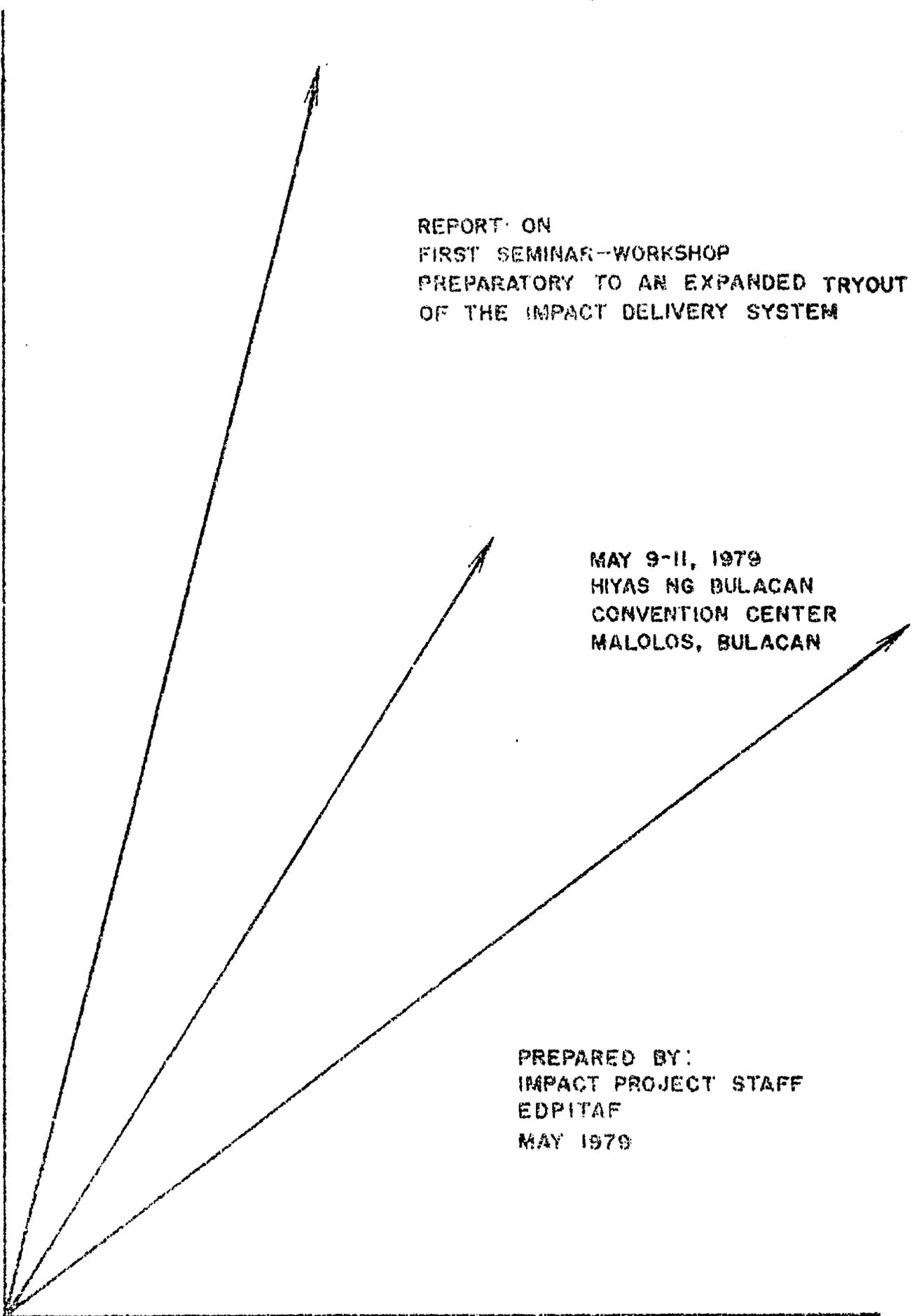


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REPORT ON  
FIRST SEMINAR-WORKSHOP  
PREPARATORY TO AN EXPANDED TRYOUT  
OF THE IMPACT DELIVERY SYSTEM

MAY 9-11, 1979  
HIYAS NG BULACAN  
CONVENTION CENTER  
MALOLOS, BULACAN

PREPARED BY:  
IMPACT PROJECT STAFF  
EDPITAF  
MAY 1979

REPORT ON THE FIRST SEMINAR-WORKSHOP  
PRIOR TO THE EXPANDED TRYOUT OF  
THE LAW OF DELIVERY SYSTEM

May 9-11, 1978  
Hiyas ng Bulacan Convention Center  
Malolos, Bulacan

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## EXECUTIVE SUMMARY

The first of a series of three seminar-workshops preparatory to an expanded try-out of the IMPACT delivery system had for its objectives, the following:

- 1) To orient the decision makers on the major aspects of the IMPACT system, and
- 2) To prepare a plan for the expanded try-out of the IMPACT delivery system.

The May 9-11, 1979 live-in seminar-workshop was held at the Hiyas ng Bulacan Convention Center in Malolos, Bulacan. Thirty-two participants composed of MEC officials, IDRC Representative, Regional Directors, INNOTECH and EDPITAF staff were present.

