

PN-AAL-194

REPORT ON THE SECOND SEMINAR-WORKSHOP
PREPARATORY TO THE PROPOSED EXPANDED
TRY-OUT OF THE IMPACT DELIVERY
SYSTEM IN THE PHILIPPINES

July 17-20, 1979
Applied Nutrition Center
Banilad, Cebu

Prepared by:

The IMPACT Project Staff, EDPITAF
Ministry of Education and Culture
February, 1980

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A C K N O W L E D G E M E N T S

Special thanks to the International Development Research Center of Canada, through Dr. Pedro Flores, for sponsoring the second seminar-workshop on the IMPACT delivery system; to Director Anastacio Ramento (MECRO-NCR) and Director Aurelio Tiro (MECRO VII) for their valuable roles in keeping the seminar-workshop on its proper course.

Our gratitude to the INNOTECH staff for sharing their valuable expertise, and to the MEC-RO VII staff for setting up the necessary arrangements and accommodations for this seminar-workshop.

Report on the Second Seminar
Workshop Preparatory to the Proposed
Expanded Try-Out of the IMPACT Delivery
System in the Philippines

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

May 31, 1979

MEMORANDUM

No. 139, s. 1979

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

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

1. The Ministry of Education and Culture, through EDPIATF, in cooperation with the SEAMEO Regional Center for Educational Innovation and Technology (INNOTECH), will hold the second of a series of three live-in seminar-workshops preparatory to an expanded tryout of the IMPACT delivery system. This seminar-workshop to be held on July 17-20, 1979, at the Applied Nutrition Center, Banilad, Cebu City, will have the following specific objectives:

- a. To orient in-depth the planners on the major aspects of the IMPACT system, and
- b. To prepare a detailed plan for the expanded tryout of the IMPACT delivery system.

2. Inclosed is the tentative program for this seminar-workshop.

3. In preparation for the said seminar-workshop, the following need to be accomplished:

- a. Identification of the divisions, districts, and schools that will be used as IMPACT sites. This is pre-requisite to the identification of the participants to this second seminar-workshop.
- b. Orientation of the participants on the major aspects of the IMPACT system as well as to inform them of the results of the first seminar-workshop.

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

4. Participants will include:

- Regional Directors Steering Committees from Luzon, Visayas and Mindanao (Dir. A. Ramento; Dir. E. Sarmiento; Dir. A. Tiro)
 - Director, Bureau of Elementary Education
 - Chief, Planning Service
 - Representative, Textbook Board Secretariat
 - Assistant Regional Directors, 13
 - Chiefs of Elementary Education Division, 13
 - Division Superintendents or Assistant Division Superintendents, 20
 - District Supervisors, 20
 - IDRC Representative, 1
 - EDPITAF Representatives, 5
 - INNOTECH Representatives, 6 including Project Directors of IMPACT sites
- T O T A L - 84

5. As participants are identified, please submit their names immediately to EDPITAF - 2153 Marvin Plaza Bldg., Pasong Tamo, Makati, Metro-Manila.
6. Expenses incident to the attendance of the participants will be charged against the funds to be provided by the International Development Research Center, Canada, based on government rates.
7. The thirteen (13) regional directors may participate in the one-day (July 19) observance of the Cebu IMPACT sites. This would enable the comparison of an urban setting - Sapang Palay IMPACT site as observed in the first seminar-workshop and a rural setting, Cebu IMPACT sites of IMPACT. Expenses incident to the attendance of the regional directors will be charged against their local funds.
8. It is desired that those concerned be informed accordingly.

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

Incls.:

As stated

Reference:

Unnumbered Memorandum dated April 26, 1979

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

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

FUNDS
OFFICIALS

SEMINAR
WORKSHOP

MINISTRY OF EDUCATION AND CULTURE
EDUCATIONAL DEVELOPMENT PROJECTS IMPLEMENTING TASK FORCE (EDPITAF)
REGIONAL CENTER FOR EDUCATIONAL INNOVATION AND TECHNOLOGY (INNOTECH)

A JOINT SEMINAR

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

PROGRAM FOR SEMINAR WORKSHOP II

OBJECTIVE

The objective of Seminar-Workshop II on the expanded tryout of the IMPACT Technology is to finalize the plan of each Region for the tryout.

OUTPUT

It is expected that the participants of each Region will produce a detailed and comprehensive plan for the IMPACT tryout.

Schedule of Activities

A. General:

1. Except on the first day, all sessions will start at 8:00 in the morning and 1:30 in the afternoon.
2. Snack breaks shall be for 30 minutes at 10:00 in the morning and 3:30 in the afternoon.
3. Unless otherwise stated, all sessions will start with a brief presentation on the given topic, to be followed by discussions/open forum.
4. Groups shall be formed by Region, without prejudice to regional groups consulting with one another.
5. During all sessions, the INNOTECH and Project IMPACT staffs will constitute a pool of resource persons.
6. Committees may be formed for special aspects of the planning, as needed.

B. Specific:

Session I

After the opening ceremony, a brief presentation on Project IMPACT will precede the 30-minute film showing. An open forum shall follow the film showing.

Presenter: Dr. Rosetta F. Mante
Project Director
Project IMPACT, Naga

Sessions 2 and 3

These sessions will take up in greater detail the various concepts, aspects, and components of the IMPACT system as well as the major findings of an external evaluation of Project IMPACT.

Presentors:

- | | |
|--|---|
| a. Evaluation of IMPACT | - Dr. Melba A. Tugade
Senior Specialist
Research Division, INNOTECH |
| b. Cost Analysis of IMPACT | - Dr. Jose B. Socrates
Head, Research Division
INNOTECH |
| c. Programmed Teaching,
Peer Group Learning and
Curriculum Development
(Naga) | - Dr. Rosetta F. Mante
Project Director
Project IMPACT, Naga |
| d. Curriculum Development | - Mrs. Lesmas Avena
Project Director
Project IMPACT, Sapang Palay |
| e. Roles of I.S.'s, Aides,
Itinerant Teachers, Tutors | - Mrs. Juanita Rubi
Project Director
Project IMPACT
Lapu-Lapu City |

Session 4

This session will be devoted to anticipated preliminary activities which will need to be attended to before the actual launching of the tryout. This is really the start of the planning for the IMPACT tryout. The format of the plan which will be the output of this seminar-workshop will be discussed. Each Region will be expected to make its own schedule.

Presenter: Dr. Jose B. Socrates

Session 5

More details on the replication procedures will be presented.

Presentors: Acceptance Campaign- Mrs. Lesmas Avena
Dr. Rosetta Mante
Mrs. Juanita Rubi

Community Survey - Dr. Jose B. Socrates

Session 6

The purpose of this session is to anticipate the kinds and numbers of instructional materials, equipment and facilities needed in IMPACT.

Presentors:

Dr. Rosetta F. Mante
Mrs. Lesmes Avana
Mrs. Juanita Rubi

Session 7

This session will be devoted to a consideration of administrative arrangements with some emphasis on personnel assignment, funding, production, and distribution of materials.

Presentors: Dir. Aurelio Tiro, Dir. Anastacio R. mento
Dir. Esteban Sarmiento

Sessions 8 and 9

The group will observe the IMPACT sites to be followed by a post-observation conference.

Session 10

A suggested design for the evaluation of the IMPACT tryout, prepared by INNOTECH, will be presented. Action research types of activities which the Regions can undertake will also be discussed.

Presentors: Dr. Melba A. Tugade
Dr. Jose B. Socrates

Sessions 11 and 12

Group work will continue, until the plans are finalized

Session 13

The plans of each Region will be presented briefly.

Evenings

In the evening of the first day, the three-man Steering Committee shall meet with the INNOTECH and EDPITAF Staffs.

