contributes ideas during meeting or any public gatherings
7	0	221	Tells or retells stories read
2	0	222	Calls police by phone

COMMITTEE

# A	# B		
2	1	223	Gives directions oral or written
6	1	224	Addresses properly
0	6	225	Appreciates poetry
0	13	226	Shows (reads and writes) appreciation for local/national poetry and literature
1	25	227	Questions communications - seeks confirmation
0	2	228	Copies accurately
2	7	229	Writes or expresses ideas
6	7	230	Aware of and avoids incorrect uses of tools and equipments
2	13	231	Aware of need for and/or helps to repair damaged tools, house utensils etc.
0	4	232	Helps to improve natural beauty of the community
1	3	233	Keeps animals from wandering
3	0	234	Uses library correctly
3	1	235	Uses references, i.e. dictionaries
2	4	236	Uses batteries correctly
13	24	237	Uses tools correctly
7	4	238	Uses household equipment correctly, i.e. refrigerators, sewing machines
1	3	239	Shows appreciation for nature
2	5	240	Works for benefit of the community
12	0	241	Has regular home chores
5	5	242	Gathers firewood and carries water
18	2	243	Repairs shoes, bags, etc.
1	2	244	Uses linear measures
1	0	245	Uses own initiative rather than being dependent on others
4	5	246	An identify tools
2	0	247	Installs household fixtures, etc.
0	2	248	Expresses own ideas in meeting

COMMITTEE

A # B

4	2	249	Maintains tools and utensils in proper order and place
5	3	250	Maintains services and repairs household equipment
15	20	251	Manipulates simple machines and equipment
7	3	252	Makes equipment/apparatus using local materials
2	20	253	Makes household decorations including paper flowers
13	20	254	Makes/assembles toys
18	12	255	Weaves baskets, mats and rattan furniture
0	5	256	Makes ceramics
2	20	257	Possesses skills in carpentry
2	1	258	Paints buildings and articles
0	6	259	Knows and uses mathematics and measures in construction
0	2	260	Constructs displays, amps, etc.
4	1	261	Economizes by saving leftovers and eating all that is on plate
4	0	262	Raises food
0	9	263	Tolerates inadequacies
0	1	264	Is cautious about making quick decisions
1	1	265	Listens to reason
0	3	266	Is aware and tolerant of individual differences
1	0	267	Dyes clothes, curtains and other materials
1	3	268	Repairs simple tools and equipments
1	0	269	Dresses self
1	0	270	Classifies by location
5	4	271	Cares for babies, diapers, feeding
1	2	272	Self-realize (?)
1	0	273	Is contented with what he has

COMMITTEE

# A	# B		
2	14	274	Asks assistance when guidance is needed
0	2	275	Able to manage adult chores on his own
2	1	277	Learns appropriate sex instruction
3	1	278	Knows value of family planning
0	1	279	Accepts, constructive criticism
0	1	280	Not afraid of threats
1	0	281	Avoids shyness before others
3	1	282	Replaces burnt out fuse or bulb
12	7	283	Washes and iron clothes
15	15	284	Sews, embroiders and mends
9	6	285	Washes dishes and utensils
3	0	286	Arranges furniture and hangs curtains
5	0	287	Tries to improve physical conditon through sports and regular exercises
2	12	288	Participates in active sports
3	6	289	Plays childhood games i.e. hide and seek
0	1	290	Improvise games
2	2	291	Exhibits and tries to improve poise, grace and carriage
0	5	292	Seeks relaxation and comfort during leisure time
2	2	293	Sets the table
2	0	294	Cleans and dresses food before cooking or eating
1	5	295	Follows recipes and household measures
1	0	296	Eats only fresh foods
3	1	297	Knows how to preserve food from spoiling
6	18	298	Cleans the home
7	4	299	Makes beds, mosquito nets and mat
1	14	300	Pursues hobby
0	1	301	Accepts responsibilities assigned by groups

COMMITTEE

A # B

0	3	302	Respects authority of group leaders
1	2	303	Plays harmoniously with other children
1	13	304	Cooperates with others
0	11	305	Organizes group activities
0	11	306	Participates in appropriate organizations
3	4	307	Uses leisure time to improve self
0	3	308	Uses leisure time in walking, picnicking, appreciating nature
2	0	309	Seeks opportunities for leadership and responsibility
0	1	310	Tries to improve self
0	4	311	Is aware of the importance of money
0	5	312	Sells products and goods
0	3	313	Makes and sells items
4	11	314	Knows value and ways to save money, also practices saving
2	1	315	Knows how to and can use banks and credit
3	43	316	Knows and practices economics
4	14	317	Uses local materials when possible
0	1	318	Is aware of value of personal budgeting
0	2	319	Is aware of basic business relationship - profit, sales, demand, etc.
0	1	320	Knows and appreciates sources of family income
9	8	321	Knows how to deal with customers and suppliers
1	5	322	Knows and respects national heroes
7	3	323	Shows respect for authorities and government officials
1	1	324	Respect for national symbols
1	1	325	Performs patriotic ceremonies and pledge

COMMITTEE

# A	# B		
6	5	326	Knows and sings national anthem and patriotic songs
0	1	327	Does not demonstrate against authorities
0	2	328	Tells others of love for country
1	1	329	Informs on national/civic matters
0	2	330	Knows and observes patriotic occasions, days and dates
1	3	331	Indicates intention to follow adult laws in in future
0	2	332	Takes active part in enforcing laws
0	3	333	Tells the truth
1	0	334	Avoids cheating in school work
5	12	335	Informs self on local/civic matters
0	1	336	Is aware of equality of men before the law
0	1	337	Knows right from wrong
0	4	338	Chooses wholesome form of conversation and reading matter
5	2	339	Returns items borrowed
2	3	340	Honest in dealing with money
1	2	341	Avoids stealing
8	5	342	Avoids gambling
1	2	343	Visits sick friends
0	2	344	Avoids taking advantage of others
2	3	345	Avoids favoritism
1	0	346	Trusts others
1	0	347	Avoids envy of success of others
1	0	348	Forgives others
1	0	349	Apologizes for own misconduct
2	0	350	Tries to avoid arguments
3	0	351	Courteous and honest

COMMITTEE

#	A	#	B	
2	1	352	Avoids disturbing others	
20	12	253	Avoids bad company	
5	2	354	Understands laws, rules and regulations	
7	17	355	Obeys laws	
1	2	356	Plays games fairly according to rules	
11	5	357	Follows regulations of school authorities	
4	4	358	Accepts both success and failure gracefully	
7	6	359	Obtains necessary permission from parents and follows advice	
2	1	360	Counsels others re-obeying laws	
1	0	361	Avoids gosshipping	
2	4	362	Helps people in need	
1	0	363	Helps keep others from fighting	
14	9	364	Greets others	
12	11	365	Thanks others	
1	1	366	Helps others	
3	12	367	Respects others	
3	2	368	Shares with others	
0	8	369	Helps classmates and friends	
1	2	370	Respects privacy of others	
1	0	371	Helps strangers	
0	4	372	Helps younger children	
6	11	373	Is kind to sisters and brothers	
3	2	374	Instructs and teaches younger children	
3	5	375	Is aware of and actively participates in family matters, discussions, decisions	
12	6	376	Maintains good relations with neighbors	
2	3	377	Has friendly and co-operative interaction with brothers and sisters	
2	6	378	Sets good examples to younger ones and counsels them	

COMMITTEE

# A	# B		
10	8	379	Uses polite language
1	0	380	Waits for own turn
24	40	381	Respects parents and elders
1	12	382	Follows instructions and advices of parents and elders
22	22	383	Helps parents
0	1	384	Talks with parents about own problems
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APPENDIX 8

PRIMARY LIFE-SKILLS OBJECTIVES

COMMITTEE A

Name _____ Position _____
(e.g. science teacher, parent,
businessman, etc.)

At the request of the South East Asian Ministers of Education Organization (SEAMEO), we are attempting to find a means whereby each of the eight member countries in SEAMEO can derive "life-skills" objectives for primary education for their own use. "Life-skills" objectives refer to the key achievements to be learned by those children who do not finish primary school. (In the SEAMEO region about one-half of the children do not finish).

The purpose of today's meeting is to try out one alternative way to derive "life-skills" objectives. During our stay in the Cebu City area, we also will be trying out other alternatives. However, we think that one of the most promising alternatives is the one with which you will be working.

The basic approach today is to provide each of you with blank cards and to ask you to give specific life-skills primary children should learn in relation to your own area of expertise. For example, a health worker or science teacher is requested that he writes forty most important skills, in terms of very specific behaviors a child should learn in relation to health or science. Each specific behavior be written on a separate card.

Since the stress is on "life-skills" objectives for those who do finish primary school, we are asking that you refer to the following question throughout this meeting as you write specific behaviors.

"If you knew that a child would have to stop school after 4-5 years of primary education, what are the forty most important things he should learn?"

