Project IMPACT

(Instructional Management by Parents, Community and Teachers)

A TERMINAL REPORT

March 1980

Southeast Asian Ministers of Education Organization

Regional Center for Educational Innovation and Technology

Manila, Philippines

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FOREWORD

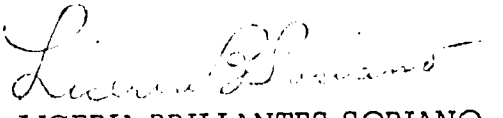
Project IMPACT, as it attained its fifth and final year, successfully demonstrated to the many who came to see it, both from SEAMEO member countries and from other parts of the world, its viability, primarily in terms of its specified objectives, namely, effectiveness, economy and mass delivery. Yet, even as these were being achieved with scientific certainty, there surfaced some very favorable concomitants which add to the merits of the experiment and which help educators to perceive what could advantageously be changed or modified in conventional or traditional delivery systems for the benefit of the learners.

Thus Project IMPACT has been more than an experiment. It has been a discovery of new insights and strategies that enhance not only the quantitative expansion and qualitative improvement of primary education but even more important, it has been a discovery of strategies that liberate the spirit of the learners as they were aided to develop themselves according to their own capacities and limitations and as they took on roles that give vent to leadership and self-reliance.

Scientific evaluations of the research consisting of cost-effectiveness analyses, internal and external achievement testing,

criterion and norm-referenced measures all point to the success of the project. That both the Indonesian and the Philippine governments have given their encouragement and support as the research was being conducted and are now spreading the tryout and replication of the IMPACT system on a nationwide basis, is certainly the best reward to the Center, and to the funding agency, the International Development Research Centre of Canada (IDRC).

The success of IMPACT closes the year 1978-1979 with a deep sense of fulfillment and of gratitude to all those who lent a hand in the carrying out of the experiment.



LICERIA BRILLANTES SORIANO
Director, INNO TECH

"The Director's Message, INNO TECH ANNUAL REPORT, 1978-79.

CHAPTER I

RATIONALE

Most Asian countries, particularly members of the Southeast Asian Ministers of Education Organization (or SEAMEO), have one thing in common - each of these countries (with the possible exception of Thailand) experienced the travails of being a colony of another nation. The colonizing powers, perhaps meaning well at the time, simply imposed their own educational systems on their subject peoples. In fairness to all, it may be said that the systems laid down by the colonizers were perhaps the best possible under the circumstances. The Southeast Asian nations made substantial and useful gains in the academic and professional fields.

In time, Asian countries developed an uncontrollable restlessness. Their political search for a national identity and eventual independence spawned a parallel ferment in the educational and socio-cultural arena. Western thinking, as reflected in the educational systems, begun to be considered as anachronistic, dysfunctional, and grossly ill-fitted for the oriental mind. It was felt that there was an urgent need to redirect the educational systems to conform to the surging aspirations and ways of thinking and acting of the Asian.

However, by the time the Asian educator was ready to take on the responsibility of managing the educational system of an

independent people, formidable problems, not all of his own making, had developed which had direct bearing on the education of the citizen.

Foremost among these are the engrained school traditions, mostly westernized. Although alien to the ethnic culture, the borrowed educational systems have had time to settle and be tolerated, if not accepted, by those who have profitted from them somehow.

Inequality of opportunities to enjoy primary education especially among children of primary school-age continues to be a major problem of developing countries. Approximately one half of the children in Southeast Asia are unable to complete a primary education. A high birth rate has the effect of making the problem endemic and its solution a perennial worry.

Although it is not at all certain that all parents wish their children to be educated until they finish higher education, in general all parents want their children to have a minimum of education as provided through primary schools.

Unfortunately, more love for education cannot sustain itself.

Although the proportion of the national budgets devoted to education is substantial (up to 30 per cent of national budgets), further examination of education budgets of different countries

shows that 80 to 90 per cent are allocated to teachers' salaries, leaving only 20 to 10 per cent to be earmarked for such items as books and other instructional materials, staff development, and physical plant and facilities. An expanding school population demands more teachers than there are now. However, increasing the number of teachers, in turn, requires increasing the proportion of national budgets devoted to education, a situation which is untenable especially for developing nations.

The need for more and more teachers and other school personnel in the traditional graded structure is demanded by high population growth rates (at one time higher than 3 per cent in some Southeast Asian countries). In a society which values education highly, the implication of fast population growth on the need for increased outlays for education is alarming. Where physical plant facilities are lacking, children have simply to be turned away -- or else makeshift shelters have to made-do as schools.

On one hand, developing nations are unable to cope with the increasing demands of a rapidly expanding school population. Population explosion results in a rapid rise of school enrolment; an increase in amount devoted to education in national budgets to provide for salaries of additional teachers, for more school buildings and for facilities, books and other instructional materials.

However, increasing the proportion of the national budget devoted to education is extremely difficult, if not impossible, in most developing countries. Therefore, means must be sought whereby the proportion presently devoted to education would be maintained without resulting in a deterioration in the quality of education.

On the other hand, the high percentage of dropouts is a glaring phenomenon in developing countries. In rural areas, where 70 per cent of the population lives; there is a consistently high dropout rate. The dropout rproblem is, of course, brought about largely by economic reasons.

Research data show that whether a child attends or does not attend school is not solely determined by school factors, such as the availability of buildings and teachers, but it is also dependent on a number of noneducational factors. In this category are economic-socio-cultural factors in general, and manifested in particular conditions such as: 1) the need for children to help their parents in their struggle for survival, e.g., to look after younger brothers and sisters while parents are at work, and to run errands for them; 2) the poor health of the children, mostly on account of nutritional defficiency;and 3) the inability of parents to pay for needed school supplies, school contributions, and to buy the necessary clothing for their children.

In other words, children are needed for the day-to-day struggle for survival. Poor nutrition and the resulting poor health aggravate the situation, so despite its being "free", the rural family can ill afford the expenses incidental to acquiring even just primary education. Thus, before a rural child can finish a six-year elementary course, he drops out.

Considering the large proportion of the overall national budgets of the SEAMEO member countries devoted to education, and considering that the financial inputs of these governments into the education of their youth is one of their biggest investments in human resource development, the wastage due to dropouts is something which these developing countries can ill afford. This wastage is deplorable in the sense that when children drop out of school even before they are able to achieve literacy and numeracy and internalize the necessary desirable attitudes that would enable them to become productive citizens with high moral principles, this investment in human resources already suffers a great loss.

At the same time the existing school system is characterized by a dearth of facilities and resources --in spite, in some cases, of a high proportion of the national budget that goes into the educational system.

Then, too, national governments have to take on the responsibility of financing public secondary schools. On top of these, more and more state colleges and universities are being established - all demanding their share of government funds.

The concern for the plight of the out-of-school youth which the government has recognized as urgent has also somewhat increased the problems of the formal school system. Whatever additional financial resources could have been allocated to the formal school system, now have to be shared to finance programs for the out-of-school youth.

Meanwhile too, the conventional educational system has generated some doubtful or even false hopes about the capacity and ability of the system. People, are made to think that the school is the only institution where children can obtain an education. There is, therefore, the counter tendency to leave the responsibility to educate the child only to the formal schools.

All in all, the enormity of the problem of accommodating all children of school age is overwhelming. The gap between the demand for educational opportunities and the number of places available have continually widened through the years. And it seems that more expansion of the traditional system to cope with this problem is not possible. To do so would require a proportionate

expansion in the educational budgets. For some countries this would place an unbearable strain to an already tight economy. (And we have not even mentioned the problems related to the quality of education).

In the light of all these national problems of many developing countries, the traditional system for education patterned after a colonizer-country's educational system has become dysfunctional, impracticable for any developing country to maintain. New ways must be sought to solve problems in education; new ways which must be evolved within the cultral milieu of these developing countries.

If the greater problem is quantitative and specifically financial, then solutions must be so directed. Project IMPACT demonstrates one such promising solution.

HISTORICAL BACKGROUND OF PROJECT IMPACT

In August 1972, the Southeast Asian Ministers of Education Organization organized a Technical Working Group composed of key educators from the eight member countries to identify priorities for SEAMEO to concentrate on in the '70's. The following priorities were established:

1. Development of Instructional Objectives by SEAMEO member countries;
2. Development of an Effective and Economical Delivery System for Mass Primary Education;

3. A study of Non-Formal Education in the SEAMEO Region; and

4. A study of Teacher Preparation and Utilization in the SEAMEO Region.

The second priority, the development of an effective and economical delivery system for mass primary education, is the forebear of Project IMPACT which developed as the major research effort of INNOTECH in the 70's. It was a slow, painful, and tortuous birth and development.

In order to establish the focus for the research on the difficult problem of an alternative delivery system for mass primary education, which must be more economical but at least just as effective as the existing educational systems of the Region, a Regional Seminar on the Effective and Economical Delivery of Mass Primary Education was hosted by INNOTECH in Singapore on February 19-23, 1973. One full day of the seminar was given to a brainstorming session by a Select Committee of educators from both within and outside the Region on the potential alternative means for delivering mass primary education. The concept of the initial delivery system came under the dubious, if intriguing title "No More Schools?"

On the bases of the recommendations of the Select Committee, the INNOTECH Research Staff produced an initial Research Planning

Document in April 1973. This was submitted to the members of the February Seminar's Select Committee for review and subsequently revised as a Technical Proposal for submission to SEAMES* for the purpose of securing external funding in support of the project.

In advance of formal funding, project sites were selected in Indonesia and the Philippines, and a Project Director and Associate were recruited at each site.

With the sites chosen, and the Project Directors and their Associates appointed, INNOTECH held a four-week follow-up seminar in Saigon from November 12-16, 1973 on "The Use of Community Resources in Providing Low Cost Primary Education." It was this seminar which replaced the title "No More Schools?" with the more forceful acronym IMPACT.** And the name stuck.

It was initially decided that the research be conducted in two member countries of SEAMEO - the Philippines and Indonesia.

On the basis of agreed upon criteria, the Survey Team from the INNOTECH Center chose five schools in Naga, Cebu in the villages of Naalad, Pangdan, Lutac, Balirong, and Uling.

A similar number of schools were selected in Solo, Central Java, Indonesia: Kebakkramat II, Kebakkramat III, Alastuwo I,

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*Southeast Asian Ministers of Education Secretariat

**The acronym stands for Instructional Management by Parents, Community and Teachers. In Indonesia, the project is called Proyek PAMONG for Pendidikan Anak Oleh Masyarakat Orangtua Dan Guru. The acronym IMPACT, wherever used in this report, shall refer to both the Philippines and Indonesian projects.

Alastuwo II, and Malanggaten.

The last named school was terminated soon after as a site due to difficulty in supervision.

Two project extension sites were established in the Philippines at the start of school year 1977-78. One of these is in Lapu-Lapu City, also in Cebu. The second extension site is in Sapang Palay, a human settlement area in the Municipality of San Jose del Monte, in the province of Bulacan in the island of Luzon.

PROJECT PLANNING/IMPLEMENTATION: HOW A STRATEGY WAS DEVELOPED

The projects of INNOTECH (and other Centers of SEAMEO) are conducted in cooperation with the Ministers of Education of the member countries. For Project IMPACT in the Philippines, an initial conference with top level educators from the then Department of Education was conducted in October 1973 by the INNOTECH Deputy Director at the time (Dr. Winarno Surakhand) and a Research Advisor (Dr. Daryl G. Nichols). The same key officials who attended the conference later composed the National Steering Committee for Project IMPACT, with the Undersecretary of the then Department of Education, Dr. Narciso Albarracin as Chairman. The members were: The Director of the then Bureau of Public Schools, Dr. Licerio Brillantes Soriano, the Director of the Department of Education and Culture, Region VII, Dr. Aurelio Tiro;

and the President of the Philippine Normal College, Dr. Bonifacio Sibayan. The Office of the Regional Director, Region VII was designated as the coordinating agency since the project site was in that Region.

It was the National Steering Committee and the representatives of INNOTECH who finally made the decision on the project site, and who appointed the Project Director.

From November 12 to December 15, 1973, the Project Director and her associates, met with the INNOTECH Center Staff* to plan out the research activities in detail, based on a tentative schedule developed by the INNOTECH staff.

Actual work on the components of Project IMPACT started in January 1974. For five months, module writers were trained and the modules for the first semester of Grade IV were produced. It was in Grade IV that modular instruction, the main mode of learning under IMPACT, was started.

In Indonesia, Proyek PAMONG was formally established by the Ministry of Education and Culture Decree No. 041/P/1976 of February 19, 1976.

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*In Saigon, South Vietnam.

OBJECTIVES OF PROJECT IMPACT

The general objective of Project IMPACT was to develop an effective and economical delivery system for mass primary education. It was essentially an experiment on a management system to see if primary school objectives can be achieved through non-conventional modes making effective use of available community resources at a cost significantly lower than conventional forms of primary education.

Because of the restricting nature of the second language problem, Project IMPACT was planned to be carried out in a three-pronged field research approach. First, INNOTECH proposed to investigate the teaching of reading at the first grade in the local language since it is culturally, politically and practically necessary for the children to be able to read in their own dialects. Second, it was proposed that the teaching of a second language be investigated. Third, it was proposed that initial research on other components of the delivery system commence with the fourth grade at a time when children presumably are able to learn in the national language.

The third approach (research on the delivery system beginning at the fourth level) was the major and most important task of Project IMPACT. Specifically, the research aimed to achieve the following:

1. Determination of appropriate community resources and how to best use them.

2. Development of means for orienting, encouraging and directing parents to take an active role in monitoring the self-directed learning of their children.
3. Utilization of older children to tutor younger children .
4. Development of instructional materials. The delivery concept demands that most learning be by means of self-instruction, hence the development of self-instructional modules.
5. Development of the most efficient way for children to learn how to handle their own instruction.
6. Further exploration of Programmed Teaching to other subjects and to other grade levels.
7. Testing of the hypotheses that:
   a) second language training should begin with learning to understand it when spoken, before going on to developing the reading skill via programmed teaching.
   b) spoken-language understanding could be accomplished by scheduled radio broadcasts.
8. Research efforts on the viability of other components of the system, such as:
   a) content and function of the learning center
   b) use of community persons to operate such a center -

their potential capabilities and limitations for maintaining records, conducting post-module tests, etc.

c) quantities of different kinds of material maintained for a given student population

d) specific training given to community resource persons

e) the optimum "size" of modules, i.e., how long an average module should take before post tests, and

f) optimum sequencing of modules and subject matter.

DEVELOPMENTAL STAGES

The development of Project IMPACT was planned to be conducted in two phases (Phase I, covering the period from January, 1974 to June, 1976; Phase II, July, 1976 to December, 1979). Each phase covered the following stages:

Phase I (Stages I and II)

A. Naga Project IMPACT

1. Stage I (January, 1974 - June, 1974)

   a. Survey and acceptance campaign

   b. Orientation and on-the-job training fo module writers

   c. Writing and printing of first semester modules for Grade IV

   d. Initial orientation of teachers as Instructional Supervisors (or I.S.'s)*

2. Stage II (July, 1974 - June, 1975)

   Tryout of the components of the delivery system at Grade IV level, namely:

   a. Instructional Supervisors performing the role of "managers"

*In the IMPACT system, the designation of the teacher has been changed to "Instructional Supervisor", or simply "I.S."

b. The use of community resources such as: (1) high school students serving as tutors; (2) parents monitoring the learning activities of their children; (3) skilled community members serving as resource persons at the Learning Center; (4) material and institutional community resources to enrich learning experiences;

c. The production of instructional materials for non-teacher learning activities;

d. The use of programmed instruction, particularly, programmed learning via modularized instruction;

e. The evolution of the structural design of the Community Learning Center (CLC) maximizing the use of existing buildings and other available community resources.

B. Solo Project IMPACT

1. Stage I (Exploratory) 1974 and 1975

a. Field organization

b. Module development

c. Tryout and related activities

2. Stage II (Proto-type Development) 1976

a. Development and tryout of delivery system components

Phase II (Stage III) July, 1976 to December, 1979

Naga Project IMPACT and Solo Proyek PAMONG

Stage III

1. Further research and development of the delivery system components;
2. Demonstration of the delivery system in operation;
3. Cost analysis of the entire system;
4. Continuing assessment and evaluation inclusive of formative and summative evaluation of the project;
5. Replication of the delivery system in two other sites.

CHAPTER II

FINANCIAL SUPPORT FOR PROJECT IMPACT

Project IMPACT/Proyek PAMONG was funded by the International Development Research Centre, (IDRC), Canada.

The budgets for the two Phases, I and II, included the extension sites, Sapang Palay and Lapu-Lapu City which were covered under Phase II of the project. The budgets are summarized as follows:

A. Total Approved Budget for Each Phase (in Canadian Dollars)

Phase I ..... Cdn.$205,910

FY 1973-1974	42,025
FY 1974-1975	81,375
FY 1975-1976	82,510

Phase II ..... Cdn.$558,000

FY 1976-1977	147,914
FY 1977-1978	142,537
FY 1978-1979	203,080
To be agreed upon	64,469

Total Grant for Phases I and II ..... Cdn.$763,910

B. Itemized Budget for Each Site by Phase and Fiscal Year

A breakdown of the items of the budget for each site; Naga and Solo, Sapang Palay, and Lapu-Lapu City for each fiscal year under Phase I and Phase II are presented in the attached table. Phase II Budget was based on the revised budget as of April 11, 1979 as approved by IDRC.

*The Terminal Financial Report is Volume III of this Report.

ITEMIZED BUDGET FOR EACH FISCAL YEAR
BY PHASE AND BY SITE

I T E M S	PHASE I FY 1973-1974	FY 1974-1975	FY 1975-1976	TOTAL	PHASE II FY 1976-1977	FY 1977-1978	FY 1978-1979	TOTAL
1. Personnel								
Naga and Solo	$ 9,450	$ 26,115	$ 27,170	$ 62,735	$ 55,315	$ 56,647	$ 48,963	$ 160,925
Sapang Palay					1,450	9,582	8,428	19,460
Lapu-Lapu City					275	5,721	6,008	12,004
2. Travel and Subsistence								
Naga and Solo	-	23,660	24,940	48,600	17,114	17,297	17,493	51,904
Sapang Palay					1,910	4,260	3,260	9,430
Lapu-Lapu City					1,000	3,000	2,000	6,000
3. Services/Communication								
Naga and Solo	4,800	9,700	10,500	25,000	2,600	4,600	5,600	12,800
Sapang Palay					100	1,000	4,000	5,100
Lapu-Lapu City					100	500	500	1,100
4. Supplies and Materials								
Naga and Solo	11,000	14,000	12,000	37,000	30,600	25,200	18,450	74,250
Sapang Palay					7,830	3,500	500	11,830
Lapu-Lapu City					7,300	3,500	500	11,300
5. Equipment and Library								
Naga and Solo	14,800	4,000	4,000	22,800	3,960	4,460	2,460	10,880
Sapang Palay					5,740	1,000	-	6,740
Lapu-Lapu City					1,520	1,000	-	2,520
6. Contingency/Hospitality								
Naga and Solo	1,975	3,900	3,900	9,775	500	500	500	1,500
Sapang Palay					-	385	385	770
Lapu-Lapu City					-	385	385	770
7. Training Programs								
Sapang Palay	-	-	-	-	5,300	-	-	5,300
Lapu-Lapu City	-	-	-	-	5,300	-	-	5,300
8. Off-set Printing of Philippine Modules	-	-	-	-	-	-	61,013	61,013
9. Evaluation Activities (Phil. & PAMONG sites)	-	-	-	-	-	-	22,635	22,635
Total by FY for each site:								
Naga and Solo	42,025	81,375	82,510	205,910	110,089	108,704	177,114	395,907
Sapang Palay	-	-	-	-	22,330	19,727	16,573	58,630
Lapu-Lapu City	-	-	-	-	15,495	14,106	9,393	38,994
10. Amount to be agreed upon								64,469
Total by Phase		PHASE I TOTAL ---		$205,910		PHASE II TOTAL ---		$588,000

CHAPTER III
SPECIAL FEATURES OF IMPACT

In the implementation of the above principles, a number of unique features of the IMPACT system have been developed. Following is a brief summary of the more significant features:

THE COMMUNITY LEARNING CENTER (CLC) CONCEPT

Project IMPACT deliberately offers its school doors to the community. At the same time, it reaches out and seeks knowledge from the community. In IMPACT parlace, the entire community is a learning center where there can be a variety of learning venues; where there are unlimited available resources for learning; where there is a place for the learners to congregate.

In accordance, therefore, with the concepts and rationale of IMPACT, the school sites of Project IMPACT are re-named Community Learning Centers (or CLC's).

The term Community Learning Center, is therefore used in two contexts: as a concept, and as a structure.

Conceptually, the term CLC may be considered either a logical consequence of; or one that gives rise to the term IMPACT. The sequence is immaterial. What is important is that the IMPACT CLC maximizes the use of the formal school structure, making it the hub of all learning activities for the whole community - for the young and old alike. At the same time, parents and community

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*More detailed descriptions are to be found in Volume II of this report.

members accept and exercise active roles in the learning of the child.

Furthermore, and most important perhaps, the CLC concept has the potential of entirely eliminating or at least minimizing school dropouts and out-of-school youths, through the provision of learning posts, itinerant teachers, and the other components of the instructional delivery system.

Structurally, the CLC is a learning resource center from where the children can obtain their instructional needs, such as modules, and others. These learning centers are furnished and equipped in order to make them more evocative and stimulating environments, thus contributing to the well-rounded development of the students.

In view of the nature of the learning modes the original school buildings are slightly remodeled. A multi-purpose area is created by knocking off a wall between two adjacent rooms. This is made a library and storage area for modules, visual devices, post tests and pupil records, as well as a room for remediation, testing and study. The multi-purpose area has a potential for containing materials for the adult members of the community.

Space is also provided for the CLC personnel and for practicing applied skills, as well as a garden.

For small group learning, additional space is created by the construction of temporary sheds or kiosks. Otherwise, group activities are held in any shady place.

It may be anticipated that eventually, the IMPACT system would suggest specific architectural design for future buildings.

Some satellites are provided for out-of-school children for each CLC, these are called in Indonesia, PATJAR (tempat belajar) or learning post. These are located in private homes, usually of a village official, consisting of space for modules, for testing, and for remediatory activities.

SELF-INSTRUCTIONAL MODULES

Learning in the IMPACT system is modular. Complimenting the unique instructional management system, the main means of IMPACT in the delivery of an efficient, economical, mass elementary education are the modules.

In the absence of readily available modules, Project IMPACT had to produce these materials on the basis of the existing prescribed curriculum for elementary schools. In this sense, modules represent the national requirements for basic learnings.

Modules are written to suit individualized learning, as well as for small peer group study. For Levels I to II, and the first half of Level III, modules are designed for Programmed Teaching.

For Levels IV, V and VI, the modules were designed for peer group learning or individualized study.

Some learning modules are in the form of small group instruction under the direction of teacher aides from the community. Others are tied to instructional radio programmes, small group exercices, etc.

Printed modular materials are reusable by other students as soon as they are completed by those who progress more rapidly. Moreover, although they contain test questions, they are reusable because children are provided with answer sheets.

Each module covers an amount of materials that normally takes one to two weeks to complete. Each module is designed for the attainment of specific educational objectives and contains both a readiness as well as post test.

Modules are further divided into chunks or lessons, each being specific to a definite objective. The idea is to give a child only what he can digest at a time, both for mastery and as an insurance against boredom as a function of the interest span of the child.

In the Philippines, advanced modules were prepared for the fast learners and those who planned to proceed to the high school.

In Indonesia, no advanced modules in preparation for the high school were produced. This does not mean, however, that there are no advanced materials for study. Enrichment, after passing the final learning examination given in mid-year, comes in two forms:

a. Packaged books provided by the government of which there are about 200 titles.

Packaged books are supplementary readings developed under World Bank Loan. The 200 or so titles were produced after the start of the PAMONG project. All schools are supplied copies at the rate of one per pupil.

Most Packaged Books are not required. They are simply supplementary reading materials. The programmed teaching modules of Proyek PAMONG actually refer to some of these titles as part of the text or items for study.

Packaged books are on the following subjects:

Bahasa Indonesia	Bk I - IV	For Levels I to IV
Social Studies	Bk I - II	For Levels III to IV
Science	Bk I - III	(Only Bk I has been revised)
Mathematics	Bk I - VI	For Levels I to VI

b. Modules from the PPSP Program

PPSP (Proyek Perintis Sekolah Pembangunan or Pilot Project of Development Schools) is a cooperative, comprehensive school program for elementary and secondary education ran by the 8 IKIPS* and coordinated by BP3K.**

Module Format

The prototype for Grades IV, V and VI modules have these features:

... Overview

... Guide to how to learn

... Objective

... Core information

... Exercise

... Feedback

... Replication of substance

... Self evaluation

... Summary

The above are built into very "chunk." A cluster of chunks compose of module. A cluster of modules compose a block. There is a module post test for every module, and also a block post test for a block of modules.

*IKIP is the acronym for Institut Keguruan dan Ilmu Pendidikan, roughly translated as: Institute for the Science of Teacher Education.

**Badan Penelitian dan Pengembangan Pendidikan dan Kebudayaan. This is the Office of Research and Development of the Department of Education and Culture.

"PAMONG" developed the so called "practice module" to make the children familiar with the models for modularized instruction. In the Philippines, these are called transition module. There are about 21 modules in the PAMONG system. These are also called "exercise modules."

ORGANIZING THE SCHOOL*

The usual grade level categories do not apply in IMPACT. Instead, the entire school population is divided into "families" of at least 40 to 50 multi-level pupils. One Instructional Supervisor may handle two to four families.

Out of the families under one I.S., she can organize her Peer Groups, Programmed Teaching Groups and the Transition Learning Groups.

Since one I.S. handles all kinds of groups of children, she can facilitate the scheduling of activities.

CLC Personnel**

In a small IMPACT school, such as those in Naga, the I.S. is one of two professionally trained personnel in the CLC. There are two I.S.'s in a small school. A third personnel, the Itinerant Teacher, also is professionally trained. She attends to non-modularized subjects such as Physical Education, Music, and Arts.

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*For more detailed description, please refer to Volume II.

**For more details about the role of personnel in IMPACT, please refer to Volume II.

The I.S. is also assisted by an I.S. Aide, tutors, the Programmed Teachers, and parents and community resource persons.

INSTRUCTIONAL DELIVERY SYSTEM

As the name suggests, Project IMPACT is an instructional management system in which the parents and the community collaborate and cooperate with the school teachers toward the education of the child.

Management (of the learning process) is the key word in IMPACT. The various modes of learning are designed to develop the ability for self as well as small group study. Thus the main actor is the learner himself. The teacher's role is changed to that of management. In IMPACT, the teacher, now called an Instructional Supervisor, no longer conducts the conventional class recitation. She no longer "teaches".

The I.S. is one of two professionally trained personnel in the CLC. She is assisted by the following:

- An I.S. Aide - a non-professional who attends to the routine activities of the school.
- Tutors - volunteers (usually high school students) who help pupils in Levels IV, V and VI with learning problems.
- Programmed Teachers - higher level elementary children trained to conduct programmed teaching to Levels I, II and III.

- Parents and community resource persons.
- Itinerant teachers - professionally trained teachers who attend to non-modularized subjects.

1. Learning Modes:

There are three main learning modes in IMPACT: Programmed Teaching; Peer Group Learning; and Individualized Study. Toward the end of Level III, the child is introduced to peer group learning with the use of transition modules.

Progress is self-paced and is indicated by the number of modules successfully completed by a child. Criterion for completion is mastery through a module post test.

Considering that every day may be an entry day in an IMPACT CLC, every child who joins an IMPACT school is first given the guides to learning, depending on which part of the continuum he slips in. For example, if he is in the programmed teaching stage, he is given orientation by the I.S. on the expected behavior during programmed teaching period and other related activities. If he is a transition learner or a peer group learner, he is given orientation to his own learning activities as well as to his activities as a programmed teacher.

The usual time for the orientation on "Learning How to Learn Techniques" is at the start of the school year.

However, a child who comes in later during the year is given the same orientation.

a. Programmed Teaching.

Programmed Teaching is programmed instruction where the "teacher" strictly follows a pre-arranged program which does not only present what is to be taught but also how it is to be taught. The pre-arranged lesson is prepared by professional teachers whose role in the IMPACT system is that of module writers. It is the main mode of Levels I and II, and the first half of Level III.

The programmed teachers are elder pupils who have already attained mastery of the basic literacy and numeracy skills. They handle a group of 4 to 8 pupils for one hour each day -- one half hour of teaching and another half hour of tutoring the slow learners in the group.

Some language lessons in English and Mathematics have been provided by models on radio or simulated radio, such as cassette recorders. Starting school year 1977-1978, in the Philippine site in Cebu, these language lessons were broadcast daily over Ministry of Public Information radio.

Five families provide an optimum setting for the scheduling of programmed teaching because it will permit the students in a given peer group to do programmed teaching at the same time. Thus, peer group learning will not be disrupted as would be the case should only one or two of the group be assigned for programmed teaching while the rest continue in peer-group learning.

The schedule below illustrates how a single group conducts programmed teaching for five families at the same time. (Note that five families grouped this way will allow for five periods of programmed teaching by peer groups from different families.)

Here is a sample schedule of activities for families in Levels IV to VI.

Families	7:55 to 8:55	9:20 to 10:20	10:35 to 11:35	1:30 to 2:30	2:45 to 3:45	3:45 to 4:40
Camia	PT	PG	PG	PG	IP	GR
Rosal	PG	PT	IP	PG	PG	GR
Adelfa	PG	PG	PT	PG	IP	GR
Ahito	PG	PG	IP	PT	PG	GR
Rose	PG	PG	PG	IP	PT	GR

PT - Programmed Teaching
PG - Peer Group Learning
IP - Individualized Pursuits
GR - Green Revolution

Proyek PAMONG was restrained in its implementation of Programmed Teaching. This system of imparting knowledge to Levels I and II was attempted only in 1976 and only to Level I. In 1977, only Level II was programme taught while Level I was taught in the usual manner. Moreover, Programmed Teaching was only for Bahasa, Mathematics, and Science.

In 1978, Programmed Teaching was implemented in both Levels I and II according to the following schedule:

Level I - Starting Trimester II in Bahasa Indonesia and Mathematics only

Level II - Starting Trimester I in Bahasa Indonesia, Mathematics and Science only

Level V children programme taught Level I; whereas Level VI children programme taught Level II.

One hour a day was spent in Programmed Teaching and the other hour for all other subjects under the I.S. Aide (a professional in Solo). These other subjects are Social Studies, Home Economics, Physical Education and Health, Drawing, and Local Dialect.

Level I children held classes for two hours in the morning followed by Level II children for the second

two hours. (This is the usual schedule of all schools in the Indonesia). Only Levels III, IV, V and VI held classes for the whole morning. There were no afternoon sessions, however, classes were for 6 days a week.

By 1977, all Levels V and VI children were required to act as Programmed Teachers. This was in contrast with the original scheme where only the bright and able children were allowed to programme teach.

The reason behind the use of Programmed Teaching for only Level I in 1976 and for only same children when they were in Level II in 1977, was simply a cautious decision to guard the children against the ill effects of an untried system.

Moreover, the Ministry of Education and Culture had developed a new methodology for universal use in the teaching beginning reading in Bahasa Indonesia, the so-called SAS or (Structural Analysis and Syntactic) method. Even experienced teachers were not familiar with the method and its use through Programmed Teachers was therefore viewed with caution.

A more practical reason was the lack of Programmed Teachers.

In view of the lack of kiosks or learning places, the Project Director purchased chairs, tables, and small chalkboards for the use of Level II pupils during Programmed Teaching. These are arranged along the corridors of the buildings. The arrangement appears to be satisfactory. To small group learning, there is added the advantage of some amount of formality.

In the intensification of the implementation of Programmed Teaching, a Supervisory Team of 9 members was assigned to continuously supervise the programmed teachers. They were specially recruited from the UNS* and assigned to collect data and information concerning the implementation of programmed teaching. One of the aspects to be monitored and observed was the degree to which the programmed teachers could follow the steps in the syllabus.

If a high degree of deviation was performed by the programmed teacher but a better result was achieved on the part of the learners, the performance of steps and sequence taken by the programmed teacher was used in considering the revision of the syllabus.

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*Universitas Negeri Sebelas Maret. This university was the source of the professional staff recruited to the Proyek PAMONG Staff.

b. Peer Group Learning

ElderElder pupils who are on the second half of the continuum use the peer group learning mode. Each group is composed of 5 to 6 members who are heterogeneous in ability but who are studying the same core modules. Each member of the group takes turns in acting as group leader and in leading discussions.

Each peer group spends no less than three hour each day for peer group learning. However, the slower learners are given an additional hour to complete their activities on the core module, while the fast learners spend their hour on the advanced modules.

During the six periods in a day for Levels IV to VI, one is given over to programmed teaching and one to the Green Revolution. During the remaining four periods, three are for peer-group learning and the other is for individualized pursuits.

The joining of families and the scheduling for different families to be responsible for different programmed teaching periods (as suggested earlier) dictates that peer-group learning occur at different times depending on family membership. For example, while one group is programmed teaching, the other groups will be learning in peer groups.

This staggered schedule has two decided advantages: (1) it will also tend to stagger the time when a peer group is ready for a post test and (2) it will permit tutorial remediation during "individual pursuit" periods to occur at different times. The first advantage will keep testing facilities from becoming overloaded. The second advantage will permit more equitable use of tutor time across families.

In Solo, until 1976, the use of modules was only for individualized learning. It was only in 1977 that peer group learning was adopted for the first time. For this purpose, the children were grouped by sex.

Proyek PAMONG has not changed its concept of Peer Group Learning. As practiced, the system is one whereby a group of children study together. Each may be studying different modules. However, at least two should be on the same module.

"Tutoring" is done when members help each other as problems arise. Group members are permanently assigned per trimester and so are the "tutors", who are brightest of the group.

High school students were not availed of as tutors since the secondary schools are under a different system of authority.

Transition Learning. - Pupils who complete the programmed teaching modules (approximately after Level II) are alloted for the second semester's work in Level III with simplified peer group learning activities with an elder pupil monitoring their activities and providing them guidance and support.

Since these simplified peer group modules serve as bridge between structured programmed teaching modules and peer-group-paced learning modules these are called transition modules.

In Proyek PAMONG, transitional learning was entirely under the Registrar, who is a professionally trained teacher. It was a period for remediation and orientation to self-learning and peer-group learning with the use of modules.

PAMONG adopted a three-stage process to introduce the child to modular learning.

In the first month, the child learns through modules inside the classroom. The teacher functions as an I.S., a tutor, and a monitor.

On the second month, the child may learn even outdoors. The teacher functions in the same way.

After two months, a child may be allowed to take modules home. The concept of self-pacing begins to operate. Tutors may help the child.

c. Individualized Study

Self-learning, and hence self-pacing in the IMPACT system is based on the following principles:

- It is possible to design primary school learning materials based on the current curriculum in a form which can effectively serve self-learning with a minimum guidance by teachers but with assistance by older children.
- It is possible to entrust responsibility to children to do self-paced-learning without being rigidly tied up to time, place and teacher's supervision.

It is possible to apply the principle of self-learning in certain grades of the elementary level.

Self-instruction is allowed of older pupils who have attained literacy skills in the media of instruction under any of the following conditions:

1.) When the learner has been absent due to illness and wants to catch up with his group.

2.) When the learner has to stay away from the Learning Center to help his parents at work and he wants to keep pace with his group through self-instruction during his free time at home.

3.) If the learner is an out-of-school youth who wishes to continue with his elementary education.

4.) For the fast learner who studies the advanced module while waiting for his peer group to finish the core module being studied by the group.

In practice, one period each day is given to what has been termed "individual pursuits". This is the hour during which the more able students study enrichment or advanced modules (alone or in small groups). This is also the hour during which the less able members of peer groups review and study the core module which the whole group had been studying during the previous three periods. (Note in the suggested scheme above, that Individual Pursuits always follow the three periods of Peer-Group learning.)

2. Other Modes

Aside from the three main modes of learning, IMPACT utilizes others for specific purposes.

a. Tutoring by Older Students.

The original IMPACT proposal called for the utilization of high school students to help Levels IV, V and VI pupils. This was not feasible in the Indonesian context. In the

first place, the secondary school students had hardly any free time. In the absence of some tangible incentives, there was no point in making arrangements with the secondary schools of the locality who, anyway, belonged to another quite separate system. There was also the problem of transportation to contend with. The nearest high school to the PAMONG sites is several kilometers away.

As practiced, therefore, tutoring in the PAMONG system involved the use of older and brighter pupils of Levels V and VI to assist their less able classmates, especially in individualized learning. They were assigned per trimester and unless they were absent, or they drop out, they remained as tutors for the entire trimester.

In the Philippines, tutorial refers more to the part played by High School students. These students report as often as they can. At the same time, they earn credits needed for their own graduation from high school.*

The setup encountered some initial problems mostly arising from the failure of the tutors to be at the learning center on the days they were expected to be there. One reason for this was the distance of the high school from the community learning center.

*Please see Appendix O.

In both the Philippines and Indonesia, aside from peer tutoring in school, there was also expected home tutoring wherever primary school graduates and others were available. Both the high school students and the home tutors are given orientation on how to tutor at the start of each school year.

Aside from doing tutorial work, the tutors were also expected to conduct modular post tests, remedial work and other simple administrative tasks, such as reporting marks to the I.S.'s Aides.

Levels I to III pupils are given one-half hour tutorials for each subject by their programmed teachers after every 30 minutes of programmed teaching.

In both sites, in the Philippines and in Indonesia, however, the demands on their struggle for livelihood frequently prevented parents from fully performing their roles as components in the IMPACT system. In fact, insofar as Solo is concerned, this assistance and cooperation from the community to the IMPACT/PAMONG system may be described mainly in the form of "open-heartedness" toward the system. Their open-heartedness is indicated by the facts that there were no complaints, and no parents withdrew their children from the PAMONG "schools".

b. Skill Training by Community Resource Persons

IMPACT utilizes the specialized skills of some community members. Prior to the implementation of IMPACT in the schools, the Project Staffs conducted a community survey to identify resources and persons who may be utilized by the schools. Certain modules for transition learning and peer group learning activities direct the learners to approach these community resource persons, and to utilize available resources.

Meetings between the learners and the resource person in the latter's residence or work station are arranged by the Rural Coordinator.*

c. Itinerant Teaching**

IMPACT-Naga has two itinerant teachers who handle Physical Education, Scouting, Arts, and Music. These two teachers spend one half day each week at each Learning Center and conducts large group mode activities.

The itinerant teachers may also demonstrate the performance modules in Practical Arts and supervise the school beautification activities of the children.

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*Please see Appendix J for the hierarchy of IMPACT Field Personnel.

**The Itinerant Teachers of Solo are best described under the Learning Post System. Please see the following section.

Sapang Palay IMPACT has four itinerant teachers. These itinerant teachers and their assignments are:

Itinerant Teachers	Assignments
1. Mrs. Irene dela Cruz	Home Economics, Canteen Management, and School Feeding Program
2. Mr. Manuel Reyes	Applied Skills (Industrial Arts and Elementary Agriculture), Management of School Beautification and Food Production Programs, and Specialized Athletics
3. Miss Milagros Ruba	Arts, Music, Physical Education and Scouting
4. Mrs. Necina Castillo	Librarian, Guidance Councelor, and In-charge of Records

All the itinerant teachers above are Bachelor of Science in Elementary Education (BSEED) graduates whose length of service in teaching ranges from one to six years. These teachers were schosen to serve as itinerant teachers not merely on the basis of their abilities but also on their interest to take part in the tryout program of IMPACT.

The itinerant teachers are stationed in the learning centers. They do not go from one school to another because their whole time is already occupied in the learning center where they are assigned. An itinerant

teacher teaches the whole day every school day of the week. Teaching is conducted in large group mode. Pupils in groups attend their classes under the I.T. during the designated period of the day. The time of classes under each I.T. is staggered such that all the groups of pupils are attended to or taught daily.

The I.T.'s also act as resource persons in the absence of community resource persons or whenever necessary. They are also charged with the duties of supervising the school activities related to their assignments. The I.T. of Applied Skills supervises the school beautification and green revolution activities. I.T. of Home Economics manages the school canteen and supplemental feeding to undernourished school children; I.T. of Music and Arts leads in the presentation of school-community cultural programs; I.T. of Physical Education and Scouting supervises physical fitness program and Scouting activities; and I.T. of Specialized Athletics trains pupils in the different sports activities and and manages the school-community athletic competitions.

Although the I.T.'s are expected to travel from one school to another, this is not yet done in Sapang Palay IMPACT. They only move from room to room or from one

learning kiosk to another in teaching or supervising their respective fields of assignment but this is within the confines of the school. One reason for this is that their time is already fully occupied. Another reason is the big enrolment (1,267 in Bagong Buhay F and 843 in Bagong Buhay D*Learning Center); difficulty is commuting from one center to another since there is no regular transportation plying the route between the two centers; and no funds available to defray expenses for travel.

The number of I.T.'s in both IMPACT schools is the same although the enrolment in Bagong Buhay D Learning Center is much less than in Bagong Buhay F Learning Center. The former is a newly organized IMPACT school which started only in June, 1979. Its staff is still in the process of familiarization of their roles and functions hence the reduction of personnel is being made gradually. The goal is to trim down some more the number of personnel in the replication school until the ideal set up is achieved. A study is being made of the possibility of making one set of I.T.'s serve both IMPACT schools in the future should there be transportation expenses available for them.

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*As of June 1980, the Project Director of Sapang Palay, Mrs. Lesmes Avena, opened a new IMPACT school, Bagong Buhay D Elementary School with an enrolment of 843 to which she assigned another set of 4 Itinerant Teachers.

3. PAMONG's Learning Post Concept: Educating the Out-of-School Youth.

In any community, children of school age may be roughly divided into two - those who fortunately have the opportunity to attend schools regularly, and do take advantage of it, and those who, for one reason or another, are not so fortunate to avail of formal schooling. The latter are either drop-outs from the formal school system, or have never started schooling.

It is the second group, the out-of-school, who constitute the clientele of PAMONG's Learning Post Concept. In practice, however, only those who have already developed reading skills were admitted into the program.

Educating the Out-of-School Youth. One of the objectives of Proyek PAMONG was to develop a delivery system of primary education that would be available to all youth of school age. The main bulk of this population is reached through the formal school system. Inevitably, however, for one reason or another, children drop out of school without finishing the six grades. The possibility that these children will revert to illiteracy is great. It is, therefore, important that efforts be made to reach them. Proyek PAMONG in February, 1976 launched a program for the out-of-school youth. By definition, the program was limited to children between the ages of 10 to 16 years.

Strategy. In February, 1976, an inventory of drop-out children was made. In time, they were called to a meeting in the village and there, together with their parents, Proyek PAMONG staff explained the program for them. One hundred enrolled.

By November, 1976, only 40 were left. The rest had dropped out. Of these, 19 took the final examination and 14 passed the grade VI level.

In 1977, the strategy was changed. Instead of using the villagers to help in locating the drop-outs, the Project utilized the in-school students to contact their friends and acquaintances. One reason given for the change in the strategy was to remove the pressure from persons in authority evident in the 1976 strategy. It was also discovered that not all information about the drop outs given by the village authorities was correct.

A total of 25 enrolled. Of the 4 who took the mid-year examination in July, all passed.

The progress is reflected in the enrolment figures below:

School Year	No. of Learning Posts	Enrolled	Graduate	Junior High School
1976	4	17	4	2
1977	4	14	5	
1978	2	8		

The concept recognizes the constraints which face the out-of-school. Provision, therefore, is made for the school to meet the child half-way where it is most convenient for the child. Under this concept, the child reports to the learning post during specified times. At these times, a teacher will be there to help him.

In this sense, whether a learning post is established as part of a PAMONG CLC or a conventional school, a learning post acts as a satellite to the school. The mother school provides the learning materials, professional help, and supervision.

A learning post is a place of assembly for the out-of-school and a teacher aide. In practice, it can be the house of a village leader or any convenient place with minimum facilities, the most important of which is lighting. Meetings are usually done at night since all clients work in the daytime.

Administration. Basically, the administration of a PAMONG Learning Post is similar to that of a regular primary school.

Enrolment is recorded in a PAMONG Learning Post register which is of the same kind as the school register. Learning Post children have the right to, and must take official tests and examinations. Their grades are entered in their report cards.

Other learning progress records are kept for Learning Post children similar to those of the regular school children. The only difference is that the Learning Post children do not pay school fees.

Supplies of modules are centered at the primary school which is assigned to manage a learning post. An itinerant (out-of-school) Instructional Supervisor Aide, assisted by learning post attendants, take care of the module supplies needed in each post. The modules which are no longer needed at the posts are brought back to the school.

In the PAMONG CLC organizational structure, the manager of the Learning Post is the out-of-school I.S. Aide. He is a regular school teacher dwelling in the respective village or sub-village.

The Manager of the Learning Post is responsible for:

- recruiting drop-outs
- coordinating with local officials/administrators and community education official
- preparing learning posts together with the drop-outs under his/her management
- deciding learning post activities in cooperation with the children

- taking care of modules and returning the modules to the school if the modules are no longer needed
- administering module post tests and remediatory treatment
- recording of attendance
- preparing children's progress report and other reports concerning the Learning Post.

The experience of Proyek PAMONG in bringing education closer to the reach of the out-of-school has verified the same problems which other institutions with similar objectives face. The problems are twofold:

- How to motivate the out-of-school so that he avails of the opportunity to learn in the Learning Post.
- How to sustain his interest so that he continues to learn until he acquires a certificate of completion.

The usual reasons for the drop out from the out-of-school youth program based on the experience of the first enrolees include:

- Return to the formal school
- Leave the village
- Marriage
- Some realize they are actually elementary school graduates

Inducements and incentives to learn at the Learning Posts had been provided mainly by the parents and village elders. The diploma, as diploma, was in itself an attraction enough. However, there were a few cases where the motivation for the diploma, was the requirement of an employer for a certification of completion of elementary schooling. For these particular cases, Proyek PAMONG had to establish a learning post in a village outside of the legitimate legal boundary of the Project sites.

The out-of-school youth program of Proyek PAMONG remains unique (as compared with IMPACT) but reached a practical and realistic level.

Although the enrolment in the out-of-school program showed a decline, the program was actually able to gain stature in that it was able to serve a neighboring village, Kemiri, and the range of purposes of the enrollees included job qualification. There were three additional enrollees who were factory workers in the neighboring village of Kemiri. They enrolled because the factory where they worked insisted that they earn the elementary school certificate, since all their other employees were at least high school students.

Moreover, two of the graduates of the Learning Post concept have since gone to high school.

The Learning Process. Learning is mainly non-formal. After a placement test, which determines a child's grade or module level, he is allowed to sign out modules. These he studies at home or wherever convenient for him. The principal mode of learning is self-study. If he finds difficulty, he is at liberty to consult or ask the help of anyone.

At the Learning Post, the child is given tutorials, or examinations, and generally accorded the guidance of a professional. He then returns completed modules and signs out new ones. Completed modules are returned to the CLC by the itinerant teacher or aide.