In the evenings of the 2nd and 3rd days, the participants are expected to put in some time in writing their plans.

OPENING PROGRAM

National Anthem

Welcome Talks:

Hon. Florentino Solon
Mayor, Cebu City

Hon. Eduardo Gullas
Governor, Cebu Province

Remarks:

Dr. Augusto L. Tenmatay
Executive Director, EDPITAF

Dr. Aurelio Tiro
Director, MEC Region VIII

MINISTRY OF EDUCATION AND CULTURE
 EDUCATIONAL DEVELOPMENT PROJECTS IMPLEMENTING TASK FORCE (EDPITAF)
 REGIONAL CENTER FOR EDUCATIONAL INNOVATION AND TECHNOLOGY (INNOTECH)

A JOINT SEMINAR

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

TIME	JULY 17	JULY 18	JULY 19	JULY 20
8:30 - 9:00	Opening Orientation Understanding IMPACT (Film Showing) Forum	Instructional Management System	Observation Naga Lapu-Lapu	Project Staff Research & Evaluation
11:00 -12:00	Replication Proce- dures (Items 2-7)	Instructional Materials Resource Utilization		Finalize Tryout Plan Group Work
1:00 - 3:00	Acceptance Campaign Community Survey	Administration & Supervision	Post-Obs- ervation Confe- rence	Reporting Plan
4:00 - 5:00	Instructional Management	Initial Planning Group Work	Continue Planning Group Work	Closing

LIST OF PARTICIPANTS

Region I

Name	Position	Place of Assignment
1. Luz Cabanos	Chief, Elementary Education Division	San Fernando, La Union
2. Fe D. Anastacio	Assistant Superintendent on Detail	
3. Consuelo A. Mayo	Assistant Superintendent OIC	

Region II

1. Gloria Z. Lasam	Assistant Regional Director	R.O.-Tuguegarao
2. Tomas de Yro	Chief, Elementary Division	R.O.-Tuguegarao
3. Cecillie T. Bunagon	Assistant Superintendent	Tuguegarao, Cagayan
4. Edna Marallag	District Supervisor	Tuguegarao
5. Federico Corpuz	Division Supervisor	Division Office, Ilagan Isabela
6. Hipolito Bartolome	District Supervisor	Ramon, Isabela

Region III

1. Dr. Pura T. Liban	Assistant Regional Director	San Fernando, Pampanga
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Region IV

1. Dr. Josefina Pampolina	Chief, Educational Supervisor	MEC Region IV, Quezon City
2. Angelita F. Cruz	General Education Supervisor	MEC Region IV, Quezon City
3. Loreto Riego de Dios	School Division Superintendent	Cavite
4. Leonora B. Ignacio	District Supervisor	Dasmariñas, Cavite
5. Emelina G. Ramirez	Principal III	Dasmariñas, Bagong Bayan, Cavite

NATIONAL CAPITAL REGION

1. Anastacio C. Ramento	Director	Regional Office
2. Modesta G. Boquizen	Assistant Director	Regional Office
3. Gil P. Silvallana	Assistant Chief, Elementary Education	Regional Office
4. Cleofe Mendinueto	Assistant Superintendent	Quezon City

5. Milagros Dimla	Principal	Piñahan Elementary School
6. Norma Abracia	Assistant Superintendent	Caloocan City
7. Consolacion Padilla	District Supervisor	C. Apostol Elementary School
8. Filemon Salas	Assistant Superintendent	Pasay City
9. Rufina Marcelino	District Supervisor	Taguig II

Region V

1. Dominador B. Raneses	Assistant Regional Director	Legaspi City
2. Salvador Aldave	Chief, Elementary Education Division	Legaspi City
3. Rizalino Saquido	Assistant Superintendent	Albay
4. Leonardo Reantaso	District Supervisor	Albay
5. Dolores Ubalde	Assistant Superintendent (In-Charge)	Camarines Norte
6. Filomeno Cantor	Principal	Labo East, Camarines Norte
7. Emma Perfecto	Assistant Superintendent	Camarines Sur
8. Sebastian Claveria	District Supervisor	Camarines Sur

Region VI

1. Aurelio Juele	Assistant Regional Director	MEC VI- Iloilo City
2. Dr. Constanca Pada	Chief, Elementary Education Division	MEC VI- Iloilo City
3. Pura Benedicto	City School Superintendent	Silay City
4. Crispina A. Aquino	Assistant Provincial School Superintendent	Iloilo Division
5. Erlinda B. Roxas	District Supervisor	San Enrique, Iloilo
6. Cresencia M. Padios	District Supervisor	District III, Silay City

Region VII

1. Dolores Abellanosa	Assistant Superintendent	Lapu-Lapu City
2. Santos Pangatungan	District Supervisor	Lapu-Lapu City
3. Jesus Manching	District Supervisor	Lapu-Lapu City

1. Daniel Tuftud	Assistant Superintendent	Naga, Cebu
2. Glicería Seron	District Supervisor	Naga, Cebu
3. Leoncio Simbajon		Naga, Cebu
1. Augusta Dimataga	Superintendent	Cebu City
2. Remegia Quano	Assistant Superintendent	Cebu City
3. Cresencia E. Davide	District Supervisor	Cebu City
4. Emilia Valmoría	District Supervisor	Cebu City
5. Rosario Jumamoy	District Supervisor	Cebu City
6. Antonio Aleana	District Supervisor	Cebu City
7. Sofronio Gantuangco	District Supervisor	Cebu City
1. Dr. Aurelio Tiro	Director	Regional Office
2. Carolina V. Pafiáres	Assistant Director	Regional Office
3. Inocencia M. Tuftud	Chief, Elementary Education Division	Regional Office

Region VIII

1. Filomeno B. Maglasang	Principal	Ormoc City
2. Valeriano B. Hermosilla	Supervisor	Ormoc City
3. Pedro N. Compendio	Assistant Superintendent	Ormoc City
4. Cerilo M. Zanoria	Superintendent	Ormoc City
1. Soledad E. Arradaza	Principal In-Charge	Baybay District
2. Luz P. Velarde	Assistant Superintendent	Baybay District
3. Servillano de la Cruz, Jr.	Acting Regional Director	Baybay District
4. Rode R. Navarro	Chief of Elementary Education	Baybay District
5. Reymundo L. Tibon	Assistant Superintendent	Baybay District
6. Lydia Sy Lao	Principal I	Baybay District

Region IX

1. Juanito A. Bruno	Assistant Regional Director	Zamboanga
2. Samug Tindick	Superintendent	Zamboanga City
3. Antonio Sebastian	Superintendent	Basilan
4. Lourdes Sebastian	Assistant Superintendent	Zamboanga City
5. Amparo Dayot	Chief, Elementary Education Division	MEC Region IX
6. Leticia Plagata	District Supervisor	
7. Pilar Fernandez	District Supervisor	
8. Remedios Tindick	Division Supervisor	

Region X

1. Francisco Concilio	Assistant Regional Director	Cagayan de Oro City
2. Dr. Juliana Antila	Chief, Elementary Education Division	Cagayan de Oro City
3. Teodoro Dano	Superintendent	Cagayan de Oro City
4. Eden Afdel	Assistant Superintendent	Cagayan de Oro City
5. Aurora Sabarre	District Supervisor	Cagayan de Oro City
6. Eufemia Toledo	Principal	Cagayan de Oro City
7. Lourdes Pabayo	Principal	Cagayan de Oro City

Region XI

1. Eulalia B. Basañes	Assistant School Division Superintendent	Davao del Norte
2. Liceria M. de Leon	General Education II	Davao City
3. Basilisa D. Zamora	District Supervisor	Tagum, Davao

Region XII

1. Sabandiya A. Dalabagan	Assistant Superintendent	Kidapawan, North Cotabato
2. Magdalena Lunaque	Supervisor	Kidapawan, North Cotabato
3. Enriquetta Fahm	Chief, Elementary Education Division	Kidapawan, North Cotabato

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

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

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

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

OBJECTIVES

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

The participants in Seminar II will therefore include those Division Superintendents and District Supervisors within whose jurisdiction the participating school(s) will be located. Hence, it is necessary that an early decision be made in the choice of the divisions, the districts and schools for the IMPACT tryout.