The following were the decisions reached, issues raised and recommendations made:

### 1) DECISIONS MADE

- \* Acceptance by 12 Regions of the IMPACT Project and its implementation in 20 Divisions. (There was no representation from Region IX)
- \* The expanded try-out will start on SY 1980-81.
- \* Honoraria will not be provided for the IMPACT staff of the expanded try-out.
- \* Placement tests will not be given since they pose as a threat to the acceptance of the Program.

- \* The descriptive rating system used in the pilot sites of IMPACT will be adopted in the expanded try-out. Numeric equivalence will however be reflected in the student's card upon transfer or graduation.
- \* Research should be developed as one of the major components of the IMPACT system. INHOETECH will be responsible for the identification of basic research studies and the development of a common design.

\* PLANS FOR THE SECOND AND THIRD SEMINAR-WORKSHOP

The Second Seminar-Workshop will be held at Cebu City from July 17 to July 20, 1979. There will be sixty-nine (69) participants composed of the Bureau steering committee, 13 Assistant Regional Directors, 13 Chiefs of Elementary Education, 20 Division Superintendents or Assistant Division Superintendents and 20 District Supervisors.

An in-depth discussion of the major aspects of the IMPACT will be undertaken with the end in view of developing a detailed plan for the implementation of the expanded try-out of the Project.

The Third Seminar-Workshop will be held in selected regional venues a month after the Second workshop. It will seek to train the implementors of the expanded tryout of IMPACT. Moreover, community acceptance campaigns and resource surveys will be conducted.

2) ISSUES DISCUSSED

REGARDING COMPONENTS OF THE IMPACT SYSTEM:

MODULES

- \* Effectiveness of the modules in imparting knowledge.
  - o Expediency of a total adoption of the modules made at the IMPACT site in Cebu or the translated version developed in the Sapang Palay IMPACT site.

- o Funding for replication of these modules.
- \* Non-graded and Descriptive Rating System of IMPACT.
  - o Possible difficulty of an IMPACT-trained student in transferring to a conventional school.
  - o Provision of control in the promotion of IMPACT students.

#### ADMINISTRATIVE ISSUES

- \* Advantages of having a Supervisor as Project Director.
- \* Need for a well-defined administrative structure.

#### SUPERVISION

Several possible supervisory problems were raised but discussion on these issues were not undertaken. These issues were:

- \* The modules are integrated in form but supervision is by subject area.
- \* System of programmed teaching and peer-group learning which is not conducted by a teacher.

#### RELATIONSHIP OF EDPITAF PROJECTS TO IMPACT

- \* Textbooks developed through the Third Education Project was used only as supplementary materials in the pilot sites of IMPACT. Extent of use of these books in the expanded tryout program was not discussed.
- \* The possible conflict between the DLRC and the IMPACT Center was raised. MEC officials however, disputed the existence of

such and instead emphasized the interlocking of both projects, the result of which maybe a more strengthened DLRC.

- \* The implication of a possible tie-up with the EDPITAF-PRODED (Program for Decentralized Educational Development) Project was raised. However, it was not discussed intensively.

## SECTION 1: BACKGROUND

In April 1979, a meeting with the 3-man committee of representative Regional Directors from Luzon, Visayas and Mindanao as well as with INNOTECH and EDUTAF staff, set the final plans for a series of three seminar-workshops preparatory to an expanded try-out of the IMPACT delivery system.

The first of these seminar-workshops, held from May 9-11, 1979 sought to:

- 1) Orient the decision makers on the major aspects of the IMPACT system; and to
- 2) Prepare a plan for the expanded try-out of the IMPACT delivery system.

In view of the second objective, it was expected that the Regional Directors each prepare a plan for an extended try-out of the IMPACT management system in their regions. This output will be the basis of a more detailed and comprehensive planning by the participants in the Second Seminar of this series. The plan<sup>1/</sup> since it will be in broad terms, will serve to embody the commitments of the region in trying out IMPACT.

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<sup>1/</sup> See Attachment 1 for Suggested Components of the Plan.

The May 9-11, 1979 live-in seminar-workshop was held at the Hiyas ng Bulacan Convention Center in Malolos, Bulacan. Thirty-two (32) participants<sup>2/</sup> composed of MEC officials, an EDAC Representative, Regional Directors, INNOTECH and EDPITAF staff were present.

## SECTION 2: SEMINAR ACTIVITIES

### FIRST DAY

The opening ceremonies was graced by Deputy Minister Narciso Albarracin; Undersecretary for Personnel Development, Miss Hortensia Benozza; Chief of Elementary Education, Dr. Minda Sutaria; Director Liceria Brilliantes Soriano of INNOTECH; Dr. Dolores Hernandez of the Textbook Board and Director Augusto Tenmatay of EDPITAF.

Emphasis was placed on the need to interlock IMPACT with the other dimensions of the educational system, i.e. to truly see the relevance and significance of the IMPACT system, it must be tied-up with all the educational innovations and projects that had been developed beforehand. It was also pointed out that adoption of the system might not necessarily be an adoption of its entirety. Only such components which lead to the achievement of the total goals of instructional development must be considered. Finally, some pointers for the success of the project was mentioned, namely, intellectual and emotional assent.

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<sup>2/</sup> See Attachment 2 for List of Participants.

Discussions on Instructional Materials and Resource Utilization was led by Dr. Mante, Director, IMPACT - Nueva Site and Mrs. L. Aveña, Director, IMPACT - Sapang Palay Site, respectively.