We are stressing "very specific behaviors" in an attempt to get at exactly what children should be able to do rather than at general types of behavior. To illustrate:

Correct : Brushes teeth twice daily

Too general: Practices cleanliness

Correct : Makes own bed daily

Too general: Helps parents or helps with housework

Correct : Uses a long stick to pry up a stone

Too general: Applies the principle of the lever

Correct : Reads books such as "The Magic Lantern" or "A Trip to Mars"

Too general: Reads books at the appropriate level

Correct : Visits sick friend in hospital

Too general: Is kind toward friends

Correct : Checks out books from the library

Too general: Likes to read

Correct : Sets aside a specific time to study each night

Too general: Practices good study habits

Correct : Divides four-digit number by two-digit numbers, such as "3288 ÷ 12"

Too general: Performs simple division

We have attempted to get a good community cross-section of the major areas of expertise so that examples will be written from different points of view. If you have been asked here as a "social studies teacher" you may be asked to give specific behaviors related to citizenship. "Parents", religious leaders" and "civic leader" may be also asked to write such behaviors related to citizenship. This mixture of areas of expertise is our attempt to obtain as many varied inputs as possible.

In real life each of you have a variety of roles. For example, a school administrator may also be a parent and teacher. However, we are asking that you give all the examples from the point of view of the single "position" as indicated on the first page.

During these several hours, please raise your hand if you have any questions -- we will be pleased to try to answer them.

THANK YOU FOR YOUR KINDNESS AND CONSIDERATION

APPENDIX 9

PRIMARY LIFE-SKILLS OBJECTIVES

COMMITTEE B

Name _____ Position _____
(e.g. science teacher, parents,
businessman, etc.)

At the request of the South East Asian Ministers of Education Organization (SEAMEO), we are attempting to find a means whereby each of the eight member countries in SEAMEO can derive "life-skills" objectives for primary education for their own use. "Life-skills" objectives for primary education for their own use. "Life-skills" objectives refer to the key achievements to be learned by those children who do not finish primary school. (In the SEAMEO region about one-half of the children do not finish.)

The purpose of today's meeting is to try out one alternative way to derive "life-skills" objectives. During our stay in the Cebu City area, we also will be trying out other alternatives. However, we think that one of the most promising alternatives is the one with which you will be working.

The basic approach today is to provide each of you with a set of "general categories of achievement for primary education" and to ask you to give specific examples of behaviors within each category. A category may be "health and safety, or "self-improvement", or "relations with family" or "using" basic arithmetic", etc. And for each category in your set, we are requesting that you write ten very specific examples of children's behavior. Each specific example be written on a separate card.

We are stressing "very specific examples" in an attempt to get at exactly what children should be able to do rather than at general types of behavior. To illustrate:

Correct : Brushes teeth twice daily

Too general: Practice cleanliness

Correct : Makes own bed daily

Too general: Helps parents or helps with housework

Correct : Uses long stick to pry up a stone

Too general: Applies the principle of the lever

Correct : Reads books such as "The Magic Lantern" or "A Trip to Mars"

Too general: Reads books at the appropriate level

Correct : Visit sick friend in hospital

Too general: Is kind toward friends

Correct : Checks out books from the library

Too general: Likes to read

Correct : Sets aside a specific time to study each night

Too general: Practices good study habits

Correct : Divides four-digit numbers by two-digit numbers, such as "3288 ÷ 12"

Too general: Performs simple division

The set of general categories which has been given you has been assembled specifically for your "area of expertise", that is, for the position (or role) which you represent on this committee. We have attempted to get a good community cross-section of the major areas of expertise so that examples will be written from different points of view. If you have been asked here as a "businessman" you may be asked to respond to some

categories concerning mathematics. The same mathematics categories may also be responded to by "mathematics teachers", "science teachers", "parents" and industrial managers". This mixture of areas of expertise is our attempt to obtain as many varied inputs as possible.

In real life each of you have a variety of roles. For example, a civic administrator may also be a parent and a businessman. However, we are asking that you give all the examples from the point of view of the single "position" as indicated on the first page.

Although we have tried to assemble the attached set to be most appropriate to your area of expertise, at times we have had to include categories which are not entirely appropriate to your area. We apologize, but ask that you attempt to give examples in any case.

The preceding description outlines the main activities of Committee B: giving ten specific examples of children's behavior to each general category.

After completing the ten examples for each category, we are asking one additional favor. The last several pages of your package contains the complete listing of the "categories of achievement for primary education". Please look through this listing and note if any important categories have been left out. If you do think of any additional categories, please write them on the last page and give one or two specific examples for each new category you think of. This additional step will help us to be more comprehensive in the future.

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During these several hours, please raise your hand if you have any questions -- we will be pleased to try to answer them.

THANK YOU FOR YOUR KINDNESS AND CONSIDERATION

APPENDIX 10

TEENAGE ACHIEVEMENTS

COMMITTEE C

Name _____ Position _____
(e.g. businessman, wife, civic
administrator, etc.)

At the request of the Southeast Asian Ministers of Education Organization (SEAMEO), we are attempting to find a means whereby each of the eight member countries in SEAMEO can derive "life-skills" objectives for primary education for their own use. "Life-skills" objectives refer to the key achievements to be learned by those children who do not finish primary school. (In the SEAMEO region about one-half of the children do not finish).

In order to be able to determine the importance of the above life-skills objectives, it is necessary to have a comprehensive list of teenage achievements to which primary life-skills objectives contribute.

The purpose of today's meeting is to tryout one alternative way to derive life-skills objectives by looking at their contribution to teenage achievements. We are asking that you help us in developing teenage achievements, particularly those achievements of teenagers who have not gone beyond primary school. During our stay in Cebu City area, we also will be trying out other alternatives for deriving "life-skills" objectives for primary school. However, we think that one of the most promising alternatives is the one with which you will be working.

The basic approach today is to provide each of you with a set of "general categories of teenage achievements" and to ask you to give specific examples of behaviors within each category. A category may be "health and safety practices", or "consumer practices", or "relations with parents", etc. And for each category in your set, we are requesting that you write ten very specific examples of teenage behaviors. (For teenager who have not gone beyond primary school). Each specific examples be written on a separate card.

We are stressing "very specific examples" in an attempt to get at exactly what teenagers do rather than at general types of behavior. To illustrate:

Correct : Bathes twice daily
Too general: Practices cleanliness

Correct : Avoid marijuana, etc.
Too general: Avoid harmful drugs

Correct : Compares prices of foods before buying
Too general: Practices comparative buying

Correct : Visits sick friend in hospital
Too general: Is kind toward friends

Correct : Reads locally published newspaper daily
Too general: Likes to read

The set of general categories which has been given you has been assembled specifically for your "area of expertise", that is, for the position (or role) which you represent on this committee. We have attempted to get a good community cross-section of the major areas of expertise so that examples will be written from different points of view. If you have been asked here as a "businessman" you

may be asked to respond to a category concerning consumer practices. The same consumer practices category may also be responded to by "housewives", "civic administrators", and "industrial managers". This mixture of areas of expertise is our attempt to obtain as many varied inputs as possible.

In real life each of you have a variety of roles. For example, a civic administrator may also be a father and a businessman. However, we are asking that you give all the examples from the point of view of the single "position" as indicated on the first page.

Although we have tried to assemble the attached set to be most appropriate to your area of expertise, at times we have had to include categories which are not entirely appropriate to your area. We apologize, but ask that you attempt to give examples in any case.

The preceding description outlines the main activity of Committee C: giving ten specific examples of teenage behavior to each general category.

After completing the ten examples for each category, we are asking one additional favor. The last several pages of your package contains the complete listing of the "categories of teenage achievement". Please look through this listing and note if any important categories have been left out. If you do think of any additional categories, please write them on the last page and give one or two specific examples for each new category you think of. This additional step will help us to be more comprehensive in the future.

During these several hours, please raise your hand if you have any questions -- we will be pleased to try to answer them.

THANK YOU FOR YOUR KINDNESS AND CONSIDERATION

APPENDIX 11

ADULT ACHIEVEMENTS

COMMITTEE D

Name _____ Position _____
(e.g. businessman, wife, civic
administrator, etc.)

At the request of the Southeast Asian Ministers of Education Organization (SEAMEO), we are attempting to find a means whereby each of the eight member countries in SEAMEO can derive "life-skills" objectives for primary education for their own use. "Life-skills" objectives refer to the key achievements to be learned by those children who do not finish primary school. (In the SEAMEO region about one-half of the children do not finish).

In order to be able to determine the importance of the above life-skills objectives, it is necessary to have a comprehensive list of adult achievements to which primary life-skills objectives contribute.

The purpose of today's meeting is to tryout one alternative way to derive life-skills objectives by looking at their contribution to adult achievements. We are asking that you help us in developing adult achievements, particularly those achievements of adults who have not gone beyond primary school. During our stay in Cebu City area, we also will be trying out other alternatives for deriving "life-skills" objectives for primary school. However, we think that one of the most promising alternatives is the one with which you will working.

The basic approach today is to provide each of you with a set of "general categories of adult achievements" and to ask you to give specific examples of behaviors within each category. A category may be "health and safety practices", or "consumer practices", or "care of children", etc. And for each category in your set, we are requesting that you write ten very specific examples of adult behavior. (For adults who have not gone beyond primary school).