I. Needed Information

- A. In preparation for the Seminar-Workshop, the participants should bring with them the following information relative to the proposed IMPACT site(s):
 1. Division(s) in the region to participate in the expanded tryout of IMPACT;
 2. Number of supervisory district(s) in each division to be included in the tryout;

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

B. Suggestions

Relative to the choice of site(s) for tryout, INNOTECHZ offers the following practical suggestions:

- a. Interest. It will be best to start with a school which will volunteer, and/or where teachers are eager to engage in the tryout;
- b. The community is receptive and willing to cooperate;
- c. A high school is accessible which can be a source of tutors;
- d. The school should represent a setting or conditions for which the region (or division) is expecting to make certain decisions on the basis of the tryout results.
- e. In anticipation of research studies, there should be comparable schools which can be utilized as control schools.
- f. It would be good if the teacher-pupil ratio in the proposed IMPACT site is typical or representative of the teacher-pupil ration in the region or division.
- g. It would be desirable if a statement of the reasons or rationale for the choice of the IMPACT site can be incorporated in the plan.

II. Output of the Seminar

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

A. Decisions concerning:

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

B. Organizational structure

1. Who will be the project director?
2. Who will constitute the administrative and supervisory personnel?
3. What number and type(s) of professional teaching personnel will be retained?

Criteria for these decisions include:

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

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

C. Other pre-launching activities

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

1. Preparing a schedule of activities;
2. Assigning personnel;
3. Undertaking a community survey for the following purposes:
 - a. To assess the people's readiness for the use of the IMPACT system, and
 - b. To make an inventory of community resources.

4. Conducting an acceptance campaign; and
5. Developing strategies and preparing guidelines for:
 - a. Grouping of children,
 - b. Provision of learning places like kiosks or converting corridors into learning places, and
 - c. Reproduction of materials.

D. Materials production/distribution

The following types of materials need to be reproduced and distributed:

1. Modules

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

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

2. Leader's Books/Post-Tests

Whichever set of modules are used, each site will need to prepare leader's books and post-tests for all modules beginning with Module 55.

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

3. Programmed Teaching Items

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

Suggestion

It is possible that economy may be effected if production of some items is centralized in each region or division.

E. Physical Plant and Facilities

The IMPACT system necessitates a modification of the conventional classroom, hence, the plan for the tryout should make provisions for:

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

F. Interlocking of Educational Innovation Projects in the Region

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

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

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

ATTACHMENT 6

TRY-OUT SCHOOLS IDENTIFIED
FOR THE EXPANDED TRY-OUT OF THE IMPACT TECHNOLOGY

REGION	DIVISION	DISTRICT	IMPACT SCHOOL	CONTROL SCHOOL	RURAL/URBAN
I	La Union	Bacnotan	Salincob Elementary School	Cabaroan Elementary School	rural
II	Isabela	Ramon	1) San Miguel Elementary School		rural
	Cagayan	Tuguegarao	2) Cagayan Elementary School		urban
III	Bulacan	San Jose del Monte	1) Bagong Buhay Area D Elem. Sch.	Bagong Buhay Area C Elementary School	semi-urban
	Tarlac	Tarlac East	2) San Miguel	2) San Jose Elementary School	rural
	Angeles	Angeles City North-East District	3) Sto. Domingo Elementary School	3) Salapungan Elementary School	urban
IV	Cavite	Dasmariñas II	Dasmariñas Bagong Buhay Elementary School Area A-1	Dasmariñas Bagong Buhay Elementary School Area B	urban

REGION	DIVISION	DISTRICT	IMPACT SCHOOL	CONTROL SCHOOL	RURAL/URBAN
NCR	Pasay	Taguig II District	1) Tenement Elementary School	1) Upper Bicutan Elementary School	urban
	Quezon City	School, District II	2) Commonwealth Elem. Sch.	2) Cruz na Ligas Elementary School	urban
	Caloocan City	Caloocan District	3) Bagong Maria Clara Elementary School	3) Old Maria Clara Elementary School	urban
V	Albay	Daraga North	1) Lower Malabog Elementary School	1) Upper Malabog Elementary School	rural
	Camarines Sur	Nabua	2) Topas Elementary School	2) Baras Elementary School	rural
	Camarines Norte	Labo East	3) Fundalo Elementary School	3) Tulay na Lupa Elementary School	rural
VI	Iloilo	San Enrique	1) San Enrique Central School	1) Gines & Imbang Elementary School	rural

REGION	DIVISION	DISTRICT	IMPACT SCHOOL	CONTROL SCHOOL	RURAL/URBAN
VII	Silay City	Silay City District III	2) Capitan Ramon Elementary School	2) E. Lopez Elementary School	urban w/ rural setting
	Cebu City	Labangon	1) Tisa Elementary School	1) Tisa II Elementary	urban
	Cebu City	Guadalupe	2) Banawa Elementary School	2) OPRA Elementary School	urban
	Cebu City	Mabolo	3) Bagong Buhay Elementary School	3) Bagong Lipugan Elementary School	urban
		Lahug	4) Camputhaw Elementary School	4) Lahug Elementary School	urban
		Pardo	5) Bulacao Elementary School	5) Inayawan Elementary School	urban
VIII	Leyte	Bayabay	1) Esquina Elementary School	1) Hipusnga Elementary School	rural

REGION	DIVISION	DISTRICT	IMPACT SCHOOL	CONTROL SCHOOL	RURAL/URBAN
	Southern Leyte	Maasin II	2) Ibarra Elementary School	2) Asuncion Elementary School	rural
	Ormoc City	Ormoc West	3) Liloan Elementary School	3) Curva Elementary School	rural
IX	Zamboanga City	Mercedes District	Culianan Elementary School	Guiwan Elementary School	rural
X	Cagayan de Oro	West	Bulua Elementary School	Iponan Elementary School	rural
XI	Davao	Tagum North	Apakon Elementary School	Bris Elementary School	rural
XII	Northern Cotabato	Kidapawan Northern District	Amas Elementary School	Paco Elementary School	rural

SUMMARY OF THE REPORT

The second level seminar/workshop for IMPACT was addressed to the assistant directors, chief of elementary education, the division superintendents, and principals of schools to be tapped as sites for the expanded try-out. The seminar-workshop had for its objectives the orientation of planners in the regions on the major aspects of IMPACT, and subsequently, the preparation of a detailed plan for the expanded try-out of the IMPACT delivery system. As such, the principal output of the seminar/workshop were the implementation plans of the 13 regions.

The major issues tackled and agreements reached involved, (a) commitment to try-out the system in each of the regions, (b) replication of the modules, (c) funding and logistics (i.e. tapping local funds).

The common feeling among the group about commitment to the expanded try-out was that the final decision as to try-out of the system in their particular regions will be determined by the results of the acceptance campaign. Only when the concept is accepted by the community where the system will be tried out can plans be effected. This is because the success of the project will be largely determined by the participation of the community.

Initially, the participants voiced out the opinion that they perceived no major difficulty in terms of preparing the plan for the expanded try-out or for subsequently implementing such plans. The only problem issue to be faced, they agreed, was the certainty of funding.