### SECOND DAY

A visit to the Sapang Palay Project IMPACT site constituted the main activity for the morning sessions. A talk on the development of the bilingual modules currently being produced at the site was given by Mr. T. Robes Chief of Curriculum Writers of Sapang Palay. A Reaction-Interaction Session followed.

In the afternoon, Director A. Ramento (NCR), lead the session on Replication Procedures.

A tour around Malolos, Bulacan, specifically to the Barasoin Church and Bulacan Museum, as well as a film showing on Bulacan, was sponsored by the host Division.

### THIRD DAY

Three sessions were held in the morning, these were:

- 1) Program Possibilities, led by Dr. J. Socrates, INNOTECH
- 2) Administrative Considerations, led by Director A. Tiro, Region VII
- 3) Supervision, led by Director A. Ramento, NCR

A model for Managing Educational Innovation was also presented by Political Deputy Minister C. Bernardino.

The closing ceremonies, in the afternoon, was presided by Education Minister J. Manuel; Elementary Education Chief, Dr. M. Sutaria; IDRC Representative, Dr. F. Flores; INNOTECH Director, Dr. L. Brillantes-Soriano and EDPITAF Director, Dr. A. Tarratay

The decisions reached, issues discussed and recommendations made were presented before the body.

### SECTION 3: RESULTS OF SEMINAR <sup>4/</sup>

This section shall deal with a detailed discussion of the decisions reached, issues discussed and recommendations made.

#### 3.1 DECISIONS REACHED

##### A. EXPANDED TRY-OUT OF IMPACT SYSTEM

##### A.1 Acceptance by 12 Regions <sup>5/</sup> of the IMPACT Project

Twelve Regional Directors expressed their desire to try-out the IMPACT Project. Only one division per region was recommended for the try-out, however, several regions, e.g. Regions II, III, NCR, VI, and VII, expressed

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<sup>4/</sup> See Attachment 4 Summary of Major Issues Raised in Each Session.

<sup>5/</sup> Region IX had no representative due to election responsibilities.

their desire to implement the system in more than one division. The following constitutes the break-down:

<u>REGIONS</u>	<u>NO. OF DIVISIONS</u>
I	1
II	2
III	3
NCR	2
IV	1
V	1
VI	2
VII	1
VIII	3
IX	(1) <u>6</u> / <sup>6</sup>
X	1
XI	1
XII	<u>1</u>
TOTAL	<u>20</u>

A.2 Start of Expanded Try-Out of IMPACT

The expanded try-out of the IMPACT system will start on SY 1980-81. However the regions who have the available resources and manpower may start as early as the second semester of SY 1979-80.

A.3 Honoraria shall not be provided for the IMPACT staff of the expanded try-out

In the IMPACT pilot sites of Naga and Lapu-lapu both in Cebu and Sapang Palay, honoraria was provided for

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6/<sup>6</sup> Assumed number.

the staff, (specifically the Instructional Supervisors and Instructional Aides) by INNOTECH. With the pilot project ending in June, funds for honoraria shall cease. Alternative incentives were then proposed to maintain the interest of the staff, these were as follows:

- 1) For the Instructional Supervisor (IS), their services would be credited such that they become master teachers.
- 2) For Instructional Aides, practice teachers as well as YCAF volunteers maybe utilized.

In view of funding difficulties that may crop-up in the expanded try-out, the Directors felt it necessary to altogether do away with the provision of honorarium and instead adopt the aforementioned alternatives.

A.4 Placement test will not be given in the expanded try-out program since they pose as a threat to the acceptance of the program

Remedial tutoring as well as selection of modules suited to the level of the child were proposed as alternatives.

A.5 The descriptive rating system as used in the pilot sites of IMPACT will be adopted in the expanded try-out

However, its numeric equivalence shall be reflected in the student's card upon transfer or graduation.

This issue was raised because of the difference in the rating system and the rating forms used in IMPACT schools as compared to the conventional schools. Provision of numeric equivalence for the descriptive rating was proposed. It should be noted that in the few cases of transferees from IMPACT schools in Cebu to conventional schools, the descriptive rating system of IMPACT did not pose as a problem in their acceptance.

A.6 Research should be developed as one of the major components of the IMPACT system.

This would provide the empirical data that would enable a rational approach to the implementation of the project. Moreover, basic research studies would show the validity of the assumptions set at the start of the Project.

Cited as possible subjects for research are:

- \* Appraisal of the achievement of students of IMPACT schools
- \* Evaluation of the instructional materials used by IMPACT schools

It was also agreed upon that INNOTECH will be responsible for the identification of these basic research studies and the development of a common design. However, this design will provide enough flexibility for areas of interest peculiar to each region. This design shall be presented to the regions on the Second Seminar.

The following maybe tapped to conduct the researches:

- \* Research units to be established in the regions
- \* Research units of universities/institutions
- \* Post-graduate students making their thesis/dissertation studies

Furthermore, it was also noted that while evaluation is built into the IMPACT system, there is still a need for evaluation by an external agency. Cited as an example was the Cost-Effectiveness Analysis of Project IMPACT conducted by Dr. J. A. D. P., Mr. T. Tullac of La Salle and Mr. J. Macmaster of Canberra College of Advanced Education.