Module post tests or block post tests and other remediatory treatments and tutorial are administered at the Learning Post by an itinerant out-of-school Learning Post Aide (a professional) at times which are mutually agreed upon by the children and the I.S. Aide.

Generally, two meetings a week are held in each Learning Post, each meeting lasts for about two hours.

CHAPTER IV

PROJECT SITES

CRITERIA FOR THE SELECTION OF PROJECT SITES

It was agreed during the planning stage that the project would concentrate initially on primary education preferably in rural areas where almost seventy per cent of the population live in this region, and where the problems of education need immediate attention. If the IMPACT system succeeds, it was also further agreed that the project may be expanded to cope with the problems of urban education as well.

To increase reliability and validity of the experiment, an agreement was reached that the experimental site should consist of four or five villages in close geographical proximity.

In addition to these criteria for the choice of the project sites, the following were also taken into account:

1. The schools should not be only rural but also typical of the country;
2. Approximately only 50% or less of the children in such villages are currently receiving a primary education, or that there is a need to reduce educational costs;
3. There is a sizeable proportion of the children who do not speak the language of instruction;

4. Relatively easy access to the INNOTECH Regional Center;
5. A willingness of the villages to participate in the study;
6. Has a total primary school age population in excess of 1,000;
7. The site should preferably be close to an institution from which staff and advisors can be drawn.

DESCRIPTION OF SITES

The IMPACT Schools in the Philippines

1. Naga, Cebu

Project IMPACT was tried out in five rural schools in five villages in Naga, Cebu, Philippines.

Naga is a southern town of Cebu which is twenty kilometers from the city. The farthest site, Uling, can be reached in an hour's travel by car from Cebu City. Naga is a coastal town with a population of approximately 1,000 households.

The five villages at the site: Naalad, Pangdan, Lutac, Balirong and Uling are along the west side of the town, all of them located along a small river forming a narrow valley flanked by steep terraced hills. In terms of distance from the town center Naalad is 2 kilometers away; Pangdan, 5; Lutac, 8; Balirong, 11; and Uling, 14.

All these barrios are agricultural villages whose staple produce are tobacco, corn, coconuts and bananas. In addition,

one of the sites, Uling, does not only produce the above mentioned crops; it has very rich coal deposits which can provide the province of Cebu with heat energy for no less than fifteen years.

Statistics on the population and the average monthly income per family have the following approximate figures:

Barrio	Population	Month Income Per Family
Naalad	2,350	US$ 45
Pangdan	2,062	70
Lutac	1,456	15
Balirong	1,200	75
Uling	1,651	22

The five villages, although basically rural, has roughly twenty five per cent (25%) of its adult population who are literate.

The leadership positions in the villages are occupied by the barangay captain, the PTA president, and the school principal or head teacher. The barangay captain is the political leader of the community who is elected by adult members; the PTA president is elected by the parent members and holds office for one year; the school principal or head teacher is appointed by the Division Superintendent of Schools.

2. Lapu-Lapu City in Mactan Island, Cebu

Lapu-Lapu City is a semi-urban area. It is composed of six islets namely: Mactan, Olango, Pangan-an, Cawhagan, Caubian Daku and Caubian Dujot. The Mainland Mactan, is separated to the east by a narrow channel from Cebu City and Mandawe City.

These islands are made of coral rocks. Unlike Naga, the place is not given to agriculture. Agricultural products are raised for local consumption only. The people have developed extra-ordinary skills in varied crafts such as carpentry, wood carving, furniture making, guitar making, metal working, etc.

The educational profile of Lapu-Lapu City is presented in the following statistics as given by the Bureau of Census and Statistics in its latest count (1975):

a. Population by Age groups:

(1) Pre-School (0-6 years) 13,448

(2) Elementary (7-12 years) 16,551

(3) High School (13-16 years) 7,288

(4) Undergraduate (17-20 years) 6,186

(5) Graduate (21-24 years) 5,059

(6) Above 24 30,688-79,220

b. School Enrolment (1975-1976):

(1) Kindergarten		294
(2) Elementary		14,875
Grade I	3,075	
Grade II	2,925	
Grade III	2,734	
Grade IV	2,380	
Grade V	2,041	
Grade VI	1,720	
(3) Secondary		2,976
First Year	1,088	
Second Year	765	
Third Year	613	
Fourth Year	510	

c. Literacy Rate:

(a) Elementary Level	52.93%
(b) Secondary Level	88.2%
(c) Total Population	75.3%

The city is predominantly Catholic and revere the miraculous Lady of the Virgin of the Rule. Like Naga, Cebuano is spoken principally by the people, however, the National Language is understood and spoken fairly well by many of the residents.

3. Sapang Palay, San Jose del Monte, Bulacan

Sapang Palay is a resettlement project of the Government of the Philippines some 40 kilometers north of Manila and located in the north-eastern portion of the town of San Jose del Monte, Bulacan. It covers an area approximately 752 hectares most of which is a hilly terrain.

Initial development of the area started in 1960 and the first relocation of squatter families from Manila came in 1961. There was a tremendous increase in the population of Sapang Palay as a result of the rapid inflow of families that were being relocated from Metro Manila. This necessitated the establishment of more schools and the hiring of more teachers. More units of the RP-US Bayanihan School Buildings were constructed to accommodate the increasing number of school children in the relocation area.

One of the area schools, Bagong Buhay I Elementary School, which has the biggest enrolment was chosen as an IMPACT site.

4. PAMONG Schools in Indonesia

Solo (Surakarta) Central Province in Java provided the PAMONG field site in Indonesia.

Java is one of the bigger islands in Indonesia where its capital, Jakarta, is located. Solo is about 600 to 700 kilometers from Jakarta. It is accessible from Jakarta by plane in about

50 minutes or by train in 12 hours or by bus in 9 hours. It is located along the Bengawan Solo (Solo River).

Solo has Central Javanese culture. Four flat land villages with a view of mountains and about 15-17 kilometers from Solo provides the Indonesian PAMONG sites. Each village is about 2 to 3 kilometers from one another. Serving these four villages are seven primary schools, four of which, i.e., Kebak II, Kebak III, Alastuwo I, and Alastuwo II Elementary Schools were chosen as Proyek PAMONG sites.

These villages chosen for Proyek PAMONG are agricultural. The main crops are rice, corn and sugar cane. The major occupation of the villages is farming although some engage in home industries as tile making, bamboo plaiting. Others work in factories such as the sugar factory in the neighborhood. The human resources of the villages with special skills consist of farmers, artisans, carpenters, bricklayers, blacksmiths, and nurses.

The average population of each village is about 3,000 persons with an average number of 3 to 4 children in each family.

Local and religious institutions in the villages exist. The mutual assistance spirit, locally known as "gotong royong" is strong. The mosques and puppet plays may be explored.

Organizations such as the Boy Scouts, the Rural Youth Organization (Kader Taruna Desa), the Youth Serving Club (Kader Taruna Desa), the Youth Serving Club (Binoman), the Listening Group, the Institution for Rural Welfare exist. Government efforts to aid the villagers such as educational programs, agricultural education, health and family planning, education and home economics are present.

CHAPTER V

CONDUCT OF THE RESEARCH

PROJECT STAGES

Long term funding of IMPACT was made available in January 1974 from a financial grant provided by IDRC. This enabled the Center and field personnel to follow through the implementation of plans and to make long-term commitments in the selected experimental sites of IMPACT in both the Philippines and Indonesia. The experiment proceeded along the following stages:

Phase I

Stage I (Jan. 1974 - June 1975): Survey and acceptance campaign, development of modules and other components.

Stage II (July 1975 - June 1976): Tryout of the components at the Grade IV Level.

Phase II

Stage III (July 1976 - June 1977): Expansion of tryout to include the levels of Grades I, II, IV and V.

Stage IV (July 1977 - June 1978): Tryout of the component to include all Grades IV-VI.

Stage V (July 1978 - June 1979): Demonstration year to test all the IMPACT components.

With the preparation of the basic materials, the modules, and all the other components of Project IMPACT were field tested in the school year June 1974 - March 1975.

In June 1977, two additional sites were established in semi-urban setting in the Philippines, one in Sapang Palay, Bulacan and the other in Lapu-Lapu City, Cebu. The extension of IMPACT was aimed primarily to enable the system to be generalized in a larger number of settings within the region and to develop a model for dissemination of the IMPACT system.

Project IMPACT, as it ran for five years, followed a slow, cautious and evolutionary process. It was able to develop a management or delivery system whereby one professionally trained teacher, assuming changed roles, would be able to handle up to 150-200 children of different learning levels and ages. The components of the system that made this possible were an integrated learning continuum, modular self-learning materials, programmed teaching, peer learning, tutorial, non-professional teacher aides, community involvement and community resources utilization.

THE STAFF

Project IMPACT was successfully implemented in the field sites by dedicated and highly competent Philippine and Indonesian Staff members. In both countries, each field site was manned by a Project Staff supervised by a National Steering Committee composed of senior officials of the Ministry of Education and Culture.

After the formal presentation of Project IMPACT at the INNOTECH Governing Board Meeting in Saigon in August 1973, the recruitment of the Project Directors and Associate Directors were undertaken following the organization of the National Steering Committee.

In the Philippines, the selection of the Staff in the original site, Naga, was made by the INNOTECH representative with the assistance of Dr. Aurelio Tiro, Regional Education Director of the Central Visayas. The first Project Director and Associate Director selected for Naga IMPACT Project were Dr. Concessa Milan-Baduel and Dr. Rosetta F. Mante, respectively.

In Indonesia, representatives of the Office of Educational Research and Development (B.P.P.) and the Rector of IKIP Surakarta assisted in the selection of Drs. Boorham Respati as Director and Drs. Saleh Muntasir as Associate Director. (A complete list of personnel of Naga and Solo Project IMPACT is in Appendix I).

As initially agreed upon, the field offices in both countries were in cities near the village clusters: Cebu City in the Philippines and Surakarta (Solo) in Indonesia.

In addition to the Project Directors and Associate Directors, a number of local professional teachers were recruited from the Ministry of Education and Culture and seconded to Project IMPACT to work full-time as subject matter specialists.

The National Steering Committee of each country were organized to determine policies for the implementation of the Project and to assist the Project Staff in the full implementation of Project IMPACT.

In the Philippines, the Committee was composed of the following:

a. Chairman – Dr. Narcisos Albarracin
Undersecretary of Education & Culture

b. Members: –
1. Dr. Licerio Brillantes Soriano
Director of Public Schools

2. Dr. Bonifacio Sibayan
President
Philippine Normal College

3. Dr. Aurelio Tiro
Regional Education Director
of the Central Visayas

In Indonesia, the Committee was composed of:

a. The Chairman of the BPP

b. The Governor of Central Java

c. The Rector of IKIP, Surakarta

It was felt that the understanding, participation and support of local communities will be the key to the acceptance and success of IMPACT. Since the project was truly community-based and represented a drastic change from traditional schools, the need to organize Local Steering Committees was felt. The following local steering committees

were instrumental in giving the support of parents and other community members.

In the Philippines, the local steering committees were composed of:

1. The school principal, Chairman
2. The Barrio Captain, Member
3. The president of the PTA, Member

In Indonesia:

1. The Village Head
2. The school principal
3. The Chairman of the PTA
4. Some key persons in the village

With the extension of Project IMPACT to a semi-urban setting in Sapang Palay, Bulacan and Lapu-Lapu City, Cebu, a new staff had to be recruited to man these sites.

In Sapang Palay, the selection and recruitment of the field site personnel for Project IMPACT began September 1976 and ended January 1977. The selection of the staff was made possible with the assistance of Assistant School Superintendent Simeon Guevara and District Supervisor Lesmes S. Avena. Mrs. Avena was designated as the Project Director and Miss Flordeliza Avancena as Instructional Systems Coordinator. As Project Director of IMPACT, Mrs. Avena remained as District School Supervisor of Sapang Palay.

For the Subject Matter Specialists and Instructional Supervisors, local teachers were recruited, hence, a reassignment of these teachers from their former assignments in the conventional schools was effected with the sanction of the Ministry of Education and Culture. (A complete list of names of the Sapang Palay Staff is in Appendix L).

The Lapu-Lapu Staff was organized in November 17, 1976, during a meeting with the division and district supervisors headed by Mr. Leopoldo Etulle, City Superintendent of Schools. Mrs. Juanita Rubi was selected as the Project Director with Mr. Fernando Manching as Instructional System Coordinator. He was later replaced by Mr. Antero Abayata.

The Subject Matter Specialists and the Instructional Supervisors were local teachers who were also recruited from their former assignments in the conventional schools. (Refer to Appendix L for the complete list of personnel for the Lapu-Lapu Project Staff.)

TRAINING OF THE INSTRUCTIONAL SUPERVISORS (I.S.'s)

During the initial stages of Project IMPACT, local teachers were recruited from nearby conventional schools in the field sites to assume the new roles of Instructional Supervisors in the Community Learning Centers (CLC's). Because of their changed role from that of a classroom teacher in the conventional school to that of a "manager" of

student learning in the IMPACT CLC's, it was deemed necessary that they be oriented on their new roles, duties and responsibilities.

In Naga, Philippines and in Solo, Indonesia, teachers devoted a full day each week working with the field staffs in the development of learning materials, reviewing the modules and developing a knowledge of the IMPACT management system and their own roles in that system. Weekly meetings of staff and the I.S.'s were held so that all procedures were defined in advance. Training for these I.S.'s were done continually as the management system was developing, in other words, they were given on-the-job training about their roles in IMPACT.

When IMPACT was extended to Sapang Palay, San Jose del Monte, Bulacan; and Lapu-Lapu City, Cebu, the would-be Instructional Supervisors of the additional experimental sites were given a more directed training for their roles.

The training program consisted of two phases. The first pohase of twelve days, (March 21 - April 2, 1977) was conducted in Cebu; the second phase of another twelve days at the INNOTECH Center, Diliman Quezon City.

In attendance to those series of seminars in Cebu and Quezon City were the twenty Instructional Supervisors of Sapang Palay and Lapu-Lapu City, the two Instructional Systems Coordinators and the two Project Directors of the extension sites. Trainors, resource persons,

consultants/demonstrators included: Dr. Rosetta F. Mante, Project Director, Naga; Mr. Leandro Sanchez, Education Analyst of Naga Project IMPACT; Mrs. Aida Pasigna, Instructional Methods Expert of Naga; Mr. Godofredo Elizan, Miss Susana Quano and Miss Porfiria Repuno, Naga Project IMPACT Instructional Supervisors, and Mr. Antero Abayata, Instructional Systems Coordinator of Lapu-Lapu City; Dr. Daryl Nichols, INNOTECH Consultant, Dr. Jose B. Socrates, Mr. Sasbani and Mrs. Bibiana Corcoro of the Research Division of INNOTECH.

To reinforce the training obtained by the I.S.'s, an evaluation of their performance was done twice during the year. The first was done by the Education Analyst and by themselves to enable the I.S.'s and the Project Staff to undertake remedial measures for deficiencies noted; the second was done at the end of the school year in order to derive inputs into the training program of the I.S.'s during the two-month vacation.

DEVELOPING THE MODULES

The most striking and unique feature of Project IMPACT is the delivery system of learning which necessitated the production of learning materials that would fit the delivery system, hence, learning in IMPACT is modular -- the modules being the main instructional materials used.

The preparation of modules was undertaken by a team of subject matter specialists, under the direction of an Instructional Methods Expert. In the Philippines and Indonesia, the pattern of preparation included the following:

1. In-country meetings of National Steering Committee
2. Gathering of existing national objectives
3. Gathering of curriculum materials currently in use for Grade IV
4. Recruitment of village teachers to assist in apportioning subject matter for one school year
5. Phasing of the project with the assurance that nothing is instituted without having been approved

With the decision of INNOTECH to open the extension sites in Lapu-Lapu City and Sapang Palay, Project IMPACT -- Naga was requested to provide all the materials needed in Lapu-Lapu City and to send a complete set of all the modules from Levels I to VI to Sapang Palay for them to translate to Pilipino in accordance with the bilingual policy of the school system of the country. Therefore, the printing staff for Naga was divided into two groups: one to print the needs for Naga and the other for the needs for Lapu-Lapu and Sapang Palay.

From the start of the project in 1974 until the school year 1977-1978, all IMPACT schools used the original set of modules and programmed materials.

After the evaluation of Project activities by the Regional Center staff in March 1977, the Project staff reset the schedule for module writing in order to come up with an integrated curriculum which removes all subject boundaries and to write the model modules for the demonstration year.

The integrated set of modules was based on the original set of modules. Integration was made of the skills and content subjects using four main cores: Communication Arts, Mathematics and Science, Social Studies and Practical Arts.

It was decided that the printing of the integrated modules be done in off-set print. For this purpose, the printing was done by the Gima Press in Davao City. The printing was made possible through an additional budget provided by IDRC.

MONITORING THE PROJECT

As the proponent of the IMPACT research, INNOTECH's role was to give technical assistance to the Project Staff in the field site to insure that the objectives of the study were carried out. Towards this end, INNOTECH planned out a periodic and continuing monitoring of

the development and progress of the research in the IMPACT field sites. Periodic visits to the sites allowed INNOTECH, firstly, to understand more fully and accurately how the project was actually operating. Secondly, it enabled the Center Staff to have firsthand knowledge and better understanding of the problems and difficulties encountered in the course of the experiment from which they subsequently based their recommendations and suggestions for improving the different components of IMPACT. Thirdly, it allowed INNOTECH to confirm the accuracy of the field reports submitted to the Center. Lastly, the knowledge gained in the monitoring visits were helpful in enriching INNOTECH's reports to the funding agency (IDRC).

The following table shows a summary of field visits by the INNOTECH Staff to the experimental sites in both Philippines and Indonesia.

INNOTECH Center Staff Monitoring Activities

INNOTECH Staff	Date	Place Visited	Purpose of Visit
	1975		
1. Mrs. Bibiana Corcoro Mr. Artemio Vizconde Dr. Siswojo	Feb. 3-7	Cebu	Evaluation of Project
2. Mr. Orlando Claveria	September	Cebu	Orientation visit
3. Mr. Artemio Vizconde	Dec. 18-19	Cebu	Orientation visit

INNOTECH Staff	Date	Place Visited	Purpose of Visit
	1976		
4. Dr. Lourdes Sumagaysay	Oct. 13-14	Cebu	Observation visit
5. Mrs. Bibiana Corcoro Mr. Artemio Vizconde Dr. Siswojo Mr. Mohamad Rifai	Feb. 1-22	Naga & Solo	Evaluation of Phase I of Project IMPACT
6. Mrs. Bibiana Corcoro	Mar. 21-24	Cebu	
7. Dr. Riorita Ceniza Dr. Tasaniya Punyodyana	Nov. 23-26	Naga, Cebu	Consultation visit on the assessment survey to be conducted in Feb. 1977
8. Mrs. Bibiana Corcoro Dr. Wilfrido Villacorta	Dec. 27-30	Lapu-Lapu City	Initial planning and launching of the extension site
	1977		
9. Dr. Liceria Brillantes Soriano	Mar. 28-29	Cebu	Observation visit
10. Dr. Jose B. Socrates	Apr. 18-20	Cebu	Observation visit To get ideas for Lapu-Lapu CLC. Develop rational for modul integration
	May 23-26	Naga, Cebu	To give assistance in the integration and writing of modules
	June 14-17	Cebu	
	July 5-6	Cebu	
	Sep. 20-22	Cebu	
	Nov. 21-25 Dec. 12-16	Cebu	To find out the progress of the writing of integrated modules
11. Dr. Kowit Pravalpruk	Sep. 11-12	Naga	Observation visit

INNOTECH Staff	Date	Place Visited	Purpose of Visit
12. Dr. Ricrita Ceniza Mrs. Bibiana Corcoro Dr. Tasaniya Punyodyana Dr. Wilfrido Villacorta	Nov. 21-25	Bulacan	Meeting on initial planning for IMPACT extension site
13. Mrs. Bibiana Corcoro	Oct. 3	Bulacan	Observation visit Follow-up visit on the Oct. 3, 1977 visit
	1978		
14. Dr. Jose B. Socrates	Jan. 10-13	Cebu	
	Feb. 20-22	Cebu	
	Mar. 2-22	Davao & Cebu	To check the progress of work in the press for IMPACT modules
	Apr. 11-14	Cebu	Edit modules, confer with Project Staff
	May 15-19	Cebu	To assist in editing modules; to arrange for local I.S. training; and to gather data for replication manual
	June 19-23	Cebu	Visit schools in preparation for Demonstration Year and ascertain status of modules
15. Mrs. Bibiana Corcoro	Dec. 17-23	Indonesia	To lay ground work for Proyek PAMONG evaluation
	1979		
16. Dr. Jose B. Socrates	Feb. 5-17	Indonesia	To plan the evaluation of PAMONG
17. Mrs. Bibiana Corcoro	Mar. 7-8	Cebu	I.S. questionnaire administration
18. Dr. Jose B. Socrates Dr. Melba A. Tugade	July 16-21	Cebu	To hold Seminar-Workshop on expanded try out of IMPACT
19. Dr. Jose B. Socrates	Dec. 8-19	Indonesia	To assist in finalizing the PAMONG report.

CONSULTANTS

As part of INNOTECH's technical assistance to Project IMPACT, the services of technical consultants were provided to guide and assist the Project Staff in the development of the different components of IMPACT integrated learning continuum, modular self-learning materials, programmed teaching, peer learning, tutorial, non-professional teacher aide, community involvement and community resources utilization.

A number of foriegn consultants were at certain periods during the developmental stages of IMPACT invited to share their expertise in developing the IMPACT delivery system.

Dr. Daryl G. Nichols of the American Institutes for Research, USA, served as the Research Advisor of Project IMPACT. Along with top educators of the Department (now Ministry) of Education and Culture of the Philippines, he was involved in planning the research activities of the Project based on a tentative schedule developed by the INNOTECH Staff.

The technical assistance in the development and writing of modules was provided by Mr. Michael Nathenson who served as advisor to the Naga Project Staff. In the development of the modules, he assisted the Subject Matter Specialists in writing the original modules.

Dr. Douglas Ellson of Indiana University, USA, was Project IMPACT's Technical Consultant on programmed teaching. The programmed

teaching modules, the basic instructional materials for programmed teaching in Project IMPACT, were adaptations of Ellson's lesson and item programs.

Dr. Robert Jacobs, Regional Education Adviser, Office of Regional Development, U.S. Embassy, Bangkok, was invited by INNOTECH on several occasions to visit the IMPACT field sites to observe and to critique the operation of the whole IMPACT learning system. During scheduled visits to Naga, he conferred with the Project Staff to discuss certain operational matters about IMPACT. He contributed much in reviewing the program of IMPACT.

In February 1977, at the end of Phase I of the Project, an evaluation team was sent to the field sites in Naga and Solo to evaluate Phase I of the Project IMPACT. Two French external advisors of INNOTECH, Mr. Rene Minot and Mrs. Gaetane Minot were involved in the evaluation job. The result of the evaluation was contained in a written report submitted to INNOTECH.

Dr. Robert Small, a SEAMEO Consultant also visited Project IMPACT during the IMPACT/ISOSA merger. He made an observation about the management aspects of the merger and submitted a report on this matter to INNOTECH.

The following table shows a summary of INNOTECH's Project IMPACT Consultancy.

Project IMPACT Consultancy
1972--1979

Year	Name of Consultants	Period of Consultancy
1972-73	1. Mr. Michael Nathenson* 2. Dr. Daryl G. Nichols**	Two Years
1974	1. Dr. Robert Jacobs 2. Dr. Daryl G. Nichols	Nov. -- no data on length Dec. 2--6 -- 5 days
1975	1. Dr. Douglas Ellson 2. Dr. Robert Jacobs 3. Dr. Robert Small 4. Mr. Rene Minot 5. Mrs. Gaetane Minot 6. Dr. Peter Sellers	Nov. 19 - Dec. 8 - 7 weeks July to Sept. - 14 weeks Oct. 28--Nov. 25 - 5 weeks Nov. 15 -- no data on length Nov. 15 -- no data on length December -- no data on length
1976	1. Dr. Robert Jacobs 2. Mr. Rene Minot 3. Mrs. Gaetane Minot	Sept. 2--7 - 1 week Dec. 5--12 -- 8 days Dec. 5--12 - 8 days
1977	1. Dr. Robert Jacobs 2. Dr. Daryl G. Nichols 3. Dr. Douglas Ellson	June 6--10 - 5 days March 7--18; April 4--20 6 weeks May 15--Aug. - 11 weeks
1978	1. Mr. James McMaster	July 7--31 -- 3 weeks
1979	1. Dr. Douglas Ellson	Jan. 15--Feb. 24 - 5 weeks

*Assisted the Regional project site in Naga and Solo for two years by serving as adviser and trainer to the Staff.

**Research advisor in October 1973.

IMPACT/ISOSA MERGER

In July 1974, almost simultaneous with the start of Project IMPACT in Naga, Cebu, the In-School Off-School Approach started to be tried out in Talisay, Cebu, one of the eight pilot divisions in the Philippines to implement IS-OSA on a tryout basis.

The In-School Off-School Approach (IS-OSA) aims to solve the persistent problem of how to reduce the cost and at the same time bring up the standard of primary education. It purports to cut costs by accommodating more learners per teacher, maximizing the use of classroom by utilizing one teacher for from 50-80 learners instead of the usual one for 30-40; and harnessing all available appropriate human, institutional, cultural, and material resources in the community.

The components of the IS-OSA management system are briefly described in the following:

1. One master teacher is responsible for up to 80 pupils.
2. Adoption of an alternate in-school off-school weekly schedule, i.e., one group of 40 pupils reporting for in-school or formal instruction for one week while the other group of 40 pupils undertake off-school work during the same period of time. The two groups interchange or alternate schedules every week throughout the school year, for possible adoption as a model.

Because of the proximity of Talisay IS-OSA pilot school to the Project IMPACT module production center and also because of the close similarities of the IMPACT modules and IS-OSA self-learning kits, the then Department (now Ministry) of Education and Culture and the SEAMEO Regional INNOTECH Center agreed that a cooperative effort of the two projects be undertaken in the development and production of self-learning materials - self-learning kits (SLK's) for IS-OSA, and learning modules for IMPACT.

In July 1975, the cooperation between IMPACT and IS-OSA was formalized. A memorandum of agreement was signed by Dr. Liceria Brillantes Soriano, Director of the defunct Bureau of Public Schools, signed for and on behalf of the Government of the Philippines and Orlando B. Claveria, INNOTECH Officer-in-Charge.

The agreement covered the period from June 1, 1975 to December 31, 1976. The project was extended from January 1, 1977 through June 30, 1977. This joint project was financed by IDRC in the amount of US$28,670. Savings were expected to be realized in staff time for the development and tryout of materials and in production time.

The objectives of the joint endeavor were as follows:

1. to develop common self-learning materials suitable to both management systems using a common learning

continuum based on the Philippine elementary education curriculum.

2. to try out the self-learning materials and utilize tryout data for developing improved prototype materials for possible adoption as a model.

In the final analysis, the merger, did not bring lasting benefits to both IMPACT and IS-OSA. Some problems relative to administration, staffing and budgets of the projects came up between the two projects, IMPACT and IS-OSA, which undermined the smooth development and attainment of the objectives of the merger.

EVALUATING THE SYSTEM

The IMPACT technology had undergone several evaluations in terms of its objectives which are economy, effectiveness and mass delivery.

In the school year 1977-1978, an external evaluation of Project IMPACT in the Philippine sites using the SOUTELE* tests was undertaken. The evaluation revealed that students at IMPACT school (CLC's) consistently achieved a higher level of educational achievement in all areas of the curriculum compared with students in the control group of traditional schools.

Also, in August 1978, a cost-effectiveness analysis of Project IMPACT for the Philippines was conducted. The study found out that

*This is a test developed in 1974 by the Department of Education and Culture for Levels IV and VI. The acronym stands for: Study of the Outcomes of Elementary Education.

Project IMPACT has clearly demonstrated that it is possible to reduce the cost of elementary education per child by up to 50% without any reduction in the educational attainment of pupils.

Similar studies were undertaken for Proyek PAMONG by staff of the Universitas Negeri Sebelas Maret of Solo toward the end of the project.*

The final year of Project IMPACT/Proyek PAMONG in school year 1978-1979, was designated as the Demonstration Year. The Demonstration Year was characterized by the full operation and demonstration of all these components in the different field sites in both the Philippines and Indonesia.

*The findings of these studies are contained in attachments to this Report.

CHAPTER VI

DISSEMINATION AND IMPLEMENTATION

This Chapter describes the various activities aimed at the dissemination of information about IMPACT/PAMONG, to various publics and potential implementors. Although implementation was not a part of the project life, it is considered proper to include in this report the initial attempts to implement the IMPACT system, as a reflection of the success of the project.

In spite of the novelty of IMPACT, its drastic departure from the conventional system of education, INNOTECH and the project staff had no questions, no doubts, about the eventual success of the project. From the beginning, therefore, although at the start a low profile was maintained, the staff immediately engaged themselves in disseminating the concepts and virtues of IMPACT in both formal and informal ways.

1. REPORTS

a. Site Reports

In order to more faithfully and accurately record and analyze the progress of the Project, each project site was required to submit semi-annual progress reports to INNOTECH.

b. INNOTECH Reports

~~At the start, the Research Division of INNOTECH~~ prepared integrated semi-annual reports consolidated from the semi-

annual reports from the sites. However, by 1977, when the present head of the Research Division was assigned, the 6th and 7th reports were already overdue. Hence, a decision was made to combine report Nos. 6-7. This system was continued with report Nos. 8-9.

c. Terminal Report

The preparation of this terminal report was done for the most part by the Research Division and mainly by the head of the Division who has direct responsibility in monitoring the project. A final Project Director's meeting did not materialize, hence it was left to the Research Division to structure and write the terminal report.

d. Replication Manual

Together with the terminal report, it was also decided to write a replication manual. The Project Director of Naga submitted her own version of a replication manual. However, in view of the fact that there were 4 sites, it was obvious that only the Research Division of INNOTECH could effectively synthesize the experiences from all sites for a replication manual.

The planned Replication Manual, in the end, took the form of Volume II of this Terminal Report.

2. TECHNICAL PAPERS

Aside from the regular, required reports, both the project sites and INNOTECH initiated the writing of a variety of technical papers, magazine articles, and informative materials about IMPACT. Some of these were produced for specific occasions but all have general and continuing value.

The complete list of these materials may be found in the Bibliography.

Happily, some articles about IMPACT were also written by others than members of the Project Staffs or the Research Division.

In addition to the list in the Bibliography, INNOTECH will publish a book on IMPACT. The book is mainly an edited set of readings.

3. DISSEMINATION ACTIVITIES

The final years of the project was designated as the Demonstration Year. This was supposed to open the project for observation by interested parties, especially from the international community. However, visitors came even before the Demonstration Year.

Unfortunately, the list of visitors during the Demonstration Year is quite long, it was decided not to include it in this report. Instead, however, we included in Appendix W a list of foreign visitors who came to visit the IMPACT sites during its operation (1974-1979) in the Philippines and in Indonesia.

A. ACTIVITIES AT INNOTECH

At INNOTECH, and among INNOTECH staff members, particularly of the Research Division, dissemination activities awere in the following forms:

1. Training Division

At the Training Division - For each of the 3-month and 6-month courses, time is given to the discussion of educational innovations. Invariably, IMPACT is the subject of one or two sessions during which time a member of the Research Division is invited to handle the session. Furthermore, one module is on IMPACT.

Each training group, too, is taken to Sapang Palay for observation and more discussions.

Quantitatively, there are as many recipients of this type of dissemination as there had been trainees, from the time INNOTECH moved to Manila.

2. Orientation Talks

All international visitors to INNOTECH even if their purpose is not specifically to observe IMPACT, were given an orientation on IMPACT.

As materials for orientation of visitors, INNOTECH prepared/ produced the following:

a) a brochure on IMPACT/PAMONG for distribution to visitors.

b) bulletin board display, diagrams, charts and other visuals on various components of IMPACT.

c) a slide-tape presentation of IMPACT. The script of this was used as the main content of a module for the trainees of the Training Division. (Please see Appendix Y)

B. ACTIVITIES AT SITES

The most common way by which the project staff engaged in dissemination activities was as invited speakers to seminars, workshops and conferences. Almost invariably, it was the Project Directors who were invited.

The list of the occasions may be found in Appendix X.

4. IDRC - INNOTECH FILM PRODUCTION ON PROJECT IMPACT

In March 1978, IDRC, in cooperation with INNOTECH, produced a film on the IMPACT experiment. The IDRC representatives, Mr. Don Simpson and Mr. Neil McKee, came to INNOTECH to carry out the filming in the three Philippines IMPACT sites, Naga, Lapu-Lapu City and Sapang Palay. Two INNOTECH Staff from the Technical Division assisted Mr. McKee in the filming. The same IDRC team also made the Proyek PAMONG filming in Solo, Indonesia.

Two separate films were produced entitled, Project IMPACT: The Overview (38 minutes) and Project IMPACT: The System (37 minutes). Both films are available at the INNOTECH Center and at the IDRC Regional Office in Singapore, and for purchase at Graphic Films Limited, Ottawa, Canada.

5. IMPLEMENTATION PLANS OF PROJECT IMPACT

Because Project IMPACT has convincingly shown its economy, effectiveness and applicability in any type of school, it has spurred interest from various sectors. In fact, plans have been made by the Ministry of Education and Culture of the two host countries, Indonesia and the Philippines, to continue the implementation of IMPACT/PAMONG in the original and extension sites even after the termination of the project.

There are also plans to utilize the PAMONG in other areas in Indonesia, while in the Philippines, an expanded tryout has been planned to be launched in school year 1980-1981 in some selected schools in the thirteen regions of the country.

CHAPTER VII:

DISPOSITION OF EQUIPMENT

It was inevitable that Project IMPACT acquired needed equipment, materials and books, both for the research aspect as well as for the tryout of the management system. Moreover, the project itself produced reusable learning materials in the form of modules, manuals, and other learning materials.

Under the provisions of Article 8, Items 1 and 2 of the Agreement between the Government of the Republic of the Philippines and the Southeast Asian Ministers of Education Organization, all these materials and equipment become the property of INNOTECH. (The text of Article 8 on Items 1 and 2 on Property of the Organization is in Appendix V-1). The fact, however, is that INNOTECH have no need of most of these. A decision was, therefore, reached to donate them to the M.O.E. of the Philippines and Indonesia.

It was opportune that Dr. Ivan Head, President of IDRC, was in the Philippines on October 23, 1979. At that time, the equipment and materials of Sapang Palay had already been inventoried. A document, a Deed of Donation was hurriedly prepared and a formal turn over was effected in a simple ceremony. The Regional Director of MEC Region II of the Philippines signed for the M.O.E. of the Philippines. Dr. Sutan Zanti Arbi, Deputy Director of INNOTECH, signed for the MOE of Indonesia.

In the case of the Cebu Project Staff, there were pieces of equipment for which there was some need at the Research Division of INNOTECH. Hence, some of the equipment was shipped to INNOTECH.

It was a condition of the donation that materials and equipment were being donated in the interest of the continuation of the project and eventual expansion of the implementation of the IMPACT system.

In regard to the modules, INNOTECH feels that these should be copyrighted so as to legalize the exclusive ownership/rights to printing and publication which is provided for under PD49 known as the Decree on Protection of Intellectual Property. (See Appendix V-2).

INNOTECH's decision to copyright the modules was in line with the resolution passed at the 19th INNOTECH Governing Board Meeting which stated that "all INNOTECH materials be copyrighted and that such copyright should not impose any restriction of their use of Ministries and Government Office of the SEAMEO Countries".

In its follow-up action to copyright the modules, INNOTECH was advised by the Copyright Office of the Philippine National Library to follow the standard operating procedure being practiced by all government offices in regard to the copyright of printed materials, by simply indicating, "All Rights Reserved" in the printed materials. That, accordingly, will sufficiently serve notice that the material is copyrighted. However, INNOTECH will have to furnish the Copyright Office a copy of its materials being copyrighted.

CHAPTER VIII

PROBLEMS

Like any other research activity of major proportions, Project IMPACT had its own share of problems. The major ones are presented in this Chapter.

A. STAFF PROBLEMS:

1. All the staff members of Project IMPACT are teachers by orientation and experience; all of them never had any experience in research or any previous training in the work each one of them was expected to do for the Project. However, the greatness and nobility of the cause for the research activity emboldened everyone to come up to his role expectations. This boldness was further reinforced by a basic human need - the need to achieve. But such an asset, if it can be considered an asset, was not enough for the staff. They also needed know-how which they got through painstaking snail-paced efforts. What the staff needed was technical assistance from experts. What very little technical knowledge the staff acquired from the time they started work at the Project was gained through reading books as suggested by Dr. Douglas Ellson and which IDRC generously purchased for them.

2. Another limitation was inherent in the nature of the research activity. If the variables had only been mice and guinea pigs as used in laboratory research, things would have been easier. But in a social research like Project IMPACT where the variables are human beings, problems arise from the variables themselves. Human beings are not only bundles of biological traits; they are bundles of need dispositions and value orientations which have been shaped in different socio-psychological backgrounds.

3. The diversity of need dispositions and value orientations of the variables and even among the members of the research staff greatly contributed to all the problems that surfaced during the research activities.

Because of these natural limitations, the staff needed support and assistance, both moral, technical and professional, However, problems submitted in the monthly reports to the Center's Research Staff often did not receive feedback. Since plans submitted for approval by the professional research staff did not receive feedback, the Project Staff carried on their plans in the best way they could.

In the field too, feedback from the I.S., if any, was slow in reaching the writers.

4. Adding to the problems of the field staff was the fact that some field staff members were expected and had to perform functions outside of their roles in IMPACT.

This was true of the Project staff of Lapu-Lapu. Even the PAMONG staff were utilized to assist in the replication in Bali.

5. Up to the end of the project, no solution was reached on how the I.S.'s are to be rated considering their changed roles. It should be noted that the rating scales and policies are based on a type of role of teachers. These are inadequate for the IMPACT I.S. who performs different roles.

Of course no attempt was also made to suggest a rating system.

At least for the Philippines, all qualified I.S.'s were recommended for promotion to "Master Teacher" upon the termination of the project.

6. There was a conflict between some conventional and IMPACT System of reporting.

For example, the I.S.'s complained about the problem of reporting to the District Office because the requirement on enrolment and promotions by the District Office is based on mass promotion at the end of the school year. On the other hand, the record of the child's progress in IMPACT was self-paced and not based on the number of years the child has been in school.

To fulfill the requirements of the District Office and to get their annual clearance, the I.S.'s have to prepare another set of reports, different from those needed for record keeping in the IMPACT System. This necessitated additional work on the part of the I.S's.

7. PAMONG was unable to relocate teachers at the beginning so it was necessary to assign them other functions. One of them was a Registrar.

Since the work of a Registrar does not necessitate similar professional training as the I.S., it was thought at one time to replace the teacher-registrars with non-professionals.

The idea of assigning a non-professional as a registrar replacing the teacher or professional needs profound reconsideration.

If teacher-pupil ratio represents the only reason to justify the idea, it is the increase of the number of pupils and not the decrease of the number of teachers --which seems to be more viable in the Indonesian condition.

Unsettled job description of the registrar in the development of the system represents an indication that assignment of non-professional to function as a registrar might raise additional problems.

B. ADMINISTRATIVE PROBLEMS:

1. Deficiencies in Monitoring and Supervision*

A more systematic and sustained monitoring of Project IMPACT by INNOTECH could not be effected for a number of reasons.

In the first place, INNOTECH had to change venues several times. This is well-known. Changes in the personnel of INNOTECH assigned to monitor and supervise the project are not s well-known.

*Information on the early changes on INNOTECH personnel who monitored Project IMPACT was supplied by Mr. Orlando S. Benoza, Associate Specialist of the Training Division, INNOTECH, who has served INNOTECH since December 1973.

Project IMPACT was launched in January, 1974. The original plan was to assign a Desk Officer to monitor each project of INNOTECH. Dr. Fabiana Gloria, a Senior Specialist, was assigned to monitor IMPACT. However, six months later in June, she had to leave INNOTECH.

During the period, January, 1974 to around February, 1975, the INNOTECH Deputy Director, Mr. Winarno, an Indonesian, monitored Proyek PAMONG in Solo. He also made occasional visits to IMPACT in Cebu. Mr. Orlando Claveria, a Filipino, then Head of the Training Division, also made occasional monitoring visits to Project IMPACT in the Philippines. At the same time, Dr. Daryl Nichols, an American Consultant to INNOTECH, assisted both the Philippines and Indonesia projects.

In June, 1974, Dr. Consesa Baduel, then Project Director of IMPACT in Naga, Cebu, resigned. Mr. Claveria was then assigned to direct the project temporarily, and this was up to December, 1974. In turn, he had to return to Saigon in January, 1975 to act as full time head of the Training Division. Dr. Rosetta F. Mante, took over as Project Director up to the termination of the Project.

In March, 1975, Mr. Winarno left INNOTECH, and Dr. Nichols had ceased to give sustained assistance to Proyek PAMONG. By April, 1975, INNOTECH operations in Saigon was closed, and INNOTECH had to transfer to Bangkok.

From May, 1975, until April, 1976 occasional monitoring visits were provided by Mr. Claveria to both sites.

In February, 1976, SEAMES created an internal evaluation Committee to study Project IMPACT. In August of the same year, Dr. Kowit Pravalpruk, who was to serve as head of the Research Division, visited the two sites prior to reporting to INNOTECH. Another visit was made by Dr. Riorita E. Ceniza, and Dr. Tasaniya Punyodyana on November 23-26. By then, INNOTECH had transferred to the Philippines.

With the assumption of Dr. Kowit in August, 1976, he provided the monitoring functions with the assistance of Mrs. Bibiana Q. Corcoro, an Associate Specialist of the Research Division.

In April, 1977, Dr. Jose B. Socrates, was appointed Senior Specialist and the monitoring of IMPACT was assigned to him until the end of the project. He was assisted by Mrs. Corcoro, until May, 1978 when she left INNOTECH, and Dr. Melba A. Tugade from October 3, 1977 up the end of the project.

With the appointment of Mr. Sasbani in February 17, 1977 (an Indonesian) as Associate Specialist, he helped monitor Proyek PAMONG.

However, consultants were available at certain stages.*

2. Public Relations Problem

The most critical problem which initially faced the project was its acceptance, not necessarily by the children but by the professionals, the parents, and the community. It was immediately assumed that objections, even road-blocks will be faced. Hence, general acceptance was not taken for granted.

The issue was met head-on with a vigorous acceptance campaign, starting with the top officials of the provinces where the project sites are located.

Project IMPACT was started by no less than a formal launching during which the presence of representatives of the Ministries of Education; the Provincial Governor, the Regional Education Director, and Municipal Mayor helped to endorse the project to the attending school and community officials and parents. The parents themselves were the object of almost individualized campaign. In the end, the commitment and participation of the parents and the community

*Please see list of Consultants.

was formalized through the creation of local steering committees in each village or barrio.

The disappointment is the academe. The most vocal and virulent criticisms came from professionals even if they never saw the project in operation, nor even understood the concepts and facets of the project.

The negative attitude of some school people toward the Project might have been caused by the feeling of insecurity. The success of the Project may pose a threat to their security as teachers, because the IMPACT system would greatly reduce the demand for teachers with its pupil-teacher ratio as high as 200 to 1.

Several teachers and administrators have campaigned against Project IMPACT and had told the I.S.'s not to do their job well because they feared the unemployment consequences if the Project should succeed.

A high ranking administrator in the Cebu Division of Schools, who used to be detailed to the Project IMPACT, but who was recalled by his immediate superior, delivered negative remarks against the Project over the radio at the start of classes. At another time, he visited Naalad, asked the children a lot of questions in such a manner that the pupils got scared of him, and then concluded that IMPACT

had failed. Still on another occasion, at the meeting of the Federation of PTA Presidents, he also delivered the same remarks about IMPACT's failure, and its being the creation of foreign minds forced down the throats of "poor" Filipinos. All these when the Project was just starting.

Considering the high status of this man in a status-conscious society, one will understand why parents, teachers and other administrators easily believed him. The adverse effects were reflected in the number of IMPACT pupils who transferred to Non-IMPACT schools because their parents were convinced that the Project had done damage to their children's learning.

At a meeting of the Federation of PTA Presidents, two parent leaders supported the stand of the school administrator.

A member of the Municipal legislative assembly of Naga and a retired school principal from Naalad followed the lead of the school administrator and campaigned with parents in Balirong, Pangdan, and Naalad, discouraging parents from enrolling their children in the IMPACT schools; and threatened the I.S.'s that they would send a petition to the President and the Secretary of the Ministry of Education and Culture asking for the complete stoppage of Project IMPACT.

Quite a few teachers, administrators, and community members blurted out biased comments against the Project because of the "dollars that have supported it which other projects never had."

The cooperation and support of the lay and professional communities varied in the degree and kind of support. It is quite evident, however, that this is manifested mainly in material form, and to some extent in various forms of moral support.

In both sites, however, the demands of their struggle for livelihood, frequently prevent parents from fully performing their roles as components in the IMPACT system.

3. Production Problems

a. Initial production problems of the modules were a result of a number of factors most crucial of which was the inexperience of the writers.

To assist the writers, external advisors had to be recruited who were familiar with the writing of modules. In time, the writers developed the necessary skills.

The inexperience of the writers was aggravated in the Philippines by the lack of curriculum guides for the subject specialists' use. In a few cases, the curriculum guides had to be secured at the Central Office in Manila because they were not available to the teachers in the field.

In Indonesia, the problem was compounded when the 1975 curriculum was implemented. The production of modules had to shift accordingly.

There were times when the production staff could not cope with the pupil's demands for the modules. In Cebu, this was aggravated during those months when the local power plant had two-hour brownouts in a day, everyday.

b. The original plan was to write modules per subject area. The result was a proliferation of modules. More modules than could be finished in one year were produced.

This was particularly true of the Philippines. To resolve the problem, it was decided to produce an integrated set of modules following an integrated curriculum.

Nevertheless, since the integrated modules for the Philippines were produced and printed during the Demonstration and final year of the project, this resulted in two serious situations:

1) The integrated modules were not really tried out and tested on children before they were used.

2) Sapang Palay was not able to translate all modules that needed translation. This was necessary because Sapang Palay operated under the bilingual policy of the Ministry of Education. A big factor was the delay in the delivery of the modules from the printer. In effect, Sapang Palay had to use the old set each time there was a lag in the delivery of modules. By the end of the project, Sapang Palay had not completed the necessary translations.

c. Still another production problem resulted from the attempt in the Philippines to produce two kinds of modules: linear and branching. The attendant difficulty was resolved by abandoning the production of branching modules.

Fortunately, this occured early in the production of the integrated modules.

d. One result of the changed role of the teacher is the lack of direct teacher-pupil interaction. This has also deprived the child of a voice model for both English and national language. For the Naga and Lapu-Lapu schools, the local government radio station in Cebu graciously allocated two-half-hour broadcast times for the project. Production of the materials for the voice models was done by the INNOTECH Center in Cebu. For the site in Sapang Palay, cassettes were utilized for voice models.