EDPITAF made no commitment to funding since IMPACT is a project of the Ministry of Education and Culture as pronounced by former Minister Juan L. Manuel, and as such, responsibility for funding

sources and logistics belongs to the regional offices of the MEC. This includes the planning and implementation of the project to assure that it will fit their respective regional development plans. Director Ramento (NCR) announced that, at best, EDPITAF will be able to provide mimeographing machines, while the regions must tap its own resources in cooperation with the communities where the try-out will occur.

Modifications offered by the participants centered on operations of the system, like who will be tapped as Instructional Aides and the like. In regard to modules, the participants were under the impression that they will no longer have to undergo the development stage that the pilot projects underwent in the production of modules, and that they will just have to translate from the original version to their respective dialects. The participants from Region IX, on the otherhand, suggested that **their** region must form local resource units to develop **their** own indigenous modules because the culture is different from that where the two pilot projects occur. The regional plans show that commitment to the completion of the experiment until the Sixth year (since there are six levels that the subject students will go through) is not definite. On the otherhand, the regions are attempting to link IMPACT with some interventions and educational structures existing.

As in the first seminar, it was agreed that there will be no honorarium or extra compensation allowed for those who will be involved in the expanded try-out outside of their regular compensation as teachers or supervisors.

No discussion occurred as to plans for the third conference and hence, no definite plans were formulated.

PART ONE..... BACKGROUND

Sometime in April of 1979, EDPITAF, in the role of broker, initiated discussions with the Regional Center of Educational Innovation (INNOTECH) and the International Development Research Center (IDRC), Canada, towards plans to elicit interest among the MEC regional authorities to try-out the IMPACT technology on an expanded scale.

Project IMPACT is a developmental study of an alternative delivery system for mass primary education that is purportedly more economical, efficient and effective than the existing system of primary education in the Philippines and those of other developing countries in Asia. It has been conceived and developed by INNOTECH in response to one of four priority problems identified by the Southeast Asian Ministers of Education Organization (SEAMEO) as common to the region. The acronym stands for Instructional Management by Parents, Community and Teachers. Its main innovative core is the integrated set of instructional modules used in peer group learning, self-instruction, and programmed instruction. Concomitantly, the traditional role of the teacher has been transformed to that of facilitator of learning and manager of a vast array of material and human resources. This altered role allows the instructional supervisor, the title that accompanies the new role, to minister to three times more students than the traditional teacher role permits. This expanded scope of ministration is what largely accounts for the 50% cut down on the cost of primary education that an evaluation of the pilot IMPACT study in the Philippines has shown.

In the Philippines, the developmental study has been piloted in Naga, Cebu and later expanded to Lapu-lapu City, and Sapang Palay.

In 1978, James McMasters completed a cost-effectiveness study of Project IMPACT utilizing the results of a previous cost-benefit analysis conducted by Tereso Tullao and INNOTECH's study of achievement of IMPACT pupils. All these studies point to the greater efficiency and effectiveness of the IMPACT system over the traditional system. There are of course some reservations about the assumptions and results of the study but there is a greater interest to ascertain the consistency of initial results from a wider clientele. Meanwhile, IDRC funding of the six-year developmental study ceased at the end of 1979. This was the status of the project when EDPITAF entered the picture in early 1979. EDPITAF's interest in Project IMPACT has been as a promising alternative delivery system for mass primary education by its being more efficient and cost-effectiveness than the traditional system would permit a greater number of the primary school-age population to receive the benefits of primary education.

Project IMPACT may fit into the Program for Decentralized Educational Development, the program framework responding to the dilemma of poverty in a nation and the vehicle for the sector lending process being tried out the World Bank in the Philippines to set the tone for future Bank operations, specially in Southeast Asia. Under the sector lending process, some of the Bank functions will be carried out by EDPITAF and the regions will as part of the whole strategy, assume a more active role in the identification and formulation of regional projects to address their needs and these projects will be proposed as the maiden PRODED program which will provide the framework for assessing the merits and non-merits of the project. By introducing IMPACT to the regional authorities, the stage is set for its possible funding under PRODED and with that, further insight into the suitability of the IMPACT technology in the Philippine elementary education.

As a result of the meeting among IDRC, INNOTECH and EDPITAF, a series of three seminar-workshops was planned for the three levels in the regional hierarchy that must be oriented about IMPACT in order to initially decide upon, prepare the plans, and eventually implement an expanded try-out of the IMPACT technology in the Philippines.

The first seminar-workshop aimed to bring together the thirteen regional directors towards a decision about a possible expanded try-out of the IMPACT technology. Of the thirteen regional directors invited, seven attended while four sent their assistant regional director in their stead. Region IX was not represented. *The principal output of the conference was the decision to try-out the IMPACT technology in the thirteen regions and the plans for the second and third levels of seminar-workshops intended to draw up detailed plans of the expanded-try-out and to orient the trainers, respectively.

The second seminar-workshop on IMPACT, this time addressed to the regional planners was conducted in Cebu on July 17-20, 1979. Its principal output were the regional plans for an expanded try-out.

The following is a complete report on the proceedings and output of the second seminar-workshop.

*During the second-level conference however, both Director Nassal Allian and Assistant Director Juanito Bruno were in attendance

PART TWO... SEMINAR PROCEEDINGS

Day 1, July 17
Welcome, Keynote, Briefing on IMPACT,
Questions and Issues Raised

- 1.01 Summary of Proceedings. Dr. Aurelio Tiro, MEC Director for Region VII welcomed the participants to the province of Cebu, site of the first pilot study on IMPACT. Welcome addresses were likewise delivered by Cebu City Mayor Florentino Solon and Mr. Patrocinio Gullas. Dr. Augusto L. Tenmatay, EDPITAF Executive Director shared his thoughts about good innovation in a keynote address to the seminar participants. The seminar proper began with a documentary film on the development of IMPACT in Naga, Cebu, providing the participants with general perspective of the IMPACT technology and system. The film served as springboard for the subsequent discussion by Dr. Rosetta Mante, Project Director of the Naga site and the questions and issues raised and discussed for a further understanding of the various features of IMPACT and their effect on learning. The afternoon session focused more closely on the basic processes and components of the IMPACT delivery system as well as the major findings of an external evaluation of Project IMPACT in the three pilot sites - Naga, Lapu-Lapu City and Sapang Palay. The results of a cost-effectiveness study of the IMPACT system were discussed by Dr. Melba Tugade, Senior Evaluation Specialist at INNOTECH who dwelt on findings on the educational effectiveness of the IMPACT system and Dr. Jose B. Socrates, Head of INNOTECH's research division and over-all coordinator of the IMPACT developmental study, who dwelt on the comparative cost and efficiency of the IMPACT technology against traditional schools. On the other hand, to provide the participants with a cross-section of the IMPACT study in all three pilot sites, the project directors there of were a pooled resource for the discussion on programmed teaching, peer-group learning curriculum development, and the roles of the various teaching personnel such as the instructional supervisors,

instructional aides, itinerant teachers, and tutors. Following these presentations, an open discussion ensued with the resource persons answering the questions posed by the participants and the commenting on various ideas and suggestions on the possibilities for replication based on their experiences in the pilot sites.

1.02 Welcome Remarks. Director Tiro the work to be done during the seminar-workshop being the preparation of regional plans for an expanded try-out of IMPACT which is expected to be launched in schoolyear 1980-81. He also mentioned that a third seminar on IMPACT is forthcoming, this time addressed to the needs of those who will be directly involved in the implementation of the expanded try-out. Finally, Dr. Tiro acknowledged the efforts of the Regional Center for Educational Innovation (INNOTECH), the International Development and Research Center (IDRC) of Canada, and the Ministry of Education and Culture, as the prime movers behind the development of the IMPACT technology and the plans for its expanded try-out. Mayor Solon spoke of the many innovative project undertaken in the City of Cebu. He said that the focus of these innovative efforts was extending the outreach of basic educational services. He also advised the participants not to flinch in the face of failures as failures are among the inevitabilities to be encountered in a developmental study such as IMPACT. He also stressed the importance of an understanding of the intentions and mechanics of a given project by those who will be directly involved as a prerequisite to its success.