## B. PLANS FOR THE SECOND AND THIRD SEMINAR-WORKSHOPS

### B.1. Second Seminar-Workshop

- \* Venue/Date : Cebu City - July 17-20, 1979

\* Participants:           3 members, Steering Committee  
                          3 Assistant Regional Directors  
                          7 School Chiefs of Elementary  
                          Education  
                          20 Division Superintendents or  
                          Assistant Division Superintendents  
                          20 District Supervisors  
                          69 Total number of participants

Aside from the 69 mentioned above, the 13 Regional Directors expressed desire to participate in the observation of the CEBU-IMPACT sites. Expenses incurred by the said shall be shouldered by the respective Regional offices. Funding for the other 69 participants as well as for all seminar components will be shouldered by IDRC. Supplementary funding may however be provided by EDPITAF when necessary.

\* COMPONENTS OF THE PROGRAM:

The topics taken up during the First Seminar-Workshop will be replicated in the Second. However, more in-depth discussion will be conducted. Emphasis on implementation procedure, e.g. organization and personnel administration, will also be provided.

Noted, too, was the need for more exposure to the IMPACT schools and the activities therein. A whole day observation of the IMPACT site was proposed.

Also cited as a need, were team-building sessions in the program. The successful implementation of the IMPACT system will be through the joint effort of the MEC officials as well as the teachers - both functioning as a team. As such, coordination strategies need to be developed and strengthened.

\* EXPECTED OUTPUT:

The Second Seminar-Workshop being composed of the people directly involved in the management of the expanded try-out of IMPACT, will seek to produce:

- \* Detailed implementation plans for the expanded try-out of the Project in the regions.
- \* Criteria for the selection of the IMPACT and Control Schools. Consequently, the said schools will be identified.

1.2 \* THIRD SEMINAR-WORKSHOP

Date/venue : A month after the Second Seminar-Workshop

Selected regional venues

The Third Seminar-Workshop will seek to train the IMPACT personnel. Conduct of community resource surveys and acceptance campaigns will also be held.

Originally, only a five-day period was set for the seminar. However, a longer training period, e.g. six (6) weeks, was proposed by INNOTECH.

Source of funding for the Third Seminar has as yet not been identified. Local funds, however, was cited as a possible source.

Follow-up training/consultantative seminars for staff of additional IMPACT schools maybe conducted in the regions. This, however, will be financed locally.

Services of EDPITAF and INNOTECH staff will be tapped in these activities.

### 3.2 ISSUES DISCUSSED

#### A. REGARDING COMPONENTS OF THE IMPACT SYSTEM

##### A.1 Modules

The use of modules as a medium of instruction, being a non-too common method in the conventional system of instruction, had been questioned as to its efficiency in imparting knowledge.

An issue much belabored on was the degree in which English was learned through a module, i.e. the effectiveness of teaching English through a module which is predominantly Filipino in content and is taught only by a programmed teacher was doubtful.

The following points were raised by the IMPACT staff:

- \* The small group learning which makes use of modules and programmed teachers provide more opportunity for the individual to read orally, thus facilitating learning of English.
- \* Moreover, English is first introduced in the modules for Level 1 - Second Semester, an early enough start to the learning of the language.

An interesting fact mentioned by a Regional Director is worth taking note of at this point. He cited studies showing that a delay in the introduction of English in the curriculum did not have any significant effect on the learning of the said language.

In going deeper into the issue, discussions probed further into the bigger context of academic achievement. Here studies on the IMPACT System had revealed its capability of equipping students with the necessary knowledge - a capability comparable to that of conventional schools. Details of this maybe read in the "Summary of Findings on Pupil Achievement in an External

Evaluation of Project IMPACT" a study conducted by the Research Division of INNOTECH.

The second point considered was the expediency of a total adoption of the modules made at the IMPACT site in Cebu. The diversity of regional needs and experiences necessitated only a partial adoption of these module. Mereso, it may even be used only as reference materials. In this connection, Dr. Minda Sutaria, Chief of the Bureau of Elementary Education suggested the need for the development in each region of a team of writers who would come up with the modules for the Project as well as instructional materials for all areas of education. The question on funding sources now comes to the fore. It is enlightening to note the encouragement for self-reliance voiced out by Director Tiro of Region VII. Other opinions shared were:

- \* use of local funds with the approval of the Minister
- \* EDPITAF through TBS provide support in printing
- \* Expenses for replication maybe incorporated in the appropriation for research from the school budget.

It was further agreed upon by the body that the modules needed for the expanded try-out may not necessarily be totally available when the project starts. This maybe completed in the course of implementation.

A.2 Non-Graded and Descriptive Rating of IMPACT

The non-graded and descriptive system of IMPACT elicited the following issues:

\* Possible difficulty of an IMPACT-trained student in transferring to a conventional school. The following contentions were raised:

a. The modules developed were based on the learning continuum developed by the BEE. As such, an IMPACT-trained student who transfers to a conventional school can easily fit into its grade level.

b. The descriptive rating system of IMPACT may pose a problem when entering into a conventional school. Experiences at the NAGA site had shown otherwise. However, to prevent such difficulties, the body had decided to provide numeric equivalences of the descriptive system.

\* Provision of Control in the Promotion of IMPACT Students

Since the IMPACT students proceed by modules, a fast learner may finish the instructional levels in less than the normal years required in the conventional schools, i.e. six years. Psych-

logical as well as sociological factors may come to form. As such, a control mechanism was built into the system, this being the simultaneous conduct of post-tests after each module for students in the same level. Thus, a fast learner who finishes the module ahead of his peers waits until the whole group is through and takes the test together with the whole group. However, he is allowed to proceed to the advanced set of modules while waiting for his peers. Through this system, even a fast learner can go through all the levels only at a minimum of five years.