Each specific example be written on a separate card. We are stressing "very specific examples" in an attempt to get at exactly what adults do rather than at general types of behavior. To illustrate:

Correct : Bathes twice daily

Too general: Practices cleanliness

Correct : Puts drugs beyond reach of children

Too general: Care of children's safety

Correct : Compares prices of foods before buying

Too general: Practices comparative buying

Correct : Visits sick friend in hospital

Too general: Is kind toward friends

Correct : Reads locally published newspaper daily

Too general: Likes to read

The set of general categories which has been given you has been assembled specifically for your "area of expertise", that is, for the position (or role) which you represent on this committee. We have attempted to get a good community cross-section of the major areas of expertise so that examples will be written from different points of view. If you have been asked here as a "businessman" you may be

asked to respond to a category concerning consumer practices. The same consumer practices category may also be responded to by "housewives", "civic administrators", and "industrial managers". This mixture of areas of expertise is our attempt to obtain as many varied inputs as possible.

In real life each of you have a variety of roles. For example, a civic administrator may also be a father and a businessman. However, we are asking that you give all the examples from the point of view of the single "position" as indicated on the first page.

Although we have tried to assemble the attached set to be most appropriate to your area of expertise, at times we have had to include categories which are not entirely appropriate to your area. We apologize, but ask that you attempt to give examples in any case.

- The preceding description outlines the main activity of Committee D: giving ten specific examples of adult behavior to each general category.

After completing the ten examples for each category, we are asking one additional favor. The last several pages of your package contains the complete listing of the "categories of adults' achievements." Please look through this listing and note if any important categories have been left out. If you do think of any additional categories, please write them on the last page and give one or two specific examples for each new category you think of. This additional step will help us to be more comprehensive in the future.

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During these several hours, please raise your hand if you have any questions -- we will be pleased to try to answer them.

THANK YOU FOR YOUR KINDNESS AND CONSIDERATION

APPENDIX 12

COMMITTEE E

Name _____ Position _____ Group _____
(e.g. science teacher, business-
man, parent, etc.)

At the request of the Southeast Asian Minister of Education Organization (SEAMEO), we are attempting to find a means whereby each of the eight member countries in SEAMEO can derive "life-skills" objectives for primary education for their own use. "Life-skills" objectives refer to the key achievements to be learned by those children who do not finish primary school. (In the SEAMEO region about one-half of the children do not finish).

The purpose of today's meeting is to tryout one alternative way to derive "life-skills" objectives of primary education, by rating them in terms whether they can or should be learned in formal school as opposed to the use of community resources for learning. During our stay in Cebu City area, we also will be trying out other alternatives. However, we think that one of the most promising alternatives is the one with which you will be working.

The basic approach today is to provide each group of Committee members with some 60 to 100 examples of educational achievements of primary age children and to ask you to examine and rate each specific example of achievements on the following scale:

- 5 = should be learned entirely in school
- 4 = about 75% of the achievements should be learned in school

- 3 = about 50% of the achievement should be learned
in school
- 2 = about 25% of the achievement should be learned
in school
- 1 = need not be learned in school

Please rate each achievement on the rating sheet or on each card. Rating should be based on group judgments.

During these several hours, please raise your hand if you have any questions -- we will be pleased to try to answer them.

THANK YOU FOR YOUR KINDNESS AND CONSIDERATION

APPENDIX 13

COMMITTEE F

Name _____ Position _____
(e.g. science teacher, parent,
businessman, etc.)

At the request of the Southeast Asian Ministers of Education Organization (SEAMEO), we are attempting to find a means whereby each of the eight member countries in SEAMEO can derive "life-skills" objectives for primary education for their own use. "Life-skills" objectives refer to the key achievements to be learned by those children who do not finish primary school. (In the SEAMEO region about one-half of the children do not finish).

The purpose of today's meeting is to try out one alternative way to derive "life-skills" objectives of primary education by judging the relative value of adult achievements to which primary objectives contribute. During our stay in the Cebu City area, we also have tried out other alternatives. However, we think that one of the most promising alternatives is the one with which you will be working.

The basic approach today is to provide committee members with a set of adult achievements (as developed by Select Committee D) and to ask each committee member to judge the relative value of each adult achievements to both the individual and to the society in which he or she lives.

How will judgments of relative value be made? Each member will review the list of adult achievements and assign a

"10". If, for example, a given achievement was judged to have about one-half the value of the "high-value achievements", it will be assigned a "5" (one-half of the "10" previously assigned to the high-value achievements"). In this way, a member will make these judgments for all the adult achievements. During these several hours, please raise your hand if you have any questions -- we will be pleased to try to answer them.

THANK YOU FOR YOUR KINDNESS AND CONSIDERATION

APPENDIX 14

COMMITTEE G

Name _____ Position _____
(e.g. science teacher, parent,
businessman, etc.)

At the request of the South East Asian Ministers of Education Organization (SEAMEO), we are attempting to find a means whereby each of the eight member countries in SEAMEO can derive "life-skills" objectives for primary education for their own use. "Life-skills" objectives refer to the key achievements to be learned by those children who do not finish primary school. (In the SEAMEO region about one-half of the children do not finish).

The purpose of today's meeting is to try out one alternative way to derive primary "life-skills" objectives by rating the relative importance of each of the objectives for the learning of children who have to leave primary school after 4-5 years.

The basic approach today is to provide each of you a list of general objectives (about 10 specific examples of achievement for each objective), and to ask each committee member to judge the objectives on relative importance by assigning a value of "10" which they consider to be of highest importance. Other objectives would then be judged in relation to these of "high importance". For example, if an objective were considered one-half as important as those of "high importance" it would be assigned a "5" (one-half of 10). Similarly, one judged to be one-tenth as important would be given a value of "1".

By following the above procedure, the results will be the judged relative importance, i.e. "objective X is three times as important as objective Y".

During these several hours, please raise your hand if you have any questions -- we will be pleased to try to answer them.

THANK YOU FOR YOUR KINDNESS AND CONSIDERATION

APPENDIX 15

COMMITTEE H

Name _____ Position _____
(e.g. science teacher, parent,
businessman, etc.)

At the request of the Southeast Asian Ministers of Education Organization (SEAMEO), we are attempting to find a means whereby each of the eight member countries in SEAMEO can derive "life-skills" objectives for primary education for their own use. "Life-skills" objectives refer to the key achievements to be learned by those children who do not finish primary school. (In the SEAMEO region about one-half of the children do not finish.)

The purpose of today's meeting is to try out one alternative way to derive primary "life-skills" objectives by rating the relative importance of each of the objectives for the learning of children who have to leave primary school after 4-5 years. When making these judgments the Committee should refer to lists of desirable teenage achievements, (as developed by Select Committee C) and of desirable adult achievements (as developed by Select Committee D)

The basic approach today is to provide each of you with a list of general objectives (about 10 specific examples of achievement for each objective), and to ask each committee member to judge the objectives on relative importance by assigning a value of :10: which they consider to be of highest importance. Other objectives would then be judged in relation to those of "high importance". For example, if an objective were considered on-half as important as those

of "high importance" it would be assigned a "5" (one-half of 10). Similarly, one judged to be one-tenth as important would be given a value of "1".

By following the above procedure, the results will be the judged relative importance, i.e. "objective X is three times as important as objective Y".

During these several hours, please raise your hand if you have any questions--we will be pleased to try to answer them.

THANK YOU FOR YOUR KINDNESS AND CONSIDERATION

APPENDIX 16

COMMITTEE I

Name _____ Position _____
(e.g. science teacher, parent,
businessman, etc.)

At the request of the Southeast Asian Ministers of Education Organization (SEAMEO), we are attempting to find a means whereby each of the eight member countries in SEAMEO can derive "life-skills" objectives for primary education for their own use. "Life-skills" objectives refer to the key achievements to be learned by those children who do not finish primary school. (In the SEAMEO region about one-half of the children do not finish).

The purpose of today's meeting is to try out one alternative way to derive "life-skills" objectives by judging the relative contribution of every primary objective (P) to each adult achievement (A). During our stay in Cebu City, we also will be trying out other alternatives. However, we think that one of the most promising alternatives is the one with which you will be working.

The basic approach today is to provide Committee members with a set of primary life-skills objectives (as developed by Select Committee B) and a set of adult achievements (as developed by Select Committee D), and to ask them to judge the relative contribution of every primary objective to each adult achievement.

To carry out the above task, the overall committee is split into eight sub-committees (I, though 18): each of whom will

have the responsibility of judging the relative contribution of all the primary objectives to each of 3 to 5 adult achievements (each of the 8 sub-committee taking a separate set of 3-5 adult achievements so that all the adult achievements can be covered in a reasonable time). A sub-committee should consider only one adult achievement at a time, and should judge (quantitatively) the relative contribution of each of the primary objectives to the one adult achievement under consideration.

For each adult achievement being considered, a sub-committee should examine all the primary objectives and judge which ones contribute most to the given adult achievement, and assign a value of "10" to these "high contributors". If, for example, a given primary objective was judged to contribute about half as much, it should be assigned a value of "5" (one-half of the "10" previously assigned the "high contributors"). If another objective were judged to contribute about one-tenth as much, it would be assigned a value of "1". In this way a sub-committee would make these judgments for all the primary objectives as they contribute to an adult achievement. This process will be repeated three to five times, one for each of the adult achievements assigned to the sub-committee.

During these several hours, please raise your hand if you have any questions -- we will be pleased to try to answer them.