1.03 Highlights of the Keynote Address by Dr. Augusto L. Tenmatay. EDPITAF Executive Director, Dr. Augusto L. Tenmatay shared his thoughts about the characteristics of educational innovations. He described five major characteristics of good innovations. The first four of which he said are possessed by Project IMPACT. These characteristics are:

(i) Basic Need - a project addresses itself to a basic need. In order to fill this end, it requires working on existing resources,

both conventional and unconventional. Such will afford the project to continue even if the originators fade from the scene.

- (ii) Adoptability to existing values, systems and traditions - there must be acceptance by the environment. Many innovations fail because they can not adopt to the environment.
- (iii) High contact time - there must be plenty of communication between planners and implementors and all those involved. Contact time being a very important consideration for learning, there must always be high contact time between student and materials, student and teachers, student and student, and student and parents.
- (iv) Must have a carefully worked out plan for implementation and must be supported by training program for implementors.
- (v) Must be managed in such a way that it will fit snugly into the larger system - every local situation to in any other milieu, a project is pronged to suffer unless it fits aptly into the system.

He called upon the group to see to it that the IMPACT project can augur well into the decentralized management of Innovations as the delivery system.

Further, the Director cautioned the body to guard against the error of emphasizing the cost-effectiveness of the project at the espence of more important aspects - the educational and social objectives. He claimed that, for instance, to use the low budgeting level as the standard of running the project is not a sound way of doing the exercise, particularly if its aim is to help the poor. The poor can not be properly helped if the patron is poor himself.

Finally, he asked that a proper interlocking (not fusing) of the project with the present system be made.

1.04 Questions and Issues Raised

- (i) Grading System. One of the questions raised concerned the grading system in IMPACT. It was explained to the participants that although there are no grades in IMPACT, there is a criteria used for determining at which point a pupil may progress to the next level. This criteria is based on mastery learning. There is no figure used but simply an indication of the number of modules finished by the student. The levels (I-VI) are spoken of to facilitate reference to the traditional system that where progress is determined according to ones grade level.
- (ii) Pupil transfer from IMPACT back to a conventional school in the course of the experiment. The participants anticipated the case wherein a child attending an IMPACT school, for one reason or another, decides to transfer to a conventional school. It was explained to them that such cases have been encountered in the pilot phase of the project and that this has been the reason behind classifying students by levels, to facilitate such a transfer by a semblance of correspondence with the graded system in conventional schools. Arrangements has been made with authorities concerned for such cases so that a child wishing to transfer to a conventional school will be credited with whatever level he was in the IMPACT system.
- (iii) Primary schools as IMPACT sites? Tapping primary schools as IMPACT sites will put an unwanted limit on the supply for programmed teachers since such offer only grades I-IV. Programmed teachers must come from level, IV, V, and VI to teach those from levels I, II, and III.
- (iv) Honoraria for Community members? Some participants offered that non-teaching member of the community who may be tapped for IMPACT may request for remuneration since their teaching-

related activities may take them away from their income-generating activities. The project director of the three pilot sites observed that this had not been encountered the past due perhaps to the effective acceptance campaign which convinced them of their contribution to their children.

- (v) Relocation of Teachers. With the implementation of the IMPACT system, there will be some excess teachers. The relocation or transfer of these teachers can pose a problem because of some administrative and legal constraints.

Mrs. Lesmes Avena, the IMPACT Project Director of Sapang Palay, explained the procedure she followed which led the teachers themselves to each prepare a certification of his/her willingness to be relocated to another school.

Mrs. Avena said that in the extension of the IMPACT System in Sapang Palay to another school this year (1979-1980), only a few teachers have been transferred since there are no more IS Aides and so some teachers have to be assigned as Assistant IS's (Assistant Instructional Supervisors).

Mrs. Avena, however, recommends that, whenever feasible community members should be recruited as IS Aides since from her experience these IS Aides make the best information and publicity agents for the school and they form strong links between the school and the community.

- (vi) Effect of Modules on teacher's creativity. The reservation was expressed about the possibility that the use of modules might stultify the teachers' creativity as there might develop too much dependence upon the systematic presentation of the modules. Dr. Mante responded to this point saying that the new role of the teacher as manager of learning resources puts a greater responsibility on the teacher and as such fosters greater creativity on her part on the various combinations of these resources over and above those pre-set in the modules.

Day 2, July 1
Replication Procedures

- 2.01 The second day of the seminar-workshop was devoted to discussions on possible replication procedures that was expected to lead to the respective try-out plans of the individual regions. The discussions will be divided into four sessions with each session focusing on a specific topic. The first session began with the presentation by Dr. Socrates of the guidelines prepared by INNOTECH for preparing regional plans in an expanded try-out. A copy of these guidelines was previously furnished each participants. The second session touched on possible campaign strategies and procedures in a community survey of available resources - both human and material. The project directors of the three pilot sites were tapped as principal resource persons for the second topic while Dr. Socrates dealt in the first. The third session which began in the afternoon concerned the physical and material requirements in an expanded try-out such as instructional materials, equipment and facilities. Culling from their on the job experiences, Dr. Mante, Mrs. Avena, and Mrs. Rubi guided the discussion to anticipated the requirements of an expanded try-out. The fourth presentation involved administrative arrangements with some emphasis on personnel assignments, funding and the production and distribution of the modules. This session was steered by MEC Regional Directors Ramento, Tiro, and Sarmiento.
- 2.02 The issues raised and agreements reached regarding replication procedures are presented below:
- (i) Develop modules to suit culture and conditions in Mindanao regions. Participants from the Mindanao regions questioned the suitability of both the Cebu modules and its translation in the Sapang Palay project. It was their opinion that the Mindanao try-out should include the development of modules better suited to the culture and conditions of their regions as well as the variety of their ethnics groupings.

- (ii) It was agreed that the Luzon regions should adopt the Sapang Palay modules which is bilingual. There was, however the question of the suitability of the Cebu modules to those Visayan regions who speak dialects other than Cebuano.
- (iii) Preparation for the try-out. The pilot experiments required 2 years to prepare the materials and for the teachers to internalize the purpose of the system, as well as achieve an effective acceptance campaign in the community. In most cases in the expanded try-out, there will be no need to worry about the development of modules as they have already been developed. What is left is to reproduce these modules or undergo translation as in the case of the Mindanao region and those non-Cebuano Visayas regions of course, there is the orientation and training requirement for the teaching personnel which will be a necessary component of the try-out, and an effective information/acceptance campaign. All in all, a minimum lead time of one year is necessary to carry out these preparatory activities.
- (iv) Start of Try-Out. In this regard, there was a move to postpone the try-out SY 1981-1982 to afford enough time to carry out the necessary preparations. It was, however, agreed that SY 1980-81 may be just right for some regions, notably the Luzon regions will not need to translate since the Sapang Palay modules are already available and as much what is left is for an orientation and training of the teaching staff and the conduct of an effective acceptance campaign. Therefore, the start of implementation will depend upon the preparation to be undertaken by each region.
- (v) IMPACT and the MEC Bilingualism Policy. The participants were concerned about whether the preparation and development of the IMPACT modules took into account the bilingualism policy of the government. They learned that the Sapang Palay modules did so while the Cebu modules do not in the sense that the modules are in English except for some examples in Cebuano.