## B. ADMINISTRATIVE ISSUES

E.1. Based on the experiences of Mrs. L. Aveña, Director of IMPACT-Sapang Palay site and at the same time supervisor of the district, administrative advantages of having a supervisor as a project director were pointed out. These were:

- \* Facility in securing the services of able teachers as well as reallocation of excess teachers.
- \* Accessibility to available funding sources
- \* Strategically positioned to assess the performance of both the conventional school and the IMPACT

B.2 It was also stressed that the administrative structure of the IMPACT system should be well defined for clarity of roles of the Project staff. It was gathered through interviews that some teachers at the Sapang Palay - IMPACT site had no clear understanding of their role in the total system, thus the issue was raised.

#### C. SUPERVISION

Several possible supervisory problems were posed. However, these issues were not dealt with and as such should again be presented in the second seminar-workshop. They are as follows:

- \* The modules are integrated in form but supervision is by subject area.
- \* System of programmed teaching and peer-group learning which is not conducted by a teacher.

#### D. RELATIONSHIP OF OTHER EDUCATIONAL PROJECTS TO IMPACT

Illicited by the opening remarks of Director A. Tenmatay of EDPITAF of the need to interlock all the innovation projects, the following issues were raised regarding the relationship of IMPACT to two EDPITAF projects, namely the Textbook Development Project and the Decentralized Learning Resource Centers.

With regards to the first Project, it was noted that textbooks were used only as supplementary materials in the IMPACT schools - the modules being the main vehicle of instruction. Beyond the identification of the issue, further discussion is needed.

On the next issue, some Regional Directors cited that a conflict might arise between IMPACT and the Decentralized Learning Resource Centers (DLRCs). It was however clarified by MEC officials (Dr. Sutaria and Dr. Bernardino) that such a conflict was non-existent. The center should on the other hand be strengthened to provide useful input to the IMPACT system. Moreover, the DLRC should be viewed as a multi-purpose center capable of training teachers, serve as resource banks, even as an IMPACT center.

An issue, though mentioned only in passing, is worthy of attention - this being: with the same amount of effort and support given to the IMPACT center wouldn't a conventional school produce comparable quality results? Studies may reveal relevant facts.

### 3.3 RECOMMENDATIONS MADE

Allocation of local funds for the replication of modules will be recommended to the Minister. At this point, Dr. M. Sutaria, Chief of the Bureau of Elementary Education, requested a set of modules for evaluation as pre-requisite to the approval of the Minister.

### SECTION 4: AN INTROSPECTION

Two objectives were set for the first seminar-workshop.

To recapitulate, these were:

- a. To orient the decision makers on the major aspects of the IMPACT system, and
- b. To prepare a plan for the expanded try-out of the IMPACT delivery system. In view of this second objective, it was expected that the Regional Directors come up with a plan which would embody policy statements and/or information on the extent of the try-out contemplated by each Director.

In taking a deeper, closer look into the first seminar-workshop, it is best to assess the outcomes in terms of the above stated objectives.

#### 4.1 EFFECTIVITY OF THE ORIENTATION METHODS

Documents on Project IMPACT were distributed only during the first day of the seminar. Majority of the Regional Directors arrived with a vague if not minimal knowledge of the Project. In less than three days time, they were to come up with a decision regarding the implementation of the project in their regions.

It is not surprising therefore that several components explicitly discussed in the Project documents were still raised. Examples of which are as follows:

- \* What is a common day at an IMPACT school?
- \* What does integrated modules mean?
- \* How are the lessons presented in the modules?
- \* What is program teaching?
- \* How effective is the IMPACT system
- \* Why is it cost-effective when \$53,000 was spent for the Cebu site in two years time?

Triggered by their minimal knowledge of the mechanics of the IMPACT system, the Directors engaged the INNOTECH staff and IMPACT - Cebu and Sapang Palay staff in lively discussions on the intricacies of the system.

By the afternoon of the second day, the Directors were ready with decisions. To quote Director Ramento, "the expertise of the IMPACT staff convinced the group."

In effect the lack of necessary background was supplemented by the adequate answers of the staff. But time spent on discussing the concept should have been time spent for identifying the administrative and supervisory problems that might be encountered; the components of the Project which might need revisions to suit the region's need and the possible funding scheme. In short, there should have been more time spent on developing clear cut policies for the expanded try-out program. This contention brings us to the assessment of the next objective. What policies were established and what were not? How well defined were these policies?

\*ASSESSMENT OF THE PLAN

At this point, it is best to go over section 3.1. Decisions Reached and assess these decisions in the light of the Components of the Plan as suggested by INNOTECH (see Attachment 1). To facilitate such an assessment, the following table is presented.

TABLE 1. EXPECTED COMPONENTS OF THE PLAN  
VS ACTUAL COMPONENTS

EXPECTED COMPONENTS	ACTUAL COMPONENTS
1) Extent of the try-out (In how many Divisions/Districts/Schools)	1) Twenty divisions will undertake the expanded try-out. Identification of the number of districts/schools shall be done in the second seminar
2) Criteria for the choice of sites	2) The criteria set-up by INNOTECH was not deliberated on as to its applicability in an expanded try-out.