A problem in the preparation of the programmed materials for Levels I and II is the lack of a recording room and the poor performance of the cassettes. From June to September, 1978, the voice models used the recording room of a local radio station; however, the room was later fully utilized by the station. The cassettes which were purchased within the limits of the budget, are of a cheaper quality. Their performance is rather poor and the voice model is hardly audible to the pupils.

e. The issue of the quality of the modules was not resolved. The project was not able to make a systematic evaluation of the modules.

Attempts at maintaining a good quality were done through the process of editing, very limited informal tryouts and adherence to the Ministry of Education curriculum.

But the issue is unresolved.

For example:

1) A problem which has persisted to the present in module preparation has been the need to "tone down" the language of the modules to the level of the learners. Some of the subject specialists had difficulty presenting the lessons in the pupils' vocabulary level.

2) Pupils' reading problems. The planners of the project presumed that the Grade Four pupils had already acquired comprehension skills in the language of instruction which is not the native language. However, the reading tests administered to the pupils proved the assumptions wrong, and since modularized instruction requires reading comprehension skills for the child to go through the modules successfully, the staff had to undertake measures to enable the child to acquire the much needed reading skills.

3) Difficulty in developing the higher level intellectual skills and abilities such as analysis, synthesis and evaluation through the use of modules.

A solution to this problem would be a continuing improvement of the modules and of the system of delivery of instruction.

4. Physical Plant

The school building in Uling was condemned and the Project Staff had to utilize the multipurpose building of the Department of Local Government and Community Development in the center of the barrio. This building was inadequate to meet the space needs of two hundred pupils. Moreover, it had no campus and was right beside the street used by vehicles of a mining company. It was only in June 1978 when the condemned building was repaired and used.

One of the buildings in Balirong was also considered not safe for children's occupancy. The three-room building that was utilized by more than one hundred sixty pupils was therefore inadequate go meet their space needs.

The walls of one of the buildings in Pangdan collapsed in March, 1977 due to the absence of steel bars for support.

The problem of space is acutely felt on rainy days when the pupils cannot stay outdoors or in the kiosks.

5. The number of Learning Kiosks remained inadequate up to the termination of the project.

The main reason, of course, is financial. Of the few kiosks constructed, some collapsed before the end of the project. They were too small and makeshift.

This is, however, with the exception of the extension site in Sapang Palay where the kiosks were more or less semi-permanent. The local school board assisted in the construction. It is also only in Sapang Palay where the kiosks are of uniform construction.

C. PROBLEMS RELATED TO THE IMPACT SYSTEM:

The IMPACT system, being innovative, has many features different from the conventional system. It was quite natural, therefore, that problems would be encountered in the implementation of these features. In some cases, the problems and their solutions led to a modification of the original design. One such is the production of integrated modules instead of modules per subject, as originally planned.

Other problems related to the IMPACT system include:

1. The I.S.'s were trained only once. It was frequently voiced out that a refresher training would have been profitable.

2. The initial mode for learning through modules was individualized learning. Under this scheme, the child was free to study either in school or at home. One adverse effect was absenteeism. In turn, this resulted in great disparities in both the rates and amount of progress among the pupils.

   The issue was resolved by resorting to peer group learning, and by requiring attendance of at least 150 school days (in the Philippines).

3. The use of high school students as tutors was a two-pronged problem. In the first place, in a rural community, one cannot find many high school students living in the immediate vicinity of the schools. Secondly, very few volunteered to serve as tutors. Those available would come late, are not so interested, and not all effective.

   A standing policy of the Department of Education and Culture (in the case of the Philippines) was a welcome built-in solution.

   The policy requires all high school students to undertake civic action work as pre-requisite to graduation.* Tutoring in IMPACT schools has been accepted as a legitimate civic action work.

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*Department Order #18, s.1977. Please see Appendix O.

4. Absence of an extension of the management system into the secondary level prevented continuous movement or progress before the end of a school year. This was true of the fast learners. To sustain their learning, advanced modules were prepared in the Philippines.

5. Both Programmed Teaching and Peer Group Learning pose potential disciplinary problems.

   A general solution was to place all the Programmed Teaching groups under the immediate supervision of the I.S. The I.S. Aide would then help supervise the peer groups.

6. Programmed teaching depended on upper level pupils. Some of these have irregular attendance; they may not all attend training sessions; they may deviate from the programme; or may even have negative attitudes.

   Sometimes, there were not enough P.T.'s.

7. A related problem is on the type of Programmed Teachers. There had been occasions in different sites to utilize high school students not only as tutors for Levels IV, V, VI as originally conceived, but as P.T.'s.

   The issue points to a need to explore further the possibilities of maximizing available resources if possible on a voluntary basis only.

The question of whether or not a P.T. may deviate from the steps in the item and lesson programs was also an evidence of the fact that P.T. as currently scheduled and practiced is not yet at its maximum efficiency.

Until a more efficient system can be devised, the P.T.'s follow strictly the item programs and deviation may be resorted to only after ensuring mastery and only when necessary.

Up to the end of the project, Proyek PAMONG has not resolved the problem of the effectiveness of Programmed Teaching.

It seems that Programmed Teachers (and tutors) were not as acceptable to the pupils as it was envisioned. Their authority and credibility was not recognized by the children.

Moreover, since Programmed Teaching was an extra job the P.T. himself looked at it as a deterrent to his own progress.

8. Modular learning in IMPACT was often criticized for its deficiency in developing the higher level intellectual skills and abilities - such as analysis, synthesis, and evaluation. No formal evaluative study was undertaken to prove or disprove this.

9. In Indonesia, official school examinations are conducted once a year for the entire system. However, in view of the self-paced nature of PAMONG, the project was granted the privilege of having its pupils take the examination at mid-year. While this is a recognition of an achievement, it also creates a problem for the pupils who pass the test at mid-year. They will need to wait for the regular opening of classes before they can enroll in the lower secondary level.

The school may hold the pupils as tutors and programmed teachers, or for advanced self-study. Nevertheless, there is always the possibility that they will be overlooked by the I.S.'s and may no longer report regularly.

The above has a related problem. The idea of self-pacing resulting from self-study is good in itself. However, to those who will want to go to a high school, there may be a time lag from the time they finish their modules to the next leaving-school examination.

Moreover, in the absence of a secondary school utilizing the PAMONG system, the PAMONG graduate must need to adjust himself to a different mode of learning.

10. Another unsolved problem is that of PATJAR (Tempat Belajar or Learning Posts), Learning Posts are satellites of the

Learning Center, where children may take and learn their modules. Learning posts are basically provided for all the children, especially for those who are reluctant or unable to come to the CLC for some reasons. The crucial problem of Learning Posts is the setting as well as its management. Motivating the out-of-school youth children to regularly attend at the Learning Post is quite a problem.

Its retention capability is rather low. Thus, out of 100 children at the beginning, only 40 maintained after a few months. Very few finished. The lower the grade they dropped from school, the more difficult it is to retain them.

11. The evaluation of student achievement was not planned at the start. There was no time to develop an instrument. Instead, existing tests of the Ministry were used. These did not cover all grades, hence not all the features of IMPACT were systematically tested for efficiency.

D. OTHER PROBLEM

Finally, this terminal report suffers from the fact that it was prepared almost single-handedly by the last INNOTECH Senior Specialist assigned to monitor IMPACT, with direct inputs from the sites only in the form of reports.

This is the main reason, why no recommendations are being advanced in this report.

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APPENDIX A

TITLE OF NAGA IMPACT MODULES

LEVEL I (Nos. 1 to 18)
(BASIC)

Module 1 (Lessons 1-21)

Lesson 1 - Orientation
Lesson 2 - Learning How to Learn
Lesson 3 - Tracing Big Letters
Lesson 4 - Counting from 1-5
Lesson 5 - Sounding Out
Lesson 6 - Writing/Copying One's Name in Big Letters
Lesson 7 - Pointing to the Correct Number of Objects (1-5)
Lesson 8 - Decoding (Cebuano)
Lesson 9 - Tracing Big and Small Letters
Lesson 10 - Counting 1-5
Lesson 11 - Decoding and Sounding Out (Cebuano)
Lesson 12 - Writing Big and Small Letters
Lesson 13 - Reading Numerals 0-5
Lesson 14 - Sounding Out
Lesson 15 - Tracing Big and Small Letters
Lesson 16 - Associating Numerals with Real Objects
Lesson 17 - Decoding (Cebuano)
Lesson 18 - Writing Big and Small Letters from Dictation
Lesson 19 - Associating Numerals with Pictures of Objects
Lesson 20 - Decoding (Cebuano)
Lesson 21 - Tracing Big and Small Letters

Module 2 (Lessons 22-43)

Lesson 22 - Associating Sets of Objects with Numerals
Lesson 23 - Sounding Out
Lesson 24 - Writing Big and Small Letters
Lesson 25 - Tracing Numerals
Lesson 26 - Sounding Out
Lesson 27 - Tracing Big and Small Letters
Lesson 28 - Writing Numerals from Dictation
Lesson 29 - Decoding (Cebuano)
Lesson 30 - Writing Big and Small Letters
Lesson 31 - Counting from 6-10
Lesson 32 - Decoding (Cebuano)
Lesson 33 - Writing One's Name
Lesson 34 - Pointing to the Number of Objects (1-10)
Lesson 35 - Review Game
Lesson 36 - Writing Given Words in Small Letters
Lesson 37 - Making Sets of Ten
Lesson 38 - Sounding Out
Lesson 39 - Writing Given Words in Small Letters
Lesson 40 - Tracing Numerals
Lesson 41 - Decoding (Cebuano)
Lesson 42 - Writing Numerals from Dictation
Lesson 43 - Writing from Dictation

Module 3 (Lessons 44-65)

Lesson 44 - Associating Sets and Numerals
Lesson 45 - Sounding Out
Lesson 46 - Making Sets
Lesson 47 - Decoding (Cebuano)
Lesson 48 - Ordering Sets
Lesson 49 - Reading Sentences
Lesson 50 - Writing Numerals
Lesson 51 - Sounding Out
Lesson 52 - Writing the Missing Numerals 0-10
Lesson 53 - Reading Words
Lesson 54 - Writing from Dictation
Lesson 55 - Order of Numerals
Lesson 56 - Review Game
Lesson 57 - Order of Numerals
Lesson 58 - Reading Syllables
Lesson 59 - Reading Words
Lesson 60 - Solving Word Problems in Addition Orally
Lesson 61 - Reading Sentences
Lesson 62 - Adding Numbers Orally
Lesson 63 - Sounding Out
Lesson 64 - Adding Numerals (Horizontal)
Lesson 65 - Reading Addition Sentences

Module 4 (Lessons 66-87)

Lesson 66 - Reading Syllables/Words
Lesson 67 - Adding Numerals (Vertical)
Lesson 68 - Reading Addition Sentences
Lesson 69 - Reading Sentences
Lesson 70 - Writing from Dictation
Lesson 71 - Reading Number Words
Lesson 72 - Review Game
Lesson 73 - Matching Number Words with Objects
Lesson 74 - Reading Syllables
Lesson 75 - Matching Number Words with Figures
Lesson 76 - Reading Words
Lesson 77 - Writing Numbers in Words
Lesson 78 - Reading Sentences
Lesson 79 - Counting Orally
Lesson 80 - Sounding Out
Lesson 81 - Reading Numerals
Lesson 82 - Writing Numerals
Lesson 83 - Reading Words
Lesson 84 - Writing Numerals from Dictation
Lesson 85 - Reading Sentences
Lesson 86 - Counting Orally
Lesson 87 - Reading Words

Module 5 (Lessons 88-110)

Lesson 88 - Reading Numerals
Lesson 89 - Writing Numerals
Lesson 90 - Reading Words
Lesson 91 - Writing from Dictation
Lesson 92 - Writing Numerals from Dictation
Lesson 93 - Reading Syllables/Words
Lesson 94 - Adding One-Digit Numerals which Sums Up to Ten
Lesson 95 - Reading Sentences
Lesson 96 - Reading Syllables
Lesson 97 - Reading Words
Lesson 98 - Adding Two-Digit Numerals
Lesson 99 - Reading Sentences
Lesson 100 - Counting Orally By Two's
Lesson 101 - Reading Words
Lesson 102 - Reading Sentences
Lesson 103 - Writing Numerals in Multiples of Two
Lesson 104 - Reading Words
Lesson 105 - Reading Sentences
Lesson 106 - Writing Numerals in Multiples of Two
Lesson 107 - Writing from Dictation
Lesson 108 - Reading Words
Lesson 109 - Counting Numerals Orally by Fives
Lesson 110 - Writing Numerals in Multiples of Five

Module 6 (Lessons 111-133)

Lesson 111 - Reading Sentences
Lesson 112 - Counting Orally by Tens
Lesson 113 - Reading Syllables
Lesson 114 - Writing from Dictation
Lesson 115 - Reading Numerals in Multiples of Ten
Lesson 116 - Reading Sentences
Lesson 117 - Writing Numerals from Dictation
Lesson 118 - Reading Syllables/Words
Lesson 119 - Writing Numerals in Multiples of Ten
Lesson 120 - Reading Sentences
Lesson 121 - Reading Syllables
Lesson 122 - Grouping Objects by Tens and Ones
Lesson 123 - Reading Words
Lesson 124 - Writing from Dictation
Lesson 125 - Telling How Many Tens and Ones
Lesson 126 - Writing Two-Digit Numerals
Lesson 127 - Reading Syllables
Lesson 128 - Writing from Dictation
Lesson 129 - Giving the Number Names in Words (Oral)
Lesson 130 - Reading Sentences
Lesson 131 - Writing Number Names in Figures (Dictation)
Lesson 132 - Reading Syllables
Lesson 133 - Writing from Dictation

Module 7 (Lessons 134-155)

Lesson 134 - Naming Numbers
Lesson 135 - Reading Sentences
Lesson 136 - Recognizing Two Ways of Reading Two-Digit Numerals
Lesson 137 - Writing from Dictation
Lesson 138 - Telling How Many Tens and Ones
Lesson 139 - Reading Syllables
Lesson 140 - Reading Words
Lesson 141 - Telling How Many Tens and Ones
Lesson 142 - Reading Sentences
Lesson 143 - Reading Two-Digit Numerals
Lesson 144 - Reading Syllables
Lesson 145 - Writing from Dictation
Lesson 146 - Writing Two-Digit Numerals
Lesson 147 - Reading Sentences
Lesson 148 - Writing Sentences from Dictation
Lesson 149 - Matching Numerals in Words with Pictures
Lesson 150 - Reading Syllables
Lesson 151 - Reading Words
Lesson 152 - Matching Pictures with Number Words
Lesson 153 - Reading
Lesson 154 - Matching Numerals in Figures with Numerals Words
Lesson 155 - Reading

Module 8 (Lessons 156-178)

Lesson 156 - Reading and Matching Numerals in Words with Figures
Lesson 157 - Reading
Lesson 158 - Writing Numerals in Sentences
Lesson 159 - Reading with Comprehension
Lesson 160 - Writing
Lesson 161 - Writing Number Names for Numerals
Lesson 162 - Reading with Comprehension
Lesson 163 - Writing the Correct Sequence of Numerals
Lesson 164 - Reading with Comprehension
Lesson 165 - Writing
Lesson 166 - Writing the Correct Sequence of Numerals
Lesson 167 - Reading Words
Lesson 168 - Reading Sentences
Lesson 169 - Reading a Story
Lesson 170 - Zero in Addition
Lesson 171 - Reading Addition Sentences with Zero
Lesson 172 - Reading Words
Lesson 173 - Reading a Story
Lesson 174 - Writing
Lesson 175 - Column Addition of Two- and One-Digit Numerals
Lesson 176 - Reading Words
Lesson 177 - Reading Sentences
Lesson 178 - Reading with Comprehension

Module 9 (Lessons 179-202)

Lesson 179 - Column Addition of One- and Two-Digit Numerals
Lesson 180 - Reading Words
Lesson 181 - Reading Sentences
Lesson 182 - Reading with Comprehension
Lesson 183 - Addition of Mixed Digits
Lesson 184 - Reading Sentences
Lesson 185 - Reading a Story
Lesson 186 - Writing the Answers to Addition of Mixed Digits
Lesson 187 - Reading Addition Sentences in Column Form
Lesson 188 - Reading Words
Lesson 189 - Reading Story
Lesson 190 - Concept of Subtraction
Lesson 191 - Reading and Translating Words
Lesson 192 - Reading Sentences
Lesson 193 - Answering Subtraction Sentences
Lesson 194 - Reading and Translating Sentences
Lesson 195 - Polite Expressions
Lesson 196 - Written Subtraction (Horizontal)
Lesson 197 - Translating Words
Lesson 198 - Reading Sentences
Lesson 199 - Written Subtraction (Vertical)
Lesson 200 - Reading Subtraction Sentences
Lesson 201 - Reading a Story with Comprehension
Lesson 202 - Writing from Dictation

Module 10 (Lessons 203-227)

Lesson 203 - Zero in Subtraction
Lesson 204 - Pagbabasa at Pagsasalin ng mga Salita
Lesson 205 - Pagbabasa ng mga Pangungusap
Lesson 206 - Answering Basic Subtraction Facts
Lesson 207 - Pagbabasa ng Kuwento
Lesson 208 - Reading and Answering Questions
Lesson 209 - Subtraction of Two-Digit Numerals Without Carrying
Lesson 210 - Pagsasalin ng mga Salita
Lesson 211 - Diktasyon
Lesson 212 - Commutative Property of Addition
Lesson 213 - Pagbabasa ng Kuwento
Lesson 214 - Pag-uunawa sa Kuwentong Binabasa
Lesson 215 - Proving Addition by Subtraction
Lesson 216 - Pagbabasa ng mga Salita sa Kuwento
Lesson 217 - Pagsasalin ng mga Salita sa Cebuano
Lesson 218 - Proving Subtraction by Addition
Lesson 219 - Pagbabasa ng Kuwento
Lesson 220 - Pagbabasa at Pagsasagot ng mga Tanong
Lesson 221 - Inverse Relationship of Addition and Subtraction
Lesson 222 - Pagbabasa at Pagsasalin ng mga Salita
Lesson 223 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 224 - Solving Problems in Addition or Subtraction (Written)
Lesson 225 - Pagbabasa at Pagsasalin ng mga Tanong
Lesson 226 - Pagbabasa ng Kuwento
Lesson 227 - Pagsasagot ng mga Tanong

Module 11(Lessons 228-252)

Lesson 228 - Telling the Correct Order
Lesson 229 - Pagsusulat ng mga Salita
Lesson 230 - Pagbabasa at Pagsasalin ng mga Salita
Lesson 231 - Pagbabasa ng mga Pangungusap
Lesson 232 - Telling the Correct Order
Lesson 233 - Writing Ordinals
Lesson 234 - Pagbabasa ng Kuwento
Lesson 235 - Pagsasagot ng mga Tanong
Lesson 236 - Identifying the Parts of the Clock
Lesson 237 - Pagbabasa at Pagsasalin ng mga Salita
Lesson 238 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 239 - Telling Time by the Hour
Lesson 240 - Pagbabasa ng Kuwento
Lesson 241 - Pagbabasa ng mga Tanong at Paghahanap ng mga Sagot nito sa Kuwento
Lesson 242 - Reading Time by the Hour
Lesson 243 - Pagbabasa ng mga Salita
Lesson 244 - Pagbabagay ng mga Salita at Larawan
Lesson 245 - Writing Time Shown on a Clock
Lesson 246 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 247 - Pagbabasa ng Kuwento at Pagsasagot ng mga Tanong
Lesson 248 - Pagsusulat ng mga Salita
Lesson 249 - Reading Time by Half Hour
Lesson 250 - Pagbabasa at Pagsasalin ng mga Salita
Lesson 251 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 252 - Pagbabasa ng Kuwento

Module 12 (Lessons 253-276)

Lesson 253 - Telling Time Shown on a Clock
Lesson 254 - Pagbabasa at Pagsasalin ng mga Salita
Lesson 255 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 256 - Setting the Hands of the Clock
Lesson 257 - Pagbabasa ng Kuwento
Lesson 258 - Pagbabasa at Pagsasalin ng mga Tanong
Lesson 259 - Pagbabasa at Pagsasalin ng mga Tanong
Lesson 260 - Writing the Time Shown on a Clock
Lesson 261 - Pagsasalin ng mga Salita
Lesson 262 - Pagbabasa ng mga Pangungusap
Lesson 263 - Pagbabasa ng Kuwento
Lesson 264 - Pagbabasa at Pagsasalin ng mga Tanong
Lesson 265 - Pagbabasa at Pagsasagot ng mga Tanong
Lesson 266 - Identifying Philippine Coins
Lesson 267 - Pagsusulat ng mga Salita
Lesson 268 - Pagbabasa at Pagpapares ng mga Salita sa Larawan
Lesson 269 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 270 - Reading Money in Centavos
Lesson 271 - Pagbabasa ng Kuwento
Lesson 272 - Pagbabasa at Pagsasagot ng mga Tanong
Lesson 273 - Writing Money Using the $ or ¢ Signs
Lesson 274 - Pagbabasa at Pagsasalin ng mga Salita
Lesson 275 - Pagbabasa ng Tula
Lesson 276 - Pagbabasa at Pagsasagot ng mga Tanong

Module 13 (Lessons 277-300)

Lesson 277 - Reading Words
Lesson 278 - Reading and Translating Sentences
Lesson 279 - Reading Money with the Peso Sign
Lesson 280 - Pagkompleto sa mga Linya ng Tula
Lesson 281 - Pagbabasa at Pagsasalin ng mga Salita
Lesson 282 - Reading a Story and Answering Questions
Lesson 283 - Writing Money Values Using the Peso Sign
Lesson 284 - Pagsusulat ng mga Salitang Idinidikta
Lesson 285 - Pagbabasa ng Kuwento
Lesson 286 - Pagsusulat ng mga Salitang Idinidikta
Lesson 287 - Reading and Translating Words
Lesson 288 - Reading and Translating Sentences
Lesson 289 - Reading and Answering Questions
Lesson 290 - Identifying Coins of Different Denominations
Lesson 291 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 292 - Pagbabasa ng Kuwento
Lesson 293 - Pagbabasa at Pagsasagot ng mga Tanong Tungkol sa Kuwento
Lesson 294 - Reading and Translating Words
Lesson 295 - Reading and Translating Sentences
Lesson 296 - Reading and Answering Questions
Lesson 297 - Spelling
Lesson 298 - Solving Oral Problems involving Addition and Subtraction
Lesson 299 - Pagbabasa at Pagsasalin ng mga Salita
Lesson 300 - Pagbabasa at Pagsasalin ng mga Pangungusap

Module 14 (Lessons 301-323)

Lesson 301 - Reading and Translating Sentences
Lesson 302 - Reading a Story Orally
Lesson 303 - Addition Involving Money
Lesson 304 - Pagbabasa ng Kuwento
Lesson 305 - Pagbabasa at Pagsasagot ng mga Tanong Tungkol sa Kuwento
Lesson 306 - Pagsusulat ng mga Salitang Idinidikta
Lesson 307 - Reading and Answering Questions
Lesson 308 - Reading and Translating Sentences
Lesson 309 - Subtraction Involving Money
Lesson 310 - Pagbabasa at Pagsasalin ng mga Salita
Lesson 311 - Pagbabasa ng Tula
Lesson 312 - Pagkompleto sa mga Linya ng Tula
Lesson 313 - Reading a Story Orally
Lesson 314 - Reading and Answering Questions
Lesson 315 - Spelling
Lesson 316 - Solving Problems Involving Addition or Subtraction of Money
Lesson 317 - Pagbabasa ng mga Salitang nasa Kuwento
Lesson 318 - Pagbabasa at Pagsasalin ng mga Salita
Lesson 319 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 320 - Pagbabasa at Pangungusap sa mga Kuwento
Lesson 321 - Reading Words Orally
Lesson 322 - Reading Words Orally
Lesson 323 - Counting by 3's

Module 15 (Lessons 324-347)

Lesson 324 - Pagbabasa at Pagsasalin ng mga Salita
Lesson 325 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 326 - Reading Sentences
Lesson 327 - Reading a Story and Answering Questions About It
Lesson 328 - Counting by 4's
Lesson 329 - Pagbasa ng Kuwento
Lesson 330 - Pagbasa at Pagsagot ng mga Tanong Tungkol sa Kuwento
Lesson 331 - Pagsusulat ng mga Salitang Idinidikta
Lesson 332 - Reading and Translating Sentences
Lesson 333 - Reading a Story
Lesson 334 - Reading and Answering Questions About the Story
Lesson 335 - Writing Numerals in Multiples of 3 and 4
Lesson 336 - Pagbabasa at Pagsasalin ng mga Salita
Lesson 337 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 338 - Pagbabasa ng Kuwento
Lesson 339 - Reading Words
Lesson 340 - Reading and Translating Sentences
Lesson 341 - Building the Concept of Multiplication
Lesson 342 - Pagbabasa at Pagsasalin ng mga Salita
Lesson 343 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 344 - Pagbabasa ng Kuwento
Lesson 345 - Pagbabasa at Pagsasagot ng mga Tanong
Lesson 346 - Spelling
Lesson 347 - Review Game

Module 16 (Lessons 348-370)

Lesson 348 - Building the Concept of Multiplication
Lesson 349 - Pagbabasa at Pagsasalin ng mga Salita
Lesson 350 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 351 - Pagbabasa ng Kuwento
Lesson 352 - Pagbabasa at Pagsasalin ng mga Tanong
Lesson 353 - Building the Concept of Multiplication
Lesson 354 - Reading and Translating Sentences
Lesson 355 - Reading a Story
Lesson 356 - Giving the Equivalent of Multiplication Facts in Addition Form
Lesson 357 - Pagbabasa at Pagsasagot ng mga Tanong
Lesson 358 - Pagsusulat ng mga Salitang Idinidikta
Lesson 359 - Reading and Translating Words
Lesson 360 - Reading and Translating Sentences
Lesson 361 - Spelling
Lesson 362 - Answering Multiplication Facts
Lesson 363 - Pagbabasa ng mga Salitang nasa Kuwento
Lesson 364 - Pagkikilala ng mga Larawan
Lesson 365 - Pagbabasa at Pagsasalin ng mga Salita
Lesson 366 - Answering Basic Multiplication Facts
Lesson 367 - Review Game
Lesson 368 - Reading and Translating Sentences
Lesson 369 - Reading a Story
Lesson 370 - Reading and Answering Questions about the Story

Module 17 (Lessons 371-394)

Lesson 371 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 372 - Pagbabasa at Pagsasalin ng mga Tanong
Lesson 373 - Pagbabasa ng Kuwento at Pagsasagot ng mga Tanong
Lesson 374 - Copying and Answering Basic Multiplication Equations
Lesson 375 - Spelling
Lesson 376 - Reading and Translating Sentences
Lesson 377 - Reading the Rhymes
Lesson 378 - Pagbabasa at Pagsasalin ng mga Salita
Lesson 379 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 380 - Answering Basic Multiplication Equations
Lesson 381 - Reading and Translating Words/Phrases
Lesson 382 - Solving Problems in Multiplication
Lesson 383 - Reading and Translating Words/Phrases
Lesson 384 - Pagbabasa ng Kuwento
Lesson 385 - Pagbabasa ng Pangungusap na Sumasagot sa Tanong
Lesson 386 - Reading and Answering Multiplication Equations
Lesson 387 - Reading and Translating Sentences in a Rhyme
Lesson 388 - Reading Rhyming Words and Recognizing Them
Lesson 389 - Spelling
Lesson 390 - Pagpapares ng mga Salita at Larawan
Lesson 391 - Copying and Answering Basic Multiplication Equations
Lesson 392 - Pagbabasa ng Kuwento
Lesson 393 - Pagbabasa at Pagsasalin ng mga Tanong
Lesson 394 - Pagbabasa at Pagsasagot ng mga Tanong

Module 18 (Lessons 395-416)

Lesson 395 - Copying and Answering Basic Multiplication Equations (Vertical)
Lesson 396 - Reading and Translating Words
Lesson 397 - Reading and Translating Sentences
Lesson 398 - Pagsusulat ng mga Salita
Lesson 399 - Pagbabasa ng mga Salita
Lesson 400 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 401 - Pagbabasa at Pagsasagot ng mga Tanong
Lesson 402 - Commutative Property of Multiplication
Lesson 403 - Reading a Story and Answering Questions
Lesson 404 - Reading a Story and Answering Questions
Lesson 405 - Tracing Capital Letters
Lesson 406 - Pagbabasa at Pagsasalin ng mga Salita
Lesson 407 - Pagbabasa ng Kuwento
Lesson 408 - Pagbabasa at Pagsasagot ng mga Tanong
Lesson 409 - Commutative Property of Multiplication
Lesson 410 - Reading and Translating Words
Lesson 411 - Reading and Translating Sentences
Lesson 412 - Reading and Answering Multiplication Equations
Lesson 413 - Reading and Translating Words/Phrases
Lesson 414 - Tracing Small Letters
Lesson 415 - Pagbabasa at Pagsasalin ng mga Salita
Lesson 416 - Reading and Translating Words in a Story

LEVEL II (Nos. 19 to 39)
(BASIC)

Module 19 (Lessons 417-438)

Lesson 417 - Dividing Objects into Equal Parts
Lesson 418 - Pagbabasa at Pagsasalin ng mga Grupo ng mga Salita
Lesson 419 - Tracing Capital Letters
Lesson 420 - Reading and Translating Sentences in a Story
Lesson 421 - Pagbabasa ng Tula
Lesson 422 - Pagbabasa at Pagsasagot ng mga Tanong
Lesson 423 - Identifying Equal Parts in Fractions
Lesson 424 - Reading a Story
Lesson 425 - Following Directions
Lesson 426 - Pagkompleto sa mga Linya ng Tula
Lesson 427 - Tracing Small Letters
Lesson 428 - Identifying Fractions
Lesson 429 - Pagsusulat ng mga Salita
Lesson 430 - Reading and Translating Words
Lesson 431 - Copying Big and Small Letters
Lesson 432 - Reading Fractions
Lesson 433 - Pagsasalin ng mga Salita
Lesson 434 - Pagbabasa ng mga Salita
Lesson 435 - Reading and Translating Sentences
Lesson 436 - Following Directions
Lesson 437 - Spelling
Lesson 438 - Writing the Symbols 1/2, 1/3, 1/4, 1/5

Module 20 (Lessons 439-459)

Lesson 439 - Tracing Capital Letters
Lesson 440 - Pagbabasa at Pagsasalin ng mga Tanong
Lesson 441 - Pagbabasa ng Kuwento
Lesson 442 - Pagbabasa at Pagsasagot ng mga Tanong
Lesson 443 - Reading and Translating Words
Lesson 444 - Recognizing Fractional Parts
Lesson 445 - Tracing Small Letters
Lesson 446 - Pagbabasa at Pagsasalin ng mga Salita
Lesson 447 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 448 - Reading and Translating Sentences
Lesson 449 - Reading Poem
Lesson 450 - Identifying Different Kinds of Fractions
Lesson 451 - Pagbabasa ng Kuwento
Lesson 452 - Pagsusulat ng mga Sagot
Lesson 453 - Writing from Dictation: Big and Small Letters
Lesson 454 - Reading and Translating Words
Lesson 455 - Labeling the Shaded Parts
Lesson 456 - Reading and Translating Sentences
Lesson 457 - Comprehension
Lesson 458 - Pagbabasa ng mga Salita
Lesson 459 - Tracing Big Letters

Module 21 (Lessons 460-480)

Lesson 460 - Pagbabasa at Pagsasalin ng mga Salita
Lesson 461 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 462 - Tracing Small Letters
Lesson 463 - Fractional Parts
Lesson 464 - Spelling
Lesson 465 - Review Game
Lesson 466 - Reading Words in the Dialog
Lesson 467 - Writing from Dictation
Lesson 468 - Pagbabasa at Pagsasalin ng mga Salita
Lesson 469 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 470 - Writing Fractions
Lesson 471 - Reading Sentences
Lesson 472 - Reading the Lines of the Dialog
Lesson 473 - Writing One's Name
Lesson 474 - Pagbabasa at Pagsasalin ng mga Tanong
Lesson 475 - Pagbabasa ng Kuwento
Lesson 476 - Pagbabasa at Pagsasagot ng mga Tanong
Lesson 477 - Recognizing Fractions
Lesson 478 - Reading and Translating Words
Lesson 479 - Reading a Story
Lesson 480 - Reading and Answering Questions

Module 22 (Lessons 481-500)

Lesson 481 - Recognizing Fractional Parts of Sets
Lesson 482 - Pagsusulat ng mga Salitang Idinidikta
Lesson 483 - Pagbabasa at Pagsasalin ng mga Salita
Lesson 484 - Writing Printed Words in Script
Lesson 485 - Review Game
Lesson 486 - Spelling
Lesson 487 - Writing the Fractional Parts of a Whole
Lesson 488 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 489 - Writing Printed Sentences in Script
Lesson 490 - Reading Words
Lesson 491 - Comparing Fractions
Lesson 492 - Pagbabasa ng Kuwento
Lesson 493 - Pagbabasa at Pagsasagot ng mga Tanong
Lesson 494 - Writing Sentences from Dictation
Lesson 495 - Reading Sentences
Lesson 496 - Reading and Translating Questions
Lesson 497 - Reading a Story and Answering Questions About It
Lesson 498 - Solving Problems Orally
Lesson 499 - Pagbabasa ng mga Salita ng nasa Kuwento
Lesson 500 - Pagbabasa at Pagsasalin ng mga Salita

Module 23 (Lessons 501-521)

Lesson 501 - Reading and Translating Sentences
Lesson 502 - Reading a Story
Lesson 503 - Reading and Answering Questions
Lesson 504 - Understanding the Concept of Division
Lesson 505 - Pagbabasa at Pagsasalin ng mga Tanong
Lesson 506 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 507 - Pagbabasa at Pagsasagot ng mga Tanong
Lesson 508 - Reading Basic Division Facts
Lesson 509 - Reading and Translating Sentences
Lesson 510 - Review Game
Lesson 511 - Reading and Translating Words in the Dialog
Lesson 512 - Answering Basic Division Facts Orally
Lesson 513 - Pagbabasa at Pagsasalin ng mga Salita
Lesson 514 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 515 - Reading and Answering Basic Division Facts Orally
Lesson 516 - Reading and Translating Sentences
Lesson 517 - Reading a Dialog and Answering Questions About It
Lesson 518 - Spelling
Lesson 519 - Copying and Answering Basic Division Facts
Lesson 520 - Pagbabasa ng Kuwento
Lesson 521 - Pagbabasa at Pagsasagot ng mga Tanong

Module 24 (Lessons 522-542)

Lesson 522 - Writing Division Sentences to Show Inverse Relationship Between Multiplication & Division
Lesson 523 - Reading Words in a Story
Lesson 524 - Reading a Story
Lesson 525 - Reading and Answering Questions
Lesson 526 - Writing and Answering Basic Division Facts
Lesson 527 - Pagsusulat ng mga Salitang Idinidikta
Lesson 528 - Pagbabasa at Pagsasalin ng mga Salita
Lesson 529 - Copying and Answering Division Facts
Lesson 530 - Reading Words in the Story
Lesson 531 - Solving Problems in Division
Lesson 532 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 533 - Reading Addition Sentences
Lesson 534 - Reading a Story
Lesson 535 - Reading and Answering Questions
Lesson 536 - Knowing How Many Times a Number is Added
Lesson 537 - Pagbabasa ng Kuwento
Lesson 538 - Pagbabasa at Pagsasagot ng mga Tanong
Lesson 539 - Writing Multiplication Sentences for Addition Sentences
Lesson 540 - Review Game
Lesson 541 - Writing from Dictation
Lesson 542 - Reading Repeated Subtraction

Module 25 (Lessons 543-563)

Lesson 543 - Pagbabasa at Pagsasalin ng mga Salita
Lesson 544 - Telling How Many Times a Number is Subtracted
Lesson 545 - Reading and Translating the Lines of a Poem
Lesson 546 - Reading and Recognizing Rhyming Words
Lesson 547 - Writing Division Sentences for Repeated Subtraction
Lesson 548 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 549 - Pagbabasa ng Kuwento
Lesson 550 - Pagbabasa at Pagsasagot ng mga Tanong
Lesson 551 - Renaming Two-Digit Numerals (Written)
Lesson 552 - Recognizing and Translating Words
Lesson 553 - Reading a Story
Lesson 554 - Reading and Answering Questions
Lesson 555 - Renaming Two-Digit Numerals (Written)
Lesson 556 - Pagkikilala at Pagbabasa ng mga Salita
Lesson 557 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 558 - Writing Addition with Renaming
Lesson 559 - Spelling
Lesson 560 - Reading and Translating the Words in the Rhymes
Lesson 561 - Reading Addition with Renaming
Lesson 562 - Pagbabasa ng Kuwento
Lesson 563 - Pagbabasa at Pagsasagot ng mga Tanong

Module 26 (Lessons 564-584)

Lesson 564 - Addition with Carrying
Lesson 565 - Reading and Translating Words
Lesson 566 - Reading Rhymes
Lesson 567 - Reading Addition Sentences
Lesson 568 - Pagsusulat ng mga Parirala
Lesson 569 - Solving Problems in Addition with Carrying
Lesson 570 - Reading and Translating Words
Lesson 571 - Subtraction Terms
Lesson 572 - Pagbabasa at Pagsasalin ng mga Salita
Lesson 573 - Representing Two-Digit Numerals on a Place-Value Board
Lesson 574 - Reading and Translating Sentences
Lesson 575 - Dramatization
Lesson 576 - Reading and Answering Questions
Lesson 577 - Showing Subtraction Equations on the Place-Value Board
Lesson 578 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 579 - Answering Subtraction Equations on the Place-Value Board
Lesson 580 - Spelling
Lesson 581 - Subtraction of Two-Digit Numerals with Borrowing
Lesson 582 - Pagbabasa at Pagsasalin ng mga Tanong
Lesson 583 - Pagbabasa ng Kuwento
Lesson 584 - Pagbabasa ng mga Tanong at Pagsusulat ng mga Sagot

Module 27 (Lessons 585-606)

Lesson 585 - Placing Numerals on the Place-Value Board
Lesson 586 - Reading Three-Digit Numerals
Lesson 587 - Reading and Translating Short Sentences
Lesson 588 - Writing Three-Digit Numerals
Lesson 589 - Pagbabasa at Pagsasalin ng mga Salita
Lesson 590 - Renaming Three-Digit Numerals
Lesson 591 - Reading a Story
Lesson 592 - Reading and Answering Questions
Lesson 593 - Renaming Three-Digit Numerals
Lesson 594 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 595 - Addition of Two and Three-Digit Numerals Without Carrying
Lesson 596 - Reading and Translating Words
Lesson 597 - Addition of Three-Digit Numerals with Carrying in the Ten's Place
Lesson 598 - Reading and Translating Sentences
Lesson 599 - Subtraction of Two and Three-Digit Numerals Without Borrowing
Lesson 600 - Reading and Translating Questions
Lesson 601 - Reading a Story and Answering Questions
Lesson 602 - Subtraction of Three-Digit Numerals with Borrowing in the Ten's Place
Lesson 603 - Reading and Translating Words or Group of Wor
Lesson 604 - Reading Time by Half Hour
Lesson 605 - Pagbabasa ng Kuwento
Lesson 606 - Pagbabasa ng mga Tanong at Pagsusulat ng mga Sagot

Module 28 (Lessons 607-627)

Lesson 607 - Writing Time from Dictation
Lesson 608 - Reading Time by the Hour and Half Hour
Lesson 609 - Reading a Story
Lesson 610 - Reading and Translating Questions
Lesson 611 - Reading and Answering Questions
Lesson 612 - Writing Time Shown on a Clock
Lesson 613 - Pagbabasa at Pagsasalin ng mga Salita
Lesson 614 - Identifying Corners in Geometric Figures
Lesson 615 - Reading and Translating Lines of Rhymes
Lesson 616 - Reading Rhymes
Lesson 617 - Identifying Geometric Figures
Lesson 618 - Reading and Translating Sentences
Lesson 619 - Reading Numerals in Figures (0-9)
Lesson 620 - Reading and Answering Questions
Lesson 621 - Writing Numerals in Figures
Lesson 622 - Spelling
Lesson 623 - Reading and Translating Words
Lesson 624 - Reading Numerals in Words (0-9)
Lesson 625 - Reading and Translating Sentences
Lesson 626 - Reading and Answering Questions
Lesson 627 - Associating Figures with Words

Module 29 (Lessons 628-647)

Lesson 628 - Pagsasalin ng mga Pangungusap
Lesson 629 - Pagsasagot ng mga Tanong
Lesson 630 - Pagbabasa ng Kuwento
Lesson 631 - Pagbabasa at Pagsasagot ng mga Tanong
Lesson 632 - Repeating the Correct Expressions of Greetings and Leavetakings
Lesson 633 - Greeting People and Bidding them Goodbye
Lesson 634 - Reading and Translating Words
Lesson 635 - Reading Number Words and Writing Them in Figures
Lesson 636 - Pagsasalin ng mga Bati
Lesson 637 - Pagsusulat ng mga Salita
Lesson 638 - Saying the Correct Expression for Each Situation
Lesson 639 - Reading and Translating Sentences
Lesson 640 - Reading and Answering Basic Addition Facts Orally
Lesson 641 - Pagsasalin ng mga Pangungusap
Lesson 642 - Pagsasagot ng mga Bati
Lesson 643 - Pagpapares ng mga Salita at Larawan
Lesson 644 - Using Polite Expressions When Receiving Visitors
Lesson 645 - Saying Polite Expressions
Lesson 646 - Reading and Translating Questions
Lesson 647 - Reading and Answering Addition Facts Orally

Module 30 (Lessons 648-668)

Lesson 648 - Reading a Poem
Lesson 649 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 650 - Acting Out a Dialog
Lesson 651 - Reading a Story
Lesson 652 - Reading and Answering Questions
Lesson 653 - Reading Addition Sentences
Lesson 654 - Pagsasalin ng mga Pangungusap
Lesson 655 - Pagbabasa at Pagsasalin ng mga Tanong
Lesson 656 - Pagbabasa ng Kuwento
Lesson 657 - Pagbabasa at Pagsasagot ng mga Tanong
Lesson 658 - Translating Polite Expressions
Lesson 659 - Saying Polite Expressions
Lesson 660 - Reading and Translating Words
Lesson 661 - Reading Addition Sentences in Words and Writing Them in Symbols
Lesson 662 - Copying Words Dictated
Lesson 663 - Writing and Answering Addition Equation
Lesson 664 - Pagsasalin ng mga Pangungusap
Lesson 665 - Pagbabasa ng mga Salita
Lesson 666 - Writing Words from Dictation
Lesson 667 - Reading a Poem
Lesson 668 - Reading and Answering Questions

Module 31 (Lessons 669-688)

Lesson 669 - Solving Problems Orally
Lesson 670 - Pagsasagot ng mga Tanong Tungkol sa Sarili
Lesson 671 - Pagbabasa at Pagsasalin ng mga Salita
Lesson 672 - Translating Cebuano Sentences to English
Lesson 673 - Spelling
Lesson 674 - Answering Subtraction Equation Orally
Lesson 675 - Translating Cebuano Sentences to English
Lesson 676 - Answering Questions About Oneself
Lesson 677 - Review Game
Lesson 678 - Reading Subtraction Sentences
Lesson 679 - Pagsasalin ng mga Pangungusap na Cebuano sa Pilipino
Lesson 680 - Pagsasagot ng mga Tanong sa Pilipino
Lesson 681 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 682 - Pagbabasa ng Kuwento at Pagsasagot ng mga Tanong Tungkol Nito
Lesson 683 - Copying Sentences
Lesson 684 - Reading and Translating Words
Lesson 685 - Answering Subtraction Equations
Lesson 686 - Translating Cebuano Sentences to English
Lesson 687 - Answering Who and Where Questions
Lesson 688 - Checking the Remainder

Module 32 (Lessons 689-707)

Lesson 689 - Pagsasalin ng mga Pangungusap sa Pilipino
Lesson 690 - Pagpapangalan ng mga Bagay na Ginagamit ang Ito at Iyan
Lesson 691 - Pagbabasa at Pagsasalin ng mga Salita
Lesson 692 - Translating Cebuano Sentences to English
Lesson 693 - Answering Where Questions
Lesson 694 - Reading a Story
Lesson 695 - Reading and Translating Questions
Lesson 696 - Answering Questions About the Story
Lesson 697 - Reading and Answering Subtraction Facts with Zero
Lesson 698 - Pagsasalin ng mga Pangungusap sa Pilipino
Lesson 699 - Pagpapangalan ng mga Bagay na Ginagamit ang Ito at Iyan
Lesson 700 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 701 - Writing
Lesson 702 - Reading and Translating Words
Lesson 703 - Solving Problems in Addition or Subtraction
Lesson 704 - Pagsasalin ng mga Pangungusap sa Pilipino
Lesson 705 - Pagsusunod ng mga Utos
Lesson 706 - Pagbabasa ng Kuwento
Lesson 707 - Pagbabasa at Pagsasagot ng mga Tanong

Module 33 (Lessons 708-727)

Lesson 708 - Writing Correct Sentences
Lesson 709 - Translating Cebuano Sentences to English
Lesson 710 - Naming Things Using "It's A _____"
Lesson 711 - Reading and Translating Ordinals
Lesson 712 - Reading a Story
Lesson 713 - Reading and Answering Questions
Lesson 714 - Telling the Correct Ordinals
Lesson 715 - Pagsasalin ng mga Pangungusap sa Pilipino
Lesson 716 - Pagsasagot ng mga Tanong
Lesson 717 - Pagsusulat ng mga Salitang Idinidikta
Lesson 718 - Translating Cebuano Sentences to English
Lesson 719 - Naming Things Using "It's an _____"
Lesson 720 - Associating Sentences with Pictures
Lesson 721 - Reading Ordinals
Lesson 722 - Pagsasalin ng mga Pangungusap sa Pilipino
Lesson 723 - Paggamit ng mga Magalang na Pananalita
Lesson 724 - Pagbabasa at Pagsusulat ng mga Salita
Lesson 725 - Translating Cebuano Sentences to English
Lesson 726 - Answering Questions
Lesson 727 - Reading and Writing Words or Groups of Words

Module 34 (Lessons 728-747)

Lesson 728 - Writing Ordinals in Sequence
Lesson 729 - Naming the Parts of a Clock
Lesson 730 - Pagsasalin ng mga Pangungusap sa Pilipino
Lesson 731 - Paggamit ng mga Magalang na Pananalita
Lesson 732 - Pagbabasa ng mga Pangungusap na nasa Kuwento
Lesson 733 - Copying the Correct Sentences
Lesson 734 - Associating Words with Pictures
Lesson 735 - Reading Time by the Hour
Lesson 736 - Pagbabasa ng Kuwento
Lesson 737 - Pagbabasa at Pagsasagot ng mga Tanong
Lesson 738 - Writing from Dictation
Lesson 739 - Writing from Dictation
Lesson 740 - Reading Time by Half Hour
Lesson 741 - Pagsasalin ng mga Pangungusap sa Pilipino
Lesson 742 - Pagsasagot ng mga Tanong
Lesson 743 - Pagbabasa ng mga Salita na nasa Kuwento
Lesson 744 - Translating Cebuano Sentences to English
Lesson 745 - Reading and Writing Words
Lesson 746 - Reading Time on a Clock
Lesson 747 - Setting the Clock