- (vi) IMPACT modules and Textbooks. In the expanded try-out, the MEC textbooks may be utilized as resource books with the modules taking the front seat as the principal learning material.
- (vii) Staffing. It was agreed that the role of the project director is pivotal to the effective replication of the IMPACT technology. It is in this light that the participants saw the need to define the role of the project director in order to allow her a certain degree of autonomy. In this connection, it was also agreed that whatever staff are required in addition to those in the pilot try-out will have to be ascertained according to need.
- (viii) The participants expressed the need to inspect more closely the modules in order to give them a better idea about how to go about the try-out. INNOTECH promised to furnish each region with a complete set as sample. The set of modules will have to be picked especially at the INNOTECH office in Quezon City.
- (ix) Funding. The need for external funding was a ubiquitous issue all throughout the seminar. Director Ramento put the issue on the surface for the participants to address with his remark that the priority problem is financial in nature. Some participants opined that although the discussions sought to answer how to implement the try-out, there is really no definite commitment from either IDRC or EDPITAF to fund the production of modules in the least. At this point, Mrs. Caridad A. Miranda made an emphatic statement that EDPITAF cannot give assurance of funding. She remarked that EDPITAF's initiation of a possible try-out of IMPACT project was on account of Minister Manuel's instruction. She recalled that in October 5, 1978 meeting with the Regional Directors in Bacolod City, with the EDPITAF Executive Director present, Minister Manuel stated that those regions which feel the need of a project like IMPACT should embark on an expanded try-out. Mrs. Miranda therefore impressed on the participants that this (IMPACT) is a Ministry or MEC project. The regional plans will be submitted to the Budget Commission and possibly

later with international funding institutions. She added that meantime, "most crucial is the counterpart effort from the regional offices and prospective implementors of the expanded try-out in terms of tapping their own resources, which is to be considered a leadership challenge."

Director Ramento agreed that there had indeed been no definite commitment re funding from either funding agencies but they have certainly shown an interest. What is definite though is INNOTECH's counterpart to provide technical assistance in the try-out.

Director Tiro on his part noted that the discussions put more attention to modules and not much on, say, instructional supervisors. The problem of funding, he remarked further, may be solved by looking into our respective regional resources. These resources are available and can be tapped, the question is to what extent they can be tapped. He noted that present utilization of local board funds has been very limited. The possible sources of funding aside from local school boards are:

- (i) savings from division offices
- (ii) provisions of such items as school supplies and materials in the regional office budget; and of course
- (iii) MEC funding through EDPITAF from World Bank Loans

Mrs. Avena corroborated the possibility of no systematic external funding from her Sapang Palay replication experience. She said that no assistance was provided by INNOTECH and she is in fact in the process of looking for funding for the extension of the replication site in Sapang Palay.

- (x) Cost of Modules Production. Related to the issue on funding, the participants also addressed the problem of production costs. The INNOTECH staff, advised that any cost computations of modules

production is better done on a regional level. There would be about 8,000 stencils to produce in addition to charts, flash cards and other devices to be prepared for each group or family. The leader's book ratio is 1:6. The same is true for the post-tests. There sets of flash cards are also required per group. 1:6 for modules level IV-VI. PT ratio could be 1:1.

The Cebu experience offered that it was cheaper to print the modules. For example, the Cebu project had 1,500/per set of modules printed.

Day 3, July 19
Observation of IMPACT Schools

The third day of the seminar was devoted to an observation of the two pilot sites in Cebu. In the morning, one group received a general briefing at the Naga Central School. Therefrom, the party proceed to observe classes in Naclad, Panglan, and Lutac. In these three schools, the participants were treated with an actual feel of the learning activities in IMPACT schools. They observed classes, interviewed parents, teachers and pupils alike. A second group visited the Lapu-Lapu sites. Afterwards, the two group composed notes on their observation of IMPACT schools at work.

Day 4, July 20
Presentation of Regional Plans,
Evaluation of Seminar, Closing Ceremonies

- 4.01 In the morning of the fourth day, the participants had the opportunity to present their respective regional plans. EDPITAF Assistant Executive Director, Mrs. Caridad Miranda, acted as Master of Ceremonies for the closing day. Dr. Tugade made an informal evaluation of the seminar as a whole and shared her comments on the plans previously submitted by some participants for review. Finally, Dr. Socrates presented a scenario of post-seminar activities in preparation for the expanded try-out of the IMPACT system. In the afternoon session, INNOTECH Director, Dr. Liceria B. Soriano gave a brief inspirational talk followed by remarks from IDRC representative Dr. Pedro Flores on his observations about the seminar. Finally, closing remarks was delivered by the host-Director, Dr. Aurelio Tiro.
- 4.02 Modifications in IMPACT. Dr. Melba Tugade, commenting on some of the plans submitted by the INNOTECH technical staff for review, said that the inclusion of statistical data on the prospective try-out schools was a good move because the practicality and feasibility of the plans could be adequately assessed and improved against the backdrop of such community and school profile. She noted some variations from the design for the pilot study but welcomed the same considering the developmental nature of Project IMPACT. She, however, cautioned against major modifications in the try-out, saying that the regions must take care that the basic principle of the IMPACT system is maintained, otherwise, the plans may no longer be an expanded try-out of IMPACT but an experiment on a totally new system.
- 4.03 Importance of Evaluation in the Try-Out. Dr. Tugade added that at this stage, it would be expecting too much to claim that IMPACT schools would definitely base better than the conventional schools.

This is what the expanded try-out aims to explore more closely. She explained that the purpose of the IMPACT exercise is to determine the relative effectiveness of the IMPACT system. Implicit in this need for a thorough evaluation hand-in-hand with the expanded try-out. The evaluation, furthermore or side effects and subject them also to evaluation. If the evaluation report would report only the achievement aspects, the interpretation of results may be mis-oriented.

- 4.04 The Seminar Evaluated. Providing a rough assessment of the performance on the second IMPACT seminar, Dr. Tugade remarked that the Regional Directors made good choices in the delegates they sent. She added that unlike most seminars, the participants sustained a good attendance and concentration on the job before them.
- 4.05 Additional comments on the regional plans presented were provided by Dr. Socrates. He said that the plans generally demonstrated involvement by all levels of supervision and management and that this is good for the try-out. However, the involvement of parents and community has not been clearly defined in the plans. He pointed out that the plans need not limit the number of teacher and IS aides to be identified. It is advisable to tap some tutors.
- 4.06. Scenario of Past-Seminar Activities. Dr. Socrates anticipating the activities after the seminar gave the following scenario:
- (i) Plans prepared during workshop shall be presented to respective Regional Directors for approval comments; improvements.
 - (ii) In the meantime, participants have given EDPITAF and INNOTECH some plans. INNOTECH studies plans and submits the same to EDPITAF for proper action and information.
 - (iii) On the basis of final comments, revise plans and submit to EDPITAF a copy

- (iv) INNOTECH will prepare manuscript of the training materials for the ISs and requested participants to pick up their copies of modules at INNOTECH.
- (v) EDPITAF shall coordinate with INNOTECH and three-man committee to look for possible (sources of funding)
- (vi) After final choice of school and IS, you shall supply them copies of the similar handouts and materials
- (vii) In the meantime, EDPITAF will give the necessary technical assistance through communications
- (viii) Training of IS as culminating activity of IMPACT can be successfully undertaken towards the late part of the school year.