EXPECTED COMPONENTS	ACTUAL COMPONENTS
3) Length of try-out	3) Only the starting date was identified, i.e., SY 1980-81
4) Aspects of IMPACT to be tried-out	4) No decision
5) Grade level (or levels) in which the try-out will be implemented during the first year	5) No clear-cut decision was reached as to the viability of implementing the program using all levels.
6) IMPACT modules to be utilized	6) No decision was reached since the Directors have not fully evaluated the modules. Request for one set of modules for each region was granted by INNOTECH.
7) Composition of the Try-out staff	7) No decision was reached save for the number of try-out divisions. Identification of these staff should however be made prior to the Second Seminar-Workshop.
8) Service Staff (Curriculum Development and/or Research unit to be created)	8) With the desire to embody research in the IMPACT system, the following were proposed: <ul style="list-style-type: none"><li>a. establishment of a research unit in the regions</li><li>b. coordination with research units of the universities</li><li>c. utilization of post-graduate students undertaking dissertation work.</li></ul>

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EXPECTED COMPONENTS

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ACTUAL COMPONENTS

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Moreover, Dr. M. Sauria, Chief of BEE, proposed the creation of a team of writers in the regions which would come up with the modules needed in the project.

9) Financial Commitments

9) No funding scheme was developed. The following were however proposed:

- a. allocation of local funds for replication of materials
- b. EDPITAF through TBS provide support in the printing of the modules
- c. Expenses for replication to be incorporated in allocation for research from local funds.

Self-reliance was also emphasized.

It could thus be said that inspite of the number of decisions reached and issues discussed, much is left to be accomplished in the Second Seminar-Workshop.

A T A C H M E N T S

SUGGESTED COMPONENTS OF THE PLAN

The plan shall include policy statements and/or information on the extent of the try-out contemplated by each Regional Director.

The format of the plan may be guided by the following questions:

- 1) How extensive will the try-out be in the Regions?  
In how many Divisions/Districts/Schools?
- 2) What major criteria will govern the choice of the sites?
- 3) For how long (at least) should the try-out last?
- 4) What aspects of IMPACT shall be tried out?
- 5) At what grade level (or levels) will the try-out be implemented during the first year?
- 6) Which IMPACT modules will be utilized?
- 7) Who will constitute the try-out staff?  
Who will be the try-out Director?  
Who will be the Field Coordinator?  
How many teachers will be retained as ISs?  
What teacher-pupil ratio shall be maintained?
- 8) What service staff shall be created?  
Curriculum Development and/or Research Unit?
- 9) What financial commitments can be made?

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IMPACT SEMINAR  
May 9-11, 1979

PARTICIPANTSRegional Directors

(Authorized Representatives)

- 1) Asst. Dir. Andres Ponacier  
MEC Region I  
San Fernando, La Union
- 2) Dir. Magdalena Castillo  
MEC Region II  
Tuguegarao Cagayan
- 3) Dir. Robinson Ilagan  
MEC Region III  
San Fernando, Pampanga
- 4) Dir. Anastacio Ramento  
MEC NCR  
Banawe, Quezon City
- 5) Dir. Salvador Magturo  
MEC Region IV  
Quezon City
- 6) Asst. Dir. Dominador Rañeses  
MEC Region V  
Legaspi City
- 7) Dir. Antonio Tanchuan  
MEC Region VI  
Iloilo City
- 8) Dir. Pedro Esperat  
MEC Region VIII  
Tacloban City
- 9) Asst. Dir. Francisco  
MEC Region X  
Cagayan de Oro City
- 10) Asst. Dir. Felix Villarín  
MEC Region XI  
Davao City
- 11) Supt. Pedro Marcelo  
MEC Region XII  
Cotabato City

- 12) Dir. Aurelio Tiro  
MEC Region VII  
Cebu City

IMPACT PROJECT DIRECTORS

- 13) Mrs. Juanita Rubi  
Lapu-lapu City
- 14) Mrs. Lesmes Avena  
Sapang Palay
- 15) Dr. Rosetta Mante  
Naga, Cebu City

INNOTECH

- 16) Dr. Liceria Soriano  
Director, INNOTECH
- 17) Dr. St. Zanti Arbi  
Deputy Director,  
INNOTECH
- 18) Dr. Jose Socrates  
Head, Research Division
- 19) Dr. Melba A. Tugade  
Senior Specialist in  
Research
- 20) Miss Elizabeth Pico  
Head, Technical Resources  
Division
- 21) Mr. Felizardo Mante  
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- 24) Mrs. Elizabeth Montanoza  
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- 25) Miss Amy Ann Josen  
Researcher
- 26) Miss Enriqueta Hernandez  
Clerk Typist
- 27) Miss Estrella Samson  
Typist
- 28) Mr. Philip Catapia  
Typist

GUEST

- 29) Minister Juan L. Manuel
- 30) Dr. Augusto L. Tormentay
- 31) Miss Hortencia Banoza
- 32) Dr. Minda Sutarin
- 33) Dr. Dolores Hernandez

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 DELIVERY SYSTEM  
 (INSTRUCTIONAL MANAGEMENT BY PARENTS, COMMUNITY AND TEACHERS)