Module 35 (Lessons 748-766)

Lesson 748 - Pagsasalin ng mga Salita sa Pilipino
Lesson 749 - Pagbabasa at Pagsusulat ng mga Salita
Lesson 750 - Translating Cebuano Sentences to English
Lesson 751 - Answering Questions
Lesson 752 - Writing Time Shown on a Clock
Lesson 753 - Pagsasalin ng mga Salita sa Pilipino
Lesson 754 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 755 - Pagbabasa at Pagsasagot ng mga Tanong
Lesson 756 - Saying the Lines of the Poem
Lesson 757 - Reading and Translating Sentences
Lesson 758 - Reading a Story
Lesson 759 - Reading, Translating and Answering Questions
Lesson 760 - Reading Numerals in Multiples of Ten
Lesson 761 - Pagsasalin ng mga Salita sa _____.
Lesson 762 - Pagsusulat ng mga Salita na Idinidikta
Lesson 763 - Translating Cebuano Sentences to English
Lesson 764 - Reading and Writing Words
Lesson 765 - Writing Multiples of Ten in Figures
Lesson 766 - Reading Numerals in Words (Multiples of Ten)

Module 36 (Lessons 767-785)

Lesson 767 - Describing Shapes of Objects
Lesson 768 - Answering Questions by Describing Shapes of Objects
Lesson 769 - Writing Number Words in Figures
Lesson 770 - Reading and Translating Sentences
Lesson 771 - Reading a Story
Lesson 772 - Associating Numerals in Figures with Words
Lesson 773 - Pagbibilang
Lesson 774 - Pagbibilang
Lesson 775 - Reading Numerals in Figures
Lesson 776 - Pagpapares ng mga Salita
Lesson 777 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 778 - Writing Words
Lesson 779 - Writing Words from Dictation
Lesson 780 - Reading and Translating Sentences
Lesson 781 - Reading a Story
Lesson 782 - Writing Numerals in Figures
Lesson 783 - Pananong na Ilan
Lesson 784 - Pagsasagot ng mga Tanong
Lesson 785 - Reading Number Words

Module 37 (Lessons 786-806)

Lesson 786 - Pagbabasa ng Kuwento
Lesson 787 - Pagsasagot ng mga Tanong
Lesson 788 - Associating Words with Figures
Lesson 789 - Use of This Is
Lesson 790 - Parts of the Body
Lesson 791 - Writing and Reading Numerals in Figures and Writing them in Words
Lesson 792 - Reading and Translating Words
Lesson 793 - Spelling
Lesson 794 - Writing How Many Tens and Ones There are in Two-Digit Numerals
Lesson 795 - Pagsasalin ng mga Salita
Lesson 796 - Pagsasagot ng mga Tanong
Lesson 797 - Pagbabasa at Pagsasaling ng mga Pangungusap
Lesson 798 - Reading Two-Digit Numerals
Lesson 799 - Use of <u>These Are</u> with Some Parts of the Body
Lesson 800 - Identifying Some Parts of the Body Using <u>These Are</u>
Lesson 801 - Reading Words in a Story
Lesson 802 - Writing Two-Digit Numerals
Lesson 803 - Use of Some Action Words with Some Parts of the Body
Lesson 804 - Reading and Translating Sentences
Lesson 805 - Reading and Answering Questions
Lesson 806 - Renaming Two-Digit Numerals

Module 38 (Lessons 807-827)

Lesson 807 - Pagsasalin ng mga Pangungusap
Lesson 808 - Pagsasagot ng mga Tanong
Lesson 809 - Renaming Two-Digit Numerals
Lesson 810 - Pagbabasa ng Kuwento
Lesson 811 - Pagbabasa at Pagsasagot ng mga Tanong
Lesson 812 - Reading Three-Digit Numerals
Lesson 813 - Answering Questions
Lesson 814 - Reading Three-Digit Numerals
Lesson 815 - Pagbasa ng mga Salita
Lesson 816 - Pagsasalin ng mga Salita
Lesson 817 - Renaming Three-Digit Numerals
Lesson 818 - Translating Sentences
Lesson 819 - Answering Questions
Lesson 820 - Writing Expanded Notations
Lesson 821 - Paggamit ng mga Salitang Nagsasabi ng Kulay sa Paglalarawan ng mga Bagay
Lesson 822 - Paglalarawan
Lesson 823 - Reading Fractions
Lesson 824 - Describing Animals (Translating)
Lesson 825 - Describing Animals
Lesson 826 - Reading Words
Lesson 827 - Reading Paragraphs and Supplying Missing Letters

Module 39 (Lessons 828-846)

LEVEL III (Nos. 40 to 90)
(BASIC)

Module 40 (Lessons 847-866)

Lesson 847 - Pagngangalan ng mga Araw
Lesson 848 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 849 - Writing and Adding Three One-Digit Addends
Lesson 850 - Naming the Days of the Week
Lesson 851 - Using Ordinals with the Days of the Week
Lesson 852 - Writing the Days of the Week
Lesson 853 - Reading and Translating Words
Lesson 854 - Two-Digit Addends Without Carrying
Lesson 855 - Pagsasalin ng mga Pangungusap
Lesson 856 - Pagsasagot ng mga Tanong
Lesson 857 - Adding Numerals without Carrying
Lesson 858 - Pagbabasa ng Kuwento
Lesson 859 - Pagbabasa at Pagsasagot ng mga Tanong
Lesson 860 - Writing the Days of the Week from Dictation
Lesson 861 - Naming the Months of the Year
Lesson 862 - Reading and Translating Sentences
Lesson 863 - Writing Three-Digit Numerals from Dictation
Lesson 864 - Pagkilala ng mga Pangalan ng Buwan
Lesson 865 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 866 - Using Ordinals with the Months of the Year

Module 41 (Lessons 867-886)

Lesson 867 - Reading a Paragraph
Lesson 868 - Reading and Answering Questions
Lesson 869 - Recognizing the Lowest Numeral
Lesson 870 - Pagsasalin ng mga Pangungusap sa Filipino
Lesson 871 - Pagsasagot ng mga Tanong
Lesson 872 - Pagbabasa ng Kuwento
Lesson 873 - Pagbabasa at Pagsasagot ng mga Tanong
Lesson 874 - Arranging Numerals from Highest to Lowest
Lesson 875 - Answering Questions Using Ordinals with the Months of the Year
Lesson 876 - Writing the Months of the Year
Lesson 877 - Reading and Writing Words
Lesson 878 - Reading and Translating Sentences
Lesson 879 - Adding Three-Digit Addends in Column Without Carrying
Lesson 880 - Pagsasalin ng mga Pangungusap sa Filipino
Lesson 881 - Pagsasagot ng mga Tanong
Lesson 882 - Pagbabasa ng Kuwento
Lesson 883 - Writing from Dictation
Lesson 884 - Reading a Story
Lesson 885 - Reading and Answering Questions
Lesson 886 - Adding in Column without Carrying

Module 42 (Lessons 887-907)

Lesson 887 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 888 - Pagsusulat ng mga Salita at Pangungusap na Idinidikta
Lesson 889 - Translating Cebuano Sentences to English
Lesson 890 - Answering When Questions
Lesson 891 - Adding Renamed Numerals without Regrouping
Lesson 892 - Review Game
Lesson 893 - Writing from Dictation
Lesson 894 - Pagsasalin ng mga Pangungusap sa Pilipino
Lesson 895 - Pagngangalan sa mga Bahagi ng Bahay
Lesson 896 - Pagbabasa at Pagsasalin ng mga Salita
Lesson 897 - Adding Three-Digit Addends with Regrouping in the Ten's Place
Lesson 898 - Copying Correct Abbreviations
Lesson 899 - Writing Abbreviations
Lesson 900 - Reading and Translating Words in the Story
Lesson 901 - Reading and Translating Sentences
Lesson 902 - Adding Three-Digit Addends with Carrying Up to the Hundreds Place
Lesson 903 - Pagsasalin ng mga Pangungusap sa Pilipino
Lesson 904 - Pagsasagot ng mga Tanong
Lesson 905 - Pagbabasa at Pagsasalin ng mga Tanong
Lesson 906 - Pagbabasa ng Kuwento
Lesson 907 - Pagbabasa at Pagsasagot ng mga Tanong

Module 43 (Lessons 908-926)

Lesson 908 - Adding Three-Digit Addends with Regrouping Up to the Hundreds Place
Lesson 909 - Subtracting Three-Digit Numerals without Borrowing
Lesson 910 - Translating Cebuano Sentences to English
Lesson 911 - Answering Questions
Lesson 912 - Reading a Story
Lesson 913 - Reading and Answering Questions
Lesson 914 - Subtracting Renamed Numerals without Borrowing
Lesson 915 - Pagsasalin ng mga Pangungusap sa Pilipino
Lesson 916 - Pagsasagot ng mga Tanong
Lesson 917 - Pagbabasa at Pagsasalin ng mga Salita
Lesson 918 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 919 - Translating Cebuano Sentences to English
Lesson 920 - Answering Questions
Lesson 921 - Reading and Writing Words
Lesson 922 - Reading and Translating Sentences
Lesson 923 - Subtracting Three-Digit Numerals with Borrowing in the One's Place
Lesson 924 - Reading and Translating Sentences
Lesson 925 - Pagsasalin ng mga Pangungusap sa Pilipino
Lesson 926 - Pagsasagot ng mga Tanong

Module 44 (Lessons 927-944)

Lesson 927 - Pagbabasa ng Kuwento
Lesson 928 - Pagbabasa at Pagsasagot ng mga Tanong
Lesson 929 - Subtraction of Three-Digit Numbers with Borrowing
Lesson 930 - Translating Cebuano Sentences to English
Lesson 931 - Telling a Sentence About a Picture
Lesson 932 - Reading a Story
Lesson 933 - Reading and Answering Questions
Lesson 934 - Writing from Dictation
Lesson 935 - Solving Problems Involving Addition or Subtraction of Three-Digit Numerals
Lesson 936 - Recognizing Numerals Greater than a Certain Numeral
Lesson 937 - Pagsasalin ng mga Pangungusap sa Pilipino
Lesson 938 - Pagsasagot ng mga Tanong
Lesson 939 - Pagbabasa at Pagsasalin ng mga Salita at Pangungusap
Lesson 940 - Multiplication of Two- by One-Digit Numerals without Carrying
Lesson 941 - Translating Cebuano Sentences to English
Lesson 942 - Telling a Sentence about a Picture
Lesson 943 - Reading and Writing Words
Lesson 944 - Reading and Translating Lines of the Poem
Lesson 945 - The Terms in Multiplication

Module 45 (Lessons 946-966)

Lesson 946 - Pagsasalin ng mga Pangungusap sa Pilipino
Lesson 947 - Pagsasagot ng mga Tanong
Lesson 948 - Pagbabasa ng Kuwento
Lesson 949 - Pagbabasa at Pagsasagot ng mga Tanong
Lesson 950 - Multiplication of Three-Digit by One-Digit Numerals without Carrying
Lesson 951 - Translating Cebuano Sentences to English
Lesson 952 - Reading a Poem
Lesson 953 - Reading Questions and Writing Answers
Lesson 954 - Multiplication of Two- by One-Digit Numerals with Carrying
Lesson 955 - Pagsasalin ng mga Pangungusap sa Pilipino
Lesson 956 - Pagsasagot ng mga Tanong
Lesson 957 - Pagsusulat ng mga Salita at Pangungusap na Idinidikta
Lesson 958 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 959 - Multiplication of Three-Digit by One-Digit Numerals with Carrying
Lesson 960 - Saying Commands
Lesson 961 - Following Commands
Lesson 962 - Naming Pictures
Lesson 963 - Reading and Writing Groups of Words
Lesson 964 - Multiplication of Two- and Three-Digit by One-Digit Numerals
Lesson 965 - Pagsasalin ng mga Pangungusap sa Pilipino
Lesson 966 - Pagsasagot ng mga Tanong

Module 46 (Lessons 967-987)

Lesson 967 - Pagbabasa ng Kuwento
Lesson 968 - Pagbabasa at Pagsasagot ng mga Tanong
Lesson 969 - Solving Problems in Multiplication
Lesson 970 - Acting Out a Dialog
Lesson 971 - Reading and Answering Questions
Lesson 972 - Translating "What" Questions with the "Ing" Form of the Verbs
Lesson 973 - Answering "What" Questions with the "Ing" Form of the Verbs
Lesson 974 - Reading Fractions
Lesson 975 - Pagsasalin ng mga Pangungusap
Lesson 976 - Pagsasagot ng mga Tanong
Lesson 977 - Pagbabasa ng mga Salita
Lesson 978 - Writing Fractions
Lesson 979 - Translating Sentences
Lesson 980 - Answering Questions
Lesson 981 - Reading and Translating Sentences
Lesson 982 - Shading Fractional Parts of Sets
Lesson 983 - Pagsasalin ng mga Pangungusap
Lesson 984 - Pagsasagot ng mga Tanong
Lesson 985 - Pagbabasa ng mga Pangungusap at Pagpapares ng mga Larawan
Lesson 986 - Pagsasalin at Pagsasagot ng mga Tanong
Lesson 987 - Recognizing Fractional Parts of Sets

Module 47 (Lessons 988-1007)

Lesson 988 - Translating Sentences
Lesson 989 - Answering Questions
Lesson 990 - Reading a Story
Lesson 991 - Reading and Answering Questions
Lesson 992 - Recognizing Fractional Parts of Whole Numbers
Lesson 993 - Pagsasalin ng mga Pangungusap
Lesson 994 - Pagbabasa at Pagsasalin ng mga Salita
Lesson 995 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 996 - Fractional Parts in Whole Numbers
Lesson 997 - Writing Words from Dictation
Lesson 998 - Writing Sentences from Dictation
Lesson 999 - Spelling
Lesson 1000 - Reading and Translating Words
Lesson 1001 - Identifying Fractional Parts of whole Numbers
Lesson 1002 - Pagsasagot ng mga Tanong
Lesson 1003 - Paglalarawan
Lesson 1004 - Pagbabasa ng Kuwento
Lesson 1005 - Pagbabasa at Pagsasagot ng mga Tanong
Lesson 1006 - Identifying Coins and Bills
Lesson 1007 - Writing Sentences

Module 48 (Lessons 1008-1027)

Lesson 1008 - Reading and Translating Sentences
Lesson 1009 - Making Money Equivalents
Lesson 1010 - Writing Sentences Correctly
Lesson 1011 - Writing Sentences from Dictation
Lesson 1012 - Reading Decimal Notations for Money
Lesson 1013 - Writing Decimal Notations for Money
Lesson 1014 - Pagsasalin ng mga Pangungusap
Lesson 1015 - Paglalarawan
Lesson 1016 - Reading Decimal Notations for Money
Lesson 1017 - Pagsusulat ng mga Pangungusap
Lesson 1018 - Pagbabasa ng mga Salita
Lesson 1019 - Writing Decimal Notations for Money
Lesson 1020 - Reading and Writing Decimal Notations for Money
Lesson 1021 - Writing Sentences from Dictation
Lesson 1022 - Translating Sentences
Lesson 1023 - Answering Questions
Lesson 1024 - Using a Calendar
Lesson 1025 - Pagsasalin ng mga Pangungusap
Lesson 1026 - Paglalarawan
Lesson 1027 - Answering Questions

Module 49 - (Lessons 1028-1048)

Lesson 1028 - Translating Sentences
Lesson 1029 - Answering Questions
Lesson 1030 - Reading a Story
Lesson 1031 - Reading and Answering Questions
Lesson 1032 - The Calendar
Lesson 1033 - Pagsasalin ng mga Pangungusap
Lesson 1034 - Pagsasagot ng mga Tanong
Lesson 1035 - Pagsasalin ng mga Salita
Lesson 1036 - Pagbabasa at Pagsasalin ng mga Pangungusap
Lesson 1037 - Translating Sentences
Lesson 1038 - Translating Sentences
Lesson 1039 - Answering Questions
Lesson 1040 - Reading and Translating Sentences
Lesson 1041 - Answering Questions
Lesson 1042 - Pagsasalin ng mga Magalang na Pananalita
Lesson 1043 - Pagbabasa ng Kuwento
Lesson 1044 - Pagbabasa at Pag-Uunawa ng mga Pangungusap
Lesson 1045 - Translating Sentences
Lesson 1046 - Answering Questions
Lesson 1047 - Writing Sentences
Lesson 1048 - Pagsasagot ng mga Tanong

Module 50 (Lessons 1049-1067)

Lesson 1049 - Pagbabasa at Pagsasalin ng mga Tanong
Lesson 1050 - Pagbabasa ng Kuwento
Lesson 1051 - Pagsasagot ng mga Tanong
Lesson 1052 - Multiplying Two-Digit Numbers by One-Digit with Zero in the Multiplicand
Lesson 1053 - Translating Sentences
Lesson 1054 - Answering Questions
Lesson 1055 - Reading a Story
Lesson 1056 - Reading and Answering Questions
Lesson 1057 - Multiplying Three-Digit Numbers by One-Digit with Zero in the Multiplicand
Lesson 1058 - Pagsasalin ng mga Pangungusap
Lesson 1059 - Pagsasagot ng mga Tanong
Lesson 1060 - Pagsusulat ng mga Tanong
Lesson 1061 - Multiplying Two-Digit and Three-Digit Numerals with Zero in the Multiplicand
Lesson 1062 - Translating Sentences
Lesson 1063 - Answering Questions
Lesson 1064 - Translating Sentences
Lesson 1065 - Answering Questions
Lesson 1066 - Translating Lines of a Rhyme
Lesson 1067 - Reading Rhymes

Module 51 - Learning How to Use Peer Learning Modules
Module 52 - Keeping Clean
Module 53 - The Use of A and An
Module 54 - Plural Forms of Regular Nouns
Module 55 - Plural Forms of Irregular Nouns
Module 56 - The Family
Module 57 - Capitalization and Punctuation
Module 58 - Wastong Pagsulat ng Pangungusap
Module 59 - Reading and Writing Four-Digit Numerals
Module 60 - Use of This/That and These/Those
Module 61 - Wastong Gamit ng Ito, Iyan, at Iyon
Module 62 - Learning About Pronouns
Module 63 - Using Some Verbs
Module 64 - Mga Pandiwa
Module 65 - Addition of 2-and 3-Digit Numerals
Module 66 - Writing Longer Sentences Using Can and Can't
Module 67 - Multiplication of Two-and Three-Digit Numbers
Module 68 - Forming Correct Sentences
Module 69 - Pagbubuo Ng Pangungusap
Module 70 - Social Institutions
Module 71 - What a Good Citizen Does at Home, In School, and In the Community
Module 72 - Suffixes
Module 73 - What and Who Questions
Module 74 - Pagsasagot ng mga Pananong na Ano, Anu-Ano, Sinu-Sino
Module 75 - Solving Multiplication Problems

Module 76 - Use of Apostrophe
Module 77 - Antonyms and Synonyms
Module 78 - Magkakasalungat at Magkakasing Hulugan
Module 79 - Division of Two or Three-Digit Numerals with One-Digit Numeral
Module 80 - Care of the Hair, Eyes, Ears, Hands and Feet
Module 81 - Like and Unlike Fraction
Module 82 - Observations
Module 83 - Whose and Which Questions
Module 84 - Alin at Kanino
Module 85 - Where and Whose Questions
Module 86 - Mga Pananong na Saan, Nasaan, at Kailan
Module 87 - Measuring Objects in Millimeters, Centimeters
Module 88 - Telling Time (To the Minute)
Module 89 - Different Communities Make Up Our Country
Module 90 - Surface Features of the Earth

LEVEL III - ADVANCED MODULES
Total 15

Module 51-A - Counting by 3's and 4's
Module 52-A - Picture Graphs
Module 53-A - Roman Numerals
Module 54-A - Pronouncing S-endings of Words
Module 59-A - Pagbasa at Pagsulat ng mga Bilang
Module 60-A - Pagiging Magalang
Module 71-A - Making and Acknowledging Introductions
Module 71-B - Pagpapakilala
Module 71-C - Using the Telephone
Module 71-D - Pakikipag-usap sa Telepono
Module 80-A - Describing and Making Sets
Module 85-A - Finite and Infinite Sets
Module 89-A - Union of Joint and Disjoint Sets
Module 90-A - Ancient Plants and Animals
Module 90-B - Intersections of Sets

LEVEL IV (Nos. 91 to 172)
(BASIC)

Module 91 - The Development and Conservation of Natural Resources in the Philippines
Module 92 - Why and Who Questions
Module 93 - Mga Pananong na Bakit at Paano
Module 94 - Important Needs
Module 95 - The Community of Nations
Module 96 - Comparison and Classification
Module 97 - Living and Non-Living Things
Module 98 - Getting the Main Idea
Module 99 - Pangunahing Kaisipan
Module 100 - Common and Proper Nouns
Module 101 - Ang Pangngalan
Module 102 - Capitalizations
Module 103 - Abbreviations
Module 104 - Kinds of Plants
Module 105 - A Plant: Its Parts and Functions
Module 106 - Flowers and Seeds: Their Parts and Functions
Module 107 - Food from Plants
Module 108 - Reading and Writing Big Numbers
Module 109 - Getting the Meaning Through Picture and Context Clues
Module 110 - Pagkuha ng Kahulugan
Module 111 - Working Together through the United Nations Organization
Module 112 - Friendly Relations Through Different International
Module 113 - Uses of Plants
Module 114 - Useful Animals
Module 115 - Animal Reproduction
Module 116 - Filipino Customs and Tradition
Module 117 - The Filipino Heritage
Module 118 - Social Discipline
Module 119 - Alphabetizing
Module 120 - Pag-aayos ng mga Salita nang Pa-Abakada
Module 121 - Order of Numerals
Module 122 - Using a Dictionary to Locate Information
Module 123 - Addition of Whole Numbers
Module 124 - The Parts of a Book
Module 125 - Our Filipino Brothers
Module 126 - Subtraction of Whole Numbers
Module 127 - Palabigkasan
Module 128 - Silent Letters
Module 129 - One-Step Word Problems in Addition and Subtraction
Module 130 - Parts of a Sentence

Module 131 - Ang Bahagi ng Pangungusap
Module 132 - Two-Step Word Problems Involving Addition and Subtraction
Module 133 - Kinds of Sentences
Module 134 - Mga Uri ng Pangungusap
Module 135 - Properties of Multiplication
Module 136 - Uses of the Comma and the Colon
Module 137 - Mga Gamit ng Kuwit
Module 138 - Factors, Primes and Multiples
Module 139 - Words with Multiple Meanings
Module 140 - Kinds of Motion
Module 141 - Rotation and Revolution
Module 142 - Friction
Module 143 - Syllabication
Module 144 - Pagpapantig
Module 145 - Compound Words
Module 146 - Mga Salitang Tambalan
Module 147 - Multiplication of Whole Numbers
Module 148 - Building Words with Roots and Affixes
Module 149 - Mga Panlapi
Module 150 - Mga Gamit ng Gitling
Module 151 - The Sun and Its Family
Module 152 - Writing a Paragraph
Module 153 - Ang Aking Talambuhay (Isang Katha)
Module 154 - The Meaning and Properties of Division
Module 155 - Ang Aking Alaga (Katha)
Module 156 - Theme Writing "My Family"
Module 157 - Long Division
Module 158 - Ang Pambansang Awit
Module 159 - Ang Panatang Makabayan
Module 160 - Enjoying and Understanding a Poem About Nature
Module 161 - Using the Correct Form of the Verb In the Present Tense
Module 162 - Safety Practices
Module 163 - Verbs: Their Present and Past Forms
Module 164 - Foreign Influences on Philippine Culture
Module 165 - Simple Past Forms of Irregular Verbs
Module 166 - Composition Writing: A Sunday to Remember
Module 167 - The New Constitution
Module 168 - The Divisibility Rules
Module 169 - Ang Pagpapahaya ng Kilos o Gawa sa Iba't Ibang Panahon
Module 170 - Pagbubuo ng mga Pandiwa sa Tulong ng Panlaping Mag
Module 171 - Rights and Duties of a Filipino Citizen
Module 172 - Isang Karanasan (Katha)

LEVEL IV - ADVANCED MODULES
Total 15

Module 92-A - Pagpapangkat
Module 94-A - Properties of Addition
Module 96-A - Union Diagram
Module 97-A - Layers of the Earth
Module 100-A - Ang Mag-Anak at mag Kamag-Anak
Module 108-A - Reading and Writing Big Number
Module 121-A - Notation of Bases
Module 121-B - Addition of Bases
Module 121-C - Subtraction of Bases
Module 123-A - Integers
Module 129-A - Learning About Expressions and Sentences
Module 136-A - Zeros in Factors and Estimating Products
Module 143-A - Pagbabaybay
Module 151-A - Galaxies
Module 155-A - Division Using the Partial Quotient Method.

LEVEL IV - APPLIED SKILLS
Numbers 1-10

Module 1 - Vegetable Gardening
Module 2 - Preparation of Seedlings
Module 3 - Preparing the Garden
Module 4 - Preparing the Soil for Planting
Module 5 - Pricking, Hardening and Transplanting Seedlings
Module 6 - Taking Care of the Vegetable Garden
Module 7 - Plant Food
Module 8 - Control of Plant Pests and Diseases
Module 9 - Harvesting
Module 10 - Seed Collection

LEVEL V (Nos. 173 to 256)
(BASIC)

Module 173 - Using Has and Have to Help Other Verbs
Module 174 - Following Directions
Module 175 - Word Problems Involving Multiplication and Division
Module 176 - Writing Longer Sentences Using And and When
Module 177 - Verb Forms to Express Future Action
Module 178 - Let's Fight Germs
Module 179 - Needs of Plants
Module 180 - Plant Reproduction
Module 185 - Measures of Capacity
Module 186 - Learning About Count and Mass Nouns
Module 187 - Mga Pangngalang Di-Nabibilang
Module 188 - Words to Use with Count and Mass Nouns in Answering Some Questions
Module 189 - Ilan at Magkano
Module 190 - Writing Decimals in Words and in Figures
Module 191 - Some Special Singular and Plural Nouns
Module 192 - Why Taxes are Necessary in a Democracy
Module 193 - The Responsibilities of the Local and National Government
Module 194 - Communicable Diseases
Module 195 - Addition and Subtraction of Decimals
Module 196 - Word Problems Involving Addition and Subtraction of Decimal
Module 197 - Personal Pronouns
Module 198 - Ang mga Salitang Magagamit sa Halip ng Pangngalan ng Tao
Module 199 - How the Country Maintains Peace and Security
Module 200 - Safeguarding the Health of the Community
Module 201 - How Some of our Laws Protect the Workmen
Module 202 - Learning About Possessive Pronouns
Module 203 - Mga Salitang Nagpapahayag ng Pag-aari
Module 204 - Indefinite Pronouns
Module 205 - Panghalip na Pamatnig
Module 207 - Word Problems Involving Multiplication and Division of Decimals
Module 208 - Affirmative and Negative Statements
Module 209 - Negative and Affirmative Statements, Questions and Tags
Module 210 - Writing a Letter of Invitation
Module 211 - Ang Pagsulat ng Liham na Pasasalamat
Module 212 - Learning About Fractions
Module 213 - Learning About Adjectives
Module 214 - The Three States of Matter
Module 215 - Matter: Its Properties and Its Physical and Chemical Changes

Module 216 - Factors that Promote Growth
Module 217 - The Philippines and the Filipino People
Module 218 - Using Two-Word Adjectives
Module 219 - Ang Mga Salitang Naglalarawan
Module 220 - Learning More About Antonyms
Module 221 - Mga Salitang Magkakabaligtad ang Kahulugan
Module 222 - Kinds of Fractions
Module 223 - Forms of Government
Module 224 - More About Synonyms
Module 225 - Mga Magkakasing Kahulugan
Module 226 - Homonyms
Module 227 - Addition of Fractions
Module 228 - Magnetism
Module 229 - What Can Electricity Do?
Module 230 - Two Kinds of Connections
Module 231 - Light
Module 232 - Sound
Module 233 - Reading Charts and Graphs
Module 234 - Subtraction of Fractions
Module 235 - Using Adverbs of Time and Place
Module 236 - Adverbs of Frequency and Manner
Module 237 - Pagkilala sa Pang-Abay
Module 238 - Learning About the Globe
Module 239 - Weather and Climate
Module 240 - Rain Formation and Typhoons
Module 241 - Figurative Expressions (Simile and Metaphor)
Module 242 - Word Problems Involving Addition and Subtraction
Module 243 - Reasoning
Module 244 - Mga Tugma at mga Bugtong
Module 245 - Making Comparisons
Module 246 - Paghahambing ng mga Pang-uri
Module 247 - Multiplication of Fractions
Module 248 - An Enjoyable Christmas (A Friendly Letter)
Module 249 - Ang Liham na Nag-aanyaya
Module 250 - The Skeletal System
Module 251 - Division of Fractions
Module 252 - Prepositions
Module 253 - The Social Development Program of the Philippines
Module 254 - Word Problems on Multiplication and Division of Fractions
Module 255 - Composition Writing: Writing a Description
Module 256 - Ang Aming Tahanan (Katha)

LEVEL V - ADVANCED MODULES
Total 19

Module 174-A - First Aid
Module 175-A - Systems of Numerations
Module 180-A - Adaptive Structure and Protective Adaptation of Plants
Module 185-A - Measures
Module 191-A - Concrete and Abstract Words

Module 193-A - Philippine Laws Under the New Society
Module 209-A - Using Still and Anymore; Used to and Usually
Module 214-A - Matter its Particles and Atomic Structure
Module 218-A - The Physical Characteristics of a Person
Module 233-A - Interpreting a Schedule
Module 241-A - Figurative Expressions (Personification and Exaggeration)
Module 241-B - Pagpapahalaga ng Isang Tula
Module 244-A - Predictation
Module 245-A - Writing Formal Letters
Module 245-B - Pagsusulat ng Liham Pagbati
Module 248-A - Wastong Paglilibang
Module 253-A - Using a Library
Module 254-A - Filing out Forms
Module 255-A - Tracing Routes

LEVEL V - APPLIED SKILLS
Numbers 11-20

Module 11 - Garden Plan
Module 12 - Planting Plan for Intensive Gardening
Module 13 - Making a House Garden
Module 14-a-Backyard Poultry
Module 14-b-Backyard Piggery
Module 14-c-Goat Raising
Module 15 - Nursery Work and Plant Propagatior
Module 16 - Constructing the Nursery
Module 17 - Propagating and Transplanting Bigger Seeds and Cuttings
Module 18 - Asexual Propagation
Module 19 - Charts and Records
Module 20 - Industrial Arts

LEVEL V - HOME ECONOMIC
Numbers 1-12

Module 1 - Play Activities
Module 2 - Goals, Resources and Management
Module 3 - Making an Apron
Module 4 - Lesson 1 - Reason for Eating Nutritious Snacks
Lesson 2 - The Characteristics of Food Proper for Snacks
Lesson 3 - Things to Consider When We Plan Snacks Enough for a Family
Module 5 - Washing Dishes
Module 6 - Preparing Vegetables
Module 7 - Preparing Snacks
Module 8 - Preparing Native Delicacies
Module 9 - The House
Module 10- Curtains
Module 11- Flower Arrangement
Module 12- Physical Changes at Puberty

A-34

LEVEL VI (Nos. 257-333)
(BASIC)

Module 257 - Words that Limit Meaning
Module 258 - Change Brings Progress and Development
Module 259 - Changing One Unit of Measure to Another and Finding the Perimeter
Module 260 - Two-Word Verbs
Module 261 - Roles of Citizens in Bringing About Change
Module 262 - Cause-Effect Relationships
Module 263 - Dahilan at Bunga
Module 264 - Grouping Animals
Module 265 - How Animals Adapt to their Sorroundings
Module 266 - Understanding the Theme of a Story
Module 267 - Mga Sakilang Tao
Module 268 - Finding the Area of Plane Figures
Module 269 - The Respiratory System
Module 270 - The Functions of the Government in Economic and Social Change
Module 271 - How Man Adapts to His Environment
Module 272 - Household Pests
Module 273 - Getting Proofs for Given Statements
Module 274 - Modifying the Environment
Module 275 - The Natural Resources of our Country
Module 276 - Ratio and Proportion
Module 277 - Food Chain
Module 278 - How Living Things Help Each Other
Module 279 - Human Resources as a Factor for Economic Development
Module 280 - Literal and Implied Meaning
Module 281 - Come and See the Philippines
Module 282 - Joining Sentences and Ideas
Module 283 - Mga Salitang Pandugtong
Module 284 - Ang Pagkakasunod-sunod ng mga Pangyayari
Module 285 - Agricultural Regions of the Philippines and Their Productive Industries
Module 286 - Other Productive Industries in the Philippines
Module 287 - Production
Module 288 - Technology Promotes Progress
Module 289 - Expressing Things by the Hundredths
Module 290 - Pagbibigay ng Panuto
Module 291 - Inviting a Friend to Come and See the Philippines
Module 292 - Simple Machines
Module 293 - Working Together for Economic Growth and Development
Module 294 - Drawing Inferences
Module 295 - Pagtatapos ng Kuwento
Module 296 - Better Life Through Economic Changes and Right Attitudes
Module 297 - Balanced and Unbalanced Forces
Module 298 - Drawing Conclusions
Module 299 - The Growth and Development of Two Socialist Countries
Module 300 - The Correct Use of Some Troublesome Words
Module 301 - Points, Lines, Angles
Module 302 - Words that Signal Comparison on Contrast Relatives

Module 303 - Fact and Fancy
Module 304 - Katotohanan o Opinyon
Module 305 - My Favorite Hero (A Written Composition)
Module 306 - Polygons
Module 307 - Evaluation and Judgment
Module 308 - The Digestive System and the Water Removing System of the Body
Module 309 - Measuring Temperature
Module 310 - Expansion of Liquids
Module 311 - Effects of Heat on Solids
Module 312 - Expansion of Gases
Module 313 - Making a Summary
Module 314 - Ang Aking Kaibigan (Katha)
Module 315 - Centrifugal and Centripetal Forces
Module 316 - Moon and Tides
Module 317 - Making Outlines
Module 318 - Paggawa ng Balangkas
Module 319 - Katha-"Pista sa Aming Bayan"
Module 320 - The Circle
Module 321 - Making Announcements
Module 322 - Paggawa ng Patalastas
Module 323 - Direct and Broken Quotation
Module 324 - Indirect Quotation
Module 325 - Spatial Figures
Module 326 - Using Hope and Wish
Module 327 - Writing Composition: "My Ambition"
Module 328 - The Circulatory System
Module 329 - Understanding Proverbs and Fables
Module 330 - Salawikain
Module 331 - Perceiving Relationships
Module 332 - Stars
Module 333 - Sending Telegrams

LEVEL VI - ADVANCED MODULE
Total 27

Module 258-A - Growth and Progress Through a Democratic Revolution
Module 261-A - Planning Ways of Effecting Changes in the New Society
Module 261-B - Performing One's Role in Effecting Changes in Society
Module 261-C - Verbal Clues
Module 266-A - Composition: A Picture Study
Module 266-B - Classification of Plants
Module 275-A - Sea Resources
Module 276-A - Scale of Drawings and Maps
Module 278-A - Man and His Environment
Module 282-A - Isolating Details in a Story
Module 285-A - Reading a Newspaper
Module 291-A - Using an Encyclopedia
Module 303-A - Muling Pagkukuwento "Ang Unang Pasko"
Module 306-A - Triangles and Quadrilaterals
Module 306-B - Congruence
Module 313-A - Mood of a Story or a Poem
Module 320-A - Finding Areas

Module 321-A - Writing Notes of Thanks and Notes of Congratulations
Module 322-A - Liham na Nakikidalamhati
Module 325-A - Isometric Drawing
Module 326-A - Finding Volumes of Spatial Figures
Module 328-A - Different Work Centers in the Kitchen
Module 329-A - Buricraft
Module 330-A - Coconut Shell Craft
Module 331-A - The Developed and the Developing Nations of the World
Module 331-B - Woodcraft
Module 332-A - Wire and Tin Can Craft

LEVEL VI - APPLIED SKILLS
Numbers 21-30

Module 21 - Standard Lines
Module 22 - Cabinet Drawing
Module 23 - Drawing Part by Part (Orthographic Drawing)
Module 24 - Working Drawings
Module 25 - Midrib Brooms
Module 26 - Paper Beads
Module 27 - Corn Husk Curtain
Module 28 - Bamboo Craft
Module 29 - Basketry
Module 30 - Lanterns and Christmas Tree Decorations

LEVEL VI - HOME ECONOMICS MODULE
Numbers 13-24

Module 13 - Personal Hygiene at Puberty
Module 14 - Planning Meals
Module 15 - Table Manners and Table Service
Module 16 - Cooking Lunch or Supper
Module 17 - Simple Methods of Preserving Food
Module 18 - Appropriate Clothing: Some Factors to Consider
Module 19 - Mending Clothes
Module 20 - Washing Clothes
Module 21 - Making a School Dress
Module 22 - Color and Design
Module 23- Embroidery
Module 24 - Making a Centerpiece

MANUALS

Elementary Agriculture Manuals
Industrial Arts Manual
Home Economics Cooking Manual
Home Economics Sewing Manual

APPENDIX B

INSTRUCTIONAL MATERIALS IN IMPACT SYSTEM

I. Modules: 465

A.	Programmed Teaching Modules	50
B.	Transition Modules	40
C.	Peer Group Learning Modules	243
D.	Advanced Modules	76
E.	Applied Skills Modules	32
F.	Home Economics Modules	24

II. Readers for Radio Lessons 6

A.	Readers for Pilipino	3
B.	Readers for English	3

III. Manuals for H.E. and Applied Skills 4

IV. Scripts for Radio Lessons

V. Aids for Programmed Teaching

A.	Charts	555
B.	Flashcards	213
C.	Worksheets	39
D.	Posters	52
E.	Tachistoscope	21
F.	Toy clocks, wheels of fortune, pocket charts, place value boards.	

VI. Aids for Transition and Peer Group Learning:

A. Maps and Globe
B. Science facilities
C. Tools for Applied Skills
D. Utensils for Home Economics
E. Leaders Books, Answer Sheets, Posttests

VII. ractice Exercises for Spelling, Vocabulary and Math

Grouping of Modules by Levels

LEVEL	INCLUSIVE MODULE NUMBERS				TOTAL NO. OF MODULES
	BASIC	ADVANCED	APPLIED SKILLS	H.E.	
I	1-18	-	-	-	
Total	18	-	-	-	18
II	19-39	-	-	-	
Total	21	-	-	-	21
III P.T.	40-50	-	-	-	
T.L.	51-90	51a,52a,53a, 54a,59a,60a, 71a,71b,71c, 71d,80a,85a, 89a,90a,90b.	-	-	
Total	51	15	-	-	66
IV P.G.	91-172	92a,94a,96a, 97a,100a,108a, 121a,121b,121c, 123a,129a,136a, 143a,151a,155a.	1-10	-	
Total	82	15	10	-	107
V P.G.	173-256	174a,175a,180a, 185a,191a,193a, 209a,214a,218a, 233a,241a,241b, 244a,245a,245b, 248a,253a,254a, 255a.	11-20	1-12	
Total	84	19	10	12	125
VI P.G.	257-333	258a,261a,261b, 261c,266a,266b, 275a,276a,278a, 282a,285a,291a, 303a,306a,306b, 313a,320a,321a, 322a,325a,326a, 328a,329a,330a, 331a,331b,332a.	21-30	13-24	
Total	77	27	10	12	128
GRAND TOTAL	333	76	32	24	465

LEGEND: P.T. = Programmed Teaching
T.L. = Transition Learning
P.G. = Peer Group Learning

NUMBER OF LESSONS COVERED BY POST-TESTS FOR LEVELS 1-3 PROGRAMMED TEACHING

MODULE NUMBERS	LESSON NUMBER
1	1-15; 16-21.
2	22-28; 29-35; 36-43;
3	44-50; 51-57; 58-65.
4	66-73; 74-79; 80-87.
5	88-95; 96-102; 103-110.
6	111-118; 119-126; 127-133.
7	134-141; 142-148; 149-155.
8	156-163; 164-171; 172-178.
9	179-186; 187-194; 195-202.
10	203-211; 212-220; 221-227.
11	228-235; 236-243; 244-252.
12	253-260; 261-269; 270-276.
13	277-284; 285-292; 293-300.
14	301-308; 309-316; 317-323.
15	324-331; 332-338; 339-347.
16	348-355; 356-362; 363-370.
17	371-379; 380-386; 387-394.
18	395-401; 402-409; 410-416.
19	417-423; 424-431; 432-438.
20	439-445; 446-452; 453-459.
21	460-466; 467-473; 474-480.
22	481-491; 492-500.
23	501-510; 511-521.
24	522-532; 533-542.
25	543-554; 555-563.
26	564-573; 574-584.
27	585-595; 596-606.
28	607-617; 618-627.
29	628-637; 638-647.
30	648-657; 658-668.
31	669-678; 679-688.
32	689-697; 698-707.
33	708-717; 718-727.
34	728-737; 738-747.
35	748-757; 758-766.
36	767-775; 776-785.
37	786-795; 796-806.
38	807-816; 817-827.
39	828-837; 838-846.
40	847-856; 857-866.
41	867-876; 877-886.
42	887-897; 898-907.
43	908-917; 918-926.
44	927-935; 936-945.
45	946-956; 957-966.
46	967-977; 978-987.
47	988-996; 997-1007.
48	1008-1017; 1018-1027.
49	1028-1038; 1039-1048.
50	1049-1058; 1059-1067.