THANK YOU FOR YOUR KINDNESS AND CONSIDERATION

(Appendix 16)
 RELATIVE CONTRIBUTION FORM
 (P to A)

Adult achievement Teenage achievement	2 Takes good care of children	3 Promotes good relations with wife or husband	4 Promotes good relations with relatives	23 Occupational skills in work habits		Total of Raw Scores
1. Reads effectively						
2. Writes effectively						
3. Listens and speaks effectively						
4. Uses effective English						
5. Attempts to keep informed						
⋮ ↓						
40. Engages in leisure activities						

APPENDIX 17

COMMITTEE J

Name _____ Position _____

(e.g. science teacher, parent,
businessman, etc.)

At the request of the Southeast Asian Ministers of Education Organization (SEAMEO), we are attempting to find a means whereby each of the eight member countries in SEAMEO can derive "life-skills" objectives for primary education for their own use. "Life-skills" objectives refer to the key achievements to be learned by those children who do not finish primary school. (In the SEAMEO region about one-half of the children do not finish.)

The purpose of today's meeting is to try out one alternative way to derive "life-skills" objectives by judging the relative contribution of every primary objective (P) to each teenage achievement (T). During our stay in the Cebu area, we also will be trying out other alternatives. However, we think that one of the most promising alternatives is the one with which you will be working.

The basic approach today is to provide Committee members with a set of primary life-skills objectives (as developed by Select Committee B) and a set of teenage achievements (as developed by Select Committee C) and to ask you to judge the relative contribution of every primary objective to each teenage achievement.

To carry out the above task, the overall committee is split into eight sub-committees (J, through J8) each of

whom will have the responsibility of judging the relative contribution for all the primary objectives to each of 3 to 5 teenage achievements (each of the 8 sub-committees taking a separate set of 3-5 teenage achievements so that all the teenage achievements can be covered in a reasonable time). A sub-committee should consider only one teenage achievement at a time, and should judge (quantitatively) the relative contribution of each of the primary objectives to the one teenage achievement under consideration.

For each teenage achievement being considered, a sub-committee should examine all the primary objectives and judge which one contribute most to the given teenage achievement, and assign a value of "10" to these "high contributors". If, for example, a given primary objective was judged to contribute about half as much, it should be assigned a value of "5" (one-half of the "10" previously assigned the "high contributors"). If another objective were judged to contribute about one-tenth as much, it would be assigned a value of "1". In this way a sub-committee would make these judgments for all the primary objectives as they contribute to a teenage achievement. This process will be repeated three to five times, one for each of the teenage achievements assigned to the sub-committee.

During these several hours, please raise your hand if you have any questions -- we will be pleased to try to answer them.

THANK YOU FOR YOUR KINDNESS AND CONSIDERATION

(Appendix 17)
RELATIVE CONTRIBUTION FORM
(P to T)

Teenage achievement Life skills objectives	1 Assumes responsibility & self improvement	2 Promotes good relations with parents	3	→	25 Occupational skills in works habits	Total of Raw Scores
1. Reads effectively						
2. Writes effectively						
3. Listens and speaks effectively						
4. Uses effective English						
⋮ ↓						
40. Engages in leisure activities						

APPENDIX 18

COMMITTEE K

Name _____ Position _____

At the request of the Southeast Asian Ministers of Education Organization (SEAMEO), we are attempting to find a means whereby each of the eight member countries in SEAMEO can derive "life-skills" objectives for primary education for their own use. "Life-skills" objectives refer to the key achievements to be learned by those children who do not finish primary school. (In the SEAMEO region about one-half of the children do not finish).

The purpose of today's meeting is to try out one alternative way to derive "life-skills" objectives of primary education by judging the relative contribution of teenage achievements to adult achievements, to both of which primary objectives contribute. During our stay in the Cebu area, we also have tried out other alternatives. However, we think that one of the most promising alternatives is the one with which you will be working.

The basic approach today is to provide Committee members with a set of teenage achievements (as developed by Select Committee C) and a set of adult achievements (as developed by Select Committee D), and to ask you to judge the relative contribution of every teenage achievement to each adult achievement.

To carry out the above task, the overall committee is split into eight sub-committees, (K₁ through K₈) each of whom will have the responsibility of judging the relativ.

contribution of all the teenage achievements to each of 3 to 5 adult achievements (each of the 8 sub-committees taking a separate set of 3-5 adult achievements so that all the teenage achievements can be covered in a reasonable time). A sub-committee should consider only one adult achievement at a time, and should judge (quantitatively) the relative contribution of each of the teenage achievements to the one adult achievement under consideration.

For each adult achievement being considered, a sub-committee should examine all the teenage achievement and judge which one contribute most to the given adult achievement, and assign a value of "10" to these "high contributors". If, for example, a given primary objective was judged to contribute about half as much, it should be assigned a value of "5" (one-half of the "10" previously assigned the "high contributors". If another objective were judged to contribute about one-tenth as much, it would be assigned a value of "1". In this way a sub-committee would make these judgments for all the teenage achievements as they contribute to an adult achievement. This process will be repeated 3 to 5 times, once for each of the three to five achievements assigned to the Committee.

During these several hours, please raise your hand if you have any questions -- we will be pleased to try to answer them.

THANK YOU FOR YOUR KINDNESS AND CONSIDERATION

(Appendix 18)
RELATIVE CONTRIBUTION FORM
(T to A)

Teen- age achie- ment / Adult achie- ment	Taken good care of child- ren	Promotes good relations with wife or husband	Promotes good relations with relatives		Occupational skills in work habits	Total of Raw Scores
1. Assumes responsibi- lity & self impro- vement						
2. Promotes good relations with parents						
3. Help brothers and sisters						
⋮ ↓						
25. Occupation- al skills and work habits						

APPENDIX 19

COMMITTEE MEMBERS

LIST OF COMMITTEE A
(A₁ = Consolacion)

NAME	OCCUPATION	POSITION IN THE COMMITTEE
1. Romanito Gonzales	Physician	Health Worker
2. Benigno Tibon Sr.	Vice Mayor	Parent
3. Celestino Tibon	Councilor	Parent
4. Guaca Alojandro	Merchant	Businessman
5. Matilde Herrera	Merchant	Industrial Expert
6. Segundina Bracamonte	School Counselor	School Counselor
7. Reverend Ben Lepatan	Parish Priest	Religious Leader
8. Bornardita Soledad	Language Teacher	Language Teacher
9. Liberacion Balbona	Language Teacher	Curriculum Expert (language)
10. Bornarda Cabezas	Art/Music Teacher	Representative Art/ Culture
11. Pacita Ceniza	Teacher	Administrator
12. Leonor Jakosalom	School Counselor	School Counselor
13. Jatividad Jungoy	Mathematics Teacher	Mathematics Teacher
14. Evangeline Ermac	Mathematics Teacher	Curriculum Expert (Math)
15. Leon Inoc	Music/Arts Teacher	Representative Art/ Culture
16. Irene Marikit	Social Studies Teacher	Social Studies Teacher
17. Mena Arnado	Mathematics Teacher	Mathematics Teacher
18. Victoria Tapayan	Social Studies Teacher	Curriculum Expert (Social Studies)
19. Celiadores Aligno	Teacher	Physical Education Teacher
20. Concordia Ruiz	Science Teacher	Science Teacher
21. Basilisa Paller	Science Teacher	Primary Science Curriculum Expert

<u>NAME</u>	OCCUPATION	POSITION IN THE COMMITTEE
22. Benedito Alilin	PACD Worker	Agricultural Expert
23. Coferino Maquilan	Farmer	Agriculture non-formal educator
24. Wilma Indaya	Teacher	Physical Education Teacher

(A₂ = CEBU CITY)

NAME	OCCUPATION	POSITION
1. Clara Rabor	Teacher	Mathematics Teacher
2. Pedro Sesbreno	Teacher	Mathematics Teacher
3. Jovita Mataganas	Teacher	Mathematics Teacher
4. Leah Edo	Teacher	Science Teacher
5. Enriqueta Go	Teacher	Science Teacher
6. Lourdes Fuentes	Teacher	Science Teacher
7. Rogelio Rodriguez	Industrial Arts Teacher	Industrial Arts/Teacher
8. Geronimo Laburada Jr.	Industrial Arts Teacher	Industrial Arts/Teacher
9. Florita Madamba	Home Economics Teacher	Home Economics Teacher
10. Zeraida Monsanto	Home Economics Teacher	Home Economics Teacher
11. Anunciacion Maderazo	Home Economics Teacher	Home Economics Teacher
12. Casimira Solon	Teacher	Social Studies Teacher
13. Rosario Alesna	Health Education Teacher	Health Teacher
14. Buenconsejo Bacalso	Health Education Teacher	Health Teacher
15. Estrella Ramos	Physical Education Teacher	Physical Education Teacher
16. Nieves Nacar	Physical Education Teacher	Physical Education Teacher