TIME	MAY 9	MAY 10	TIME	MAY 11
8:30- 9:00 9:00-10:00 10:00-10:30 10:30-12:00	Registration Opening B R E A K Understanding IMPACT Film Showing Discussion/Open Forum	Observation (Sapang Palay Project IMPACT)  Part I - Examination of Bilingual Modules (Mr. Troadio Robes)  Part II - Observation of Programmed Teaching and Peer Group Learning	8:00- 9:00  9:00-10:00  10:00-10:30 10:30-11:00	Program Possibilities Dr. Jose B. Socrates  Administrative Consider- ations Dir. Aurelio Tiro (Discussion Leader)  B R E A K  Supervision Dir. Anastacio Ramento (Discussion Leader)
2:00- 3:30 3:30- 4:00 4:00- 5:00	Instructional Materials Dr. Rosette Lante B R E A K Resource Utilization Mrs. Lesmes Ayena	1:30-3:00 3:00-3:30 3:30-5:00	1:00- 2:00  2:00-	Decision Sharing Dir. Esteban Sarmiento (Discussion Leader)  Closing

NOTE: The staff of INNOTECH, including the three Project Directors of the Project IMPACT sites will act as a continuing panel of resource persons.

ATTACHMENT 4

DAILY SUMMARY OF MAJOR ISSUES RAISED

SESSION NO. 1  
REACTIONS TO FILM SHOWING

Main Points Raised

1. EDPITAF textbooks are used as supplement materials in the IMPACT sites.
2. There is a need to come up with modules specific to the community.
3. Each region should develop a team of writers who would come up with modules not only for project IMPACT but also for all areas of education.
4. The advantages of the IMPACT system, based on an evaluation study are as follows:
  - a. Achievement of pupils trained by the IMPACT system equaled if not exceeded the achievement of pupils trained by the conventional system.
  - b. IMPACT system helps slow learners more successfully than the conventional system.
  - c. IMPACT trained students developed greater social stability and dominance traits than students trained in the conventional way.
5. A teacher-pupil ratio of 1:100 is comfortable enough for the IMPACT system. The main point is: "IMPACT system can do with less teachers."

(Prepare by EDPITAF staff and read by Director Ramento during the closing ceremonies)

SESSION NO. 2  
INSTRUCTIONAL MANAGEMENT

Major Issues Raised

- A. The non-graded system of EMFACT raised the following issues:
1. Possible difficulty of an EMFACT-trained student in transferring to a conventional school.
    - a. The modules developed were based on the integrated learning continuum developed by the DEE. As such, an EMFACT-trained student who transfers to a conventional school can easily fit into its grade level.
    - b. Descriptive grading system of EMFACT may pose a problem when entering into a conventional school. Experience at the NAGA site had shown otherwise.
  2. Provision of control in the promotion of EMFACT students  
 Since the EMFACT students proceed by modules, fast learners may finish the instructional levels in less than the normal years required in the conventional school i.e. six years. Sociological as well as psychological factors may come to fore. These were however, considered by incorporating a control mechanism within the system. Post-tests, required at the end of each module are given at the same time to all the students in the group. Thus a fast learner who finishes the modules ahead of his peers, waits until the whole group is through and takes the tests together with the whole group. However, he is allowed to proceed to the advanced modules while waiting for his peers. Through this system, even a fast learner cannot go through all the levels only at a minimum of five years.
  3. Practical arts skills cannot be fully taught through modules  
 Practical arts projects at the EMFACT sites however, dis-credit such a contention. Projects at the Sagang Bato site will be presented separately.

SESSION NO. 3  
RESOURCE UTILIZATION

, Major Issues Raised:

1. Maximum utilization of available resources was stressed:

Two related points were raised, these were:

- a. Development of self-reliance is meeting the needs of project IMPACT and;
- b. Distinction between developmental and operational expenses.

Expenses incurred in the development of the project did amount to a considerable sum (\$53,000 for Sapang Palay site) however it is the operational expense which is considered cost-effective. The latter is 50% less than the expenses incurred in a conventional school.

2...Point to consider:

With the same amount of effort and support given to the IMPACT center wouldn't the conventional school produce comparable quality results?

3. Several administrative issues were raised:

- a. Identification of source of funding for the development of modules in the regions.
- b. Administrative advantages of appointing a district supervisor as IMPACT Project Director. These are as follows:
  - b.1. facility in securing services of able teachers as well as reallocation of excess teachers.
  - b.2. accessibility to available funding sources.
  - b.3. strategically positioned to assess the performance of both the conventional school and the IMPACT center.

SESSION NO. 4  
INTERACTION-REACTION  
OBSERVATION OF IMPACT  
SAPANG DALAY SITE

Major Issues Raised:

Academic achievement of pupils trained through the IMPACT system.

1. An evaluation study showed that students from IMPACT schools revealed sustained mental ability. Moreover, the gain in knowledge was higher for IMPACT students as compared to students from conventional schools.
2. Degree in which English is learned through the modules. Discussion arose as to the effectiveness of teaching English through a module which is predominantly Pilipino in content and is taught only by a programmed teacher. The following issues were raised:
  - a. The small group learning which makes use of modules and programmed teachers provide more opportunity for the individual to read orally, thus facilitating learning of the English.
  - b. English is first introduced in the modules on Level I for the Second semester, an early enough start to the learning of the language.
  - c. Studies were also cited revealing that a delay in the introduction of English in the curriculum did not have any significant effect on the learning of the said language.