TOTAL NUMBER OF POST TESTS= 120

LIST OF DEVICES AND AIDS

I. Printed Devices for Modules 1-50

A. CHARTS: 555 Lessons

LESSON NUMBERS				
5	187-188	398-399	588	848
8-9	190	403-404	591	853-854
12-15	198	407	601	857
17-30	211	409	605	859
32-36	213	411	609-610	869
38-43	216	414	613	872-879
45	223-224	421	615-616	882
47	226	426-427	622	885-888
49	229	429-431	637	896-898
51	233-234	436-438	646	900
53-54	240	441	648	902
56	243	448-449	650-651	905-906
58-61	247-248	451	655-656	909
63-64	252	454	660-662	914
66-72	254-255	456	665	917-918
74	257	460-464	667	921
76	259-260	466-467	671	923
78	263	469	673	927-928
80	267	474-475	681	933-935
83-85	269	477	683-686	939
87	271	479	688	943
89	275	481-484	695	948
90-93	277-278	486-492	700-703	957-958
95-99	280-282	494	706-708	963
101-108	284-288	499-501	713	967
110	291-295	508-509	714-715	969-970
118-121	299-304	511	719-720	977
123-124	306	513-514	725	981
127-128	321-322	518	742	990
132-133	324-327	520	754-755	995
135-137	329	523	759	997
139-140	331-333	527-528	764	999
142	335-340	530-533	770	1007-1008
144-145	342-344	537	777-778	1013
147-148	346	539	780	1018-1019
150-151	349-351	541-543	782	1021
153	353-355	545-546	792-793	1030
155	357-361	548-549	797	1035-1036
157	363	552	801-802	1040
159	365	557	804	1043
160-162	368-369	559-562	810	1046-1047
164	375-377	565	815	1049-1050
167	382	568-569	825-826	1055
176	384	571	830	1060
180	388-390	574	837-840	1066-1067
184	392	580	847	
186	395-396	583	848	

LIST OF DEVICES AND AIDS

I. Printed Devices for Modules 1-50

B. FLASHCARDS: 213 Lessons

LESSON NUMBERS			
11	230-231	446-447	691
16	237-238	450	697
19	241-242	452	708
44	244	457	711
48	247	465	734
55	249-251	468	738
57	258	478	746
73	261-262	485	749
75	264-265	510	762
77	268	512	772
81	270	519	776
88	272	522	794
115	274	551	798
125	276	555-556	806
126	279	558	817
134	297	567	820
136	315	570	823
141	341	572	832-833
143	347-348	576	836
149	356	578	843
152	362	582	846
154	364	584	849
156	366-367	586-587	863
158	371-372	589	883
161	374	592-596	891-893
181	379-381	598-600	908
183	383	603-604	936
191	386-387	607-608	954
192	391	618-620	959
194	393-394	623-628	964
196-197	400	631	985
199-200	402	635	987
203-206	412-413	639-640	992
208-210	415	647	996
212	418	649	1000
215	422-423	652-653	1020
218	428	663	1032
220-222	432-434	668	1044
225	440	677-678	
227	442-444	685	

LIST OF DEVICES AND AIDS

I. Printed Devices for Modules 1-50

C. WORKSHEETS: 39 Lessons

LESSON NUMBERS							
9	36	119	405	438	463	541	1001
15	39	186	409	439	481	612	1010
21	40	233	414	445	484	752	1011
25	103	335	419	459	489	978	1061
27	110	380	427	462	529	982	

I. Printed Devices for Modules 1-50

D. POSTERS: 52 Lessons

LESSON NUMBERS		
50	756	966
268	768	972
364	784	973
390	819	979
417	822	985
455	824	1003
540	841	1014
590	895	1022
614	911	1025
643	920	1028
669	926	1037
710	931	1038
715	933	1045
719	938	1058
720	942	1062
725	947	1064
742	956	
751	962	

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LIST OF DEVICES AND AIDS

I. Printed Devices for Modules 1-50

E. TACHISTOSCOPE: 21 Lessons

LESSON NUMBERS						
378	448	735	766	788	828	994
406	634	740	775	814	845	1012
410	643	760	785	816	974	1016

F. TOY CLOCKS: 3 PIECES IN EACH LEARNING CENTER.

G. WHEEL OF FORTUNE: 3 PIECES IN EACH LEARNING CENTER.

H. TOY MONEY:

A. Coin denominations of Philippine currency on cartolina, drawing.

B. Paper bill denominations of Philippine currency on cartolina.

I. POCKET CHARTS: 3 PIECES IN EACH LEARNING CENTER.

J. PLACE VALUE BOARDS: 3 SETS IN EACH LEARNING CENTER.

Appendix C

NUMBER OF MODULES TRANSLATED/ADAPTED AND ACCOMPANYING MATERIALS PREPARED

NUMBER OF MODULES TRANSLATED/ADAPTED
AND ACCOMPANYING MATERIALS PREPARED

LEVEL	MODULES			ACCOMPANYING MATERIALS PREPARED			REMARKS
	Fully Trans.	Part. Trans.	Adapted	L.B.	PT/WS	C.L.	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
BASIC							
I	1				WS		PTM
I	2				WS		PTM
I	3				WS		PTM
I	4				WS		PTM
I	5				WS		PTM
I	6				WS		PTM
I	7				WS		PTM
I	8				WS		PTM
I	9				WS		PTM
I	10				WS		PTM
I	11				WS		PTM
I	12				WS		PTM
I	13				WS		PTM
I	14				WS		PTM
I	15				WS		PTM
I	16				WS		PTM
I	17				WS		PTM
I	18				WS		PTM
II	19				WS		PTM
II	20				WS		PTM
II	21				WS		PTM
II	22				WS		PTM
II	23				WS		PTM
II	24				WS		PTM
II	25				WS		PTM
II	26				WS		PTM
II	27				WS		PTM
II	28				WS		PTM
II	29				WS		PTM
II	30				WS		PTM
II	31				WS		PTM
II	32				WS		PTM
II	33				WS		PTM
II	34				WS		PTM
II	35				WS		PTM
II	36				WS		PTM
II	37				WS		PTM
II	38				WS		PTM
II	39				WS		PTM
III	40				WS		PTM
III	41				WS		PTM
III	42				WS		PTM
III	43				WS		PTM
III	44				WS		PTM
III	45				WS		PTM
III	46				WS		PTM
III	47				WS		PTM
III	48				WS		PTM
III	49				WS		PTM
III	50				WS		PTM

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
III		51		x	PT		Tr. M
III	52			x	PT		Tr. M
III		53		x	PT		Tr. M
III		54		x	PT		Tr. M
III		55		x	PT		Tr. M
III	56			x	PT		Tr. M
III		57		x	PT		Tr. M
III		58		x	PT		Tr. M
III		59		x	PT		Tr. M
III		60		x	PT		Tr. M
III		61		x	PT		Tr. M
III		62		x	PT		Tr. M
III		63		x	PT		Tr. M
III		64		x	PT		Tr. M
III		65		x	PT		Tr. M
III		66		x	PT		Tr. M
III		67		x	PT		Tr. M
III		68		x	PT		Tr. M
III		69		x	PT		Tr. M
III	70			x	PT		Tr. M
III	71			x	PT		Tr. M
III		72		x	PT		Tr. M
III		73		x	PT		Tr. M
III		74		x	PT		Tr. M
III		75		x	PT		Tr. M
III		76		x	PT		Tr. M
III		77		x	PT		Tr. M
III		78		x	PT		Tr. M
III		79		x	PT		Tr. M
III	80			x	PT		Tr. M
III		81		x	PT		Tr. M
III		82		x	PT		Tr. M
III		83		x	PT		Tr. M
III		84		x	PT		Tr. M
III		85		x	PT		Tr. M
III		86		x	PT		Tr. M
III		87		x	PT		Tr. M
III		88		x	PT		Tr. M
III	89			x	PT		Tr. M
III		90		x	PT		Tr. M
IV	91			x	PT		
IV		92		x	PT		
IV		93		x	PT		
IV	94			x	PT		
IV	95			x	PT		
IV		96		x	PT		
IV		97		x	PT		
IV		98		x	PT		
IV		99		x	PT		
IV		100		x	PT		
IV		101		x	PT		
IV		102		x	PT		
IV		103		x	PT		
IV		104		x	PT		
IV		105		x	PT		
IV		106		x	PT		

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
IV		107		x	PT		
IV		108		x	PT		
IV		109		x	PT		
IV		110		x	PT		
IV	111			x	PT		
IV	112			x	PT		
IV		113		x	PT		
IV		114		x	PT		
IV		115		x	PT		
IV	116			x	PT		
IV	117			x	PT		
IV	118			x	PT		
IV		119		x	PT		
IV		120		x	PT		
IV		121		x	PT		
IV		122		x	PT		
IV		123		x	PT		
IV		124		x	PT		
IV	125			x	PT		
IV		126		x	PT		
IV		127		x	PT		
IV		128		x	PT		
IV		129		x	PT		
IV		130		x	PT		
IV		131		x	PT		
IV		132		x	PT		
IV		133		x	PT		
IV		134		x	PT		
IV		135		x	PT		
IV		136		x	PT		
IV		137		x	PT		
IV		138		x	PT		
IV		139		x	PT		
IV		140		x	PT		
IV		141		x	PT		
IV		142		x	PT		
IV		143		x	PT		
IV		144		x	PT		
IV		145		x	PT		
IV		146		x	PT		
IV		147		x	PT		
IV		148		x	PT		
IV		149		x	PT		
IV		150		x	PT		
IV		151		x	PT		
IV		152		x	PT		
IV		153		x	PT		
IV		154		x	PT		
IV		155		x	PT		
IV		156		x	PT		
IV		157		x	PT		
IV		158		x	PT		
IV		159		x	PT		
IV		160		x	PT		
IV		161		x	PT		
IV	162			x	PT		
IV		163		x	PT		
IV	164			x	PT		

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
IV		165		x	PT		
IV		166		x	PT		
IV	167			x	PT		
IV		168		x	PT		
IV		169		x	PT		
IV		170		x	PT		
IV	171			x	PT		
IV		172		x	PT		
V			173	x	PT		
V			174	x	PT		
V			175	x	PT		
V			176	x	PT		
V			177	x	PT		
V	178			x	PT		
V			179	x	PT		
V			180	x	PT		
V			181	x	PT		
V			182	x	PT		
V			183	x	PT		
V			184	x	PT		
V			185	x	PT		
V			186	x	PT		
V			187	x	PT		
V			188	x	PT		
V			189	x	PT		
V			190	x	PT		
V			191	x	PT		
V	192			x	PT		
V	193			x	PT		
V	194			x	PT		
V			195	x	PT		
V			196	x	PT		
V			197	x	PT		
V			198	x	PT		
V	199			x	PT		
V	200			x	PT		
V	201			x	PT		
V			202	x	PT		
V			203	x	PT		
V			204	x	PT		
V			205	x	PT		
V			206	x	PT		
V			207	x	PT		
V			208	x	PT		
V			209	x	PT		
V			210	x	PT		
V			211	x	PT		
V			212	x	PT		
V			213	x	PT		
V			214	x	PT		
V			215	x	PT		
V	216			x	PT		
V	217			x	PT		
V			218	x	PT		
V			219	x	PT		
V			220	x	PT		
V			221	x	PT		
V			222	x	PT		

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
V	223			x	PT		
V			224	x	PT		
V			225	x	PT		
V			226	x	PT		
V			227	x	PT		
V			228	x	PT		
V			229	x	PT		
V			230	x	PT		
V			231	x	PT		
V			232	x	PT		
V			233	x	PT		
V			234	x	PT		
V			235	x	PT		
V			236	x	PT		
V			237	x	PT		
V	238			x	PT		
V			239	x	PT		
V			240	x	PT		
V			241	x	PT		
V			242	x	PT		
V			243	x	PT		
V			24	x	PT		
V			25	x	PT		
V			26	x	PT		
V			27	x	PT		
V			28	x	PT		
V			29	x	PT		
V	250			x	PT		
V			251	x	PT		
V			252	x	PT		
V	253			x	PT		
V			254	x	PT		
V			255	x	PT		
V			256	x	PT		
VI			257	x	PT		
VI	258			x	PT		
VI			259	x	PT		
VI			260	x	PT		
VI	261			x	PT		
VI			262	x	PT		
VI			263	x	PT		
VI			264	x	PT		
VI			265	x	PT		
VI			266	x	PT		
VI			267	x	PT		
VI			268	x	PT		
VI	269			x	PT		
VI	270			x	PT		
VI	271			x	PT		
VI			272	x	PT		
VI			273	x	PT		
VI	274			x	PT		
VI	275			x	PT		

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
VI			276	x	PT		
VI			277	x	PT		
VI			278	x	PT		
VI	279			x	PT		
VI			280	x	PT		
VI	281			x	PT		
VI			282	x	PT		
VI			283	x	PT		
VI			284	x	PT		
VI	285			x	PT		
VI	286			x	PT		
VI	287			x	PT		
VI	288			x	PT		
VI			289	x	PT		
VI			290	x	PT		
VI			291	x	PT		
VI			292	x	PT		
VI	293			x	PT		
VI			294	x	PT		
VI			295	x	PT		
VI	296			x	PT		
VI			297	x	PT		
VI			298	x	PT		
VI	299			x	PT		
VI			300	x	PT		
VI			301	x	PT		
VI			302	x	PT		
VI			303	x	PT		
VI			304	x	PT		
VI			305	x	PT		
VI			306	x	PT		
VI			307	x	PT		
VI	308			x	PT		
VI			309	x	PT		
VI			310	x	PT		
VI			311	x	PT		
VI			312	x	PT		
VI			313	x	PT		
VI			314	x	PT		
VI			315	x	PT		
VI			316	x	PT		
VI			317	x	PT		
VI			318	x	PT		
VI			319	x	PT		
VI			320	x	PT		
VI			321	x	PT		
VI			322	x	PT		
VI			323	x	PT		
VI			324	x	PT		
VI			325	x	PT		
VI			326	x	PT		
VI			327	x	PT		
VI	328			x	PT		

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
VI			329	x	PT		
VI			330	x	PT		
VI			331	x	PT		
VI			332	x	PT		
VI			333	x	PT		
APPLIED SKILLS							
IV	1			x	PT		
IV	2						PM
IV	3			x	PT		
IV	44			x	PT		
IV	5			x	PT		
IV	6			x	PT		
IV	7			x	PT		
IV	8			x	PT		
IV	9			x	PT		
IV	10			x	PT		
V	11			x	PT		
V	12			x	PT		
V	13					x	PM
V	14-a					x	PM
V	14-b					x	PM
V	14-c					x	PM
V	15			x	PT		
V	16			x	PT		
V	17					x	PM
V	18			x	PT	x	PM
V	19			x	PT		
VI	20			x	PT		
VI	21			x	PT		
VI	22			x	PT		
VI	23			x	PT		
VI	24			x	PT		
VI	25					x	PM
VI	26					x	PM
VI	27					x	PM
VI	28			x	PT	x	PM
VI	29					x	PM
VI	30					x	PM
VI	31					x	PM
HOME ECONOMICS							
V	1			x	PT		
V	2			x	PT		
V	3					x	PM
V	4			x	PT		
V	5				PT		PM
V	6			x	PT		

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
V	7			x	PT		
V	8			x	PT		
V	9			x	PT		
V	10			x	PT		
V	11			x	PT		
VI	12			x	PT		
VI	13			x	PT		
VI	14			x	PT		
VI	15			x	PT		
VI	16			x	PT		
VI	17			x	PT		
VI	18			x	PT		
VI	19					x	PM
VI	20			x	PT		
VI	21			x	PT		
VI	22			x	PT		
VI	23			x			PM
VI	24			x			PM
TOTAL	157	103	126				

SUMMARY:

A. FULLY TRANSLATED - - 100 Basic Modules
33 Applied Skills Modules
24 Home Economics Modules
2 Manuals in Applied Skills
2 Manuals in Home Economics
161 Total

B. PARTIALLY TRANS. - - 103 Basic Modules
17 Advanced Modules
120 Total

C. ADAPTED - - - - - - - 126 Basic Modules
73 Advanced Modules
199 Total

LEGEND:

L
L.B. ---- Leader's Book
P.T. ---- Post-Test
W.S. ---- Worksheet
C.L. ---- Checklist
PTM ---- Programmed Teaching Module
Tr. M---- Transition Module
PM ---- Performance Module

Appendix D

MANAGEMENT FORMS

Form 2

INDIVIDUAL PROGRESS CHART

This is the Individual Progress Chart for each child.

To be most useful and meaningful, it should be accomplished at least weekly by the I. S. using data to be provided by the I. S. Aide.

To minimize paper work, the numbers of the Peer Group or Programmed Teaching modules allocated per grade level are printed in sequence. The indicated numbers of modules completed may thus be compared with the numbers required for a grade level to estimate the progress of a child.

Since each grade level has a different set of modules, there are specific forms to be used for each grade.

The accomplished form should be filed alphabetically by family and by peer or programmed teaching group. It may be helpful if families and groups are assigned appropriate names for identification purposes.

INDIVIDUAL PROGRESS CHART

19__ - 19__

NAME OF PUPIL _____ YEAR LEVEL I

FAMILY _____ GROUP _____ I.S. _____

Module Numbers	Lesson Numbers	Date Posttest Passed	No. of Times Posttest Was Taken	Remarks
1	1-15			
	16-21			
2	22-28			
	29-35			
	36-43			
3	44-50			
	51-57			
	58-65			
4	66-73			
	74-79			
	80-87			
5	88-95			
	96-102			
	103-110			
6	111-118			
	119-126			
	127-133			
7	134-141			
	142-148			
	149-155			
8	156-163			
	164-171			
	172-178			
9	179-186			
	187-194			
	195-202			

Form 1

ATTENDANCE RECORD

The IMPACT system has the same attendance requirements as the conventional system. However, in extreme cases and whenever justified, IMPACT may waive the requirement of attendance for some time.

It is recommended that the regular school Form 1 be utilized but that it should be modified to include additional information.

The listing of names should be alphabetical, by family and by peer or programmed teaching group.

On the first page, after the names of the children, indicate sex, age, year level, and the names of their parents or guardians. Other items of information may be included at the discretion of the teacher.

For the upper level children, a record of the Programmed Teaching assignment is provided in this form. The source of this information is Form 4.

FAMILY _____

GROUP _____

N a m e	Sex	Age	Level	Parent/Guardian

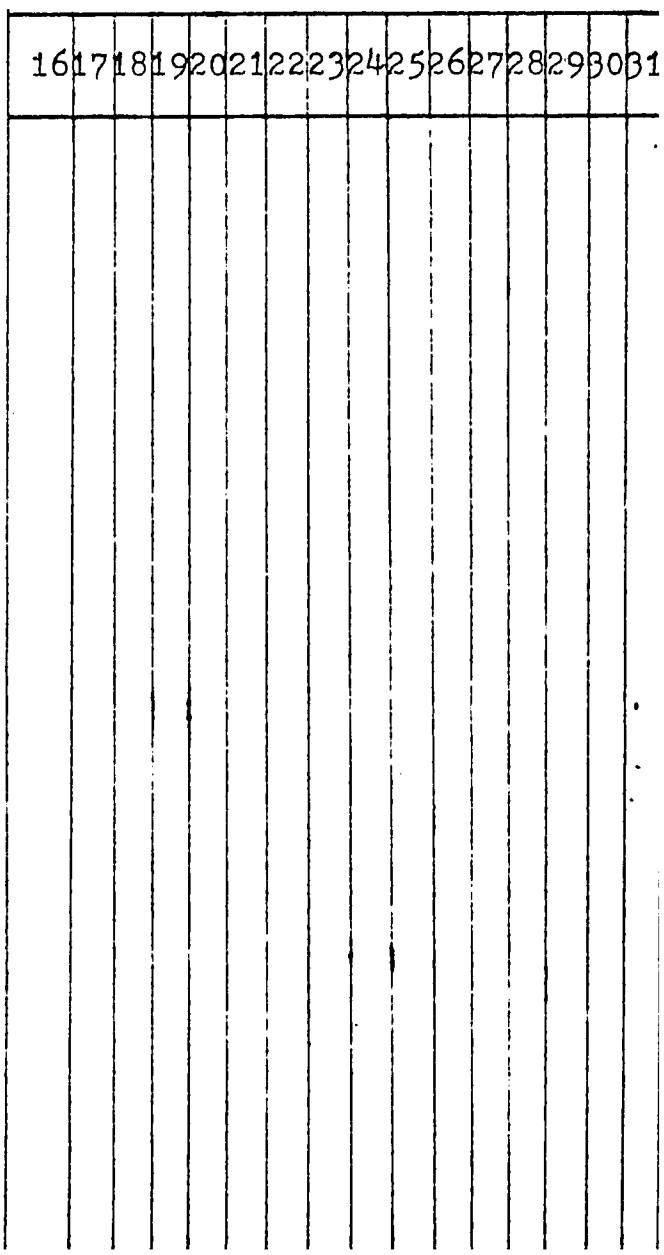
PROGRAMMED TEACHING RECORD

Lesson No.	Date	Lesson No.	Date	

ATTENDANCE

June

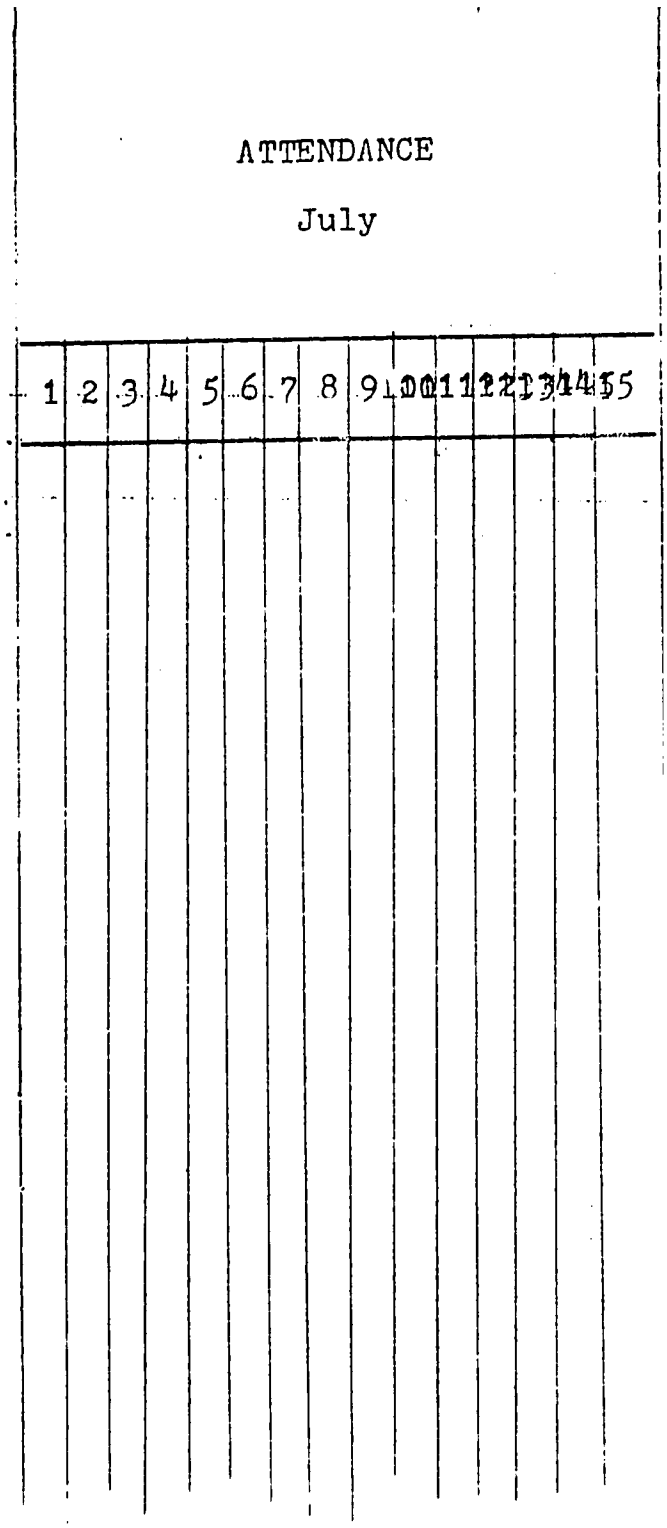
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

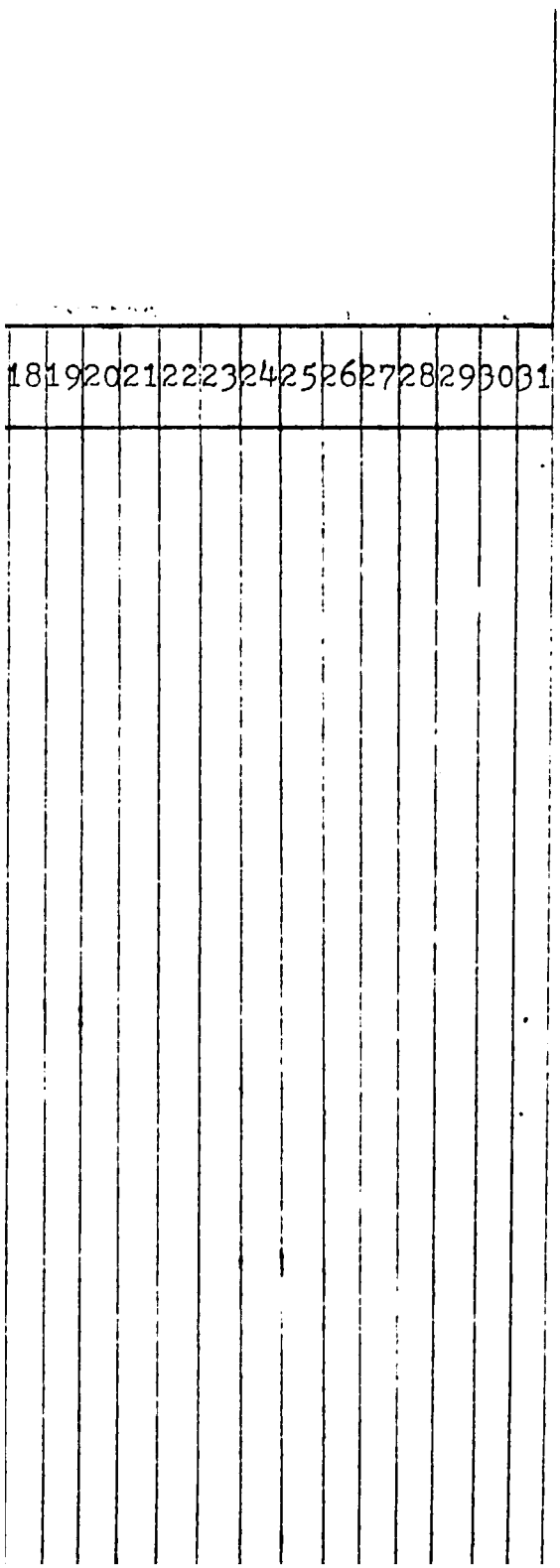

16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

8.

ATTENDANCE

July

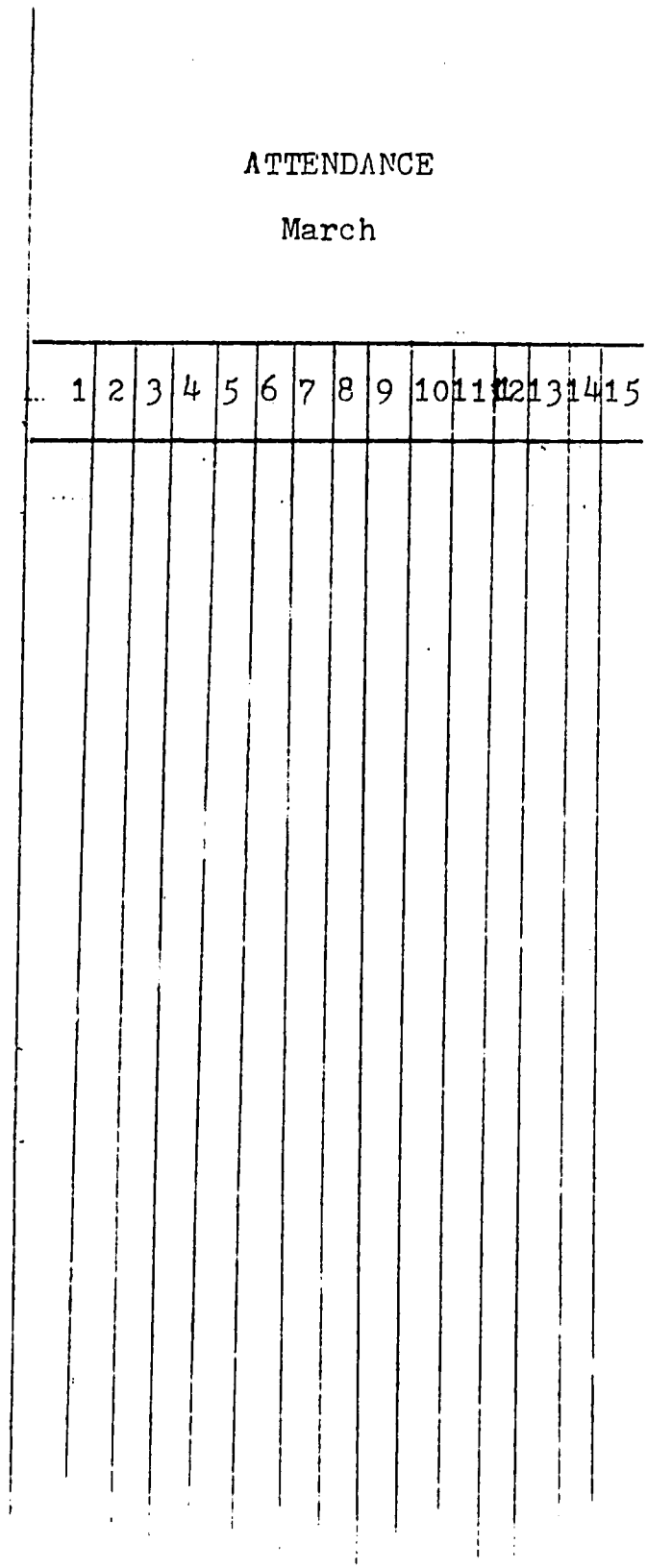


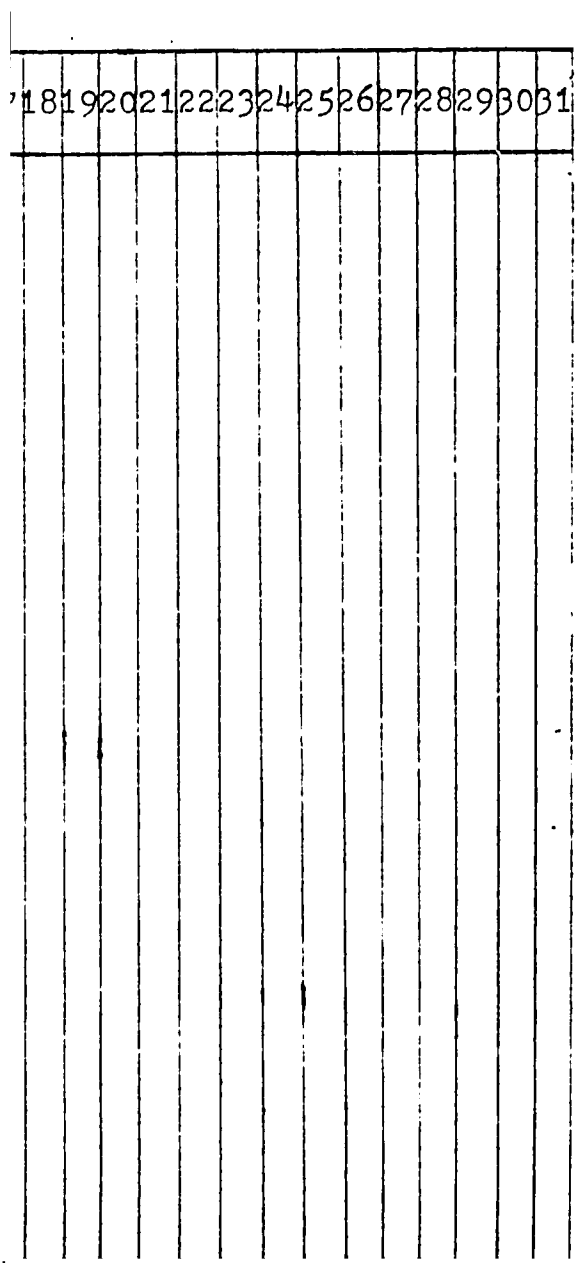

18 19 20 21 22 23 24 25 26 27 28 29 30 31

10

ATTENDANCE

March




18 19 20 21 22 23 24 25 26 27 28 29 30 31

Module Numbers	Lesson Numbers	Date Posttest Passed	No. of Times Posttest Was Taken	Remarks
10	203-211			
	212-220			
	221-227			
11	228-235			
	236-243			
	244-252			
12	253-260			
	261-269			
	270-276			
13	277-284			
	285-292			
	293-300			
14	301-308			
	309-316			
	317-323			
15	324-331			
	332-338			
	339-347			
16	348-355			
	356-362			
	363-370			
17	371-379			
	380-386			
	387-394			
18	395-401			
	402-409			
	410-416			

INDIVIDUAL PROGRESS CHART

19___ - 19___

NAME OF PUPIL _____ YEAR LEVEL II

FAMILY _____ GROUP _____ I.S. _____

Module Numbers	Lesson Numbers	Date Posttest Passed	No. of Times Posttest Was Taken	Remarks
19	417-423			
	424-431			
	432-438			
20	439-445			
	446-452			
	453-459			
21	460-466			
	467-473			
	474-480			
22	481-491			
	492-500			
23	501-510			
	511-521			
24	522-532			
	533-542			
25	543-554			
	555-563			

Module Numbers	Lesson Numbers	Date Posttest Passed	No. of Times Posttest Was Taken	Remarks
26	564-573			
	574-584			
27	585-595			
	596-606			
28	607-617			
	618-627			
29	628-637			
	638-647			
30	648-657			
	658-668			
31	669-678			
	679-688			
32	689-697			
	698-707			
33	708-717			
	718-727			
34	728-737			
	738-747			
35	748-757			
	758-766			
36	767-775			
	776-785			
37	786-795			
	796-806			
38	807-816			
	817-827			
39	828-837			
	838-846			

INDIVIDUAL PROGRESS CHART

19___ - 19___

NAME OF PUPIL _____ YEAR LEVEL III

FAMILY _____ GROUP _____ I.S. _____

Module Numbers	Lesson Numbers	Date Posttest Passed	No. of Times Posttest Was Taken	Remarks
40	847-856			
	857-866			
41	867-876			
	877-996			
42	887-897			
	898-907			
43	908-917			
	918-926			
44	927-935			
	936-945			
45	946-956			
	957-966			
46	967-977			
	978-987			
47	988-996			
	997-1007			
48	1008-1017			
	1018-1027			
49	1028-1038			
	1039-1048			
50	1049-1058			
	1059-1067			

INDIVIDUAL PROGRESS CHART

19___ - 19___

NAME OF PUPIL _____ YEAR LEVEL III

FAMILY _____ GROUP _____ I.S. _____

Module Numbers	Date Post-test Passed	No. of Times Posttest Was Taken	Module Numbers	Date Post-test Passed	No. of Times Posttest Was Taken
ASI					
51			71		
52			72		
53			73		
54			74		
55			75		
56			76		
57			77		
58			78		
59			79		
60			80		
61			81		
62			82		
63			83		
64			84		
65			85		
66			86		
67			87		
68			88		
69			89		
70			90		

INDIVIDUAL PROGRESS CHART

19___ - 19___

...E OF PUPIL _____ YEAR LEVEL III

FAMILY _____ GROUP _____ I.S. _____

Module Numbers	Date Post-test Passed	No. of Times Posttest Was Taken	Module Numbers	Date Post-test Passed	No. of Times Posttest Was Taken
[illegible]					
[illegible]-A					
52-A					
53-A					
54-A					
[illegible]-A					
60-A					
71-A					
[illegible]-B					
71-C					
[illegible]-D					
[illegible]-A					
[illegible]-A					
[illegible]-A					
90-A					
90-B					

INDIVIDUAL PROGRESS CHART

19___ - 19___

NAME OF PUPIL _____ YEAR LEVEL IV

FAMILY _____ GROUP _____ I.S. _____

Module Numbers	Date Post-test Passed	No. of Times Posttest Was Taken	Module Numbers	Date Post-test Passed	No. of Times Posttest Was Taken
91			111		
92			112		
93			113		
94			114		
95			115		
96			116		
97			117		
98			118		
99			119		
100			120		
101			121		
102			122		
103			123		
104			124		
105			125		
106			126		
107			127		
108			128		
109			129		
110			130		
			131		

INDIVIDUAL PROGRESS CHART

ME OF PUPIL _____ YEAR LEVEL IV

MILY _____ GROUP I.S.

Module Numbers	Date Post-test Passed	No. of Times Posttest Was Taken	Module Numbers	Date Post-test Passed	No. of Times Posttest Was Taken
132			152		
133			153		
134			154		
135			155		
136			156		
137			157		
138			158		
139			159		
140			160		
141			161		
142			162		
143			163		
144			164		
145			165		
146			166		
147			167		
148			168		
149			169		
150			170		
151			171		
			172		

INDIVIDUAL PROGRESS CHART

19___ - 19___

NAME OF PUPIL _____ YEAR LEVEL IV

FAMILY _____ GROUP _____ I.S. _____

Module Numbers	Date Post-test Passed	No. of Times Posttest Was Taken	Module Numbers	Date Post-test Passed	No. of Times Posttest Was Taken
ADVANCED			APPLIED	SKILLS	
92-A			1		
94-A			2		
96-A			3		
97-A			4		
100-A			5		
108-A			6		
121-A			7		
121-B			8		
121-C			9		
123-A			10		
129-A					
136-A					
143-A					
151-A					
155-A					

INDIVIDUAL PROGRESS CHART

19___ - 19___

NAME OF PUPIL _____ YEAR LEVEL V

FAMILY _____ GROUP _____ I.S. _____

Module Numbers	Date Post-test Passed	No. of Times Posttest Was Taken	Module Numbers	Date Post-test Passed	No. of Times Posttest Was Taken
173			194		
174			195		
175			196		
176			197		
177			198		
178			199		
179			200		
180			201		
181			202		
182			203		
183			204		
184			205		
185			206		
186			207		
187			208		
188			209		
189			210		
190			211		
191			212		
192			213		
193			214		

INDIVIDUAL PROGRESS CHART

19___ - 19___

NAME OF PUPIL _____ YEAR LEVEL V

FAMILY _____ GROUP _____ I.S. _____

Module Numbers	Date Post-test Passed	No. of Times Posttest Was Taken	Module Numbers	Date Post-test Passed	No. of Times Posttest Was Taken
215			236		
216			237		
217			238		
218			239		
219			240		
220			241		
221			242		
222			243		
223			244		
224			245		
225			246		
226			247		
227			248		
228			249		
229			250		
230			251		
231			252		
232			253		
233			254		
234			255		
235			256		

INDIVIDUAL PROGRESS CHART

19___ - 19___

NAME OF PUPIL _____ YEAR LEVEL V

FAMILY _____ GROUP _____ I.S. _____

Module Numbers	Date Post-test Passed	No. of Times Posttest Was Taken	Module Numbers	Date Post-test Passed	No. of Times Posttest Was Taken
ADVANCED			APPLIED SKILLS		
174-A			11		
175-A			12		
180-A			13		
185-A			14-a		
191-A			14-b		
193-A			14-c		
209-A			15		
214-A			16		
218-A			17		
233-A			18		
241-A			19		
241-B			20		
244-A					
245-A					
245-B					
248-A					
253-A					
254-A					
255-A					

INDIVIDUAL PROGRESS CHART

19___ - 19___

NAME OF PUPIL _____ YEAR LEVEL V

FAMILY _____ GROUP _____ I.S. _____

Module Numbers	Date Post-test Passed	No. of Times Posttest Was Taken	Module Numbers	Date Post-test Passed	No. of Times Posttest Was Taken
HOME ECONOMICS					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

INDIVIDUAL PROGRESS CHART

19___ - 19___

NAME OF PUPIL _____ YEAR LEVEL VI

FAMILY _____ GROUP _____ I.S. _____

Module Numbers	Date Post-test Passed	No. of Times Posttest Was Taken	Module Numbers	Date Post-test Passed	No. of Times Posttest Was Taken
257			278		
258			279		
259			280		
260			281		
261			282		
262			283		
263			284		
264			285		
265			286		
266			287		
267			288		
268			289		
269			290		
270			291		
271			292		
272			293		
273			294		
274			295		
275			296		
276			297		
277			298		

INDIVIDUAL PROGRESS CHART

19___ - 19___

NAME OF PUPIL _____ YEAR LEVEL VI

FAMILY _____ GROUP _____ I.S. _____

Module Numbers	Date Post-test Passed	No. of Times Posttest Was Taken	Module Numbers	Date Post-test Passed	No. of Times Posttest Was Taken
299			317		
300			318		
301			319		
302			320		
303			321		
304			322		
305			323		
306			324		
307			325		
308			326		
309			327		
310			328		
311			329		
312			330		
313			331		
314			332		
315			333		
316					

INDIVIDUAL PROGRESS CHART

19 ___ - 19 ___

NAME OF PUPIL _____ YEAR LEVEL VI

FAMILY _____ GROUP _____ I.S. _____

Module Numbers	Date Post-test Passed	No. of Times Posttest Was Taken	Module Numbers	Date Post-test Passed	No. of Times Posttest Was Taken
ADVANCED 258-A			326-A		
261-A			328-A		
261-B			329-A		
261-C			330-A		
266-A			331-A		
266-B			331-B		
275-A			332-A		
276-A					
278-A					
282-A					
285-A					
291-A					
303-A					
306-A					
306-B					
313-A					
320-A					
321-A					
322-A					
325-A					

INDIVIDUAL PROGRESS CHART

19___ - 19___

NAME _____ YEAR LEVEL VI

FAMILY _____ GROUP _____ I.S. _____

Module Numbers	Date Post-test Passed	No. of Times Posttest Was Taken	Module Numbers	Date Post-test Passed	No. of Times Posttest Was Taken
APPLIED	SKILLS		HOME ECONOMICS		
21			13		
22			14		
23			15		
24			16		
25			17		
26			18		
27			19		
28			20		
29			21		
30			22		
			23		
			24		

Form 3

TEACHER'S DAILY LOG

The change in the role of the professional teacher from direct teaching in a conventional classroom to that of a manager of the learning process in the IMPACT system necessitates that she has ready access to various types of information which she herself puts on record.

There are many ways by which she can accomplish this. The use of form 3 is suggested.

An ordinary notebook will do to last for one school year. In view of the range of information which need to be recorded, it will be convenient if all the information is contained in one page.

Information should be recorded daily.

Under column 5, information includes names of agencies, institutions and services as well as persons.

Column 7 refers to the name of the particular Peer Group for whom assistance was directly given.

In the absence of a notebook of convenient size, the information can be placed in separate forms.

30

TEACHER'S DAILY LOG

Month	Date	POST TESTS GIVEN		COMMUNITY RESOURCE UTILIZATION			
		Mod. No.	Names of Pupils	Names of Resource Persons	Mod. No.	Group	Nature of Assistance
1	2	3	4	5	6	7	8

30

T U T O R S		REMEDIATION OF LEARNING DIFFICULTIES			
Names of Tutor	Names of Pupils	Mod. No.	Names of Pupil(s) Helped	Nature of Difficulty	Remedial Measures
9	10	11	12	13	14

Form 4

PROGRAMMED TEACHING ASSIGNMENT

This form is a daily record of the assignment of Programmed Teachers. It is a source of the same information to be indicated in the permanent record or Form 1.

If no printed form is available, it can be copied in a convenient part of the chalkboard.

The form may be accomplished by the Aide, or the Programmed Teacher himself.

Under the column "Programmed Teaching Group", the numbers 1, 2, 3, 4, and 5 should be replaced with the names of each Programmed Teaching Group under one Instructional Supervisor, e.g., Camia. Add as many columns as there are groups.

An X in the cell under a Programmed Teaching group will indicate that the Programmed teacher concerned was assigned on the specified date for the indicated lesson.

Form 4

COMMUNITY LEARNING CENTER

____________________________ Family

____________________________ Instructional Supervisor

Date	Number		Name of Programmed Teacher	Programmed Teaching Group				
	Mod.	Lesson		1	2	3	4	5

Form 5

LEARNING CONTRACT

The need to sign a contract for a set of modules taken out by a peer group is aimed at instilling responsibility and seriousness in one's study. It also allows a group to study outside of school hours and to assist peer group members who have been absent.

The form for this may be in loose sheets or in a notebook. The latter is preferred and is the one illustrated.

If a notebook is used, the Aide may allot several sheets to each peer group to be used throughout the year.

In the column for "Date Actually Returned," the Aide should indicate the exact date and his initial.

Form 5

LEARNING CONTRACT

Peer Group _____ Family _____ Instructional Supervisor _____

We, the members of Peer Group _____ promise to finish the modules indicated on the dates specified:

Signed:

Name _____ Name _____

Name _____ Name _____

Name _____ Name _____

Date Borrowed	Module Number	Date to be Returned	Signature of Group Leader	Date Actually Returned

Form 6

INDIVIDUAL PROGRESS REPORT

The Individual Progress Report for IMPACT, unlike the report card for the conventional system, is issued monthly in order to make more frequent reports of pupil growth to parents. This is in accordance with the IMPACT concept of getting the maximum involvement of parents in the education of their children.

For the nonmodularized subjects, the rating system used in conventional schools will be utilized.

At the back of Form 6, the I.S. is to indicate in the space provided her overall evaluation of the rate of progress of the child. She should solicit the cooperation and assistance of the parents in effecting remedial measures called for.

In the columns for Required and Completed, indicate the serial numbers of the modules. This information will be more useful and meaningful than the information on just the number of modules.

Form 6

Republic of the Philippines
Ministry of Education and Culture
Region III
Bagong Buhay F Elementary School
San Jose del Monte, Bulacan

INDIVIDUAL PROGRESS REPORT

Name _____ Age _____ Sex _____

School Year _____ Year Level _____

I. S. _____ Family _____

Months	BASIC MODULES		ADVANCED MODULES		APPLIED SKILLS		HOME ECONOMICS	
	Required	Completed	Required	Completed	Required	Completed	Required	Completed
June								
July								
August								
September								
October								
November								
December								
January								
February								
March								

RATINGS ON NON-MODULARIZED SUBJECTS*

SUBJECTS	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March
Music										
Art										
Health										
YAP										
Scouting										

*As in the conventional system, ratings will be in terms of these categoris:

O = Outstanding (91-95)
VS = Very Satisfactory (86-90)
S = Satisfactory
MS = Moderately Satisfactory (71-75)
NI = Needs Improvement (70 down)

This pupil is eligible for admission to Level_____.

_____ Instructional Supervisor

_____ School Principal

Form 6

To the respected parents of _____:

This report serves to inform you of the progress of your child. Please examine it and kindly return it as soon as possible through your child, or personally if you wish.

In addition to the information on the other side of this card, please note the following:

Your child is observed for this month as:

Month	C O M M E N T S	You are requested to sign your name on the space provided for each month.
June		
July		
August		
September		
October		
November		
December		
January		
February		
March		

_____

School Principal

Form 7

_____

_____

_____

_____
School Year

E N D C F T H E Y E A R R E P O R T

_____
Instructional Supervisor

_____
Family

_____
Date Submitted

Names	Sex	Age	Entry Level	MODULE/LESSON PROGRESS								Eligible for Admission to Level
				Basic Modules		Advanced Modules		Applied Skills Modules		Home Economics		
				Required	Completed	Required	Completed	Required	Completed	Required	Completed	

Appendix E

THE PROGRAMS

STEPS IN GROUP TEACHING PROGRAM (GTP)

STEP I. (GIVING THE TASK)

1. PT resents the Task

Example:

I want you to read this sentence.

STEP II. (PROVIDING A MODEL)

1. PT provides a Model

Example:

This is a dog. (The class reads the sentence, "This is a dog".)

STEP III. (CALLING THE PUPILS BY GROUP)

Example:

1. Children on thisside (PT points to the left)
2. Children on this side (PT points to the right)

STEP IV. (CALLING THE PUPILS INDIVIDUALLY)

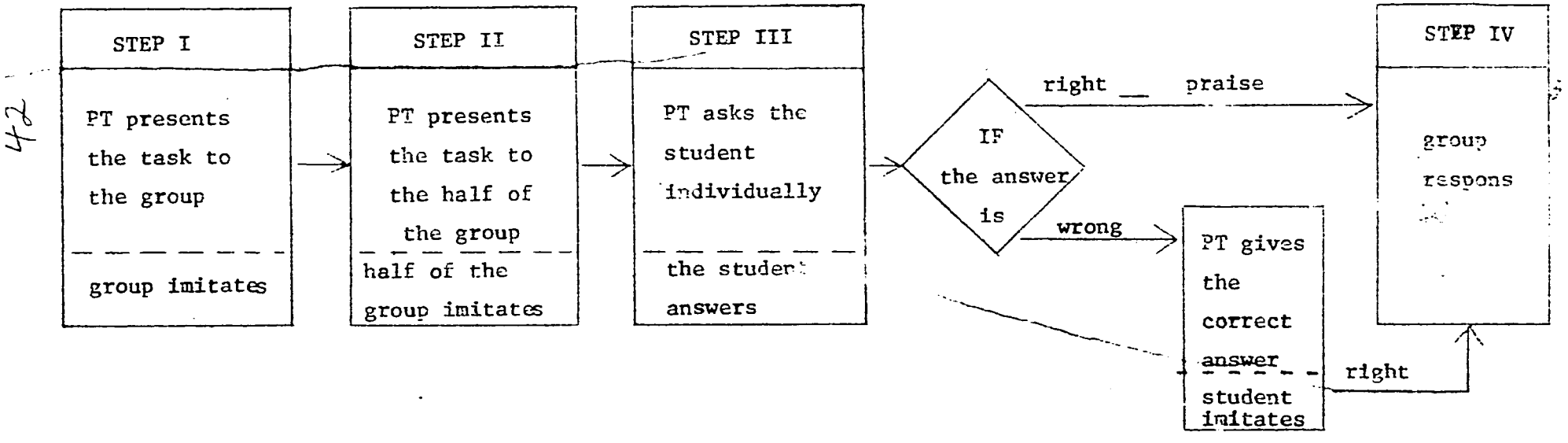
Example:

Jose, read the sentence.

(Jose is chosen first because he is a good reader. Let all the children read individually, calling on the slower readers last.)

GTP

(GROUP TEACHING PROGRAMME)



STEPS IN SIMPLE ITEM PROGRAM FOR GROUPS (SIPG)

This Item Program is used when the lesson task is simple, i.e., it is a single task not requiring analysis into parts. In this program, Steps 2 and 3 are combined into a step.

STEP I. (TEST STEP)

a. Teacher presents the task.

Example:

What is this word?

Example of the word: "MAN"

b. Teacher calls on a pupil.

c. The pupil will read the word, "MAN."

d. If the pupil responds correctly, teacher praises him go to Step 4 (Step 4 is Group Response)

STEP II. (TEACHING STEP)

a. If the pupil cannot read the word "MAN", the teacher will be the one to read the word for the child.

Example:

This word is "MAN".

b. Let the pupil repeat what the teacher reads.

c. When the pupil does so, teacher goes to Step 4 (Group Response) If the response is to point, Step 4 is omitted.

STEP III. (TEACHING STEP) This step is the same as in Step 2 including the procedure.

STEP IV. (GROUP RESPONSE)

a. Teacher asks the group to repeat the correct response.