4.07 Highlights of Dr. Pedro Flores' Remarks. Dr. Flores expressed his appreciation on behalf of IDRC, to the staff members of INNOTECH and EDPITAF for their role in the seminar. He also acknowledged the leadership provided by the committee of Regional Directors and the Region VII staff for the arrangements done in the seminar. He said that IDRC responded to the invitation of MEC to fund the series of seminars to disseminate the results and experience of Project IMPACT because IDRC is convinced that a rationale approach would be the best way of bringing the potentials of IMPACT to the attention of key educators. Dr. Flores also mentioned that in the last two years, the Philippine experiment has captured the interest of other countries and international donors such as Liberia where an IMPACT type experiment is now in progress with USAID assistance as well as Malaysia and Jamaica with IDRC funding. In addition, the World Bank is presently looking into the possibility of a similar experiment in Bangladesh, Pakistan, and Papua New Guinea. He mentioned some examples of research in education that IDRC has responded to, as part of a larger mandate of research into development problems that also

includes agriculture, food, nutrition, health, population, education, urban and rural development. Some of the examples in education research are as follows:

- (i) research project with Chile, Bolivia, Columbia, and Argentina which aims to develop an effective model of pre-school education for children from poor families in order to narrow down the academic and psychological gap between these children and their classmates from middle and upper class families when they begin grade one.

- (ii) evaluation of the many one classroom schools Egypt had set up during the five years in remote and thinly-populated areas. This evaluation research should help the Egyptian Ministry of Education decide about the type of one classroom multi-grade school and what training should be given to teachers to enable them to provide effective education in remote and poor villages. IMPACT, he said, could be one alternative.

- (iii) an international study supported by several donors to determine what is the threshold in primary education beyond which the literacy and numeracy skills gained by the child will no longer be lost even if he or she decides to leave school. Is this threshold after grade four, after grade five, or does it really take six years of primary education to insure functional literacy? Our participation in this international literacy retention study is done through a grant to EDPITAF to conduct the study in the Philippines in cooperation with NETC.

Dr. Flores forewarned the participants that in this meeting, you had your chance to ask questions. Your questions will most likely be the same questions that will be posed before you two or three years after you shall have tried IMPACT in your schools. Indeed, this expanded try-out makes you the second line of

pioneers of IMPACT. Your IMPACT schools will be models in your region. These schools will be the center of attention the talk of the region they will be visited by people from outside. Visitors will roam around, observing, asking questions. You will be competitors - for it is unavoidable that your performance will be compared with those of other IMPACT schools. You will be challenged to do your best because you will not want to be labelled a failure.

He said that it is necessary to prepare and equip oneself for this new role. One thing that might be considered is built-in research as an important component of the preparatory and implementation plans.

Further, he recalled that as expressed in one of the sessions, an expanded try-out will enable the accumulation of more empirical evidence to indicate the efficacy of the IMPACT delivery system. Again, the evidence of the system's further efficacy can only be scientifically shown through research evidence.

He said that IDRC support for Project IMPACT has come to a closer and that the are happy to see that the results of the research are being seriously utilized to answer an important development problem of the Philippines' the problem of primary education. Like parents whose children have now grown up and are ready to be on their own, the IDRC will be proud and smiling observer.

Part III

NOTES ON THE REGIONAL PLANS FOR AN
EXPANDED TRY-OUT OF THE IMPACT TECHNOLOGY IN THE PHILIPPINES

The principal output of the Second Seminar-Workshop on the IMPACT Technology was the regional plans for an expanded try-out. These plans are the subject of the following analysis which is made within the specific context of the "Guidelines in the Preparation of a Plan for an Expanded Try-out of the IMPACT Technology" furnished by INNOTECH (Attach. 5) and the broader framework of the Program for Decentralized Educational Development or PRODED, the umbrella program which ideally should cover research and development projects to be supported by EDPITAF. The program forges a necessary link between national development goals and current efforts to improve the quality and broaden the reach of basic educational services.

The goals set forth for the following analysis may, as such, be stated as follows:

- (i) to derive the national trend and direction of plans for an expanded try-out;
- (ii) to determine the extent to which the participants have grasped the concept behind the IMPACT technology, the purpose of an expanded try-out as well as the demands that such a project places upon the individual regions; and finally,
- (iii) to determine the inclination of the participants to perceive the expanded try-out in the context of the over-all research and development agenda of their respective regions.

Pilot studies of the IMPACT technology as implemented in the Sapeng Palay experimental schools^{1/} have shown that it can reduce the cost of elementary education to almost 50% without sacrifice to its quality. The implications of such findings bear greatly upon development efforts in basic education to warrant going beyond the pilot stage into an expanded try-out. If IMPACT, can again be shown to perform as well, if not better, given a more varied clientele, the results of such an expanded try-out could well pave the way towards an imprimatur for the adoption of the IMPACT technology in Philippine Elementary Education. This is the reason for the foregoing second objective. Table 1 presents a summary of the regional plans.

IMPACT will not be thrust into a vacuum. It will be introduced into specific social milieus with their necessary institutions - formal or informal - and the prevailing values of a given clientele. If it must fulfill the goals for which it was devised, it must blend with the setting and it can do so only if it takes into consideration current activities in the region and adjust to the quaint regional conditions. This is the reason for the third objective. The first objective is, of course, self-explanatory.

The general format of the plans prepared during the seminar consists of the following components: identification of specific try-out schools and brief descriptions thereof, rationale for identifying the specific try-out schools, personnel requirements, anticipated linkages with current and projected projects within the region, and finally, research and development plans for the expanded try-out.

^{1/}Mc Masters, James. Cost-Effectiveness Analysis of Project IMPACT for the Philippines. A Report to the Australian Development Assistance Bureau for the South East Asia Ministers of Education Organization, August, 1978

Table 1
SUMMARY OF REGIONAL PLANS
FOR THE EXPANDED TRY-OUT OF IMPACT

REGIONS	IMPACT SCHOOLS	CONTROL SCHOOLS	LEVELS	TRY-OUT DURATION (YEARS)	ADDITIONAL PERSONNEL REQUIREMENTS	LINKAGES (EDPITAF)
I	1	1	-	5	4	DLRC
II	2	-	1-VI	2-5	3	-
III	3	3	-	2(Bulacan) 2(Tarlac) 1(Angeloes City)		DLRC PRODED
IV	3	3	-	-	-	-
V	1	1	-	2	10	-
VI	3	3	1-VI	2	6	-
VII	2	2	-	2	7	PRODED DLRCs
VIII	5	5	1-VI	2-5	9	-
IX	3	3	-	-	-	DLRC
X	1	1	-	2	-	-
XI	1	1	-	2	10	-
XII	1	1	-	2		PRODED DLRCs TEXTBOOK
XIII	<u>1</u>	<u>1</u>	-	3	<u>9</u>	DLRC
	27	25			60	

Try-Out Schools

Appendix B contains a listing of the try-out schools, their location by region, division, and district, and their classifications as either IMPACT schools or central schools and as belonging to either rural or urban communities.

In totality, all of the research sites intended for the expanded delivery system of Project IMPACT fulfilled the requirements of a try-out school suggested in the guidelines. In addition, in order to devise workable approaches to the problem of replicating the patterns evolved at Naga and Sapang Palay requires further experimentation involving areas with different economic and cultural backgrounds. Thus, the experimental communities chosen to represent the 13 regions understandably reflect both rural and urban settings - 15 rural against 12 urban.

One easily perceivable pattern among the communities is their geographical proximity to the city proper/poblacion and the division or regional offices. Apparently, a vast majority have accessible roads and are adequately provided with transportation facilities - e.g. buses, jeepneys, tricycles, etc. Most are geographically situated on flat terrains with perhaps nearby hills or rivers. Although advantageous from a research angle by being accessible to both supervisory and research staff of the regions, the choices still fail to represent the far-flung areas where the traditional school fares miserably, being isolated from the centers of knowledge, and where IMPACT as an alternative system would be most needed. However, in most cases,

the socio-economic conditions of the communities are far from good with the majority of the people belonging to the low-income bracket. However, the people are observed to be readily receptive to innovations and show willingness to cooperate in collective endeavors involving community developments. The majority of them are either self-employed or unemployed. The proliferation of industries in some areas somehow allow the people to make both ends meet.