SECTION NO. 5  
REPLICATION PROCEDURES

Major Issues Regarding

A. Acceptance by 12 Regions<sup>1/</sup> of the IMPACT Project.

1. The number of divisions in each region where IMPACT will be tried are:

REGIONS	NO. OF DIVISION
Region I	1
II	2
III	3
NCR	2
IV	1
V	1
VI	2
VII	1
VIII	3
IX	(1) <sup>2/</sup>
X	1
XI	1
XII	1

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Total 20

2. The expanded tryout of IMPACT starts on SY 1980-81. However, the regions who have the available resources and manpower may start as early as the second semester of SY 1979-80.

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<sup>1/</sup> Region IX had no representative due to election responsibilities

<sup>2/</sup> Assumed number

### 3. Replication of modules and manuals

- a. The modules needed for the expanded try-out may not necessarily be totally available when the project starts. These maybe completed in the course of implementation.
- b. The modules maybe printed in bulk for economy. As such the following sources of funding were proposed to be tapped.
  - b.1.1. Use of local funds with the approval of the Minister.
  - b.2.2. EDPITAF through TBS provide support in printing.
  - b.2.3. Expenses for replication maybe incorporated in the appropriation for research from the local school budget.

4. Honoraria shall not be provided for IMPACT staff. However, it was recommended that the services of the IS be credited that they become master teachers.

### B. Plans for the Second and Third Level Seminars

#### 1. Second Level Seminar

Venue/Date : Cebu City - July 17-20, 1979  
Participants : 3 members, Steering Committee,  
13 Chiefs of Elementary Education  
20 Division Superintendents  
20 Assistant Superintendents  
20 District Supervisors

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#### 1.1. Components of the Program

- 1.1.1. More in depth discussion of the topics taken up during the first-level seminar. Emphasis shall also be provided in implementations procedures, e.g. organization and personnel administration.

1.1.b. A need for more exposure to the IMPACT schools and the activities therein.

1.1.c. Details of the program shall be the responsibility of the INOTECH staff.

1.2. Expected Output

1.2.a. Detailed implementation plans for the try-out of the IMPACT projects in the regions.

1.2.b. Criteria for the selection of IMPACT and control schools

1.2.c. Identification of IMPACT and CONTROL schools

1.3. Logistics

EDKC shall fund the seminar. However, supplementary funding would be provided by EDPITAF when necessary.

2. Third Level Seminar

Date: A month after Second Level seminar

The Third Level Seminar seeks to train IMPACT personnel. This need not be conducted at the national level. Follow up seminars may be conducted within the Region and financed locally.

## SESSION VI

Major Points Raised

1. Research component should be taken into consideration to provide empirical data that would enable a rational approach to the implementation of the project.
2. Identification of basic research studies and development of a common research design.
  - 2.1. Basic Research Studies as well as a common research design is needed to show the validity of the assumptions set at the start of the Project.
  - 2.2. INNOTECH will be responsible for the identification of these basic research studies and the development of a common design.
  - 2.3. This design will however provide enough flexibility for other areas of interest peculiar to each region.
  - 2.4. The following maybe tapped to conduct the researches:
    - a. establishment of research units in the regions
    - b. coordination with research units of universities
    - c. post graduate students making their dissertation studies
3. Administrative considerations.
  - 3.1. Necessity of a placement test. Placement tests will not be given in the expanded try-out program since they pose as a threat to the acceptance of the program. Remedial tutoring as well as selection of modules suited to the level of the child were proposed as alternatives.
  - 3.2. Provision of one set of modules for each region.
  - 3.3. The need for the approval from the Minister of the allocation of local funds for the replication of modules was raised. At this point Dr. Sutaria, Chief of the Bureau of Elementary Education, requested a set of modules for evaluation as pre-requisite to the approval of the Minister.
  - 3.4. Proposed funding scheme for IMPACT should be in a written recommendation to the Minister.

- 3.5. The DLRCs established in the Region would serve as a feed back mechanism for the IMPACT project as well as a probable IMPACT site.
- 3.6. Descriptive rating system of IMPACT will be used. However, its numerical equivalence shall be reflected in the student's card upon transfer or graduation.

#### 4. Project Management/Supervision

- 4.1.. While evaluation is built into the system, there is still a need for evaluation by an external agency.
- 4.2. The administrative structure of the IMPACT System should be well defined for clarity of the roles of the Project staff.
- 4.3. Points to consider
- a. The following may pose as supervisory problems:
    - \* procedure of programmed teaching and peer group is learning which does not make use of teachers
    - \* modules are integrated in form but supervision is by subject area
  - b. Non-availability of high school students as tutors. The following solutions were however proposed:
    - \* IMPACT site be near a high school
    - \* Utilization of home-drawn tutors; YCAP students; Boy and Girl Scouts

#### 5. Revisions to plans for the Second Level Seminar

- 5.1. The revised set of participants is as follows:

3 Member Steering Committee  
 13 Assistant Regional Directors  
 13 Regional Chiefs of Elementary Education  
 20 Division Superintendent or Assistant Division Superintendents  
 20 District Supervisors  
 69 TOTAL

- 5.2. Inclusion in the memo for the Second level seminar of the participation of 13 Regional Directors in the obser--vation of the Cebu IMPACT site. Expenses will be shouldered by the Regions.
- 5.3. Team building sessions will be included in the program planned for the seminar.