Example:

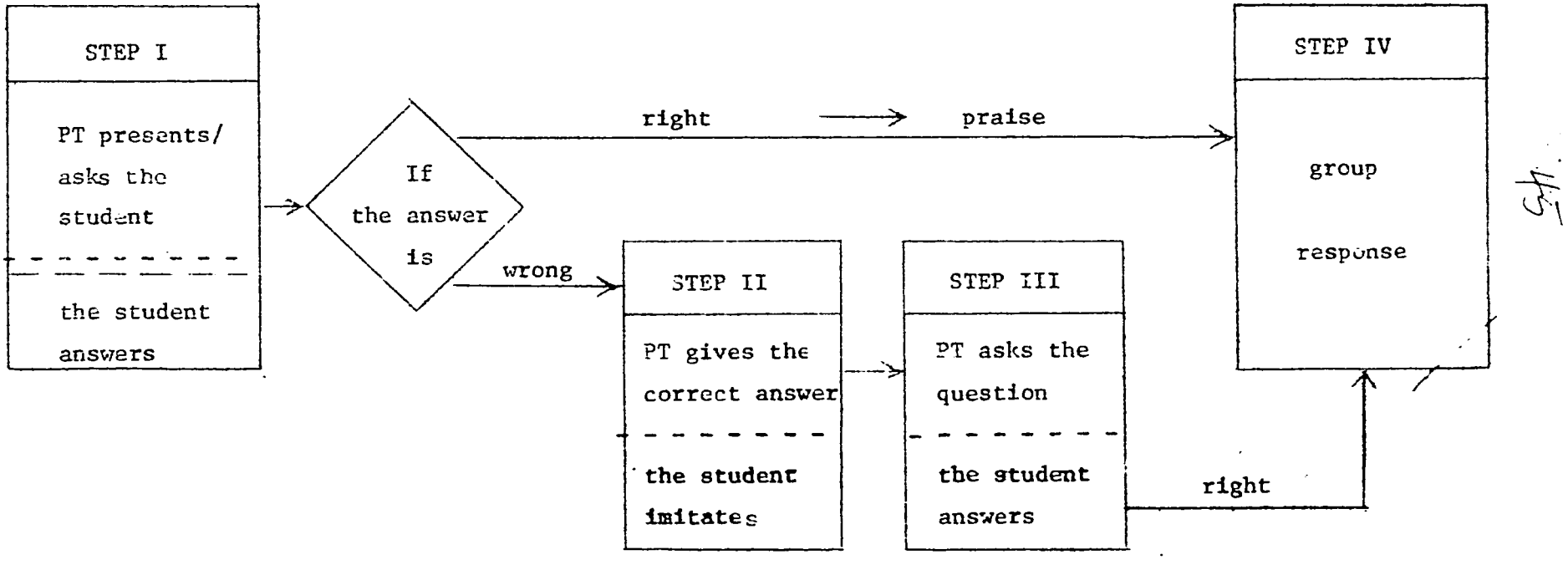
1. Now, everyone
2. Now, everybody
3. Now, all of you.

b. If all or most of the group respond correctly, teacher praises them.

c. If few or none of the group respond correctly teacher repeats the correct response until they do so.

SIPG

(SIMPLE ITEM PROGRAMME FOR GROUP)



READING ITEM PROGRAM FOR GROUPS (RIPG)

This program is used primarily to analyse a sentence into words and to re-synthesize the sentence.

It can be used for this purpose in two ways:

a. If the lesson consists of a list of sentences in which each sentence is labeled as an item, the program is applied to each sentence item separately (one sentence at a time.)

b. If the lesson consists of continuous text, for example, a paragraph or story in which the sentences are not labelled as items, the pupil is allowed to read without interruption until he makes a mistake. The sentences in which he made the mistake then becomes an item, to which the item program is applied. In this application, Step 4 is omitted.

STEP I. (TEST STEP)

a. Teacher presents the task

Example:

Can you read this?

b. Teacher presents the sentence to be read, and calls on any pupil in the group.

Example of the sentence:

"This is a cat."

c. If the pupil reads the sentence correctly, teacher praise him and goes to Step 4 (Group Response)

d. If the pupil can not read the sentence or makes one or more mistakes, the teacher has him complete the sentence trying to read every word. When he finishes the sentence or indicates that the he can not do so, the teacher goes to Step 2.

STEP 2. (TEACHING STEP)

a. Teach the pupil the words missed in alphabetical order, or mixed order, not in the order they appear in the sentence.

Example: What is this word? (If the pupil reads it correctly, teacher praises him and goes to the next word to be taught. If not, teacher says: That word is _____ (Teacher reads the word for him, and lets him repeat the word.

STEP 3. (TEST STEP)

a. Teacher asks the pupil to read the sentence again, by asking:

NOW, CAN YOU READ THE SENTENCE?

b. If the child reads it correctly teacher praise him and goes to Step 4 (Group Response)

c. If the pupil does not read it correctly, teacher reads the sentence and then goes to Step 4.

STEP 4. (GROUP RESPONSE)

a. Teacher asks the group to read the sentence in unison.

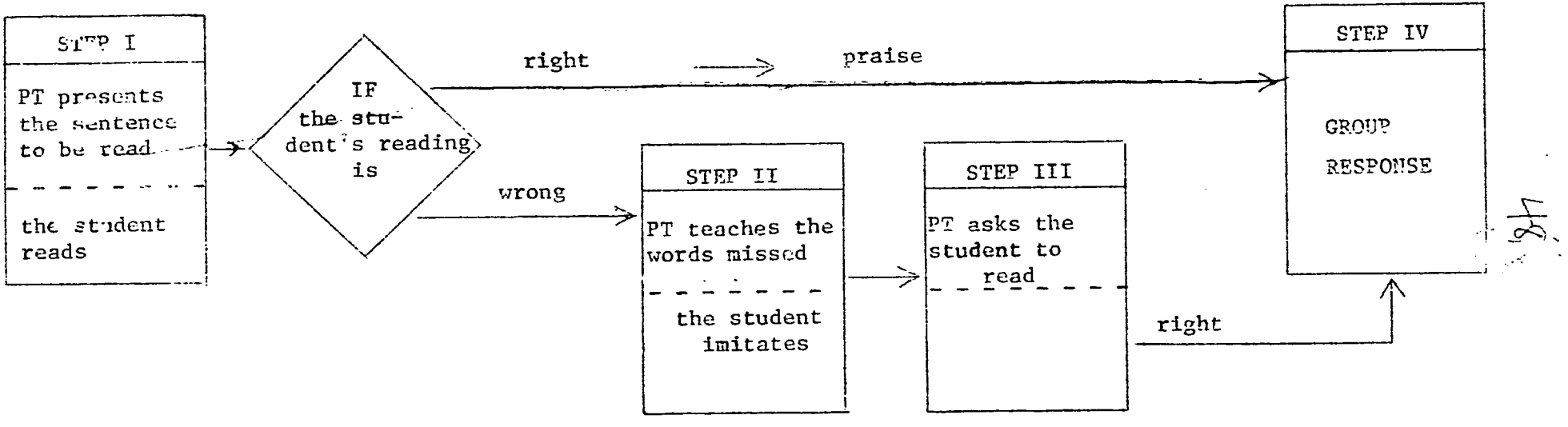
b. If most of them read it correctly, teacher praises them.

c. If none or only a few read it correctly, teacher reads it and then asks the group to do so.

NOTE: IF THE LESSON CONSISTS OF CONTINUOUS TEXT FOR EXAMPLE: A PARAGRAPH, OR A STORY, IN WHICH THE SENTENCES ARE NOT LABELLED AS ITEMS, LET THE PUPIL READ WITHOUT INTERRUPTION UNTIL HE MAKES A MISTAKE. THE SENTENCE IN WHICH HE MADE THE MISTAKE THEN BECOMES AN ITEM TO WHICH THE ITEM PROGRAM IS APPLIED. IN THIS APPLICATION, STEP 4 IS OMITTED.

RIPG

(READING ITEM PROGRAMME FOR GROUP)



STEPS IN WORD SOUNDING PROGRAM FOR GROUPS (WSPG)

This program is used to analyze words into their components, letters or syllables, and to re-synthesize (sound out) the words.

The program can be used in two ways:

a. If the lesson consists of a list of words, Steps 1,2,3 and 4 of the program are applied to each word separately, according to the Rounds Program.

b. If the lesson consists of continuous text, for example, a paragraph or story, the pupil is allowed to read without interruption until he makes a mistake or comes to a word that he can not read. That word then becomes an item, to which Steps 2,3 and 4 are applied. (Step 1 is omitted.) After Step 4, the pupil starts again at the beginning of the sentence in which he made a mistake and continues reading until he makes another mistake.

STEP 1 (TEST STEP)

a. Teacher presents the task

Example:

Can you read this word?

b. He lets the pupil read the word.

c. If he reads it correctly, teacher praises him and goes to Step 4 (Group Responses)

d. If he does not read it correctly, teacher goes to Step 2.

STEP 2 (TEACHING STEP)

a. Teacher tells the child the sounds of the letters (or say-slide the word)

b. Teacher lets the pupil repeat the sound.

STEP 3 (TEST STEP)

a. Teacher asks the pupil to repeat the correct response, by asking:

Now, "What is the word?"

b. If the child gives the correct response teacher goes to Step 4.

STEP 4 (GROUP RESPONSE)

a. The teacher asks the pupils to repeat the word in unison.

Example:

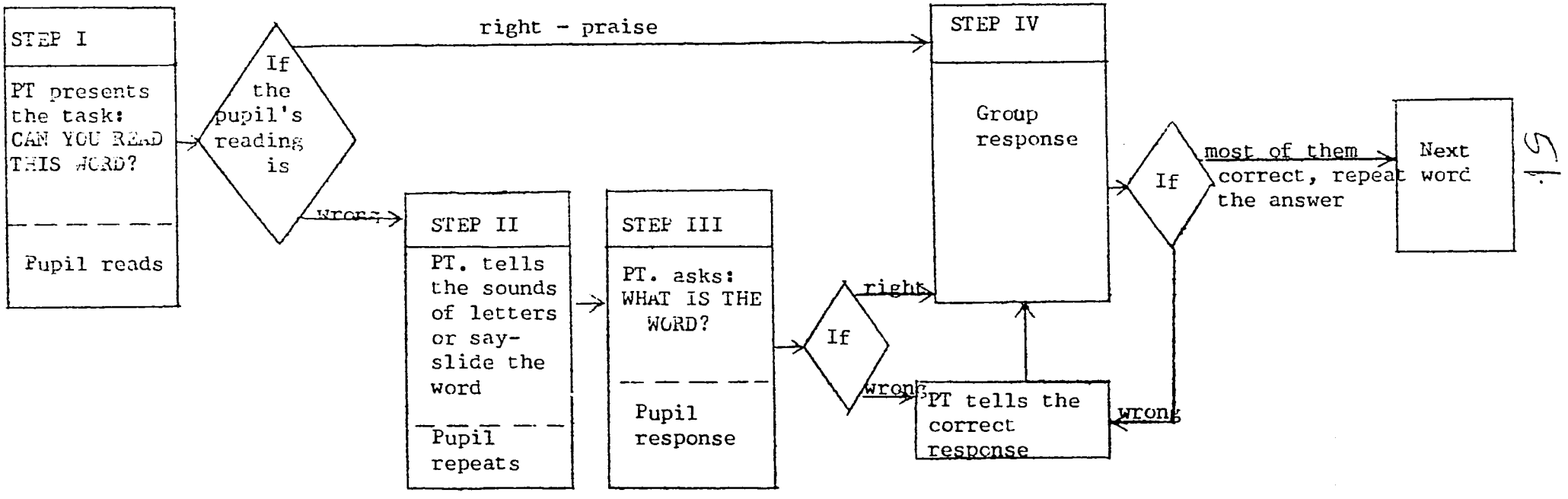
Now, all of you, or everybody.

b. If all or most of them answer correctly praise them, and repeat the answer. Then go to the next word.

c. If none or few of the group answers correctly, the teacher gives the correct answer and require the group to report.

WSPG

(WORD SOUNDING PROGRAM for GROUPS)



THE ROUNDS PROGRAM

A Lesson Program for Teaching

This program specifies the procedure to be used in teaching a group of pupils when using one of the item programs such as the SIPG, RIPG, WSPG, etc. It specifies when to call on each pupil in the group to recite on an item, when he should be called on again and when to end the lesson, the Stop Criterion. The items of the lesson are presented one after another in "rounds". In a round, each pupil in the group is called on to recite until he gives a correct response to an item. Once he does so he is not called on again until a new round begins. A round ends and a new one begins when every pupil in the group has recited correctly on one item. The lesson ends after a "perfect round". A perfect round is one in which every pupil in the group responds correctly the first time he is called on to recite in that round (the Stop Criterion).

The Rounds Program:

I. Preparation:

Before beginning a lesson the teacher should first determine which group of pupils he is to teach, the subject, and the number of the lesson he is to teach them. He then looks in the Syllabus Program for that subject to find the instructions for that lesson, which will tell him the type of program and:

A. The Item Program to be used.

B. The Lesson Program to be used.

C. The Content--what words, sentences, problems, etc will be presented.

D. The Preparation--including the teaching materials he should make ready before he begins to teach.

E. The Task--usually the question he is to ask or the instructions he is to give in Step 1 of the Item program being used for the lesson.

F. Notes on any special procedures to be used in teaching the lesson.

II. Procedure for Teaching the First Round.

In the first round the items in the lesson are usually presented in the order in which they appear in the text or on the board. The teacher begins by presenting the task question or instructions and the first item, and then calls on any pupil. (The name cards for all pupils are showing)

Note: The teacher must call on the pupil after he presents item task, not before.

If the pupil answers correctly on Step 1, he tells the pupil to put his name card down (to indicate that he has done so). When the item program for that item is finished, the teacher presents the task for the next item and calls on any other pupil whose name card is showing. When that item is finished he presents the next item and calls on another child whose name card is showing. He should call on every pupil whose card is showing once before calling on any child a second time. When every pupil's card is down (every pupil has answered one item correctly) the round is ended.

Note: A round also ends if the last pupil in the group to turn down his name card fails on 3 successive items.

If every pupil answered correctly the first time he was called on, this was a perfect round and the lesson is also finished.

III. Procedure for the second and later rounds.

Check the Preparation and Notes sections for the lesson in the Syllabus Program and make any changes in the teaching materials that they specify. Tell the pupils to hold up their name cards again for the new round. Then present the first item, call on a pupil to respond, and continue as in the first round.

Repeat this procedure for later rounds until a perfect round occurs and the lesson is ended.

IV. Stop Criterion.

The Stop Criterion is the occurence of a perfect round, one in which every pupil in the group responds correctly on the first item presented to him -- a round in which every pupil responds and makes no mistakes.

Special Stop Criterion: If a perfect round does not occur in 10 rounds of the lesson, the teacher should report to the Instructional Supervisor, who may tell him to stop the lesson and what to do next.

V. Recording.

Record the number of rounds for the lesson.
Record that each pupil has completed the lesson.
Rank the pupils on their performance on the lesson, 1 for best, 2 for second best, etc.

Reading With Item Program (RWIP)
(The Stop Reading Game)

This program is used (in combination with RWCP) to read stories, poems, songs, texts, etc.) in a way which achieves two objectives:

a. In combination with the Reading With Comprehension Program (RWCP), to teach the meaning of what is read;
b. To supplement the Reading Syllabus by providing a kind of practice that has been shown to improve reading skills, both decoding and comprehension.

The teaching material used with this program consists of text which approximately contains 100 words per page, printed in type of a size suitable for the pupils to be taught, e.g., primary type for six-year-olds or first grade pupils.

The teacher reads the story from beginning to end several times. Except in the first and second readings, the teacher stops one or more times on each page. Each time he stops he asks a pupil to do two things:

a. Point to the last word the teacher read, and
b. Read the next word which the teacher did not read.

This procedure is followed until the Stop Criterion is reached, indicating that the Stop-Reading Game is ended. This is ordinarily followed by the Comprehension Program (RWCP) applied to the same story or text.

The Program (RWIP)

This item program begins when the teacher stops reading.

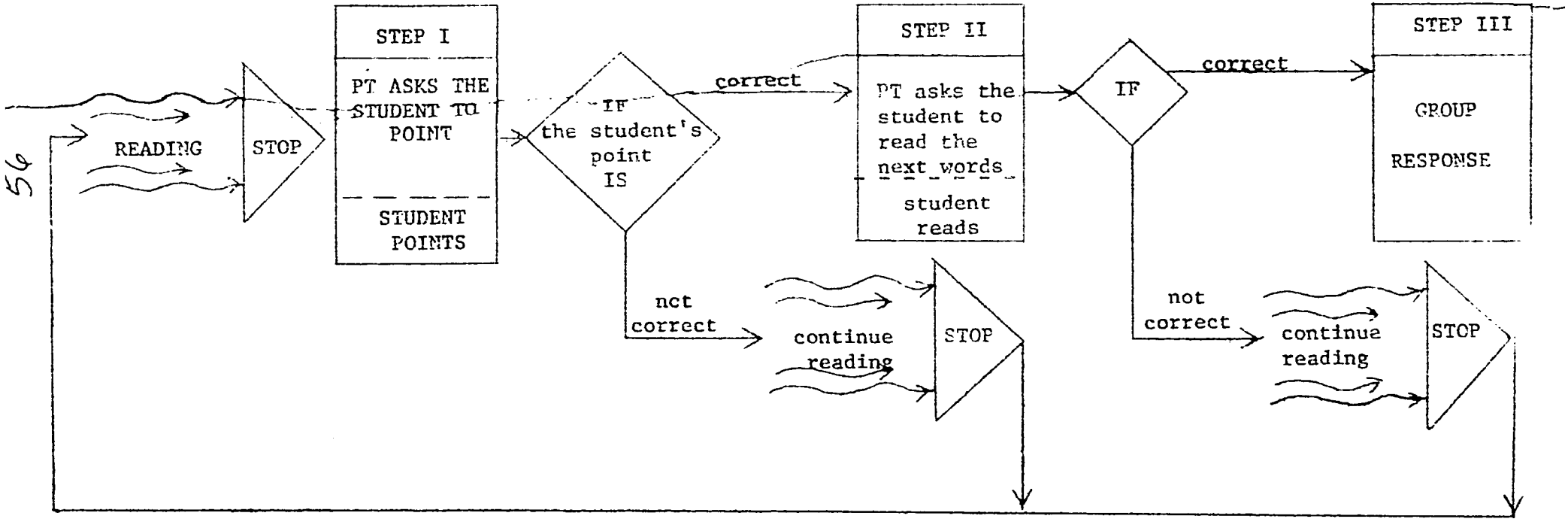
Step 1. Test Step, Pointing to the last word read by the teacher. Say, WHERE ARE WE? POINT TO THE LAST WORD I READ. Then ask one pupil to answer (a pupil whose name card is showing.)
   a. If the pupil points correctly, praise him and go to Step 2.
   b. If the pupil does not point correctly continue reading without comment.

Step 2. Test Step, reading the next word. Say, WHAT IS THE NEXT WORD? READ IT TO ME.
   a. If the pupil reads it correctly, praise him and go to Step 3.
   b. If the pupil does not read it correctly, continue reading without comment. Do not read it to him.

Step 3. Say, ALL OF YOU. WHAT IS THE WORD? When they answer in unison, praise them and continue reading.

RWIP

(READING WITH ITEM PROGRAMME)



Reading With Comprehension Program (RWCP)
An Item Program

This program is used in combination with RWIC to read stories, poems, songs, text, etc. to achieve two objectives:

a. To teach the content and meaning of reading text.
b. To supplement the Reading Syllabus with practice designed to improve reading comprehension.

The teaching material ordinarily used with this program consists of reading text which contains approximately 100 words per page. At the bottom of each page is printed: a) One or more questions which can be answered from information in the text on that page. b) An indication where on the page (e.g., lines 8, 9, or paragraph 2) the answer to each question can be found.

The text is printed in type of a size suitable for the pupils to read. The questions and answers may be printed in smaller type.

This program is ordinarily used only after the text has been read several times, sometimes many times, with RWIP.

The Program (RWCP)

The teacher reads the text or story and applies the program at the end of each page. Each question is asked in accord with the following procedure:

Step 1. Ask the question.
The teacher reads the question, then calls on one pupil to answer.

a. If the pupil answers correctly, praise him and go to Step 2.
Note: The answer need not be in the same words as those which give the answer in the text.
b. If the pupil does not answer correctly, do not comment. Present the next question to another pupil or continue reading. Do not give the answer to the question.

Step 2. Test Step. Search the text for the answer. Say, SHOW ME WHERE YOU FOUND THE ANSWER. Require the pupil to point to the word, line(s), or paragraph where he found the answer.
Note: The source of the answer is given at the end of the question.

a. If the pupil points correctly, praise him and go to Step 3.
b. If the pupil does not point correctly, read the next question on that page to another pupil or continue reading without comment.

Step 3. Group Response

Give the correct answer briefly in your own words.

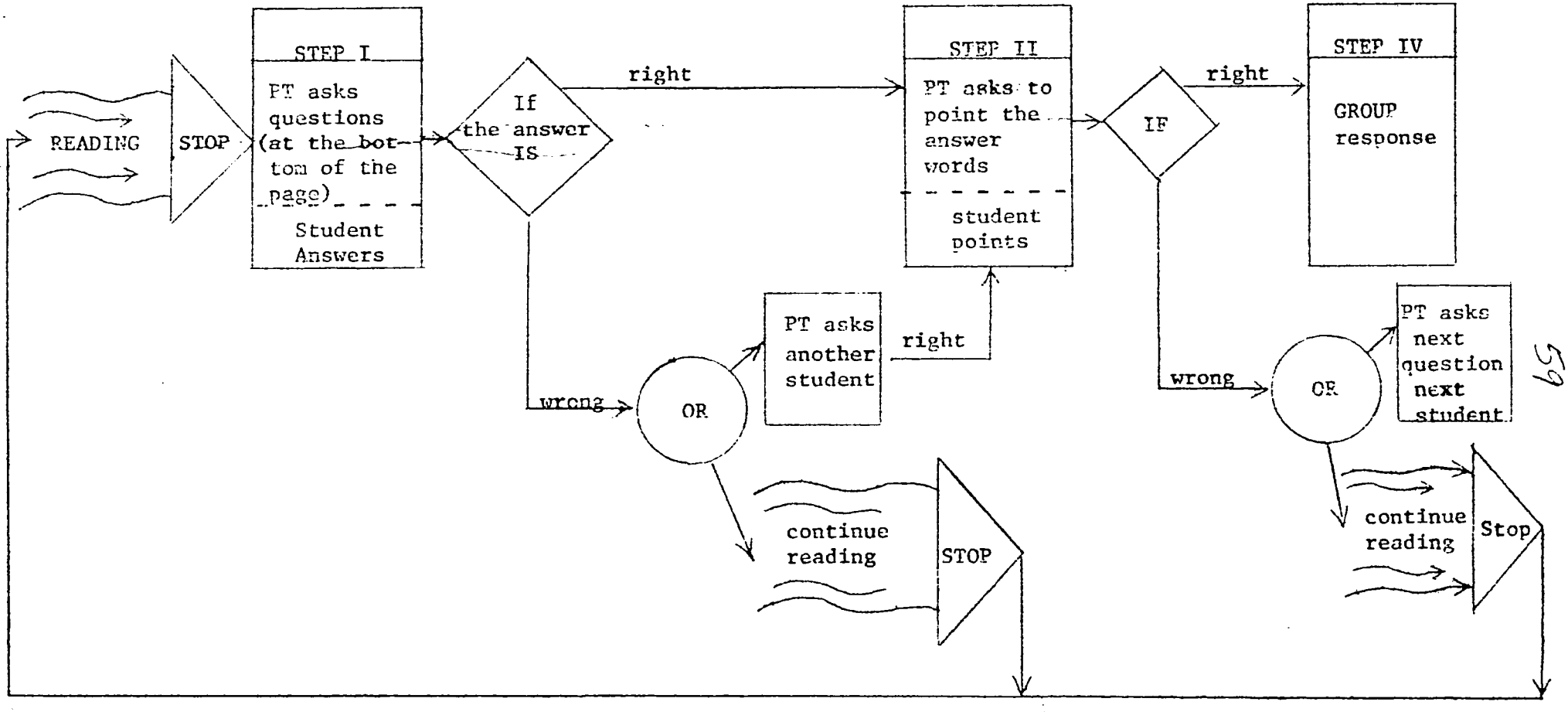
Then say, NOW ALL OF YOU. WHAT IS THE ANSWER?

a. If they answer, praise them and present the next question on that page to another pupil or continue reading.

b. If they can not answer, tell them the answer again. Then go to the next question on that page or continue reading.

RWCP

(Reading With Comprehension Programme)



REVIEW GAME PROGRAM
(RGP)

This program is used to review and give further practice on material that has been taught previously with other programs. It is ordinarily not used with an item program, although the procedure of the RGP is very similar to that of the Simple Item Program. In the Review Game, two teams (or sometimes three) eachtriesto gain the highest score by performing a lesson-task (answering a question or following an instruction) with items that are the same or similar to items that have previously been taught.

To play the game, each team stands in a line facing the teacher and the blackboard. On the board may be pictures, words, problems, etc., used in the game. The teams are given "turns" in which members of the team perform the lesson-task, for which they may score 2, 1 or 0 points for their team. The score is recorded on the blackboard.

STEP I. (FORMING TEAMS)

a. Teacher let pupils form two teams, using the name of an animal, trees, colors, etc. For each team.

STEP II (FORMING IN LINE FACING THE BLACK BOARD, AND TEACHER)

a. Each team stands in line facing the teacher and the blackboard.

b. On the blackboard maybe words, pictures sentences etc. to be used in the game. (This may include flashcards).

STEP III. (Deciding who will answer first)

a. Teacher may toss an eraser to decide who will answer first.

STEP IV. (PRESENTATION OF THE TASK) "Read this Word"

Rules for the review game:

1. Each team is called by turn. The pupil at the head of the line is given an item-task and his performance is scored as follows:

   a. If he performs correctly without help from any member of his own team, he scores two (2) for his team.

   b. If he cannot answer but receives help from other members of his own team, and repeats that answer correctly he still scores one (1) for his team.

   c. If he is not able to perform correctly, but receives help from the other team and repeats the answer correctly, he scores two (2) for his team.

d. At the end of the turn the pupil who was called on goes to the end of the line.

2. If the task was not performed correctly the other team is given a turn with the same task and item.

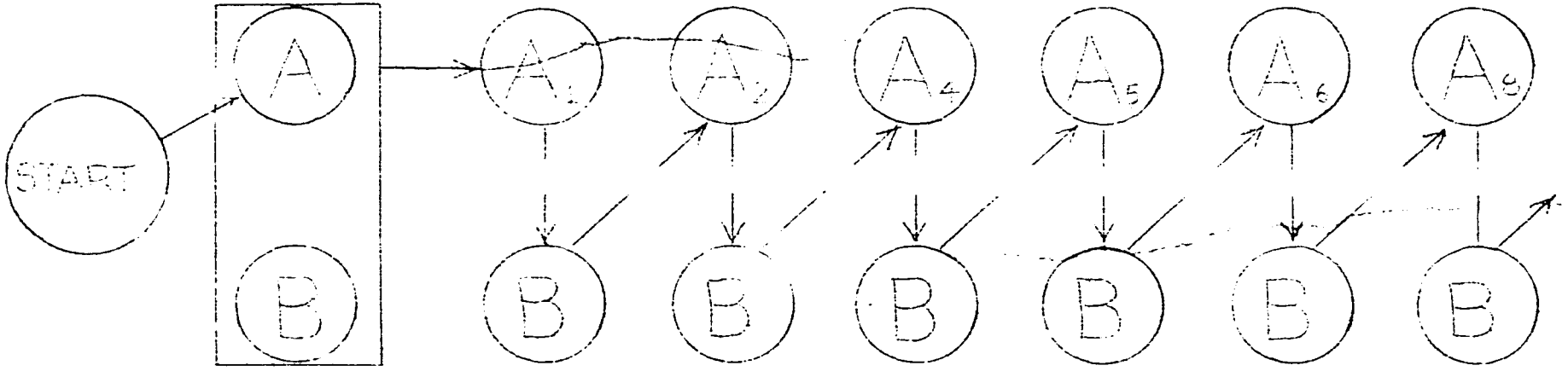
3. If the task was performed correctly during the turn, the other team is given a turn with a new item.

4. If both teams fail to perform correctly the teacher demonstrates the correct performance, then gives a new item to the team whose turn is next.

5. The game ends when the total score for one of the teams equals 30. The team which reaches the score of 30 first is the winner.

RGP

(REVIEW GAME PROGRAMME)



LEGEND = 1) A - B = TEAMS

2) 1,2,3,4,5,6,7,8,9 = number of items

3) ↓ = score for A

4) ↗ = score for B

Appendix F

SEAMEO INNOTECH
PROJECT IMPACT
SURVEY OF COMMUNITY

This survey form which intends to gather data on the demographic characteristics of the human resources and the type of material resources available in a specific community, is suggested to be accomplished before IMPACT is formally launched. The instrument is designed so that it may keep record of at least 10 households.

Assure the informant that the data they supply will be held in STRICT CONFIDENCE and that it will not be published except in the form of statistical summaries in which no reference to any individual person shall appear.

The purpose of this survey is to gather as much information about the community as possible--its resources, needs, and peculiar characteristics. The data obtained is for the use of the Community Learning Center (CLC) in making its educational program as relevant and as responsive to community conditions. Hence, the survey must attempt to get a complete picture, and not just a sampling.

Community: _____ _____
District : _____ Date Accomplished
Region : _____

I. HUMAN RESOURCES

I.D. No. (1)	Name of Heads of Household (2)	Age (3)	Sex (4)	Civil Status (5)	Religious Preference of Household (6)	Dialect Spoken Most Often by Household (7)	Highest Grade Completed (8)	
							Husband	Wife

Occupation (9)		Average Monthly Income (10)				Skills Possessed (11)		
Husband	Wife	Husband	Wife	Other Members	Total Family Income	Husband	Wife	Other Members of Family (please specify)

II. MATERIAL RESOURCES
A. House and Housing Facilities

Number of Children of School Age (12)						Structure of House (13)			Ownership of House (14)		Toilet (15)
Elementary Level		Secondary Level		College Level		Permanent	Semi-Permanent	Light Materials	Owned	Rented	
No. Enrolled	No. Out-of-School	No. Enrolled	No. Out-of-School	No. Enrolled	No. Out-of-School						

Code for Column (15) Toilet

0. None 2. Antipolo Type 4. Flush

Water System (16)	Appliances (Check as many as there are) (17)										Others (please specify)
	Radio	T.V.	Stereo	Radio Phone	Tape Recorder	Elec. Fan	Sewing Machine	Gas Range Gas Stove	Elec. Range Elec. Stove	Refrigirator	

Code for Column (16) Water System

1. Open well
3. Artesian well
5. River
7. Public faucet

B. Homelot

C. Recreational and Educational

Tools/Implements/Machineries Available (List as many as there are) (18)			Ownership of Homelot (19)		Lot Area in Sq. Meter Available for (20)		Home Industries (21)	
Carpentry	Garden	Farm	Owned	Rented	Gardening	Farming	Enumerate those that you know are existing	are engaged in

Activities

Agri-business* Associations (22)		Reading Materials Available in your Household (23)				Most Common Recreational Activities of Household (24)	Most Common Community Activities Participated in by the Household (25)
Enumerate those that you know are existing	are a member of	News-papers	Maga-zines	Co-mies	Others specify		

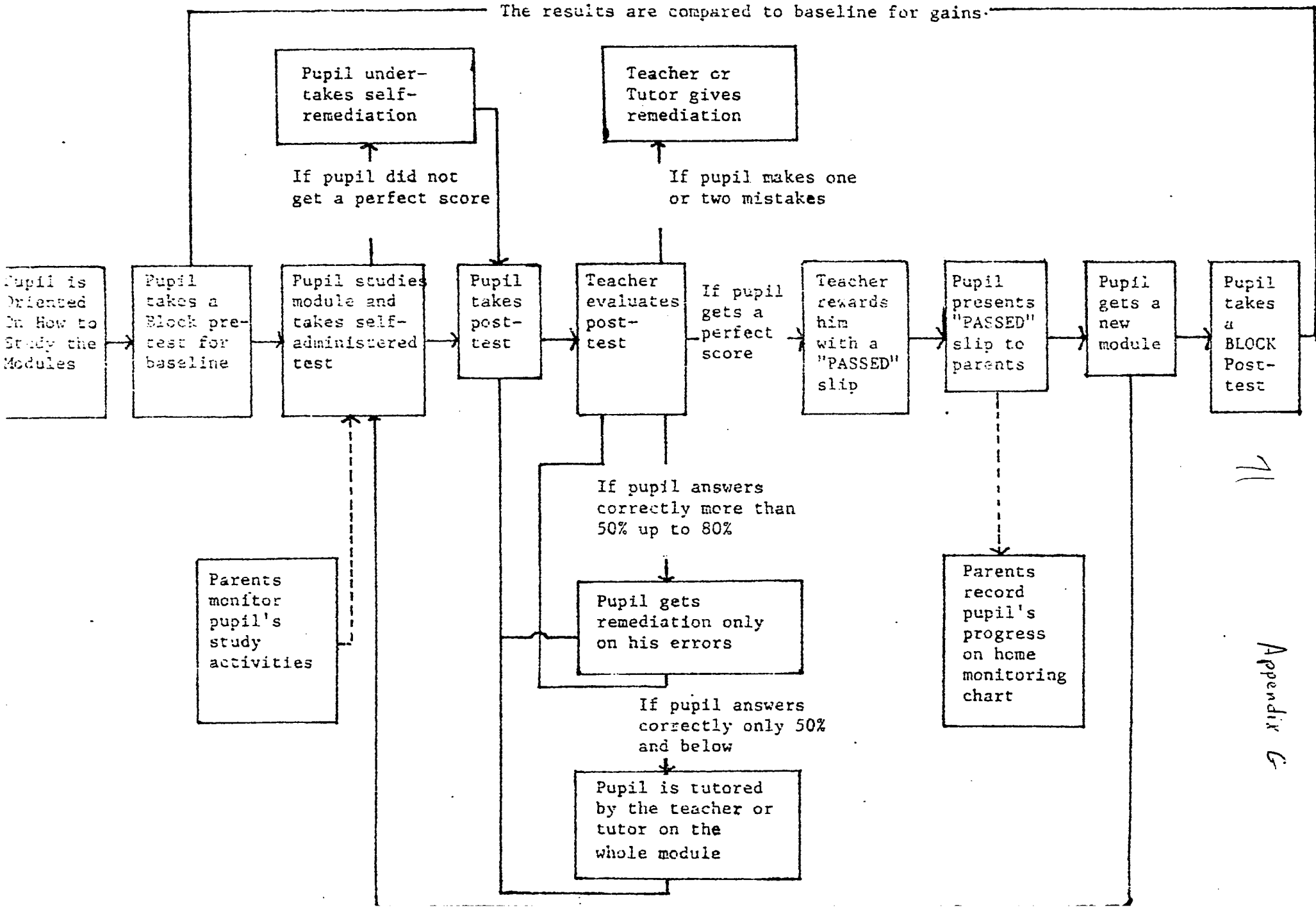
*Cooperatives, Small-Scale Industries, Samahang Nayon

D. Community Organizations and Services

Clubs/Organizations (26)		Public Services (27)		Private Services (28)	
Name of Clubs/ Organizations	Type of Clubs/ Organizations*	Name of Agency	Type of Services Rendered	Name of Agency	Type of Services Rendered

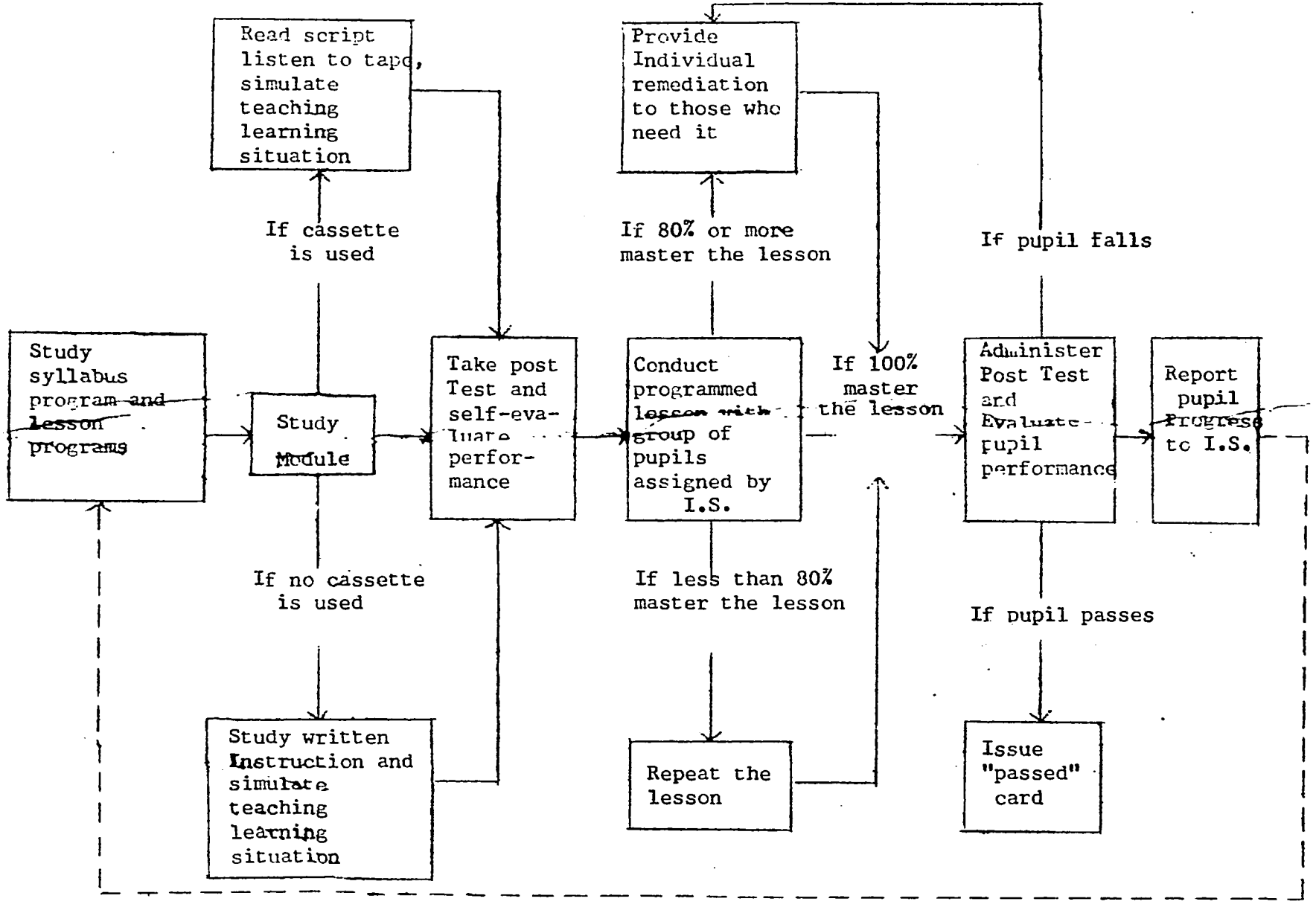
*Religious, Civic, Political, etc.

IMPACT MODEL OF MODULARIZED SELF INSTRUCTIONAL SYSTEM



Appendix G

IMPACT TENTATIVE HYPOTHETICAL MODEL OF PROGRAMMED TEACHER'S ROLE

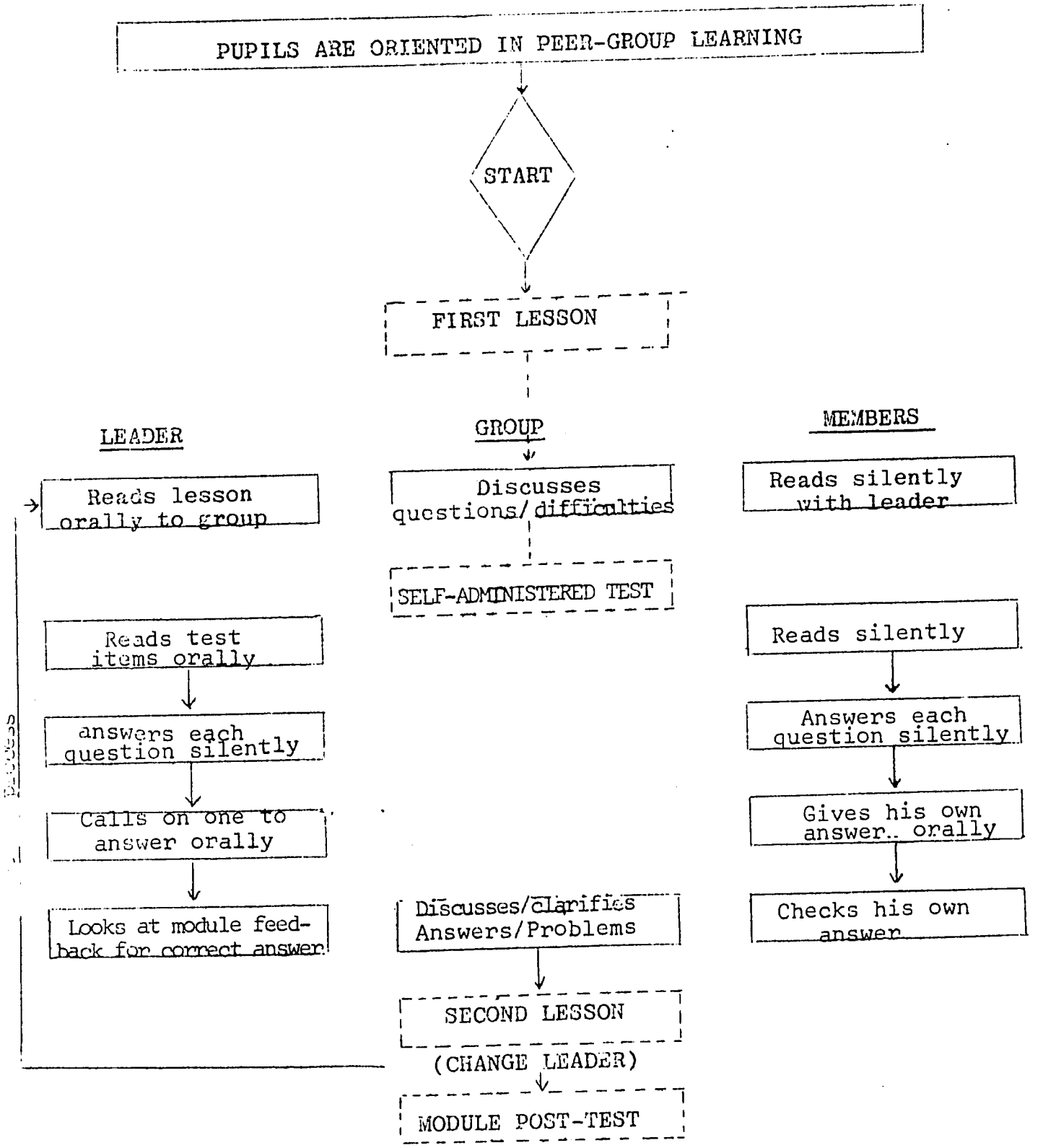


Bases for Evaluation:

1. For discrimination, reading, and oral language skills: Use criteria specified for the module.
2. For concept, numeracy, and other skills: Use written post tests or worksheets.

APPENDIX I

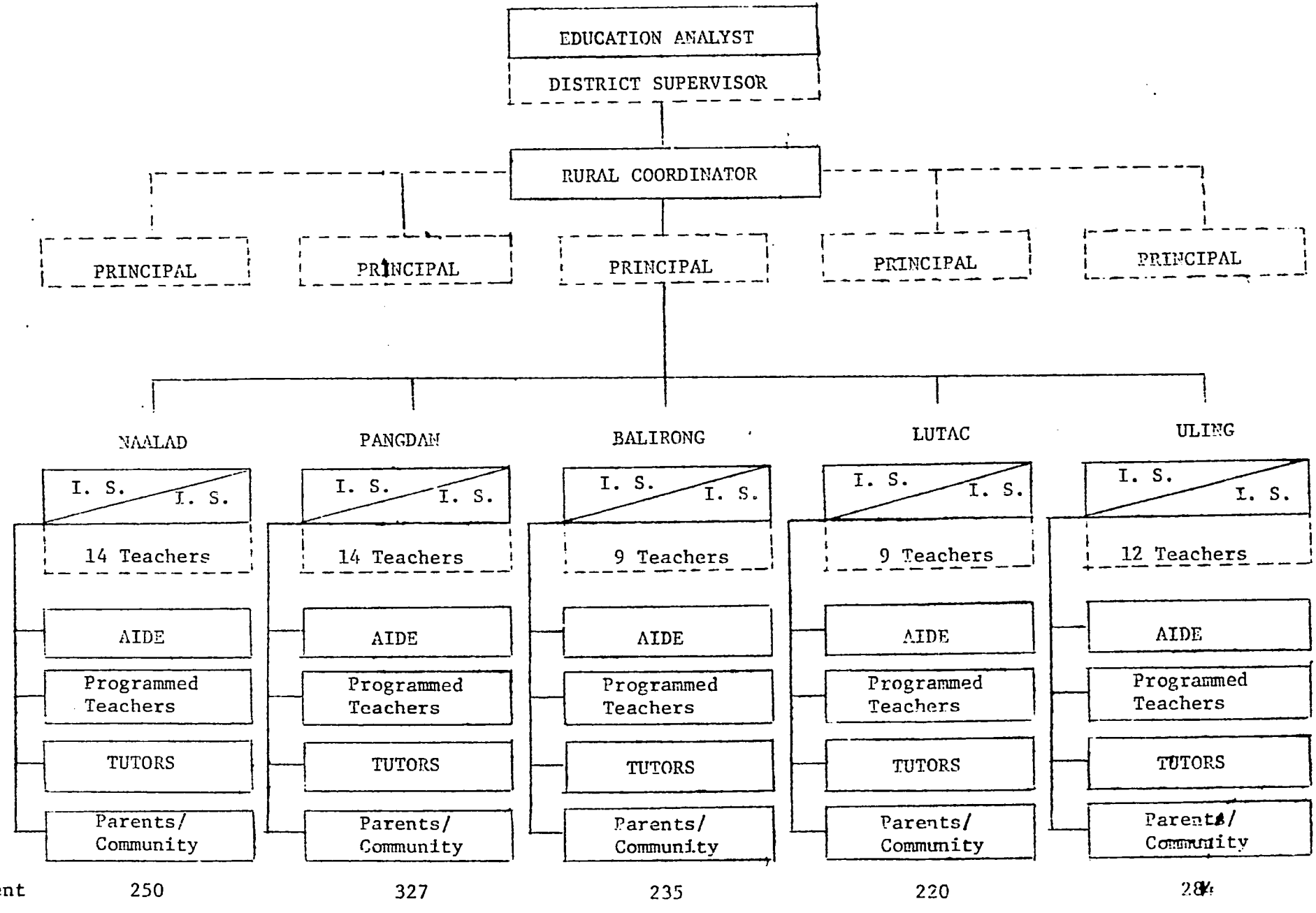
IMPACT MODEL FOR PEER-GROUP LEARNING



Note: 1. Leader distributes the oral answering of self-administered test evenly to all members.

2. Leader and members take module post-test individually.

HIERARCHY OF IMPACT PERSONNEL* (Please see next page for legend)



olment 250 327 235 220 28

Appendix J

Appendix K

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.

If 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, INNOTECH 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 ratio 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 ratio 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 include:

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

D. Materials production/distribution

The following types of materials need to be reproduced 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 51.

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

3. Programmed Teaching Items

The modules for programmed teaching contain the items to be learned but there are accompanying materials to be prepared either by the teacher, or by a production unit. These include flash cards, charts, posters; or these may 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 more so, the programs 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.