<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
17. Nieva Yap	Physical Education Teacher	Physical Education Teacher
18. Luciano Flores	Layman	Father
19. Salvador Pineda	Layman	Father
20. Ismaela Alicante	Housewife	Mother
21. Herculano Plaza	Music/Arts Teacher	Representative Art/ Culture
22. Bitya Orfelía	Artist - Painter	Representative Art/ Culture
23. Mr. Ben Villaluz	Newspaper Columnist	Writer
24. Atty Remedios Fernandez	Writer	Writer
25. Fr. Oscar Camomot	Catholic Priest	Religious leader
26. Gavino Lumapas	Layman	Religious leader
27. Cresencio Ibunalo	Businessman	Businessman
28. Zacarias Villaver	Salesman	Businessman
29. Glicería Alinsonorin	Teacher-Music	Health Worker
30. Ireneo Jomoad	Chief Sanitary Inspector	Health Worker
31. Felicitacion Enerio	Guidance Counselor	School Counselor
32. Taciana Belarmino	Guidance Counselor	School Counselor
33. Carmencita Villareal	Science Teacher	Curriculum Expert (Science)
34. Nazario Sabac	School Principal	Curriculum Expert (Science)
35. Rosendo Vestil	Teacher (Math)	Curriculum Expert (Math)
36. Joy Reynes	Teacher (Math)	Curriculum Expert (Math)
37. Engineer Benjamin Villamor	Civil Engineer	Industrial Expert
38. Torrentes Pacquiao	School Principal	Curriculum Expert (Social Studies)
39. Lucena Alburo	Head Teacher	Curriculum Expert (Social Studies)

(A₂ Continued)

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<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
40. Benjamina Gimeno	Teacher (Primary)	Curriculum Expert (Language)
41. Victoria Alvez	Teacher (Primary)	Curriculum Expert (Language)
42. Jesus Lee	Industrial Arts Teacher and Adult Community Educator	Non-formal educator (Trade)
43. Vicente Estrella	Guidance Counselor	School Counselor
44. Antonio Restauero	Industrial Arts	Industrial Arts Teacher

LIST OF COMMITTEE B

(B₁=Consolacion and Lileoan Districts)

<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
1. Dolores Mahinay	Language Teacher	Language Teacher
2. Ma Felisa Noval	Grade V Math Teacher	Mathematics Teacher
3. Pilar Montebon	Grade V Science Teacher	Science Teacher
4. Editha Mendoza	Grade V Social Studies	Social Studies
5. Lourdes Cabahug	Housewife	Parent (Mother)
6. Catalino Noval	Landowner	Parent (father)
7. Gideon Pitogo	Landowner	Parent (father)
8. Sheila Pitogo	Housewife	Parent (mother)
9. Paz La	Housewife	Parent (mother)
10. Leon Villacarlos	Fisherman	Parent (father)
11. Alberta Pilapil	Music Teacher	Representative Art/Culture

(B₁ Cont'd)

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<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
12. Antonio Tagalog	Construction Supervisor	Representative Art/Culture
13. Eva Paller	Music and Arts Teacher	Representative Art/Culture
14. Estela Noval	Housewife	Representative Art/Culture
15. Maxincia Ruedas	Housewife	Civil Administrator
16. Onofre Cacanog	Municipal Councilor	Civil Administrator
17. Cesar Bugtar	Mayor	Civil Administrator
18. Potenciana Longakit	Layman	Religious Leader
19. Andres Canete	Businessman	Businessman
20. Lourdes Cabatingan	Midwife	Health Worker
21. Lucrecia Berioso	Nurse	Health Worker
22. Federico Tecson	Businessman	Businessman
23. Cornelio Bacalla	Teacher	School Counselor
24. Gregoria Indolos	Teacher	School Counselor
25. Alicia Jumapao	Science Teacher	Science Expert
26. Celso Jordan	Grade VI Teacher	Math Expert
27. Felicula Jordan	Grade VI Teacher	Social Studies Expert
28. Lucrecia Bartin	Grade VI Teacher	Language Expert
29. Venancio Gatdula	Agriculturist	Agricultural Extension Worker

(B₂ = CeBu City)

<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
1. Erlinda Lachica	Primary Teacher	Language Teacher
2. Romola Ouano	Primary Teacher	Language Teacher

<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
3. Amparo Mercado	Primary Teacher	Language Teacher
4. Julieta Nunez	Primary Teacher	Mathematics Teacher
5. Generosa Sacanay	Primary Teacher	Mathematics Teacher
6. Aurora Navarro	Science Teacher	Science Teacher
7. Valeriana Borghonia	Science Teacher	Science Teacher
8. Soledad Tubongbanua	Science Teacher	Science Teacher
9. Hidelisa Tujan	Science Teacher	Science Teacher
10. Gerundio Tabasa	Industrial Arts Teacher	Industrial Arts Teacher
11. Rosenda Banez	Home Economics Teacher	Home Economics Teacher
12. Anacleto Jumao-as	Social Studies Teacher	Social Studies Teacher
13. Julieta del Castillo	Social Studies Teacher	Social Studies Teacher
14. Estela Alesna	Registered Nurse	Health Teacher
15. Thelma Go	Physical Education Teacher	Physical Education Teacher
16. Adela Lim	Physical Education Teacher	Physical Education Teacher
17. Edna Sanchez	Physical Education Teacher	Physical Education Teacher
18. Anecito Cuizon	City Government Employee	Parent (father)
19. Dionisio Loquellano	GSIS Government Employee	Parent (father)
20. Crisanta Sibi	Teacher	Parent (mother)
21. Abundia Tabura	Teacher	Parent (mother)
22. Luciana Ruiz	Housewife	Parent (mother)
23. Maria Villarosa	Home Economics Teacher	Representative Culture/Art
24. Concepcion Briones	Newspaper Woman	Writer

(B₂ Continued)

<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
25. Patrocinio Bacay	Civil Engineer	Religious Leader
26. Jose Gabutin	Accountant	Businessman
27. Tereso Abadiano	Insurance Underwriter	Businessman
28. Lourdes Alfafara	School Nurse	Health Worker
29. Sofonia Cuizon	Nurse Aide	Health Worker
30. Rafael Mapa	Supervising Engineer	Industrial Expert
31. Taciana Belarmino	Guidance Counselor	School Counselor
32. Carmelita Unabia	Guidance Counselor	School Counselor
33. Aurea Paez	Guidance Counselor	School Counselor
34. Dulce Ybanez	Science Teacher	Prim. Curr. Science Expert
35. Lamberto Solon	Math Teacher	Prim. Curr. Math Expert
36. Leonora Alforque	Math Teacher	Prim. Curr. Math Expert
37. Mamerto Belaguas	Elementary Principal	Prim. Curr. Language Expert
38. Atanasia Ouano	Assistant Principal	Prim. Curr. Language Expert
39. Bernardina Sanchez	Social Studies Teacher	Prim. Curr. Social Studies Expert
40. Vivencio Ligan	Government Employee	Non-formal Educator trade

SELECT COMMITTEE B

<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
1. Mr. Lamberto Solon	Language Teacher	Language Teacher
2. Mrs. Alicia Jumapao	Science Teacher	Math Teacher

(B Continued)

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<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
3. Mrs. Hidelisa Tujan	Science Teacher	Science Teacher
4. Mrs. Soledad Tubongbanua	Science Teacher	Science Teacher
5. Mrs. Lucrecia Berioso	Public Health Nurse	Health Worker
6. Mrs. Gregoria Indoles	Social Studies Teacher	Social Studies Teacher
7. Mrs. Amparo Mercado	Home Economics Teacher	Home Economic Teacher
8. Miss Sinforosa Jaca	Home Economics Teacher	Home Economics Teacher
9. Mr. Venancio Gatdula	Agricultural Extension	Agricultural Expert
10. Mrs. Crisanta Sibi	Teacher	Parent (mother)
11. Mrs. Abundia Tabura	Teacher	Parent (mother)
12. Mr. Jose Sosmena	Teacher	Businessman
13. Miss Atanasia Ouano	Assistant Principal	Primary Curriculum
14. Mr. Onofre Cacanug	Administrator	Local Civil Administrator
15. Mrs. Socorro Estenzo	Academic Supervisor	Businessman

LIST OF COMMITTEE C

<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
1. Nilo Alegado	Student	Youth Leader
2. Alberto Cabrido	Student	Youth Leader
3. Teresa Pepito	Student	Youth Leader
4. Marian Estrella	Student	Youth Leader
5. Alma Torion		Teenager
6. Teodoro Madamba Jr.		Teenager

(C Continued)

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<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
7. Elizabeth Toling	Guidance Counselor	Counselor
8. Conrado Bontia	Guidance Counselor	Counselor
9. Rev. Fr. Pastor Ybanez	Catholic Priest	Religious Leader
10. Bonney Layawan	Protestant Minister	Protestant Minister
11. Hugo Cruel	Physician	Technical Trainer Health
12. Teresita Domingo	Dentist	Technical Trainer Health
13. Hilario Minoza	Elementary Agriculture Teacher	Agricultural Extension Representative
14. Alejandro Nogra	Radio/TV Technician	Technician
15. Hermenegildo Cuyos	Industrial Arts and Garden Teacher	Arts and Craft Teacher
16. Norma Duenas	Home Economics Teacher	Home Economics Teacher
17. Aurora Rodil	Principal	Mother
18. Exaltacion Heyrana	Teacher	Mother
19. Narcisa Tiro	Guidance Coordinator	Mother
20. Virgilio Tapayan	Police Corporal	Father
21. Nicolas Alinlin	Student	Teenager
22. Isabelo Perez	Businessman	Businessman
23. Constantino Tapayan	Municipal Secretary	Rep. Arts/Culture
24. Bartolome Durano	Businessman	Businessman
25. Reynaldo Macaraeg	Veterinarian	Technical Trainer in Industry