The fact that the majority of the IMPACT sites have rural settings may be considered a step in the right direction. Rural villages chosen are typical of farming communities. As normal educationally deprived communities, many are not provided with electricity and other modern day conveniences. These communities heavily depend on pump wells and open wells for their water sources.

Most of the urban communities selected for Project IMPACT experience problems that are normally associated with urbanization. It is perhaps worthy of mention that some of these urban communities serve as relocation areas for squatters of highly urbanized communities such as Metro Manila.

The geometrical increase of school populations in most of the research sites has exerted tremendous strain on the very limited resources of the communities resulting in unavoidable problems such as lack of teachers, textbooks, and physical facilities. To further aggravate matters, these schools are comparatively small, way below the prescribed 3-hectare area although ample space for orchard/gardens and playgrounds are well provided for in most cases. Thus,

most schools which could barely accomodated present enrollments usually resort to 2 single sessions or adopt the 3-shift plan. Hence, it becomes understandable why these schools reveal unfavorable educational performance indicators-low participation rates, low achievement levels, high drop-out rates, etc.

Rationale

In selecting a try-out school, aside from balancing the conditions in both IMPACT and control schools, the two major criteria that the participants used were the relative educational deprivation of communities where the schools are located (i.e. in terms of low participation rates, high drop-out rates, low achievement scores, etc.) and the feasibility of conditions for research, development, and sustenance of the IMPACT technology (e.g. availability of funds from the local school board, receptiveness of community leaders to innovation.)

Most of the rural communities chosen for the expanded try-out of IMPACT are economically depressed. Children are in most vitally needed at home for household chores to allow their parents to earn a living. Parents need their children for many essential tasks to insure the family's survival. Thus, the program's relevance/importance could be rightly emphasized since it would enable the children to help at home when necessary.

In all the try-out schools elementary schools under the conventional system are within the vicinity of the District. Comparable schools with almost similar local variables - eg. enrolment, no. of teachers, physical facilities, etc. - may be utilized as control schools for purposes of program assessment/evaluation and research.

One of the criteria for selecting research sites is that the whole community should be willing to take part in the experiment. Apparently, the parents in most of the try-out sites are cooperative and receptive to innovative ideas and trends. Coupled with this are the presence of competent District Supervisors and their support staff not to mention the positive attitude and dynamic support given by lay leaders and local officials - mayors, barangay captains, etc. Further, possible financial support may be drawn from provincial and local school boards.

Another prerequisite complied with in the selection of experimental schools is the presence of secondary schools in the vicinities of most communities. High school students could be drafted as tutors and/or IS aides. Another factor which merits attention is the accessibility of some educational institutions of higher learning - universities, college, agricultural, vocational/technical schools - which may offer potential supportive staff necessary for the try-out schools. In some communities, though rural in setting, the houses are very near each other. This opens the possibility of recruiting neighbors and relatives as tutors for those children who are encountering academic problems.

An almost common denominator among the Project IMPACT research sites is the presence of many-sided problems due to almost unabated increases in primary school-age population. Hence, lack of classrooms to mention one, has become a perennial problem which for quite a long time has been wanting for a solution. Most of the try-out schools, however, do not comply with the commonly prescribed 3-hectare area to ensure space for the construction of mini-centers and other physical requirements of the program within the school compounds.

Most of the communities involved in Project IMPACT are characterized by low participation rates, low achievement levels, and high drop-out rates. Although some communities have viable economies and thus have comparatively high participation rates, they reflect low survival rates. This comprises the common major reason to try-out IMPACT.

Personnel Requirements

The staffing requirements for implementing the IMPACT technology in the projected expanded try-out have largely been based on the Sapang Palay and Haga experiments. However, there has been an attempt to match these new requirement and titles with existing personnel patterns in the conventional system. This is found in Appendix C. Apparent from the list of personnel is the more varied functions under IMPACT compared with the conventional system. There has been no attempt in the regional plans submitted to present a scheme showing how such functions may be filled by existing personnel such as in the case of curriculum development. This gives the impression that the participants

have no sufficient idea about the demands that IMPACT places upon the regional educational hierarchy, not to mention the implications upon their respective functions in the MEC-RO bureaucracy. If they do, there is still no visible plan for effecting the necessary and concomitant transition.

Linkages

Anticipated linkages with other regional activities generally yielded links with PRODED, the provincial planning and development unit, the Decentralized Learning Resource Centers (DLRCs) and other government extension services. Notably absent were linkages with specific research and development activities in the region and in terms of program objectives and operations. Although these are well covered by the broad framework of PRODED, the failure to harmonize these activities into one consistent network or system may find IMPACT in an unwanted situation. IMPACT as a total alternative system must take all these in consideration because there is a very real possibility that it may find itself in conflict with isolated projects or activities which are innovations in themselves but are confined to the limits of the conventional system. If the matter of blending and consistency is left unattended, it may well lead to a waste of previous investments and resources in other on-going projects within a given region.

Research and Evaluation

In accordance with agreements made in the first IMPACT seminar the development of research studies is expected to be done by INNOTECH. However, in some regions the evaluation of the projects will require

the joint efforts of INNOTECH, EDPITAF & MEC. Periodic evaluation shall be conducted both in aspects of project management and pupil performance. Regional and Division Office Research and Evaluation Units may pitch in the designing and planning for research activities. Doctoral students in different regions will be encouraged to do dissertations on relevant research areas such as comparison of management problems or effectivity of the program in the rural and urban IMPACT schools. It will be suggested to them the need for an attitudinal study of parents in the process of implementation. Only Region IV submitted a specific line of attack:

A. Plan/Design for Evaluation

Pre-test & post test - District Achievement Test

Administration of Mental Ability Tests (PMAT & OMMAT)

Philippine Personality Inventory

B. Personnel - District Research & Evaluation Committee

C. Timetable of Activities

Pre-tests June, July, 1980

Mental Ability tests June, July, 1980

Post test February, 1981

CONCLUSIONS AND RECOMMENDATIONS

1. Although there is a fair understanding of IMPACT as an alternative system, it could stand more improvement specially with the plans prepared. There has been no attempt to settle specific issues of transition from a conventional set-up to an IMPACT set-up. Specific demands on the education personnel in the region in terms of functions have not been adequately anticipated and dealt with. Further, a glance at Table 1 will show that the regions are not fully committed to complete 6 years of try-out for IMPACT. Such reservations must be settled before embarking on the try-out.
2. Likewise, the attempt to perceive the expanded try-out of IMPACT within the context of on-going research and development activities and to interlock them has not lived up to expectations. Although it is clear in their rationale that the conditions of deprivation fully warrant experimenting on alternative systems of delivery, a certain depth is lacking in the plans that, otherwise, would enable the planners to work out the complementation of the new and the on-going.
3. The preceding observations are attributed to the pace with which the introduction of IMPACT to the regions occurred. No time was allowed for the concept behind the IMPACT technology to settle in and subsequently for the planners to fully ingest the implications of IMPACT on their whole operation. The first seminar

for regional decision-makers occurred in May and the second seminar for planning came two months after. There is evident, once more, the off-occurring attitude towards innovations: a "receiving end" attitude that accepts whatever the central office so decides instead of first assessing the merits of an innovation with respect to the conditions in the regions.

4. If IMPACT is to avoid the fate of most innovations after external support ceases, enough time must be allowed for the regions to contemplate on the demands of transition from the conventional to the IMPACT set-up, and this must be reflected in a feasible plan of action.