Appendix L

LIST OF PERSONNEL

Naga Project IMPACT Staff
(January 1974-June 1979)

A. Research Staff

1. Professional Staff

Project Director*	Dr. Concessa Milan Baduel Mr. Orlando B. Claveria Dr. Rosetta F. Mante
Associate Project Director**	Dr. Rosetta F. Mante
Education Analyst	Mr. Leandro P. Sanchez
Instructional Method Expert***	Mr. Celedonio Abayata Mr. Leandro Sanchez Mrs. Aida L. Pasigna
Instructional Materials Officer	Mr. Maximino Alcoseba
Rural Education Coordinator	Mrs. Carolina Mendiola
Subject Matter Specialists:	
Language	
English	Mrs. Aida Pasigna
English, Grades I & II	Mrs. Bibiana A. Conde
English, Grade II	Miss Rebecca N. Belleza
English, Grades IV-VI	Miss Norma Sellon

*Three individuals successively held the position of Project Director as follows:

1. Dr. Baduel (January to June 1974)
2. Mr. Claveria (July to December 1974)
3. Dr. Mante (January 1975 to June 1979)

**The position of Associate Project Director was disolved as of January 1975

***Three individuals successively held the position of Instructional Methods Expert as follows:

1. Mr. Abayata (January to June 1974)
2. Mr. Sanchez (July to December 1974)
3. Mrs. Pasigna (January 1975 to June 1979)

Reading	
Reading, Grades IV-VI	Miss Lourdes Orat
Reading, Grades I-III	Miss Rebecca Belleza
Reading	Miss Lourdes Villahermosa
Mathematics	Mr. Leandro Sanchez Mr. Abner Barriga
Mathematics, Grades I & II	Mr. Aguellas Cabarrubias
Science	Mr. Lily K. Sabulao Miss Rosa Rosos
Applied Skills	Mr. Jesus Murillo
Social Studies	Mrs. Esperanza Rodriguez
Home Economics	Mrs. Romedia Mainit
Advisor	Michael B. Nathenson

2. Support Staff

Adm. Finance Officer	Miss Bernardita Daniot Miss Judith Gamelo
Secretary	Mrs. Leticia Mangubat
Typists	Mrs. Ruth Engracia Mr. Leonardo Gabison Miss Bernardita Daniot Mrs. Romel Carin Miss Elizabeth Elnar Miss Edith Gimenez Mr. Alfeo Tadena
Artists	Mr. Florentino Calinawan Mr. Julius Goyanko Mr. Ruben Carin Mr. Jeremiah Alvar Mr. Joseph Calinawan Mr. Domiciano Ferolino
Editor	Mr. Nicerio L. Leanza Mr. Benjamin Montejo

*This was a new position added to the Support Staff in June 1976.

Printers	Mr. Bienvenido Eborde Mr. Deciderio Catubig Mr. Matildo Bojos
Collator/Binder	Mr. Leo Alcoseba Mr. Percival Beltran Mr. Matildo Bojos Mr. Edgar Sychico Mr. Pedro Magallon Mr. Eliezer Ornapia Mr. Nelson Osorio Mr. Ciriaco Temper Mr. Tunito Templa
Splicer/Collator	Miss Florecita Matugas
Driver	Mr. Juanito Valmoria Mr. Jose Suico

B. School Staff

1. Principals

	Schools
Mrs. Gil Largo	Naalad Elementary School
Mrs. Flora Paner	Pangdan Elementary School
Mrs. Carolina Mendiola	Lutac Elementary School
Mr. Benito Tapa	Balirong Elementary School
Mr. Conchita Te	Uling Elementary School

2. Instructional Supervisors:

Naalad Elementary School

Mrs. Natividad Ramirez
Miss Myrna Repuno
Mrs. Constancia Ubas
Mrs. Leonila Namales
Mrs. Virginia Manuel

Pangdan Elementary School

Mrs. Evangeline Lara
Mrs. Norma Suarez
Mrs. Lucena Nael

Lutac Elementary School

Mrs. Dalisay Manugas
Mrs. Estrella Moncada
Mrs. Teresita de Leon
Mrs. Carolina Abapo

Balirong Selementary School
Miss Lolita Tesia
Mrs. Virginia Nacalaban
Mrs. Carolina Manayon

Uling Elementary School
Miss Myrna Repallo
Mrs. Antonia Rosalita
Mrs. Gregoria Jimenez
Mrs. Edna Ubas

3. IS Aides

Lucita Villacorta	Naalad Elementary School
Grace Omani	Pangdan Elementary School
Concordia Gesman	Lutac Elementary School
Maria Labrador	Balirong Elementary School
Carmelita Cabonilas	Uling Elementary School

C. Local Steering Committee

Chairman	School Principal
Members	Barrio Captain
	President of PTA

Solo Proyek PAMONG Staff
(January 1974 - June 1979)

A. Research Staff

Project Director	Drs. Boorham Respati
Associate Director	Drs. Saleh Muntasir
Instructional Methods Expert	Drs. Soehardjo Danusastro
Instructional Methods Advisor	Drs. Soeharsini Arikunto
Instructional Materials Officer	Drs. Maryono
Subject Specialists:	
Language Specialists -	
Indonesian	Drs. Soethadi
	Drs. Roesdi
Javanese	Mr. Soemitro S.H
Mathematics	Drs. Suparjo
Science	Drs. Lithon Sunyoto
Applied Skills	Drs. Danarto
	Drs. Soeharsono
Social Studies Specialists	Drs. Soeharno TS.
	Drs. Hananto
Rural Education Coordinators	Drs. Widada
	Mr. Saleh

Support Staff

Typists	Sardjono
	Hendrastutim Titit
	Haryanti, Sri Nur
	Nuryani, Suci
	Mutyastuiti, Sri
	Hendrayani, Letty
Proofreaders	Sunarno Sh.
	Maryono
	Sar Wosri, Endand
Printers	Sudjayachi
	Jakiman

Printer Helpers	Sunvarso, Budi Santua Kliwon
Illustrators (Part-time)	Soedarsahadi Soebagyo
Messenger	Soebrosortrismo Suhuno
Driver	Sudjiwatmako

B. School Staff

1. School Principals

Mrs. Sudarti S.W.	Kebakkramat II
Mr. S. Wiryanto	Kebakkramat III
Mr. Hadiosoemarto	Malanggaten I
Mr. S. Sudiyono	Malanggaten II
Mr. Djatmiko	Alastuwo I
Mrs. Siti Salemah	Alastuwo II
Mr. Hadisusanto	Banjarharjo
Mrs. S. Broto Pandio	Banjarharjo

2. Instructional Supervisors

Mrs. Suharni	Kebakkramat II
Mr. Sorgito	Kebakkramat II
Mrs. Daryanto	Kebakkramat II
Mrs. B. L. Sunvarso	Kebakkramat III
Mr. Suzeng	Kebakkramat III
Mr. Jahim	Kebakkramat III
Mrs. Sarmini	Malanggaten I
Mrs. Sri Fenty Sularti	Malanggaten I
Mr. Sutjiwadi	Malanggaten I
Mr. Suwadi	Malanggaten II
Mr. Palmantego	Malanggaten II
Mrs. Sumiyati	Malanggaten II
Mr. Suratno	Alastuwo I
Mrs. Ngatinem	Alastuwo I
Mr. Sardiyanto	Alastuwo I
Mrs. Harnani	Alastuwo II
Mr. Sutardi	Alastuwo II
Mrs. Widaningsih	Alastuwo II
Mr. Supardi	Banjarharjo
Mr. Sukadi	Banjarharjo
Mrs. Sri Suharni	Banjarharjo
Mrs. Satimah	Banjarharjo
Mrs. Sutinah	Banjarharjo

Local Steering Committee

Chairman — Village Head

Members

- School Principals
- PTA Chairman
- Chairman of the PKK (Family Welfare Promotion)
- Community Key Persons

Sapang Palay Project IMPACT Staff
(1976 - 1979)

A. Research Staff

Project Director	Mrs. Lesmes S. Avena
Instructional Systems Coordinator	Miss Flordeliza Avancena
Subject Matter Specialists	Mr. Troadio P. Robes Miss Rosalinda del Rosario Miss Milagros C. Pecson Miss Ma. Teresa Cruz

Support Staff

Secretary	Lourdes Brilon
Clerk Typists	Mercy Borcena Carmela Cruz
Illustrator	Valentin de Leon
Mimeographer	Fabian Datig
Messenger	Antonio del Rosario

B. School Staff

1. Instructional Supervisors

Erlinda Muldong
Elvira Villano
Celia Balagtas
Loida Nolasco
Maria Mateo
Marciana Pagtalunan
Amelia Santos
Myrna Sarmiento
Francisca Cruz
Daisy H. Santos
Lolita Urbina
Romeo C. Mendoza

2. I.S. Aides

Romualdo Ergana
Luzviminda Tenerio
Jose Ergana
Erlinda Tidoy
Norma Ramirez
Leonila Aita
Rosalinda Patian
Zenaida Aruta
Nilda Buenaventura
Ester Nono
Wenona Padosas
Glicéria Flores

C. Local Steering Committee

Chairman	Gov. Ignacio Santiago
Vice-Chairman	Mayor Jose A. Guballa
Co-Vice Chairman	Superintendent Delfin R. Manuel
Members	Asst. Supt. Simeon Guevara - Bgy. Capt. Panfilo Bajarde - K.B. Chairman Leilani Nario - PTA President Basilio Dianon

Lapu-Lapu City Project IMPACT Staff
(1976 - 1979)

Research Staff

Project Director	Mrs. Juanita B. Rubi
Instructional Systems Coordinator*	Mr. Fernando T. Manching Mr. Antero B. Abayata
Subject Matter Specialists	Mr. Napoleon B. Tumulak Mr. Jesus P. Kyamko Mr. Santos Pangatunan

Support Staff:

Secretary	Lina T. Celiz

School Staff

1. Instructional Supervisors	School
Mrs. Leonila Ang	Babag Elementary School
Mrs. Pricilla Bensi	"
Mrs. Yolanda Dungog	"
Mrs. Aida Jamora	"
Mrs. Eduarda C. Labiaga	Gun-ob Elementary School
Mrs. Lourdes Y. Legara	"
Mrs. Celestina Ngujo	"
Mrs. Meguila Sobrenega	"
Mrs. Lucia L. Antay	Mactan Air Base Elementary School
Mrs. Nimfa M. Imbang	"
Mrs. Catalina S. Gulmatico	"
Mrs. Teresita C. Lauro	"

2. Itinerant Teachers	
Mrs. Pacita Calingacion	Babag Elementary School
Mr. Virgilio Regis	"
Miss Anastacia Tampus	Gun-ob Elementary School
Mr. Juan Tampus	"
Mrs. Doris Tabotabo	Mactan Air Base Elementary School
Mrs. Neomedia Sabado	"

*Mr. Abayata took over the position when Mr. Manching transferred another position.

3. I.S. Aides

Tereso B. Ngujo
Apolinaria Patalinhug
Dulcesima Elejorde
Merly Imbang
Sally Elbanbuena

C. Local Steering Committee

Chairman	City Mayor Maximo V. Patalinjug, Jr.
Vice-Chairman	Supt. Leopoldo E. Etulle
Members	Asst. Supt. Dolores P. Abellanosa
	YMCA Pres. Atty. Federico Mercado
	Lions Pres. Dr. Manolo Espedido
	Jaycees Pres. Atty. Pedro Amores
	ABC Pres. Rosario Ybanez
	PTA Federation President
	KB Chairman Luisito Patalinjug
	FLW/P President Dolores P. Rubi
	UCCP Church Minister Marcos Berame
	Parish Priest Antonio Van Bermer

Appendix M

SOUTHEAST ASIAN MINISTERS OF EDUCATION ORGANIZATION
(SEAMEO)
REGIONAL CENTER FOR EDUCATIONAL INNOVATION AND TECHNOLOGY
(INNOTECH)

RESEARCH QUESTIONNAIRE

Project IMPACT
(Instructional Management by Parents, Community and Teachers)

As Instructional Supervisors and other personnel in Project IMPACT, it was your rare privilege to engage in a developmental research activity of unprecedented novelty and magnitude. The project has generated a number of viable concepts and practices which shall certainly enrich our educational system. Many of these results are products of the application of theories and hypotheses.

In all, you were at the forefront of the research study, whether as an I.S., a subject matter specialist, or itinerant teacher. You put into practice what to others were mere hypotheses and assumptions. In other words, therefore, you are the richest source of information about how the ideas behind Project IMPACT actually worked.

To you, therefore, we wish to turn for your own observations and opinions, for confirmation, re-thinking or even rejection of some of our pre-conceived notions about Project IMPACT. Your opinions are desired concerning each of the points covered. So, kindly respond to all items. Please answer sincerely, and share with us your real convictions so that those who follow after you may have the benefit of your wisdom.

I. First, about yourself:

1. Name (Optional) _____ Age ___ Sex ___
2. Years of teaching experience - in the conventional system ____
   - in IMPACT _____
3. In what IMPACT CLC are you assigned ? _____
4. What is your position? _____
5. Where in the conventional system did you teach
   rural _____ urban

II. Your general impressions of IMPACT:

A. If at the start you knew what it was you were going to go through in Project IMPACT, would you still have wanted to join the Project? _____ yes _____ no

Please say something about your answer:

_____

_____

_____

_____

_____

B. Did IMPACT make you feel

_____ more of a professional?

_____ less of a professional?

_____ (no appreciable change in my self-perception)

C. Did you feel left out in the curriculum development process?

_____ many times _____ rarely

_____ sometimes _____ never

D. Did you, at times feel that you could be writing out a better lesson plan than what the modules offered?

_____ many times _____ rarely

_____ sometimes _____ never

E. In your school, did you or the other I.S.'s feel you had to "cover" a certain amount of material by the end of a period?

_____ often _____ rarely

_____ sometimes _____ never

F. Did you feel that some subjects are best taught the conventional way? _____ yes _____ no

Which subjects?

_____

_____

_____

G. Did you feel left out in the evaluation of your pupils' progress?

_____ yes _____ to some

_____ no _____ not really

H. Did you feel your work load was:

_____ too heavy _____ just right

_____ heavy but not too much _____ light

I. How many pupils (on the average) were in our care each year?

Did you feel this number was:

_____ too big _____ just enough

_____ big but manageable _____ can still be increased

J. How much time did you spend in maintaining discipline?

_____ more than half the time

_____ about half of the time

_____ less than half of the time

_____ only a small part of the time

Do you feel this time spent was:

_____ too much

_____ demanding but not too much

_____ just enough

_____ not a strain on my time

K. As an I.S. in an innovative system, did you feel the supervision extended to you was:

_____ superior in quality _____ of good quality

_____ very good in quality _____ can be greatly improved

If your answer is less than "very good" what suggestion can you advance to improve the quality of supervision?

L. As a result of your experience with Project IMPACT, how would you really rate the effectiveness of the system?

Please express yourself in some detail:

M. What is the one thing you liked most about the IMPACT system?

N. What is the one thing you disliked most about the IMPACT system?

III. On Programmed Teaching (PT)

A. In your opinion, and as a result of your observations, who should be assigned as Programmed Teachers?

1. _____ All pupils of Levels IV, V & VI
2. _____ Only pupils of Levels V & VI
3. _____ Only pupils of Levels VI
4. _____ All bright pupils of Levels IV, V & VI
5. _____ Only bright pupils of Levels V & VI
6. _____ Only bright pupils of Level VI
7. _____ Others (Please specify)

B. What, in your best judgment, is the optimum number of pupils which a Programmed Teacher of different levels could handle.

	No. of Pupils
1. Level IV Programmed Teachers	_____
2. Level V Programmed Teachers	_____
3. Level VI Programmed Teachers	_____

C. From your observations and experience, for which grade level did programmed teaching yield best results?

1. _____ Level I only
2. _____ Levels I & II
3. _____ Levels I, II & III

D. From your observations and experience, how long should programmed teaching last for best results?

_____ 15 minutes
_____ 30 minutes
_____ 45 minutes
_____ one hour
_____ others

E. As scheduled, a programmed teacher was to have devoted the first 30 minutes to programmed teaching, and the next 30 minutes to remedial work. In actual practice, how did most programmed teachers apportion time for programmed teaching?

_____ 1 hour in programmed teaching
_____ 1/2 hour programmed teaching and 1/2 hour for review
_____ 1/2 hour programmed teaching and 1/2 hour remedial work
_____ 1/2 hour for programmed teaching and the programmed teacher returned to his/her peer groups.

F. What of programmed teaching do you like best?

What of programmed teaching do you dislike most?

What would you suggest to correct the deficiency/ies you have just cited?

G. List down briefly the specific behaviors of a programmed teacher/s which you observed occurred repeatedly.

_____

_____

_____

_____

_____

_____

_____

H. List down your activities during the time programmed teaching was going on.

_____

_____

_____

_____

_____

IV. On Peer-Group Learning (PGL)

A. From your experience, which would you suggest as the more effective types of grouping. Check as many:

_____ Friends
_____ Neighbors
_____ Separate sexes
_____ According to ability
_____ Heterogeneous abilities
_____ Mixed sexes
_____ Others (please indicate)
_____
_____
_____

B. How big should a peer group be?

_____

_____

C. How long should a peer group study be at a stretch?

_____ 15 minutes
_____ 30 minutes
_____ 45 minutes
_____ one hour
_____ more (please indicate)

D. Did you find "contracting" workable? _____ yes _____ no

If yes, please state the good points of contracting:

If no, please state the weak points of contracting:

What do you suggest to improve the weak points?

What other problems did you encounter with respect to contracting?

E. Do you think Peer-Group Learning should be introduced?

_____ In all Levels IV, V & VI

_____ Only in Levels V & VI

_____ Only in Level V

_____ Others (specify)

Why? _____

F. What are the good points of P.G.L.?

What were the more glaring defects of P.G.L.?

G. In general, what suggestions can you give to improve peer-group learning?

V. TUTORS

A. To what extent did you have tutors for your pupils?

_____ to a great extent _____ to a little extent

_____ to some extent _____ none at all

B. Did you have a regular schedule for tutorials?

_____ yes _____ no

C. Would you have preferred a regularly scheduled tutorial period?

_____ yes _____ no

D. How would you evaluate the performance of the tutors assigned to you?

_____ a great help to the pupils _____ more of a

_____ of some help to the pupils disturbance

_____ of little help to the pupils _____ bad examples

E. What incentives have been provided to encourage tutors to be regular in their attendance and to do their best?

Please rank the first three (3) in effectiveness.

_____

_____

_____

F. In your school, did you have provision for continuous evaluation and improvement of tutorial teaching?

_____ yes _____ no

G. How did you train the tutors?

_____

_____

_____

_____

_____

H. When you had tutors, how long did they stay with a pupil?

_____ 5 minutes to 25 minutes _____ 15 minutes to 45 minutes
_____ 10 minutes to 30 minutes _____ 20 minutes to 60 minutes

I. If you had a choice, at which grade level would high school tutors work best?

_____ Level I _____ Level IV
_____ Level II _____ Level V
_____ Level III _____ Level VI
_____ All Levels

J. What problems/difficulties did you encounter with tutors assigned to your class?

_____
_____
_____
_____
_____

VI. I.S. AIDES

A. What was the average level of attainment of your I.S. Aides?

_____ college graduates _____ elementary school graduates
_____ college students _____ elementary school students
_____ high school graduates _____ others
_____ high school students

B. In your particular community, do you think you got the best available aide? _____ yes _____ no

Why? _____
_____
_____

C. To what extent was the assistance of your aide beneficial to you as an instructional supervisor?

_____ to a great extent _____ to a little extent
_____ to some extent _____ not at all

How about to the pupils?

_____ to a great extent _____ to a little extent
_____ to some extent _____ not at all

D. How many I.S. Aides do you think you ought to have for best results? _____

E. What problems/difficulties did you encounter with regard to the way the IS Aides performed their functions/duties? (Indicate)

_____
_____
_____
_____
_____
_____
_____

F. Were you able to solve these problems? How?

_____
_____
_____
_____
_____
_____

G. Are you really convinced that elementary school I.S.'s should team up with non-professionally trained I.S. Aides?

_____
_____
_____

H. What other suggestions can you give to improve the quality of assistance of I.S. Aides:

_____

_____

_____

_____

_____

VII. ON COMMUNITY ASSISTANCE

A. As you recall, what types of assistance did the CLC get from the parents and the community?

Please rank the first three (3) in their frequency:

_____ giving financial assistance
_____ giving free labor for construction and repair
_____ giving technical assistance to pupils
_____ volunteer work during school-wide activities
_____ participating in programs
_____ monitoring children's progress
_____ tutoring children's progress
_____ others

Of the first three (3) checked, do you think the assistance given was maximal? _____
average or optimal? _____
minimal? _____

If it was not maximal, what suggestions could you give to improve it?

_____

_____

_____

_____

_____

B. Did your village head render maximal assistance in persuading or motivating community members to support IMPACT?

_____ yes

If it was not maximal, what else could he have done?

_____

_____

_____

_____

_____

VIII. ABOUT OUT-OF-SCHOOL YOUTHS

A. Did your school CLC succeed in attracting out-of-school youths? _____

What could have been done to improve the performance of your CLC in this regard?

_____

_____

_____

_____

_____

B. Do you really think IMPACT should concern itself with the out-of-school youths? _____

Please elaborate:

_____

_____

_____

_____

_____

C. If you have any other suggestions to offer concerning things you think should be done to improve IMPACT, please write them here.

Appendix N

Republic of the Philippines
Department of Education and Culture
OFFICE OF THE SECRETARY
Manila

June 19, 1974

DEPARTMENT ORDER
No. 25, s. 1974

IMPLEMENTING GUIDELINES FOR THE POLICY
ON BILINGUAL EDUCATION

To: The Director of Public Schools:
The Director of Private Schools:
The Director of Vocational Education:
Presidents of State Colleges and Universities

1. In consonance with the provisions of the 1972 Constitution and a declared policy of the National Board of Education on bilingualism in the schools, in order to develop a bilingual nation competent in the use of both English and Filipino, the Department of Education and Culture hereby promulgates the following guidelines for the implementation of the policy:

a. Bilingual education is defined operationally, as the separate use of Pilipino and English as media of instruction in definite subject areas, provided that in addition, Arabic shall be used in the areas where it is necessary.

b. The use of English and Pilipino as media of instruction shall begin in Grade I in all schools. In Grades I and II, the vernacular used in the locality or place where the school is located shall be the auxiliary medium of instruction; this use of the vernacular shall be resorted to only when necessary to facilitate understanding of the concepts being taught through the prescribed medium for the subject: English, Pilipino or Arabic, as the case may be.

c. English and Pilipino shall be taught as language subjects in all grades in the elementary and secondary schools to achieve the goal of bilingualism.

d. Pilipino shall be used as medium of instruction in the following subject areas: social studies/social science, character education, work education, health education and physical education.

e. New textbooks and other instructional materials shall be developed for English and Pilipino language courses/subjects aimed at developing competence in the use of these languages.

f. New textbooks in the subjects mentioned in "d" shall be only in Pilipino.

g. The following schedule shall be adopted for the implementation of the bilingual education program for all levels in the elementary and secondary schools:

(1) Phase I: School year 1974-75 through school year 1977-78.

This four-year period shall be a transition period in the use of Pilipino as medium of instruction for the following subjects: social studies/social science, work education, character education, health and physical education. Schools/school divisions in the Tagalog areas may begin to use Pilipino during the school year 1974-75 in the subjects named above. Schools/school divisions in all other areas shall develop plans for either an immediate or a gradual shift to Pilipino as medium of instruction in the subjects named above, depending on the availability of teaching materials and teachers competent to teach in Pilipino. English shall remain as medium of instruction for all other courses.

(2) Phase II: School year 1978-79 through school year 1981-82.

During this period, the use of Pilipino in the subjects named in "d" shall be:

(a) Mandatory beginning school year 1978-79 in the following:

Schools/school divisions in the Tagalog areas and all other schools/school divisions that made the shift to Pilipino during school year 1974-75 in accordance with "g" above.

(b) Mandatory in all other schools in accordance with the following schedule:

Primary; School year 1978-79 Intermediate; School year 1979-80 First and Second year high school; School year 1980-81 Third and Fourth year high school; School year 1981-82. The use of English in all other subjects/courses in the elementary and secondary levels shall likewise be mandatory.

2. In-service training programs for the development of teachers' competence in the use of Pilipino as medium of instruction shall be organized on the national, regional, and local levels under the direction of appropriate personnel of the Department of Education and Culture and its agencies and instrumentalities with the cooperation of teachers' colleges and universities.

3. All schools/school divisions shall prepare long-range plans for teacher in-service training and materials acquisition and/or preparation.

4. Tertiary institutions (collegiate and graduate levels) are given discretion to develop their own schedules of implementation, provided that by the school year 1984, all graduates of tertiary curricula should be able to pass examinations in English and/or Pilipino for the practice of their professions.

5. This Department Order supersedes Department Order No. 9, s. 1973.

(Sgd.) JUAN L. MANUEL
Secretary of Education and Culture

Appendix O

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

April 19, 1977

DEPARTMENT ORDER
No. 18, s. 1977

GUIDELINES ON THE IMPLEMENTATION
OF THE YOUTH CIVIC ACTION PROGRAM

To: Bureau Directors
Regional Directors
Chiefs of Services and Heads of Units
Coordinator, State Colleges and Universities
Heads of Private Schools, Colleges and Universities

1. Conformably with the directive of His Excellency, President Ferdinand E. Marcos to make the Youth Civic Action Program more significant for the youth in terms of truly meaningful experience in social and national service particularly in the rural and depressed communities, the revised guidelines on the implementation of the Youth Civic Action Program is hereby released for the information, guidance and compliance of those concerned.

2. Inclosed is a copy of the implementing guidelines of the Youth Civic Action Program (YCAP) which shall serve as comprehensive guide in the implementation of a more operational program on youth participation in national development. This was prepared by a committee composed of representatives from various units of the Department, other government and non-government agencies.

3. The guidelines embody all the pertinent provisions of previous Department Orders and Memoranda on the subject, revised or amended accordingly on the basis of the officials. New provisions designed to clarify certain aspects which have not been clearly understood, have also been incorporated.

4. The guidelines include the following important aspects concerning the administration of the Youth Civic Action Program: Rationale; Objectives of the Program; Scope of the Program; Suggested YCAP Activities for the Elementary, Secondary and Post-secondary Levels; Other Alternatives in YCAP; and National YCAP Model for Secondary and Post-secondary Levels.

5. Reports required from the field, as specified in the guidelines, shall be addressed to: National YCAP Coordinating Office, copy furnished the regional director, at the end of each semester term.

6. Regional directors are enjoined to conduct, from time to time, regional and/or division YCAP seminars to insure the effective implementation of the YOUTH CIVIC ACTION PROGRAM.

7. The full cooperation of all concerned regarding this matter is enjoined.

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

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GUIDELINES ON THE IMPLEMENTATION
OF THE YOUTH CIVIC ACTION PROGRAM

The following guidelines on the implementation of the Youth Civic Action Program hereby outlined for information and guidance of all concerned:

B. SECONDARY LEVEL

1. In the secondary level, every student in each curriculum year shall participate actively in YCAP activities. Secondary students in schools, colleges and universities, through their school administrators and/or YCAP coordinators, shall insure student participation in development projects approved by the local YCAP committee.

2. The local YCAP committee composed of the school YCAP coordinator, in coordination with the school division YCAP coordinator and the BLGCD civic action officer, shall identify the school or community projects/activities to be undertaken at least 15 days prior to beginning of each school year. This would provide the school YCAP coordinator adequate time to program and schedule student participation in the provincial YCAP priority projects.

3. Evaluation of YCAP performance shall be on the impact of the school YCAP project in the development of the local community, the number of YCAP participants, the positive affective and psychomotor changes among YCAP participants.

4. YCAP being a curricular subject should be indicated in the students Form 138. The grades obtained on his participation in YCAP projects should be a part of the student's school records. To graduate, a secondary student shall have obtained at least 4 units of YCAP.

5. No period specifically for YCAP shall be indicated in the school program effective school year 1977-78.

Appendix F

REPLICATION PROCEDURES

The eight basic steps below were useful in the process of establishing Project IMPACT. They may well be useful for the tryout and certainly for full replication. The steps are not necessarily sequential. Most can be done simultaneously. The steps are schematically illustrated below:

Implementation Procedures

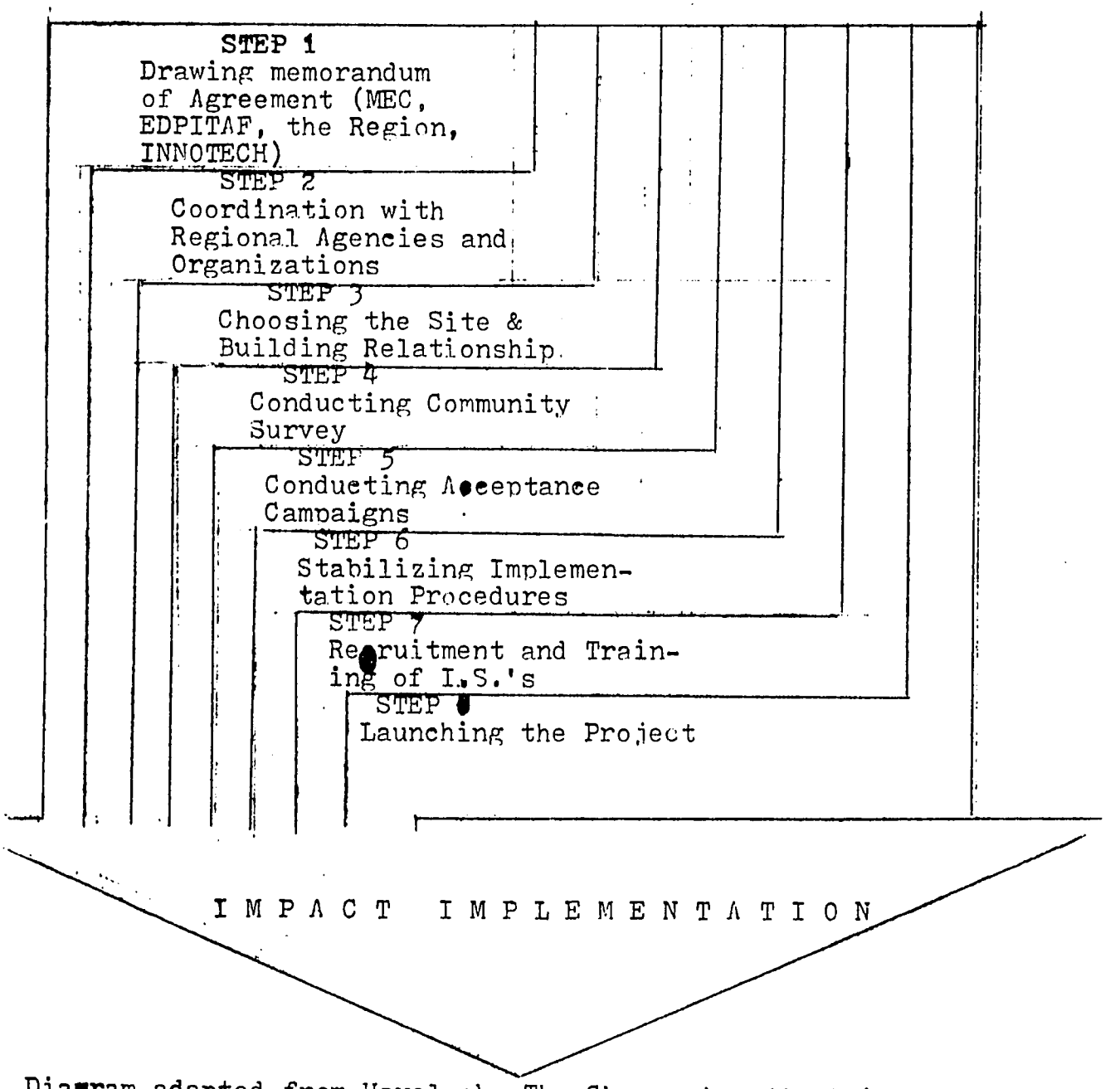

Diagram adapted from Havelock, The Change Agent's Guide to Innovation in Education, (Englewood, New Jersey. Educational Technology Publications, 1973).

STEP 1. DRAWING THE MEMORANDUM OF AGREEMENT

For the purpose of a tryout, this step may not necessarily be a formal step. However, it is obvious that where there is need to locate responsibility, establish conditions and guidelines, and generally spell out details, then some form of binding document will need to be drawn up.

It is possible, therefore, that some form of agreement may be made among the MEC, EDPITAF, the Region and INNOTECH.

STEP 2. COORDINATION (MEETING) WITH REGIONAL AND LOCAL AGENCIES, OFFICES, AND ORGANIZATIONS

Compatibility in work relations is important. The first thing that needs to be developed, therefore, is a viable relationship with the regional agencies, offices and organizations.

Initially, all that might be necessary is to inform them of the tryout activity. Depending on the extent of the tryout, some can be tapped for assistance and active cooperation. A secure and reasonably well-delineated helping role is an essential point to start with.

Among these are the formal leaders of the MEC, the Governor and City Mayor, Division Superintendent, representatives of PTA, DLGCD, NEDA, Human Settlements, appropriate private entities and institutions as well as other opinion leaders of the community.

STEP 3. CHOOSING THE SITE AND BUILDING RELATIONSHIP WITH THE CLIENTELE

One of the especially difficult problems is deciding the site and deciding which school/s shall conduct the tryout. The project site environment is one of the many aspects to be considered since it is the primary location of both the constraints and resources of the project. The environment includes both the explicit and implicit political, social and economic forces that may impinge on the project operation.

Schools which would like to upgrade the quality of pupils' achievement by using the IMPACT delivery system would need comparable schools to constitute the control group. Criteria used for the tryout schools should also be the criteria used in selecting the control schools.

The choice of the school will be governed by a number of criteria. In the final choice, these criteria will reflect mostly practical considerations, such as the following:

1. Interest. It will be best to start with a school which will volunteer, and whose teachers are eager to engage in the tryout

2. A dynamic supervisor (as Project Director) will be crucial

3. The community is receptive and willing to cooperate.

4. There is a high school nearby (for tutors)

5. If several schools are chosen, they should all belong to one supervisory district.

If a tryout is to be accompanied by a systematically planned research, the criteria will include the hypotheses. Thus, hypotheses may have to do with comparative effectiveness in terms of size of schools, location (rural vs. urban; commercial vs. industrial; agricultural vs. fishing, etc.); age of school (experienced vs. new teachers); etc.

Just by way of information, the choice of the five Naga schools for the original site was governed in part by the following criteria:

... Is rural and typical of country,

... Has approximately 50 per cent (or less) of children currently receiving a primary education (or has a need to reduce educational costs),

... Includes some 5-10 villages of different sizes within fairly close geographical proximity,

... Contains a sizable proportion of children who do not speak the language of instruction (which typically is used beginning in the fourth grade),

... Has relatively easy access to INNOTECH

... Exhibits a willingness of villages to participate in study.

STEP 4. CONDUCTING COMMUNITY SURVEY

In order to make intelligent decisions and choices one has to have an adequate understanding of what has occured, what is available, and what is potentially relevant and useful. This task of information retrieval was found to be useful to the IMPACT project. It can be handled competently and with minimum effort if the researcher has ideas of what he needs before he starts and plans the community survey strategy.

This community survey, besides providing the project staff information about the pupil's profile, parental educational and occupational background, could be so designed so as to reveal the availability of skilled persons and resources in the community. These will later be useful to teach pupils some practical arts skills and the possibility of some to be invited as resource speakers on some topics. The survey reveals as well the socio-economic profile of the community.

Whatever strategy one would choose, an important point to be considered is that it should not be very sophisticated so as to cost too much.

STEP 5. CONDUCTING ACCEPTANCE CAMPAIGN

The relationship with the regional agencies and organizations and the initial encounters made in Step 2 must have a strong bearing on planning the conduct on good relationship. As a rule these agencies and organizations should be involved in the planning and conducting the initial and the follow-up acceptance campaigns. Probably it is at this stage that the Steering Committee be organized. This can be in 3 levels:

1. Division Level Steering Committee:

   - Governor/City Mayor
   - MEC Regional Director
   - President of Federation of PTA Presidents
   - Division Superintendent
   - Representatives of MIGCD, NEDA, Human Setteements.

2. District Level Steering Committee:

- Municipal Mayor
- District Supervisor
- Representative of Local School Board
- Representatives of MLGCD, NEDA, Human Settlements

3. Village Level Steering Committee:

- Village political leaders
- Field Coordinator
- President of PTA
- Head of Youth Organization

An authority suggests some points to consider in building up an ideal relationship with the clients. These points could also serve as reminders on the conduct of the acceptance campaigns. The points are as follows:

1) Reciprocity. The give and take relation enhances transfer of information, mutual appreciation of the problem thus resulting to an accurate diagnosis of the situation. This relationship enchances involvement and commitment.

2) Openness. This is characterized by openness to listen to problems of others.

3) Realistic Expectations. From the outset, it is very important, to set reasonably realistic expectations. Do not over sell oneself to the innovation. Relative to this, operational schedules of the Project should be flexible.

4) Expectations of Reward. The project must be seen to be a viable alternative and provide the community with significantly same situation if not significantly improved situation.

5) Structure. Some definitions of roles, working procedures and expected outcomes need to be laid down (neither too regidly or too specifically) and a meaningful distribution of labor and reward considered. The organization set-up of the system may be presented here.

6) Minimum Threat. At the outset, teachers and administrators are to be assured that Project IMPACT was never meant to put a teacher or supervisor out of a job. It is intended to cope with the problem of ever-increasing enrolment and the inability of the Southeast Asian governments to further increase the percentage allocation for education in their national budgets.

7) Confrontation of Differences. The conduct of the meetings should facilitate the community and the teachers to talk out differences in the systems. An honest confrontation during the meetings may erase doubts and suspicions.

The Strategy

A. How to work to gain group acceptance?

An effective way begins with diagnosing the forces for and against the Project and being able to draw up a list of individuals who can fit under each of the following headings, "innovator", "resister" and "leader". Part of this analysis is an inventory of leadership. Then the next step is to use key people who have good follower connections as stepping stones.

This stepping stone strategy works as follows:[1]

(1) First, introduce the innovation to a core group of "innovators". Get them to try out the innovation, to become sophisticated in its use, and to demonstrate it to others.

(2) Second, begin to work with some of the concerned citizens who are potential but not-yet-vocal resisters, answering their questions and showing them by demonstration that the innovation does not violate established values and does not threaten the survival of the system as they know it. If you are not able to receive any cooperation from resisters and if they are already vocal and mobilized, you should at least do what you can to protect the innovators and and to make the innovation less vulnerable. This means being hard-headed, realistic, and scientific in your approach and having sound and well-reasoned

[1]Havelock. Ibid p. 123.

answers for legitimate questions. With these safeguards, you may not be able to silence your detractors but in many cases you may be able to disarm them and prevent them from turning the rest of the community against you.

(3) Third, bring the innovation to the attention of the leaders, allowing them to observe live demonstrations by the innovators and to sound out the reactions of potential resisters.

(4) Allow the leaders to lead the way to acceptance by the rest of the system. If possible, get them to publicly commit themselves and organize themselves into supporting and endorsing committees.

B. How to Communicate

Gaining acceptance of innovations, is in large part, a matter of effective communication. The problem is how to get the right message across the right people in the right way so that acceptance will follow. But it isn't that easy, communication is a complicated process strongly influenced by the personality of both the senders, the receivers, the message and the medium. Thus, the conduct of the acceptance campaigns should be well planned bearing in mind the following:

a) the size and personality of the target groups. The grouping may consist of the top-level authority figures in the community; the school administrators and teachers; the community opinion leaders and the community at large.

b) choosing the right medium for the right job and on the right time. The media and materials that could be used are either a) one-way media, i.e., lectures books, handouts, films, posters and charts and demonstrations; b) two-way media, i.e, person to person contacts with leaders, opinion leaders, potential resisters and key people; group discussions, conferences and workshops. The two-way media has an edge over the former in that they allow a counter-message thus questions and objections can get through. Our recommendation is to have both one-way and two-way media in various combinations.

c) keeping your program flexible. The value of planning the project operation utilizing a step-by-step approach is unquestionable, however, this should guard one against being overly rigid in the way the schedule is carried out. One should be ever willing and ready to change plans as the need arises. Being flexible would either mean being ready to readapt the change, "shift gears" or change the implementation strategy.

STEP 6. STABILIZING IMPLEMENTATION PROCEDURES

As soon as the community displays some signs of acceptance the Steering Committee can meet with the INNOTECH Task Force and the prospective Project Staff members to thresh out some of the implementation procedures. The group can begin to visualize the decisions made at a higher level on whether to try the whole system, or to try only a part. Just what component they want to try to implement should be made clear at the start. This decision will be the basis of the staffing and also the creation of the curriculum development unit and a research unit.

With the assistance from the INNOTECH Task Force the expected outputs of this step - the project's operational schedule and its chart of activities by phases can be drawn. These would serve as guidelines.

The operational schedule of the Project beyond those already accomplished in Steps 1 to 5, may include the following phases:

1. Select and Recruit Field Site Personnel
2. Adapt and Reproduce Modules to Local Needs if Necessary
3. Design Orientation Programmes for Different Components
4. Conduct Orientation Programmes
5. Design evaluative measures
6. Conduct Try-out of the Experimental Programmes for Different Component (Launch the project)
7. Training of I.S.'s.

STEP 7. TRAINING OF I.S.'s

Initially, the training of the teachers as Instructional Supervisors will have to be conducted in cooperation with INNOTECH. For maximum results the schedule must be for at least 4 weeks.

The details of this step shall be taken up with the proper personnel.

STEP 8. LAUNCHING THE PROJECT

The care exercised by the planners during the planning of the launching should more or less come up to if not exceed the care given during the planning of the acceptance campaigns. Care should be observed that all groups of both the formal and opinion leaders be represented if not given a part during the launching program. May be it will be good to involve as many leaders, members, pupils, parents and supporters so as to gather the most involvement and commitment.

Appendix Q

MODULE WRITER'S PERFORMANCE ANALYSIS

Action Agent _____ Date _____

Designation _____ Output:

Modules for Levels I to III

Modules for Levels IV to VI

A. EVALUATION FACTORS:

1. Quantity of Modules

KIND OF MODULE	AHEAD OF SCHEDULE	ON SCHEDULE	BEHIND SCHEDULE
a. Basic Modules			
b. Advanced Mod.			

2. Quality of Modules

CRITERIA	Unsatis-factory	Satis-factory			Very Satis-factory		Out-stand-ing	Weight
	1	2	3	4	5	6	7	(%)
a. Suitability of Concepts/Skills to grade level								10
b. Accuracy of task analysis								15
c. Statement of objectives in behavioral terms								10
d. Criterion-referenced tests								10
e. Suitability of instructional strategy approach and prompting techniques to objectives/tasks								15
f. Consistency of format with the model of programming used								10

DESCRIPTIONS OF NUMERICAL RATINGS IN PERFORMANCE ANALYSIS

PREVIOUS FORM	REVISED FORM	
1	7	Outstanding (Perfect: no revisions needed)
2	6	Very satisfactory (Minor revisions needed in less than 25% of the module)
3	5	Very Satisfactory (Minor Revisions needed in from 25% to 50% of the module)
4	4	Satisfactory (Major Revisions needed in in less than 25% of the module)
5	3	Satisfactory (Major Revisions needed in from 25% to 50% but less than 75% of the module)
6	2	Satisfactory (Major Revisions needed in over 50% but less than 75% of the module)
77	1	Unsatisfactory (Major revisions needed in over 75% of the module)

Suggested References

Bloom, Benjamin S. Handbook on Formative and Summative Evaluation of Student Learning. New York: McGraw-Hill, Inc.,

_____(ed). Taxonomy of Educational Objectives. New York: David McKay Co., Inc., 1956.

Davies, Ivor K. The Management of Learning.

Ellson, Douglas G. et al. Programmed Teaching: Effective Teaching by "Unqualified Teachers" (Final Report). Saigon: Regional Center for Educational Innovation and Technology, 1973.

Espich, James L. & Bill Williams. Developing Programmed Instructional Materials (A Handbook for Program Writers.) Palo Alto, California: Fearon Publishers, Inc., 1967.

Performance Analysis (Continued)

CRITERIA	Unsatis-factory	Satis-factory			Very Satis-factory		Out-stand-ing	Weight
	1	2	3	4	5	6	7	(%)
g. Language/Vocabulary Level: 1) Simplicity, clarity and accuracy								10
2) Grammar								5
h. Provision for remediation								5
i. Relevance (links to real-life situations)								5
j. Technique used in Integration								5

OVERALL AVERAGE: _____

DESCRIPTION : _____

B. ACTION REQUIRED (If any)

_____

RATING OFFICIALS:

_____ _____

INSTRUCTIONAL METHODS EXPERT EDITOR

Appendix R

SAMPLE RADIO SCRIPT

English
Radio Lesson No. 1
(For Module 13, Lessons 277, 278, 282 and 297)

. . . Music . . .

KINI ANG RADIO LESSON NO. 1 ALANG SA PROJECT IMPACT. KINI MAOY MOANDAM NINYO ALANG SA INYONG PROGRAMMED LESSONS 277, 278, 282 UG 297 SA MODULE 13.
(Pause.)
KOMUSTA KAMO, MGA BATA! ANDAM NA BA KAMO SA PAGPAMINAW KANAKO?
(Pause. Class Answers.)
KARON ANIAY MGA TUDLING NGA MOSULTI BAHIN NI NANAY. SI NANAY NAGSUL-OB UG DALAG NGA SININA. ADUNA SIYAY ASUL NGA PAYPAY. PAMINAW PAG-AYO KAY AKONG IPADUNGOG NINYO ANG MGA TUDLING NGA ININGLES UG ANG KATUGBANG NIINI SA BINISAYA. ANIA.

This is Mother.
(KINI SI NANAY.)

She wears a yellow dress.
(NAGSUL-OB SIYA UG DALAG NGA SININA.)

She has a blue fan.
(ADUNA SIYAY ASUL NGA PAYPAY.)

This is a dress.
(KINI USA KA SININA.)

This is a fan.
(KINI USA KA PAYPAY.)

Mother has a blue fan.
(SI NANAY ADUNAY ASUL NGA PAYPAY.)

Mother has a yellow dress.
(SI NANAY ADUNAY DALAG NGA SININA.)

Mother wears a yellow dress.
(NAGSUL-OB SI NANAY UG DALAG NGA SININA.)

KARON, MGA BATA. KUHAA NINYO ANG INYONG ENGLISH BOOKLET.
. . . . MUSIC . . . .
AMONG TUN-AN PAGBASA ANG MGA TUDLING NGA INYONG NADUNGOG.
ANDAM NA BA KAMO SA LAING KALIHOKAN?
(Pause. Class Answers.)
ABLIHI ANG INYONG ENGLISH BOOKLET SA PAGE 1
(Pause. Give the pupils enough time to turn the page.)
TAN-AWA NINYO PAG-AYO ANG MGA TUDLING NGA ANAA SA BOOKLET.
AKO ANG MOBASA UG UNA SA MATAG TUDLING. UNYA, SUNDA KNI
SA PAGBASA. PAMINAW PAG-AYO SAMTANG ANG INYONG MGA MATA
ANAA SA TUDLING NGA AKONG BASAHON.
(Pause.)