SELECT COMMITTEE C

<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
1. Marian Estrella		Youth Leader
2. Mr. Teodoro Madamba		Teenager
3. Rev. Bonney Layawan	Protestant Minister	Religious Leader
4. Elizabeth Toting	Guidance Counselor	Counselor
5. Conrado Bontia	Guidance Counselor	Counselor
6. Vizminda Pintos	Nurse	Health Worker
7. Hilario Minoza	Elem. Agriculture Teacher	Agricultural Extension Rep.
8. Gavino Negrillo	Arts and Craft Teacher	Arts and Craft Teacher
9. Norma Duenas	Home Economics Teacher	HE Teacher
10. Aurora Rodil	Principal	Mother

LIST OF COMMITTEE D

<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
1. Juan Delda	Lawyer	Father
2. Manuel Abarolo	Teacher	Father
3. Jesus Arnado	Teacher	Father
4. Carina Angel	Social Worker	Social Worker
5. Constance Aranas	Social Worker	Social Worker
6. Genoveva Limpag	Social Worker	Social Worker
7. Sofronio Canete	Retired Teacher	Religious Leader
8. Genoveva Mahinay	Retired Teacher	Religious Leader

(D Continued)

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<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
9. Cipriano Jubay	Sanitary Inspector	Health Worker
10. Magno Solomon	Guidance Counselor	Family Guidance Counselor
11. Rosalia Plenos	Guidance Counselor	Family Guidance Counselor
12. Cecilia Empleo	Teacher	Mother
13. Flora Lopez	Teacher	Mother
14. Juanita Belocura	Housewife	Mother
15. Perfecta Echavez	Businesswoman	Businesswoman
16. Calixto Palmes	Businessman	Businessman
17. Dolores Roperos	Housewife	Businesswoman
18. Socorro Estenzo	Academic Supervisor	Civil Administrator
19. Lino Rondina	Mun. Secretary	Civil Administrator
20. Jesus Canete	Farm Management Technician	Agricultureal Exten- sion Rep.
21. Pio Laude	Farmer	Agricultural Exten- sion Rep.
22. Wenifreda Ypil	Housewife	Home Economics Specialist
23. Concepcion Climaco	Teacher	Home Economics Specialist
24. Rosa Moreno	Teacher	Representative Art/Culture
25. Dr. Tecla Espiritu	School Official	Representative Arts/Culture
26. Pascasio Bontol	President, Labor Union Chaptu	Labor Union Official

SELECT COMMITTEE D

<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
1. Socorro Estenzo	Academic Supervisor	Civil Administrator
2. Susana Tuftud	Businesswoman	Businesswoman
3. Arlinda Dumdum	Nurse	Health Worker
4. Presentacion Ortega	Home Economics Teacher	Home Economics Specialist
5. Rosalia Plenos	Guidance Counselor	Family Guidance Counselor
6. Flora Lopez	Housewife/Teacher	Wife/Mother
7. Carmencita Larrazabal	Housewife/Teacher	Wife/Mother
8. Carina Angel	Social Worker	Social Worker
9. Constance Aranas	Social Worker	Social Worker
10. Perfecta Echavez	Businesswoman	Businesswoman

LIST OF COMMITTEE E

<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
1. Mrs. Loreto Osmena	Elementary Grades Teacher	Language Teacher
2. Fe Acosta	Elementary Grades Teacher	Language Teacher
3. Lourdes Bano	Elementary Grades Teacher	Social Studies Teacher
4. Raquel Yap	Elementary Grades Teacher	Mathematics Teacher
5. Ladislao Jaca	Elementary Grades Teacher	Mathematics Teacher
6. Libertad Medalle	Elementary Grades Teacher	Science Teacher

(Com. E Continued)

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<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
7. Emilia Emnace	Elementary Grades Teacher	Science Teacher
8. Ma. Estrella Villegas	Elementary Grades Teacher	Art/Music Teacher
9. Nadia Retuya	Elementary Grades Teacher	Art/Music Teacher
10. Consolacion Bacayo	Elementary Grades Teacher	Art/Music Teacher
11. Lucita Miraflor	Guidance Counselor	Primary School Counselor
12. Encarnacion Damo	Guidance Counselor	Primary School Counselor
13. Encarnacion Perez	Guidance Counselor	Primary School Counselor
14. Bienvenida Aurio	Parent (Mother)	Parent of Primary Student
15. Estelita Caballero	Parent (Mother)	Parent of Primary Student
16. Narciso Cabo	Parent (Father)	Parent of Primary Student
17. Simplicio Siboa	Parent (Father)	Parent of Primary Student
18. Josefina Taboada	Health Teacher	Health Worker
19. Sonia Mendoza	Nurse	Health Worker
20. Edith Alimpos	Medical Technologist	Health Worker
21. Rosa Suson	Head, Girls Trade Department	Home - Economics Specialist
22. Albina Lim	School Nurse	Health Worker
23. Dorinda Alorro	Elementary Grades Teacher	Social Studies Teacher
24. Fe Garduque	Head Teacher	Primary Curriculum Specialist
25. Atty Manuel Quijano	Lawyer	Sports Leader
26. T. T. Papas	Comptroller, own business company	Businessman

(Com. E Continued)

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<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
27. Jessica Nacario	Kindergarten Teacher	Instructional Method Specialist
28. Yvonna Abellana	Elementary Grades Teacher	Language Teacher
29. Lina Gonzales	Elementary Grades Teacher	Mathematics Teacher
30. Delia Arcelo	Elementary Grades	Art/Music Teacher
31. Pilar Nacua	Elementary Grades Teacher	Science Teacher
32. Narcisa Maglasang	Elementary Grades Teacher	Language Teacher
33. Eraclina Maglasang	Elementary Grades Teacher	Mathematics Teacher
34. Flaviana Alesna	Elementary Grades Teacher	Art/Music Teacher

LIST OF COMMITTEE F

<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
1. Miss Regina Yuson	Lay leader	Religious Representative
2. Rosario Brigoli	Businesswoman	Businesswoman
3. Leonora Tompar	Principal	Civil Administrator
4. Jose Pepito	Family Planning Motivator	Health Worker
5. Eduardo Bolano	Community Development Officer	Agricultura Extension Representative
6. Gabriel Roy Bacalla	Artist	Culture/Arts Representative
7. Nicolas Baguio	Businessman	Businessman
8. Marcos Noval	Businessman	Businessman
9. Eutiquia Jumao-as	Teacher	Religious Leader

(Com. F Continued)

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<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
10. Gaudencio Sadiana	Health Worker	Health Worker
11. Pastor Acompañado	Retired Shipping Supervisor	Head of Household
12. Ireneo Gadiano	Retired Meat Supervisor	Health Worker
13. Rev. FR. Achilles Dakay	Catholic Chaplain	Religious Leader
14. Bassanio Canete	Parish Secretary	Religious Leader
15. Pedro Achumbre	Vice Mayor	Civil Administrator
16. Melvin Canete	Civil Administrator	Civil Administrator
17. Estela Hermosa	Housewife/Business woman	Industrial Manager
18. Loreto Alivio	Businessman	Businessman
19. Catalino Sagolili	PACD Worker	Community Welfare Representative

LIST OF COMMITTEE G

<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
1. Teresita Pitogo	Elementary Grades Teacher	Mathematics Teacher
2. Erlinda Batiquin	Elementary Grades Teacher	Mathematics Teacher
3. Helen Retuya	Elementary Grades Teacher	Mathematics Teacher
4. Estrella Gorteza	Elementary Grades Teacher	Mathematics Teacher
5. Rosario Depositario	Elementary Grades Teacher	Science Teacher
6. Leoncia Moreno	Elementary Grades Teacher	Science Teacher

<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
7. Juana Siboa	Elementary Grades Teacher	Social Studies Teacher
8. Victoria Pepito	Elementary Grades Teacher	Social Studies Teacher
9. Helen Ibones	Elementary Grades Teacher	Social Studies Teacher
10. Ma. Eleanor Lerio	Elementary Grades Teacher	Language Teacher
11. Emma Semblante	Elementary Grades Teacher	Language Teacher
12. Eulalia Juaniza	Elementary Grades Teacher	Language Teacher
13. Vita Daclan	Head Teacher	Music/Arts Teacher
14. Irene Monteclar	Elementary Grades Teacher	Music/Arts Teacher
15. Maria Clec Garcia	Elementary Grades Teacher	Music/Arts Teacher
16. Purita Alilin	Guidance Counselor	School Counselor
17. Leonora Tompar	Principal	School Administrator
18. Ambrosia Famor	Guidance Coordinator	School Counselor
19. Helen Su	Parent	Parent (Mother)
20. Violeta Genson	Parent	Parent (Mother)
21. Rufina Lee	Parent	Parent (Mother)
22. Jorge Daclan Sr.	Treasury Office Section Chief	Parent (Father)
23. Virgilio Tabasa	Bookkeeper	Businessman
24. Teresita Noval	Midwife	Health Worker
25. Rosario Estrella	Health Teacher	Health Worker
26. Rev. Eliseo Cimafranca	Catholic Minister	Religious Leader
27. Rev. Marcos Berame Sr.	Protestant Minister	Religious Leader
28. Rosalia Gabibil	Teacher	Religious Leader
29. Nildred Damayo	Arts/Music Teacher	Representative Culture/Arts

LIST OF COMMITTEE H

<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
1. Paz Aragon	Elementary Grades Teacher	Mathematics Teacher
2. Lamberta Caballero	Elementary Grades Teacher	Mathematics Teacher
3. Pervida Tan	Elementary Grades Teacher	Mathematics Teacher
4. Felicidad Noval	Elementary Grades Teacher	Mathematics Teacher
5. Presentacion Bayot	Elementary Grades Teacher	Science Teacher
6. Dolores Jubay	Elementary Grades Teacher	Science Teacher
7. Remedios Abella	Elementary Grades Teacher	Science Teacher
8. Vivencia Perez	Elementary Grades Teacher	Social Studies Teacher
9. Linda Mascarinas	Elementary Grades Teacher	Social Studies Teacher
10. Isidra Tagalog	Elementary Grades Teacher	Social Studies Teacher
11. Cecilia Salipsip	Elementary Grades Teacher	Language Teacher
12. Rebecca Quirante	Elementary Grades Teacher	Language Teacher
13. Trinidad Canete	Elementary Grades Teacher	Language Teacher
14. Perla Vasquez	Elementary Grades Teacher	Arts/Music Teacher
15. Milagros Cabilan	Elementary Grades Teacher	Arts/Music Teacher
16. Ulwilde Powa	Elementary Grades Teacher	Arts/Music Teacher

<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
17. Guadalupe Alenton	Elementary Grades Teacher	Arts/Music Teacher
18. Andres Gallardo	School Official	School Administrator
19. Dionena Tantengco	Guidance Counselor	School Counselor
20. Agripina Pilonos	Guidance Counselor	School Counselor
21. Juanita Canete	Elementary Grades Teacher	Arts/Music Teacher
22. Restituta Nacorda	Elementary Grades TEacher	Mathematics Teacher
23. Teresita Go	Housewife	Mother
24. Rufina Lee	Housewife	Mother
25. Conrada Regis	Businessman	Businessman
26. Marina Pilapil	Housewife	Parent (Mother)
27. Pascual Pepito	Businessman	Businessman
28. Antonia Ranues	Health Worker	Health Worker
29. Luciana Gabutin	Lay Leader	Religious Leader
30. Dominga Ebarita	Health Worker	Health Worker
31. Felicitas Agas	Artist	Representative Culture/Arts
32. Nicolas Amulong	Artist	Representative Culture/Arts
33. Mario Garcia	Representative - City Mayor	Civil Administrator
34. Andres Lawas	Agricultural Extension Worker	Agricultural Extension Worker

LIST OF COMMITTEE I

<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
1. Rosalina Reuyan	Elementary Grades Teacher	Mathematic Teacher
2. Adela Lim	Elementary Grades Teacher	Science Teacher
3. Libertad Medalle	Elementary Grades Teacher	Science Teacher
4. Lucena Alburo	Elementary Grades Teacher	Social Studies Teacher
5. Amparo Mercado	Elementary Grades Teacher	Social Studies Teacher
6. Purita Badal	Elementary Grades Teacher	Art/Music Teacher
7. Emerenciana Uncorda	Elementary Grades Teacher	Art/Music Teacher
8. Lourdes Fuentes	Elementary Grades Teacher	Science Teacher
9. Carmelita Unabia	Elementary Grades Teacher	Counselor
10. Rosalia Andales	Elementary Grades Teacher	Head of Family
11. Maria Villarosa	Elementary Home Economics Teacher	Vocational Guidance Representative
12. Florita Madamba	Elementary Home Economics Teacher	Vocational Guidance Representative
13. Estelita Caballero	Housewife	Parent (Mother)
14. Margarita Sanchez	School in Charge	School Administrator
15. Paz Gallardo	Elementary Grades Teacher	Social Studies Teacher
16. Candido Caballero Jr.	Student	Youth Worker
17. Fructuosa Ermac	Elementary Grades Teacher	Mathematics Teacher

<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
18. Jovita Mataganas	Elementary Grades Teacher	Mathematics Teacher
19. Soledad Tubongbanua	Elementary Grades Teacher	Science Teacher
20. Lourdes Perez	Elementary Grades Teacher	Science Teacher
21. Corazon Alpuerto	Elementary Grades Teacher	Language Teacher
22. Evangeline Rojas	Elementary Grades Teacher	Arts/Music Teacher
23. Lourdes Bano	Elementary Grades Teacher	Social Studies Teacher
24. Antonio dela Calzada	Industrial Arts Teacher	Vocational Guidance Representative
25. Alan Bacot	Driver	Vocational Guidance Representative
26. Cornelio Viscara	Vocational Arts Teacher	Vocational Guidance Representative
27. Marieta Malonjas	Shop Teacher	Vocational Guidance Representative
28. Tito Taganajan	Mechanic	Vocational Guidance Representative
29. Francisco Rago	Garden Teacher	Agricultural Extension Representative
30. Soledad Ubod	Elementary Grades Teacher	Science Teacher
31. Felisa Baclay	Elementary Grades Teacher	Mathematic Teacher
32. Rosalia Cabras	Elementary Grades Teacher	Science Teacher
33. Lucia Navarro	Elementary Grades Teacher	Science Teacher
34. Amelita Orcullo	Elementary Grades Teacher	Language Teacher

<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
35. Simplicia Durano	Elementary Grades Teacher	Music Teacher
36. Estrella Villegas	Elementary Grades Teacher	Music Teacher
37. Patricia Formentera	Elementary Grades Teacher	Social Studies Teacher
38. Clara Rabor	Elementary Grades Teacher	Language Teacher
39. Nieva Yap	Elementary Grades Teacher	Physical Education Teacher
40. Luciana Gabutin	Elementary Grades Teacher	Religious Teacher
41. Eutiquia Jumao-as	Elementary Grades Teacher	Religious Teacher
42. Generosa Sacanay	Elementary Grades Teacher	Mathematics Teacher
43. Gregoria Cabahug	Elementary Grades Teacher	Mathematics Teacher
44. Demetria Bihag	Elementary Grades Teacher	Mathematics Teacher
45. Marietta delos Reyes	Elementary Grades Teacher	Arts/Music Teacher
46. Conrada Caballero	Elementary Grades Teacher	Social Studies Teacher
47. Leilani Amon	Elementary Grades Teacher	Science Teacher
48. Fe Acosta	Elementary Grades Teacher	Language Teacher
49. Charito Socalit	Elementary Grades Teacher	Language Teacher
50. Rufina Lee	Elementary Grades Teacher	Language Teacher
51. Dorinda Alorro	Elementary Grades Teacher	Language Teacher
52. Soledad Maglasang	Midwife	Health Worker

<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
53. Josefina Jaboadá	Health Teacher	Health Worker
54. Dominga Ebarita	Health Teacher	Health Worker
55. Lorna Duarte	Elementary Grades Teacher	Social Studies Teacher
56. Nadia Retuya	Elementary Grades Teacher	Music Teacher
57. Fe Patlingrao	Elementary Grades Teacher	Language Teacher
58. Lucina Igloria	Elementary Grades Teacher	Science Teacher
59. Concepcion Campomanes	Elementary Grades Teacher	Science Teacher
60. Lydia Lao	Elementary Grades Teacher	Science Teacher
61. Gretel delos Reyes	Elementary Grades Teacher	Mathematics Teacher
62. Anacleto Jumao-as	Elementary Grades Teacher	Social Studies Teacher
63. Felisa Balnes	Guidance Coordinator	Family Guidance Counselor
64. Taciana Belarmino	Guidance Coordinator	School Counselor
65. Andres Gallardo	Principal	School Administrator
66. Rita Cimafranca	Feeding Teacher	Community Social Worker
67. Luis Pondar	Elementary Grades Teacher	Language Teacher
68. Marcelina Montajes	Elementary Grades Teacher	Language Teacher
69. Primitiva Bayona	Elementary Grades Teacher	Science Teacher
70. Evelyn dela Vina	Elementary Grades Teacher	Science Teacher
71. Marcelina Ravina	Elementary Grades Teacher	Social Studies Teacher
72. Rebecca Quirante	Elementary Grades Teacher	Social Studies Teacher

<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
73. Fe Gadiane	Elementary Grades Teacher	Social Studies Teacher
74. Raquel Yap	Elementary Grades Teacher	Social Studies Teacher
75. Conchita Yap	Elementary Grades Teacher	Mathematics Teacher
76. Lilia Inac	Elementary Grades Teacher	Social Studies Teacher

LIST OF COMMITTEE J

<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
1. Victoria Lepon	Elementary Grades Teacher	Language Teacher
2. Fe Acosta	Elementary Grades Teacher	Language Teacher
3. Lourdes Fuentes	Elementary Grades Teacher	Science Teacher
4. Tesalonica Miano	Elementary Grades Teacher	Arts/Music Teacher
5. Marietta delos Reyes	Elementary Grades Teacher	Arts/Music Teacher
6. Alejandrina Linaban	Elementary Grades Teacher	Arts/Music Teacher
7. Estrella Villegas	Elementary Grades Teacher	Arts/Music Teacher
8. Nieva Yap	Elementary Grades Teacher	Physical Education Teacher
9. Rosalia Cabibil	Elementary Grades	Religious Leader
10. Emma Seno	Elementary Grades Teacher	Science Leader

(Comm. J Continued)

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<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
11. Leilani Amon	Elementary Grades Teacher	Science Leader
12. Clara Rabor	Elementary Grades Teacher	Science Leader
13. Soledad Maglasang	Midwife	Health Worker
14. Dominga Ebarita	Elementary Grades Teacher	Health Worker
15. Florita Madamba	Home Economics Teacher	Science Teacher
16. Carmen Bacatan	Elementary Grades Teacher	Language Teacher
17. Gregoria Cabahug	Elementary Grades Teacher	Mathematics Teacher
18. Dioscora Legaspino	Elementary Grades Teacher	Mathematics Teacher
19. Alan Bacon	Driver	Technical Representative
20. Arginon Jundis Jr.	Driver	Technical Representative
21. Tito Taganajan	Typist	Technical Representative
22. Genoveva Vistil	Elementary Grades Teacher	Social Studies Teacher
23. Loreto Jurban	Elementary Grades Teacher	Social Studies Teacher
24. Luz Ygon	Elementary Grades Teacher	Social Studies Teacher
25. Natividad Cabahug	Elementary Grades Teacher	Science Teacher
26. Alfonso Mancira	School In-Charge	School Administrator
27. Lucena Alburo	School In-Charge	School Administrator
28. Prudencia Jordan	School In-Charge	School Administrator
29. Candido Manulat		Boy Scouts Leader
30. Myrna Docto		Teenager

<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
31. Edith Sarmiento		Teenager
32. Virgilo Talisic	Student	Youth Leader
33. Ignacia Pepito	Student	Youth Leader
34. Victoria Pepito	Student	Youth Leader
35. Dionena Tantengco	Guidance Counselor	Counselor
36. Estelita Caballero	Mother/Housewife	Mother of Teenager
37. Rosalia Andales	Mother/Housewife	Mother of Teenager
38. Lourdes Bano	Elementary Grades Teacher	Social Studies Teacher
39. Lucita Miraflor	Guidance Counselor	Counselor
40. Celsa Pitogo	Elementary Grades Teacher	Science Teacher
41. Corazon Alpuerto	Elementary Grades Teacher	Science Teacher
42. Demetria Bihag	Elementary Grades Teacher	Mathematics Teacher
43. Dorinda Alorro	Elementary Grades Teacher	Social Studies Teacher
44. Taciana Belarmino	Guidance Counselor	Counselor
45. Teresita Quinanola	Bookkeeper	Teenager
46. Rufina Lee	Housewife	Mother of Teenage
47. Irene Wasawas	Elementary Grades Teacher	Language Teacher
48. Estrellita Duarte	Elementary Grades Teacher	Language Teacher
49. Libertad Medalle	Elementary Grades Teacher	Language Teacher
50. Olivia Jugalbot	Elementary Grades Teacher	Social Studies Teacher
51. Iluminada Delgado	Elementary Grades Teacher	Science Teacher
52. Paz Gailardo	Elementary Grades Teacher	Science Teacher
53. Henry Lim	Clerk	Technical Represen- tative

<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
54. Fernando Tagaan SK.	Draftsman	Technical Representative
55. Samuel Salvador	Mechanical Engineer	Technical Representative
56. Raquel Yap	Elementary Grades Teacher	Mathematics Teacher
57. Generosa Sacanay	Elementary Grades Teacher	Mathematics Teacher
58. LadislaoJaca	Elementary Grades Teacher	Mathematics Teacher
59. Isabel Pilapil	Elementary Grades Teacher	Mathematics Teacher
60. Leonardo Pepito	Elementary Grades Teacher	Mathematics Teacher
61. Evangeline Rojas	Elementary Grades Teacher	Arts/Music Teacher

LIST OF COMMITTEE K

<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
1. Luisa Laude	Arts/Music Teacher	Representative Culture/Arts
2. Lilia Catang	Arts/Music Teacher	Representative Culture/Arts
3. Tita Cuyos	Arts/Music Teacher	Representative Culture/Arts
4. Virginia Tumulak	Arts/Music Teacher	Representative Culture/Arts
5. Luciana Gabutin	Lay Leader	Religious Leader
6. Clara Abadia	Language Teacher	School Representative

(Comm. K Continued)

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<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
7. Felisa Blanes	Guidance Counselor	Guidance Counselor
8. Cynthia Gallito	Secretary	Technical Trainer in Business
9. Nimlia Ughoc	Teenager	Youth Leader
10. Cirila Abadiano	Businesswoman	Technical Trainer in Business
11. Merinda Rodriguez	Housewife	Head of Household
12. Marcelina Ravina	Housewife	Wife/Mother
13. Marcelina Montajes	Teacher	Technical Trainer in Health
14. Edmund Zurita	Master Plumber	Technical Trainer in Industrial Arts
15. Remerio Miranda	Plant Designer	Technical Trainer in Industrial Arts
16. Ernie Comisio	Driver	Technical Trainer in Industrial Arts
17. Bienvenido Egos	Stenographer	Technical Trainer in Business
18. Patricia Formentera	Housewife	Wife/Mother
19. Fe Patlingrao	Teacher	School Represen- tative
20. Faustina Abapo	Teacher	School Represen- tative
21. Conrada Caballero	Teacher	School Represen- tative
22. Severina Tapayan	Teacher	School Represen- tative
23. Elias Sabang Jr.	Armyman	Community Welfare Representative
24. Arturo del Fierro	Legal Aide	Youth Leader
25. Asuncion Sasing	School in Charge	School Administrator
26. Encarnacion Rosales	School in Charge	School Administrator
27. Ma Linda Canonigo	Secretary	Youth Leader
28. Hermilia Devibar	Health Teacher	Technical Trainer in Health

<u>NAME</u>	<u>OCCUPATION</u>	<u>POSITION</u>
29. Augustacia Ynelino	Housewife	Wife/Mother
30. Carmen Abadia	Housewife	Religious Leader
31. Jo Ann Serafin	Housewife	Head of Household
32. Maria Bacalso	Mathematics Teacher	Technical Trainer in Business
33. Gretel delos Reyes	Mathematics Teacher	Technical Trainer in Business
34. Jovita Mataganas	Mathematics Teacher	Technical Trainer in Business
35. Rolando Santilan	Mathematics Teacher	Technical Trainer in Business
36. Loyola Basig	Bookkeeper	Technical Trainer in Business
37. William Kimpo	Mechanical Engineer	Technical Trainer in Industrial Arts
38. Franquilino Pacquiao	Draftsman	Technical Trainer in Industrial Arts
39. Fruto Quinanola	Mechanic	Technical Trainer in Industrial Arts
40. Enrique Go	Health Teacher	Technical Trainer in Health
41. Evelyn dela Vina	Health Teacher	Technical Trainer in Health
42. Anida Tautho	Cooperative Worker	Cooperatives Repre- sentative
43. Nenita Apas	Health Worker	Health Worker
44. Gliceria Alinsonorin	Teacher - Nurse	Health Worker
45. Rita Cimafranca	Feeding Teacher	Social Worker
46. Isabel Kwong	Mathematics Teacher	Technical Trainer in Business

APPENDIX 20

LIST OF STEERING COMMITTEE

1. MR. PEDRO M. CALO
Division Superintendent of Schools
Cebu Province
Capitol Building, Cebu City

2. MR. PEDRO C. AGUILAR
City Superintendent of School
Cebu City Division
Aboitiz Building, Cebu City

3. MR. HILARION PEPITO
Mayor
Consolacion, Cebu

4. MRS. Socorro Cortes - Estenzo
City Division Academic Supervisor
BPS Cebu City
Aboitiz Building, Cebu City.

5. MR. LEOPOLDO BAS
General Education Supervisor I
BPS Cebu City Division
Aboitiz Building, Cebu City

(Appendix 20)

LIST OF STEERING COMMITTEE
(Continued)

6. MR. BONIFACIO ORTIZA
Principal,
Consolacion Central School
Consolacion, Cebu City.

7. MR. VICENTE A. LIM
Division Academic Supervisor
Cebu School Division
Capitol Building
Cebu City.

APPENDIX 21

LIST OF ADJUNCT STAFF

1. DR. TECLA ESPIRITU
General Education Supervisor
Cebu School Division
Capitol Building, Cebu City.

2. MRS. NICOLASA NACAR
Cebu Normal College
Cebu City.

3. MRS. NARCISA TIRO
Guidance Coordinator
Cebu City Central District
Cebu City.

4. MR. GERONIMO LABURADA
District Supervisor
BPS, Guadalupe District
Cebu City.

5. MR. BASILIO MOMONGAN
District Supervisor
BPS, Pardo District
Cebu City.

6. MR. VICENTE MENDOZA
District Supervisor
BPS, City Central District
Cebu City.