This is Mother.
(Pause. Class reads)
This is Mother.
(Pause. Class reads)
She wears a yellow dress.
(Pause. Class reads)
She wears a yellow dress.
(Pause. Class reads.)
She has a blue fan.
(Pause. Class reads.)
She has a blue fan.
(Pause. Class reads.)
This is a dress.
(Pause. Class reads.)
This is a dress.

(Pause, Class reads.)

This is a fan.

(Pause. Class reads.)

This is a fan.

(Pause. Class reads.)

Mother has a blue fan.

(Pause. Class reads.)

Mother has a blue fan.

(Pause. Class reads.)

Mother has a yellow dress.

(Pause. Class reads.)

Mother has a yellow dress.

(Pause. Class reads.)

Mother wears a yellow dress

(Pause. Class reads.)

Mother wears a yellow dress

(Pause. Class reads.)

ANHI NA LANG TA DINHI KUTOB, MGA BATA. HIPUSA NA NINYO ANG INYONG MGA BOOKLETS.

(Pause)

MGA BATA, MAGLEKSIYON NA USAB MAKO UBAN SA INYONG PROGRAMMED TEACHER.

BYE . . . . . .

. . . . Music . . . .

Appendix S

SAMPLE PAGE FROM THE READER

Module 13
(Lessons 277, 282 & 297)

1. This is Mother.
2. She wears a yellow dress.
3. She has a blue fan.
4. This is a dress.
5. This is a fan.
6. Mother has a blue fan.
7. Mother has a yellow dress.
8. Mother wears a yellow dress.

Sample Programmed Lesson:

A. Lesson Program: Rounds
B. Item Program: SIPG
C. Content: Words on Chart
D. Preparation:

1. Review the rounds programs and SIPG.
2. Practice reading the words/items.
   You may ask the I.S. to teach you how to pronounce the words correctly.
3. Prepare the chart and the pointer.
4. Point to a word as you say the task.

E. Task: CAN YOU READ THIS WORD?
F. Items:

1. is
2. Mother
3. This
4. dress
5. She
6. wears
7. yellow
8. this
9. fan
10. blue
11. mother
12. she

Appendix S

SAMPLE PAGE FROM THE READER

Module 13
(Lessons 277, 282 & 297)

1. This is Mother.
2. She wears a yellow dress.
3. She has a blue fan.
4. This is a dress.
5. This is a fan.
6. Mother has a blue fan.
7. Mother has a yellow dress.
8. Mother wears a yellow dress.

Sample Programmed Lesson:

A. Lesson Program: Rounds
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C. Content: Words on Chart
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2. Practice reading the words/items.
   You may ask the I.S. to teach you how to
   pronounce the words correctly.
3. Prepare the chart and the pointer.
4. Point to a word as you say the task.

E. Task: CAN YOU READ THIS WORD?
F. Items:

1. is
2. Mother
3. This
4. dress
5. She
6. wears
7. yellow
8. this
9. fan
10. blue
11. mother
12. she

Appendix U

RESEARCH STUDIES ON IMPACT

IMPACT AS SEEN BY THE INSTRUCTIONAL SUPERVISORS

To ascertain whether all the IMPACT concepts and assumptions have been worked out effectively and efficiently at the field sites, an opinionnaire study was conducted among the implementors of the IMPACT management system - the Instructional Supervisors (I.S.'s).

It was considered important to gather the observations and experiences of the I.S.'s and other members of the project staff to get their perceptions on the many aspects of IMPACT. Being at the front line of the project, the I.S.'s put into practice what, to others, were only hypotheses and assumptions. They are therefore the richest sources of information about how the ideas behind Project IMPACT actually worked.

Their observations and opinions about IMPACT which are most down to earth could be considered as bases for confirmation, rethinking, or even rejection of some of the pre-conceived notions about Project IMPACT.

THE RESPONDENTS

Toward the end of Project IMPACT, the Research Division of INNOTECH fielded a questionnaire to 33 Instructional Supervisors of the Philippine IMPACT sites: Naga, Cebu, Lapu-Lapu City in Cebu and Sapang Palay, San Jose Del Monte, Bulacan.

A total of 33 Instructional Supervisors (I.S.'s) in the three IMPACT sites /Naga (N=9); Lapu-Lapu City (N=12), and Sapang Palay (N=12)7 were included in the study. Except for 1 male I.S. in Sapang Palay, all the Instructional Supervisors in the three sites were females. (Actually another male I.S. in Naga could not respond to the questionnaire).

The Sapang Palay I.S.'s are the youngest among the group, with a mean age of 25 years while Lapu-Lapu City I.S.'s are relatively the oldest in the group, with a mean age of 41 years. The mean age for the Naga I.S.'s is 33 years.

As a relocation site for the urban squatters in the 1970's, Sapang Palay's CLC is relatively new, hence, that probably accounts for the younger cohort of teachers.

The predominance of female teachers is not deliberate or a prerequisite to the IMPACT system. The fact is, in the Philippines there are more females than males who are attracted to elementary teaching.

The I.S.'s have had relatively long years experience teaching in the conventional system. Of the three sites, Lapu-Lapu City I.S.'s had the highest average years of teaching experience, which was 16 years; 2 years of which were in the IMPACT system and 14 years, in the conventional system. Naga I.S.'s had a total average of 9 years teaching experience; 3 years of which were in IMPACT and 6 years, in the conventional system.

Sapang Palay I.S.'s, the youngest among the I.S.'s had a total average years of 4 years in the teaching profession; 2 years each in IMPACT and in the conventional system.

Prior to the I.S.'s assignment to the IMPACT system, they had been teaching in the conventional system in different types of school. Except the Lapu-Lapu City I.S.'s, who were used to teaching in the urban schools, Naga and Sapang Palay I.S.'s have previously taught in the rural schools.

THE FINDINGS

It is not the purpose of this paper to present the findings of the study as though they were facts or conclusive data. The innovative nature of IMPACT and its controversial aspects demand that the system be subjected to continuing evaluation and scrutiny.

The fact, however, remains that there is a group of teachers who pioneered in the development of the system. Surely, their opinions, their observations and recommendations cannot be taken lightly. These shall be presented in the spirit of their being food for thought. There will be, therefore, a minimum of analysis.

A. General Impressions on IMPACT

To the open-ended question, "If at the start you knew what it was you were going to go through in Project IMPACT, would you still have wanted to join the project?", thirty one of the 33 respondents replied in the affirmative and only two said "no".

Half of those who said "yes" (16) gave as their reason - to gain more knowledge and experience. A similar reply - to learn something about educational innovation was given by eight respondents.

Nine respondents said they wanted to avoid preparing long lesson plans since the materials of IMPACT were already prepared.

All the respondents in the three sites unanimously said that with their involvement in IMPACT, they felt .. more of a professional, than otherwise.

The feeling of being more of a professional was corroborated by the generally negative response to the question; "Did you feel left out in the curriculum development process?" This was asked on the assumption that the "managerial" role of the teacher was in contradiction to her more direct involvement in the curriculum development in the conventional system. In IMPACT, the responsibility for curriculum development was assumed by a group of subject matter specialists who wrote the modules.

Approximately four-fifths or 81.82 per cent of the I.S.'s in the three sites felt that they were never left out in the curriculum development process in IMPACT. Actually, the subject matter specialists received feedbacks from the I.S.'s on the pupils' use of the materials. The feedback were then the basis of the development of the materials, hence, the I.S.'s believed that they were very much involved in the curriculum development process.

The concept of curriculum development included the writing of lesson plans. A follow-up question was therefore asked: "Did you feel at times that you could be writing a better lesson plan that what the moduler offered?"

Forty five per cent of the Instructional Supervisors in the three sites opined that they <u>never</u> felt they could be writing out a better lesson plan than what the modules offered. This was especially true among I.S.'s in Naga (44.44%) and Sapang Palay (83.33%).

On the other hand, the Lapu-Lapu City I.S.'s (91.67%) <u>sometimes</u> felt that they could be writing out a better lesson plan. Whether the attitude of the Lapu-Lapu City I.S.'s was a carry-over of their long years of being accustomed to the convetional system is something that cannot be ignored.

The nature of the above responses perhaps is more related to the quality of the modules than to the attitude of the I.S.'s to their professional status. Individual differences of pupils' needs in each field site could also contribute to the desire of the I.S.'s to modify the modules to suit their pupils needs. Uniqueness of a community and its needs should be taken into consideration in the preparation of modules.

Another related question was asked on the commonly held notion of "coverage" of content: "In your school, did you or the other I.S.'s feel you had to "cover" a certain amount of materials by the end of a period?" One third or 39.39 per cent of the Instructional Supervisors in the three sites, mostly the Lapu-Lapu City and Sapang Palay I.S.'s, revealed that they often times feel they had to "cover" a certain amount of materials by the end of a period. More than one-half or 55.56% of the Naga I.S.'s reported that they never felt that way.

The differences of opinion regarding the coverage of the content may be due to the varying length of exposure of the I.S.'s on the use of these materials. Naga I.S.'s had longer years experience of using the materials than the I.S.'s in the other sites. If this is a factor, it needs further verification.

In IMPACT, lessons are mostly in modular form, however, there are certain subjects that were not modularized such as Music, Arts and P.E. Whether the I.S.'s agree or disagree that some subjects are best taught the conventional way, the question was asked; "Did you feel that some subjects are best taught the conventional way? If yes, which subjects?"

Lapu-Lapu City and Sapang Palay I.S.'s were unanimous in saying "yes". Only 1 or 11.11% of the Naga I.S.'s said "yes" to the same question.

The subjects that were mentioned to be better taught in the conventional way with the corresponding number of respondents agreeing to it were: Music (19) 57.58%, P.E. (18) 54.54%, Mathematics (15) 45.45%, Arts (14) 42.42%, Language Arts (11) 33.33%, and Work Education (10) 30.30%.

This again could be a reflection on the quality of the modules prepared for these subjects than to the attitude of the I.S.'s.

Evaluation of pupils' progress in IMPACT is extremely important in IMPACT because of the concept of mastery learning. Evaluation measures are built-in the modules. The I.S.'s do not write test questions. As revealed by the responses of the I.S.'s to the question; "Did you feel left out in the evaluation of your pupils' progress?", all the Instructional Supervisors, except two in Naga, never felt left out in the evaluation of their pupils progress.

The concept of evaluation goes beyond paper and pencil tests. It is the function of the I.S. to be watchful (evaluative) of any individual learning difficulties during the learning period, so that special attention to pupils needing help (tutoring) can be given.

A very marked departure of IMPACT from the conventional system is the increased teacher-pupil ratio, hence, the work load and its attendant implication to the maintenance of discipline.

More than three-fourth or 78.79% of the I.S.'s in the three sites felt that their work loads were "heavy" but that these were "not too much" for them. A small percentages of Lapu-Lapu City and Sapang Palay I.S.'s, 8.33% and 16.67%,

respectively, felt that their work loads were "too heavy" for them. In contrast, a little less than one-half of the I.S.'s (44.44%), felt that their work loads were "just right" for them. Not one felt the work load was "light".

Since IMPACT is non-graded, the Instructional Supervisor may theoretically handle 2 to 4 families of multi-level pupils, provided the entire group she manages does not exceed 200 pupils. In practice, however, the questionnaire revealed that 100 is the average number of pupils under each I.S.'s. The respondents believed that 100 pupils is big but nevertheless, manageable, and that moreover 100 is just right for one I.S.

B. On Programmed Teaching (PT)

Programmed Teaching is the main mode of learning for Levels I - III. The use of upper level pupils to "program teach" was by far the most commonly criticised aspect of IMPACT. Yet, observations showed that it is, in fact, a very effective mode.

The responses of the I.S.'s revealed that more than one-half of them in the three sites were in the opinion that all levels IV, V and VI pupils could be assigned as Programmed Teachers.

A number of the I.S.'s (9) in the other hand believed that only the bright pupils of Levels IV, V and VI pupils be assigned as Programmed Teachers.

These findings at least confirmed the decision to utilize all upper level pupils as Programmed Teachers instead of just the bright ones.

All the I.S.'s were unanimous in their opinion that ten pupils or less is the optimum number of pupils a Programmed Teacher should handle whether he will be Level IV, V, or VI.

The usual length of time devoted to actual teaching in Programmed Teaching is 30 minutes and the other 30 minutes is for tutoring the slow learners in the group.

On the question, "How long should programmed teaching last for best results?" the I.S.'s have differing opinions regarding this aspect.

More than one-half or 69.69 per cent of the I.S.'s believed that 40 to 45 minutes is most ideal for programmed teaching to yield best results.

A smaller percentage, 18.18% preferred the usual one-half teaching while only three indicated one hour. No one indicated 15 minutes or more than one hour.

As earlier mentioned, typically in a programmed teaching schedule, a PT devotes the first 30 minutes to programmed teaching, and the next 30 minutes to tutoring work. Whether this schedule was followed in actual practice, the question was asked: "In actual practice, how did most programmed teachers apportion time for programmed teaching?"

Responses of the I.S.'s show a variety of practice. About one-third or 33.33% of the I.S.'s followed the typical schedule of PTM that is - one-half hour PT and one-half hour remedial work. A smaller percentage, 30.30%, all Lapu-Lapu I.S.'s, reported that they spent one hour in program teaching alone, while 8 or 24.24% spent one-half hour program teaching and one-half hour review. Four of the Sapang Palay I.S.'s preferred one-half hour PT and the Programmed Teacher returns to her peer-group.

The responses seem to mirror the ability on the part of both the I.S.'s and the PT's to sustain attention and maintain discipline.

Several advantages of Programmed Teaching were noted by the I.S.'s. Younger pupils who are under a programmed teacher are seen to feel at ease and even get closely attached to the programmed teachers. The programmed teachers, on the other hand, develop good personality and managerial skills in teaching, self-study and discipline, responsibility, self-confidence and leadership. It was also pointed out that in programmed teaching, pupils learn more and are encouraged to learn by the use of incentives.

These findings clearly confirm the observations and claims made on IMPACT by frequent visitors to the IMPACT field sites who noted that "IMPACT pupils are more spontaneous and uninhibited in their activities. They are more sociable, they become good leaders and more reliable." The pupil in his capacity as programmed teacher is looked up to, obeyed and respected by the younger pupils.

On the other hand, some instructional problems and difficulties were encountered in the field in the use of Programmed Teaching which may need further reexamination and rethinking.

Some of the problems raised by the I.S.'s included the restraint in expanding the programmed lessons. The I.S.'s were told to strictly comply with the module lessons. Difficulty in teaching items were also traced to the incompetent PT's. Moreover, the I.S.'s felt that there were too many items to learn. Irregular attendance of PT's was universally noted.

The problems and difficulties cited in the previous question, prompted a related question to be asked, "What would you suggest to correct the deficiencies you have cited?"

A number of I.S.'s (10) believed that to correct the problem regarding the restraint in expanding the programmed lessons, the I.S.'s should provide enrichment lessons. They also suggested that the number of lessons be reduced to a minimum; and more training be given to the P.T.'s.

The role of the I.S.'s in IMPACT is changed to that of a facilitator of pupils learning. Unlike their counterpart in the traditional schools who engage in direct teaching, the I.S. manages pupil learning. The I.S.'s were therefore asked to list down their activities during the time programmed teaching was going on.

As revealed by the I.S.'s, their activities were directed mainly in assisting and guiding the P.T.'s as well as the pupils. Among the most specific activities they cited were: helping the P.T.'s in their teaching difficulties (16), observing the P.T.'s whether they teach the item program properly (13), remediating pupils with difficulties (5), checking the program of the activities(4).

Although I.S.'s do not give direct teaching and there is no definite time allotment for the tasks of monitoring learning, the demands on their time and attention seem enough to keep them busy and vigilant all day.

C. On Peer-Group Learning (PGL)

Peer-Group Learring (PGL) as one of the effective learning management techniques employed in the IMPACT system, utilizes groups of pupils, composed of 5 to 6 members. Typically, the groups are heterogeneous in ability but they are studying the same core modules.

The I.S.'s were generally in accord with heterogeneous grouping. In addition, however, ninety four per cent of the I.S.'s preferred pupils who are friends, neighbors, relatives and of mixed sexes to be grouped together and preferably the group be limited to less than 10 pupils.

The original scheme actually suggested that grouping should be by friends, neighbors, relatives and of mixed sexes. Family members, will want to feel responsible for each other, and friends and neighbors will have greater feeling of responsibility. The mixing of sexes in each group is also important in the socialization of children.

The findings also show that the I.S.'s in each site do not agree on a common length of peer-group study period. Suggestions range from 30 minutes to one hour. This clearly suggests the need for more flexibility in following time schedules. It may well be worth considering to give leeway in adjusting time periods to give allowance for individual differences of pupils.

One significant feature of PGL is "contracting". In "contracting", Levels 4 to 6 pupils sign a group contract with their I.S. at the start of each week. The contract specifies the objectives set by a group to attain in a week. To ascertain whether this feature in PGL is effective, the question was asked; "Did you find "contracting workable?" One third of the I.S.'s found

"contracting" workable. The I.S.'s claimed that "contracting" developed responsibility and self-direction, cooperation and promptness in the pupils.

The two Naga I.S.'s who did not find contracting workable alleged that on the contrary, slow learners lag behind the group and that the accomplishment of the contract is hampered by the limited number of modules.

Other significant problems with respect to contracting, as cited by the I.S.'s were: failure of the pupils to comply with the terms of the contract: absent members lag behind the group achievement; pupils who failed to finish the required modules are left behind hence, another contract have to be made for them.

The following were cited by the I.S.'s as among the more glaring defects of Peer-Group Learning; the ill-effects of the competitive situation betwee n the fast and slow learners, communication problem due to language difficulty, and some disciplinary problems on pupils' behaviors and practices.

Suggested remedies to the above included: fast learners should be assigned as leaders during the first semester instead of rotating the leadership. This would minimize the ill-effects of the competitive nature of the pupils.

D. Tutors

In the IMPACT system, tutorial form one component of the management system. Levels 4 to 6 pupils are tutored by high school students, parents, relatives and neighbors at the Learning Center or at home. In this connection, the I.S.'s were asked, "To what extent did you have tutors for your pupils?"

One-half of the I.S.'s in the three sites indicated the response, "to some extent", while a little less than one-half, mostly the Sapang Palay I.S.'s indicated "to a little extent". Sapang Palay I.S.'s seemed to have availed little of the assistance of tutors, because as reported by the I.S.'s, the tutors who were assigned to them apparently were not interested in teaching the slow learners and were frequently absent from their scheduled tutorial assignment.

The I.S.'s revealed that they prefer, and that they followed a regular schedule for tutorials. In fact, the Sapang Palay I.S.'s who expressed dissatisfaction over tutors, still set aside a regular schedule for tutorials.

Tutoring is one of the significant provisions of the IMPACT system for the slow learners to help them attain mastery learning. Evidently the I.S.'s are convinced of the importance of tutoring slow pupils. Since most of the tutors were elementary graduates and high school students who tutor only during their free time, the I.S.'s must have felt the convenience of preparing a tutorial schedule that was mutually agreeable to both the tutors and the tutees.

On the quality of performance of the tutors, the I.S.'s were asked to evaluate the performance of the tutors assigned to them.

More than one-half or 57.58 per cent of the I.S.'s gave their tutors a positive rating which meant that they were "a great help to the pupils", as against 27.27 per cent who gave the rating, "of some help to the pupils".

Five of the twelve Sapang Palay I.S.'s gave the lowest rating to their tutors as indicated by their response, "of little help to the pupils". This rating is

supported by a subsequent response to a question where they revealed that the tutors assigned to them were not interested in their tutorial assignments.

It appears that, according to 22 of 33 I.S.'s, the tutors were oriented on their roles and trained for the job by the IMPACT Field Coordinators. As part of the training, they were made to study the modules after which they were given a test to qualify as tutors.

The responses seem to indicate that the tutors receive good training, however, there were still tutors who did not perform their job well. This problem could possibly be a result of some other factors like, motivation but not on the quality of training they received.

The next question was asked of the I.S.'s! "When you had tutors, how long did they stay with a pupil?" This question was asked on the assumption that length of time in tutoring is an indication of the degree of the tutors' motivation.

Responses of the I.S.'s show that 81.82 per cent reported that their tutors stayed with their pupils for 20 to 60 minutes as against 16.6 per cent, all of Naga, who said that their tutors stayed with their pupils from 10 to 45 minutes.

The length of time indicated by most of the I.S.'s, especially those from Sapang Palay, may indicate that motivation is not lacking on tutors who did their job.

Another question was asked: "If you had a choice on which grade level would high school tutors work best?" Responses of the I.S.'s show varying choices.

Fifteen of 33 I.S.'s pointed out that high school tutor could worked best with Level III; and 12, mostly the Sapang Palay I.S.'s, believed that they are equally capable to tutor pupils in all levels. Some responses also revealed choices in Levels I and II.

In the original concept, tutoring was to be given to Levels IV, V and VI pupils whose difficulties have been identified. They are tutored on the basis of their weaknesses as identified by the results of the module post-tests.

The mention of Level III by almost half of the respondents is rather significant. Level III is a transition grade and perhaps the pupils really need all the help available.

The responses revealed that among the greatest problems encountered by the I.S.'s with their tutors are: the apparent lack of interest of some tutors to teach, the weakness of some tutors in some subjects, tardiness of tutors coming to teach.

E. I.S. Aides

The Instructional Supervisors in IMPACT are assisted by a non-professionally trained aide. The aide should at least be an elementary school graduate.

The greatest percentage of the I.S.'s Aides (69.69%) were high school students and graduates. There were only 15 per cent who were college students and the same percentage who were elementary graduates.

Sapang Palay and Lapu-Lapu City have made use of I.S. Aides who were at most college students. Naga did not have I.S. Aides who have reached the college level. The fact however, is, that they got the best available aides in their respective community. It must be noted that Naga is a rural community whereas both Sapang Palay and Lapu-Lapu are semi-urban.

The I.S.'s were asked about the extent of benefit derived from the I.S. Aides.

In the opinion of the I.S.'s, the I.S. Aides were equally beneficial to the I.S.'s and the pupils.

I.S. Aides were considered beneficial "to a great extent" to the I.S. by 87.88%; 81.82% indicated they were beneficial to the pupils "to a great extent".

Normally, each I.S. should have one I.S. Aides. The opinion of the I.S.'s were asked regarding the number of Aides they ought to have for best results.

Responses of the I.S.'s show that they were more inclined to have two Aides rather than only one. Naga and Sapang Palay I.S.'s particularly seem to favor having two Aides than one.

The preference for two Aides is perhaps more of an expression of an ideal number rather than an expression of inadequacy of assistance of Aides. The previous responses of the I.S.'s on some questions, revealed their satisfaction of the performance of their Aides, hence, one I.S. Aide for each I.S. seem to be sufficient.

On problems/difficulties encountered with regard to the way I.S. Aides performed their functions/duties, the I.S.'s mentioned: inability of the I.S. Aide to discipline pupils, absenteeism of Aides, incompetence in record keeping and checking of test papers and recording them.

Seven of 33 I.S.'s did not respond to this item while three indicated that they do not have any problem with their Aides.

As revealed by their responses, majority of the I.S.'s, 28 or 84.85% were convinced on the effectiveness of teaming up the I.S. and the non-professionally trained I.S. Aide. Only 12.12% did not agree on the team up. Lapu-Lapu City I.S.'s were all unanimous in agreeing to the team up.

Of those who did not favor the team-up, they preferred not to give any reason for their negative response.

Appendix U.2

LIST OF GRADUATE STUDIES ABOUT PROJECT IMPACT

A. STUDIES COMPLETED AT THE CEBU STATE COLLEGE, CEBU CITY

1. A Comparative Evaluation of the Achievement in Language of Level IV IMPACT Pupils and Grade IV Non-IMPACT Pupils of Naga School Districts I and II, Cebu School Division 1978- 1979 (by Mrs. Sionita C. Bucao)

2. A Comparative Evaluation of the Achievement in Home Economics of Level VI IMPACT Pupils and Grade VI Non-IMPACT Pupils of Naga School Districts I and II, Cebu School Division 1978 - 1979 (by Mrs. Romelia M. Manit)

3. A Comparative Evaluation of the Achievement in Reading of Level IV IMPACT Pupils and Grade IV Non-IMPACT Pupils of Naga School Districts I and II, Cebu School Division 1978 - 1979 (by Mrs. Braulia C. Ornopia)

4. A Comparative Evaluation of the Achievement in Science of Level IV IMPACT Pupils and Grade IV Non-IMPACT Pupils of Naga School Districts I and II, Cebu School Division 1978 - 1979 (by Miss Rosa H. Rosos)

5. A Comparative Evaluation of the Achievement in Social Studies of Level VI IMPACT Pupils and Grade VI Non-IMPACT Pupils of Naga School Districts I and II, Cebu School Division 1978-1979 (by Mrs. Esperanza T. Rodriguez)

6. Isang Pahambing na Pagtataya sa Natutuhan sa Pilipino ng mga Mag-aaral sa Baitang sa mga Paaralang Di-IMPACT sa Purok I at II ng Naga, Sangay ng Cebu 1978-1979 (ni Bb. Lilia E. G. Garcia)

7. Isang Pahambing na Pagtataya sa Natutuhan sa Pilipino ng mga Mag-aaral sa Ikaanim na Antas sa mga Paaralang IMPACT at Ikaanim na Baitang sa mga Paaralang Di-IMPACT sa Sangay ng Lungsod ng Lapu-Lapu sa Taong 1978-1979 (ni Bb. Restituta Z. Sanchez)

B. STUDY MADE AT THE UNIVERSITY OF THE VISAYAS, CEBU CITY

1. A Comparative Appraisal of the Achievement in Mathematics of Level VI IMPACT Pupils and Grade VI Non-IMPACT Pupils of Naga School Districts I and II, Cebu School Division, School Year 1978-1979. (by Mr. Abner E. Barriga)

Appendix U.3

IMPACT AS SEEN BY PARENTS AND COMMUNITY MEMBERS

At the start of the school year in June 1976, the progress of the developmental - experimental activities particularly those that pertain to the parents and community members suffered serious setback. This was due to a derogatory comment against IMPACT by the Assistant Superintendent of Schools for Cebu Division which was said over the radio.

Considering the status of such school official among rural folks and the entire Cebu Community, one understands why parents transfered their children to Non-IMPACT schools in the neighboring villages, and prepared a petition addressed to the Secretary of the Department of Education and Culture to ask for the suspension of the developmental experimental activities of IMPACT.

Immediately the Project Staff took steps to counteract the adverse moves of parents. Meetings were held in small groups; rather than ask parents and community members to come to the Community Learning Center for a meeting, the Rural Education Coordinator assisted by some teachers went from village to village to disseminate the correct information. The staff also asked the members of the local steering committee and the National Steering Committee to assist in assuring the parents that Project IMPACT had not caused any adverse effect on pupil's education.

To help the staff identify the community members who had negative attitudes towards IMPACT and to quantify the extent of the damage caused by the Assistant Superintendent's comments, the staff conducted a survey among the community members. The survey instrument was a questionnaire worded in the native

language. The questionnaire was administered by the officers of the Kabataang Barangay of each village from June to August 1976. Each household was given a questionnaire to be filled out either by the household head or by the representative of the Kabataang Barangay who conducted to him by the household head. When all the questionnaires were gathered together a number of them were not filled out except the first question. These sheets were countered out in the analysis of data.

The following charts present the data gathered from the questionnaires.

Sampling for the Study

Village	No. of Sheets Gathered	No. of Sheets Counted Out	No. of Sheets Considered
Naalad	167	33	134
Pangdan	82	0	82
Lutac	135	73	62
Balirong	96	24	72
Uling	107	10	97
Totals	587	140	447

General Attitude of Respondents to Project IMPACT

	Naalad		Pangdan		Lutac		Balirong		Uling		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Those in favor	88	66	69	84	44	71	52	72	23	24	276	62
Those opposed	44	33	10	12	18	29	20	28	71	73	163	36
No response	2	1	3	4	0	0	0	0	3	3	8	2

The data show that 62% of the total respondents are in favor of Project IMPACT. The hardest hit community is Uling with only 24% of the total respondents in favor of the Project. Two percent of the total sample did not give any response to the question.

Reasons for Parents' Resistance to IMPACT

Reasons	Naalad		Pangdan		Lutac		Balirong		Uling		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
a. Children cannot finish elementary in six years	10	7	13	16	13	21	5	7	39	40	80	18
b. Parents are given duties to fulfill	2	1	10	12	5	8	5	7	4	4	26	6
c. Parents do not have the time to carry out their duties in IMPACT	37	28	15	18	18	29	12	17	42	43	124	28
d. Children have so much to study	2	1	4	5	0	0	2	3	0	0	8	2
e. Children don't learn so much from other children	1	1	6	7	1	2	3	4	22	23	33	7
f. Children cannot read	0	0	0	0	0	0	0	0	0	10	10	2

The frequencies indicate the frequency with which the answer is given by respondents. A respondent may give two or more answers.

The two main reasons for parents' opposition to IMPACT are their feeling of inability to carry out the role that the system assigns to parents, and their fear that children cannot finish the elementary in six years. Both reasons are deemed valid by the staff considering the survival needs of people in developing countries and the requirements of mastery learning in the child's progress from learning task to task in contrast to mass promotion which is practiced in the public elementary schools in the country.

Benefits Given By IMPACT to Learners

Benefits	Naalad		Pangdan		Lutac		Balirong		Uling		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
a. Children can read well	48	36	40	49	15	24	43	60	22	23	168	38
b. Children have improved their command of English	11	8	24	29	3	5	8	11	0	0	46	10
c. Children have developed study habits	21	16	47	57	33	53	45	63	5	5	151	34
d. Children have learned so much	14	10	32	39	9	15	9	13	3	3	67	15

Among the merits of IMPACT as pointed out by parent respondents are the development of the child's study habits and improvement of their reading skill.

Parent's Willingness to Come to CLC Whenever Needed by IS's

Response	Naalad		Pangdan		Lutac		Balirong		Uling		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Yes	86	64	57	70	40	65	42	58	52	54	277	62
No	14	10	8	10	1	2	16	22	24	25	63	14
No response	34	25	17	20	21	34	14	19	21	22	107	24

Sixty two percent of the total respondents express willingness to come to the Learning Center whenever they are requested by the IS for a conference; 14% said they could not come; and 24% were non-commital on the question.

Tutorial Assistance Given to Children

Tutors	Naalad		Pangdan		Lutac		Balirong		Uling		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Parents	28	21	16	20	14	23	40	56	11	11	109	24
Brothers/ Sisters	26	19	12	15	8	13	22	31	3	3	71	16
Relatives	4	3	6	7	3	5	0	0	0	0	13	3
Neighbors	2	1	8	10	1	2	0	0	0	0	11	2

Although the above data do not show what percent of the total IMPACT population have home grown tutors, they show that the most common home grown tutor is the parent, with sibling coming next.

	Activities	Date
1.	Meeting with parents in each site	July, 1976
2.	The Mayor of Naga met with two leaders of the parent petitioners to help them understand the activities of the Project and the rationale for such activities.	July, 1976
3.	Meeting with the officers of the Federation of PTA Presidents of Cebu to clarify certain doubts about the Project	August, 1976
4.	Small group meetings with parents in all the villages	August, 1976
5.	Meeting with officers of the Local Steering Committees of the five Project Sites, and then with parents.	September, 1976
6.	Follow-up meeting with parents	October, 1976
7.	Meeting with Local Steering Committees and the parents	February, 1977
8.	The Mayor of Naga called for a general assembly of all adult members of the community to inform them of his office's plans to implement the Presidential Decree which provides that parents are held responsible for their children's dropping out of school.	March, 1977

Among the feedback received from parents during these meetings are the following:

1. Parents think that regimentation regarding pupils' staying together in one classroom all the time, which is characteristic of the traditional system, is better than the allowance of mobility of pupils in the rooms and learning kiosks.

2. Parents doubt the effectivity and efficiency of elder pupils' teaching younger pupils.

Most of the community resources availed of by pupils during the school year included:

a. sari-sari store owners as informants on how to manage a sari-sari store in connection with their lesson in Applied Skills.

b. cooking utensils borrowed from parents for the preparation of recipes taken up in their Home Economics.

c. observation of the workers in the National Power Corporation, who have been installing the electric posts and lines from the source through the Naga-Uling road, to identify the science principles at work in such movements or activities.

When asked about problems with the community, IS's and the Rural Coordinator submitted the following based on their day-to-day contact with parents in the community:

1. Not all parents attend the parents meeting. Only those who already understand what Project IMPACT is keep coming to the monthly meetings.

2. Some community members who were asked to serve as resource persons turned down the request because they had their own work to attend to.

3. A few parents do not appreciate the value of education for their children so that they would rather have their children work on the farm than go to school.

4. Some parents do not mind the letters that the IS's send to them.

EXTERNAL EVALUATION OF THE IMPACT COMPONENTS BY INNOTECH CENTER STAFF IN MARCH, 1977

A staff review and evaluation of IMPACT-Naga identified a number of needs pertinent to the success of both the Naga experiment and the Lapu-Lapu/Sapang Palay extensions.

1. Module Revision
   a. Observation
      (1) There is a need to revise the modules and to simplify the language.
      (2) Statement of objectives specify level of criterion. Weakness of such practice: criterion is subjective.
      (3) There are errors in the typing or printing of modules which may affect pupils' learning.
      (4) There is overlapping of subject matter in different subject modules. For example, telling the time in Math and Science; use of fertilizer in Science, Home Economics and Applied Skills.

2. Tutorial System
   a. Observation
      (1) Irregular attendance of high school tutors especially in Lutac and Uling.
      (2) ISs have reported that high school tutors are still requested to render YCAP services.
   b. Suggestions
      (1) To request Dr. Tiro to talk to high school teachers and principals to allow high school students not to report to their schools on the days they are assigned to stay at the Community Learning Center and to exempt them from daily quizzes given during the day.
      (2) To tap all high school students residing in the five barrios regardless of the high school they go to.

3. Procedure for Remediation
   a. Observation
      (1) The pupils are shown the right answer rather than taught where to find the answer.
   b. Suggestion: to help the learner by showing him where to locate the correct answer.

4. Programmed Teaching

a. Observations

(1) One is easily impressed when he sees elder pupils teach the younger ones, but one may not see the flaws in the process such as: the degree to which mastery learning is achieved.

(2) IS's are charged with teaching language and reading, and with one nour training session with programmed teachers. These activities take away three hours from their tasks of monitoring and supervising learning.

(3) Item programs have not been fully followed by programmed teachers.

(4) Not all elder pupils are used as programmed teachers; slow learners among elder pupils are not used.

b. Suggestions

(1) To use cassettes and tapes for programmed teaching to relieve the IS's of the task of teaching.

(2) For the Central Staff to take care of the training of programmed teachers at the start of the school year to enable the programmed teachers to internalize the procedures so as to do away with daily training.

(3) For the office to seek funds for:

1 reel tape recorder
1 good quality cassette recorder for office use
18 units of good quality players: 15 to be distributed to the schools, and the three to stand ready when a unit is pulled out for repair or inspection.
a good recording room

(4) Role of the IS's in programmed teaching should be to find out what things are needed and what steps the P.T. has to take to enable them to make the necessary corrections and suggestions.

(5) ISs must give positive reinforcement to programmed teachers.

(6) Alternatives which may be used when the PT is absent:

(a) to use large group mode, if possible
(b) for the IS's or IS aide to take over
(c) to use peer programmed teacher, or a level 3 pupil.

(7) To use all elder pupils as programmed teachers as much as possible.

5. Programmed Learning

a. Observations

(1) Levels 4 to 6 pupils are neglected. Parents have valid reason to complain and pupils have reasons to take long leaves of absence.

(2) There is more emphasis on self instruction than peer learning and small group mode. No evidence of peer learning is observable at all CLC's. Children are not seriously going through their modules. Answer sheets are not used by pupils.

(3) Contracts have never been used. Contract Progress Charts are not used appropriately. It does not show what each child did every week of the month and of the year. IS's say they do not have contract forms.

(4) Puzzles and comic books have not been used, except for a few puzzles in Lutac.

(5) Post tests administration; children take the post test with their modules with them; pupils help each other during the test; wrong answers are remediated by showing the pupil the correct answer.

(6) IS's do not go around to observe the different groups in their learning activities.

(7) Pupils go through the ordeal of reading long performance modules when time could have been saved by having the tutor, or IS demonstrate the procedure to the group.

(8) ISs do not remediate if the pupil achieves the 80 or 90 percent criterion stated in the objective.

(9) Not all elder pupils are used as programmed teachers.

b. Suggestions

(1) The norms for learning should be group learning- a group - heterogeneous group formed and they learn the lesson by going through peer learning or small group mode. Self-instruction is allowed

only on the following exceptions:

(a) If pupil is late and wants to make up for it.

(b) If the subject is the child's favorite, he may be allowed to go at his own fast rate.

(2) The norm is group contracting-the group signs up for the same modules.

(3) Contract charts should show what each child did during the week by writing L for being on leave; a star for a contract completed; and a fraction to show the number of modules completed out of a total signed up in the contract.

(4) Do IS's read modules before pupils do?

(5) IS's must go around the different groups every ten to fifteen minutes to find out what each group is doing.

(6) The Education Analyst may readminister 2 to 3 block post tests to check for mastery learning.

(7) Children may bring home the module and the answer sheets.

(8) Emphasize non-teacher instruction through peer group learning, and deemphasize self-instruction.

(9) Study the possibility of reducing IS's in Lutac and increasing those in Pangdan on the basis of enrolment.

(10) Parents and children must be made to understand that the norm is school learning. A child may be absent for only very important reasons.

(11) Tutors or IS's may go over performance modules and demonstrate them to pupils for the latter to imitate and to master.

(12) To build more practical learning kiosks. To ask Dr. Albarracin and Dr. Tiro to talk about the kiosks during the graduation exercises.

(13) The management system may make provision to program the use of tools in one barrio at a time.

(14) Comics and puzzles must be used to advantage.

(15) Remediation activities must be undertaken even for pupils who achieve the eighty percent criterion.

(16) Pupils must go to the community resource person and the IS's will arrange for the meetings of these pupils of the resource person.

6. Instructional Supervisors

   a. Observations

      (1) IS's have shown a great deal of improvement in their attitudes.

      (2) IS's are used as programmed teachers for Language and Reading which takes away two hours of the time that they could have spent supervising and monitoring learning activities.

      (3) A few of the ISs go around to observe and supervise student activities. Others complain about a lot of problems about children but do not do much about trying out solutions to problems.

      (4) IS's still insist on adding another IS.

   b. Suggestions

      (1) To relieve ISs of the load of teaching to enable them to monitor and supervise learning by using cassettes.

      (2) The major role of ISs is to monitor and supervise learning.

      (3) IS's must arrange for the meeting of pupils and the community resource persons at the homes or place of work rather than require resource persons to go to the Community Learning Center.

7. Criterion Tests

   a. Observations

      (1) Present criterion tests cannot be used as basis for comparing IMPACT and Non-IMPACT children.

         (a) Tests tend to measure module objectives which non-IMPACT pupils may not have been taught.

         (b) Tests tend to concentrate in vocabulary testing even in non-Language and Reading subjects.

         (c) Tests show too much sophistication, that is, too many test types which confuse the pupils.

         (d) Tests contain errors in printing and answer sheets do not tally with test questions.

b. Suggestions

(1) To use external tests for purposes of comparing IMPACT children with Non-IMPACT children.

(2) To improve the criterion tests by trying it out first on one or two pupils.

8. Replication

a. One must distinguish between feasibility study and a model. Project IMPACT at this stage is still a feasibility study and is not yet a model for replication for the following reasons:

(1) the modules are far from perfect

(2) the management system for Levels 4 to 6 still needs improvement

(3) programmed teaching is not yet final

(4) test instruments still need a lot of improvement

b. Before replication starts, the following priorities must be solved:

(1) Ways to improve learning levels 4 to 6

(2) Curriculum development

(a) Integration of the curriculum

(b) Module revision

(c) Tap external assistance

(3) Ways to improve programmed teaching

(a) To tap external assistance to revise modules

(b) To use cassette recorders and tapes to replace ISs

(c) To tap peace corps volunteers for the editing and revision of modules: one trained in simplifying instructional materials; and another one with training in educational psychology and competence in programmed instruction.

(d) To look for an instructional methods advisor to help in the revision of modules.

(4) Evaluation - to tap external evaluation instruments such as regional tests.

Appendix V

PERTINENT PROVISIONS RELATIVE TO INNOTECH MATERIALS AND EQUIPMENTS

Pertinent Provisions from, "Agreement between the Government of the Republic of the Philippines and the Southeast Asian Ministers of Education Organization"- Regarding the temporary operation of the SEAMEO Regional Centre for Educational Innovation and Technology:"; 1976, p. 5.

Article VII
Property of the Organization

1. The property and assets of the Organization shall enjoy immunity from every form of legal process except for those property and assets of the Organization specifically covered by any contract which the Regional Centre enters into with a contracting party in the Philippines.

2. The archives of the Organization and, in general, all documents belonging to the Organization or held by it shall be inviolable wherever located in the Philippines.

PRESIDENTIAL DECREE NO. 49

Pertinent Provisions from Presidential Decree No. 49, Decree on the Protection of Intellectual Property, Nov. 14, 1972, Vol. III, Presidential Decrees, pp. 37-39.

CHAPTER II - COPYRIGHT.

Article I. - Scope and beneficiaries of copyright.

Section 5. Copyright shall consist in the exclusive right:

(A) To print, reprint, publish, copy, distribute, multiply, sell, and make photographs, photo-engravings, and pictorial illustrations of the works;

Section 9. No copy shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties. No prior approval or condition shall be required for the use for any purpose of statutes, rules and regulations, and speeches, lectures, sermons, addresses, and dissertations pronounced, read or rendered in courts of justice, before, administrative agencies, in deliberative assemblies, and in meeting of public character.

A "Work of the Government of the Philippines" is a work created by an officer or employee of the Philippine government or any of its subdivisions and instrumentalities, including government-owned or controlled corporations as a part of his regularly prescribed official duties.

Notwithstanding the foregoing provisions, the Government is not precluded from receiving and holding copyrights transferred to it by assignment, bequest or otherwise; nor shall publication or republication by the Government in a public document of any work in which copyright is subsisting be taken to cause any abridgement or annulment of the copyright or to authorize any use or appropriation of such work without the consent of the copyright proprietor.

Appendix W

IMPACT FOREIGN VISITORS

Appendix W

IMPACT FOREIGN VISITORS

NAGA PROJECT IMPACT FOREIGN VISITORS

Name of Visitors	Institution/Agency Represented	Date Visited
		1975
1. Miss Marjorie Wheatley	USAID, Washington	September 15
2. Dr. Donald Simpson	IDRC, Ottawa	Nov. 24-27
3. Mr. Saleh Muntasir	Solo Proyek PAMONG	Nov. 14-27
4. Mr. Widada	Solo Proyek PAMONG	Nov. 24-Dec. 4
5. Mr. Boorham Respati	Solo Proyek PAMONG	Dec. 1-5
6. Dr. Julman Sinaga	Science University Penang, Malaysia	Dec. 4-8
7. Dr. Ratnaike	UNESCO, Bangkok	Dec. 16-17
		1976
8. Dr. Saisuree Chutikul	U.N. Asian Development Institute	March 8-9
9. Dr. Ananda Guruga	UNESCO, Bangkok	March 16
10. Mr. Clyde Sanger	IDRC, Canada	Oct. 13-20
11. Mr. George Mendis	Dept. of Educ. Sri, Lanka	December
		1977
12. Mrs. Ruth Zagorin	Soc. Science & Humanities Division, IDRC	Jan. 12-14
13. Mr. Maryono	Proyek PAMONG, Indonesia	March 11-14
14. Mr. Dudarto	Proyek PAMONG, Indonesia	
15. Mr. Soebroto	Proyek PAMONG, Indonesia	
16. Dr. Tunder Palmer	IDRC, Canada	June 12-15
17. Mrs. Christine Norman	Ministry of Education Monrovia, Liberia	June 21-23
18. Dr. Gladys Harding	Ministry of Education Monrovia, Liberia	June 21-23
19. Mrs. Olivia Karnga Ockner	Ministry of Education Monrovia, Liberia	June 21-23
20. Mrs. Josephine Richards	Ministry of Education Monrovia, Liberia	June 21-23
21. Dr. Stephen Yokenson	Ministry of Education Monrovia, Liberia	June 21-23
22. Mr. Boniface Nah	Ministry of Education Monrovia, Liberia	June 21-23

Note: Data for the list of foreign visitors are taken from Annual Reports of each Project Site.

Name of Visitors	Institution/Agency Represented	Date Visited
		1977
23. Dr. W. Whitten	USAID, Washington	June 21-23
24. Dr. Oh	Republic of Korea	July 14
25. Dr. James Turman	USAID, Manila	July 26
26. Mr. Henry Krohman	Canadian Teachers Federation, Canada	August 2-5
27. Mrs. Erica Krohman	Canadian Teachers Federation, Canada	August 2-5
28. Dr. Koo	Ministry of Education Thailand	Sept. 11-12
29. Dr. Pote Dhanyakhan	Ministry of Education Thailand	Sept. 11-12
30. Dr. Peter Cody	USAID, Manila	October 5-7
31. Hon. Eril Bell	Ministry of Education Jamaica	October 5-8
32. Mrs. Lola McKenley	Ministry of Education Jamaica	October 5-8
33. Dr. N.ying	Ministry of Education Jamaica	October 5-8
34. Mr. R. Ruddock	Ministry of Education Jamaica	October 5-8
35. M. T. Stanigar	Ministry of Education Jamaica	October 5-8
36. Mr. Leo Oakley	Ministry of Education Jamaica	October 5-8
37. Dr. Mauricio Leonor	ILO, Geneva	October 26
38. Dr. Robert Myers	IDRC, Canada	November 6-7
39. Mr. Khoo	SEAMES, Bangkok	November 11
40. Mrs. Lee Sow Ling	GBM, Singapore	November 11
41. Dr. Soemitro	GBM, Indonesia	November 11
42. Mr. Kum Boo	GBM, Malaysia	November 11
43. Dr. Saiyut Chaupatong	GBM, Thailand	November 11
		1978
44. Mr. Gabriel Ntunaguza	Burundi, Africa	October
45. Dr. Peter Williams	London, University	February 23
46. Dr. Jean Berry	Bangkok, Thailand	September

Name of Visitors	Institution/Agency Represented	Date Visited
		1979
47. Dr. Shamsul Hague	IER, Univ. of Dacca	February 28
48. Mr. A.M.A. Rashid	Department of Public Instruction, Bangladesh	February 28
49. Mrs. Jahanara Kasim	Department of Public Instruction, Bangladesh	February 28
50. Mr. J. Balton-Maggs	UNESCO, Dacca	February 28
51. Dr. A. T. Morales	UNESCO, Dacca	February 28
52. Dr. Abdul Aziz Khan	Min. of Educ., Pakistan	November 19
53. Mr. Khewaja Habid Ahmad	Department of Education Pakistan	November 19
54. Mr. Fasal-e-Quadir	Gov't. of NWFP, Peshawar	November 19
55. Mr. I. H. Sulemani	Nat'l/Educ'l/Equipment, Lahore	November 19

PROYEK PAMONG FOREIGN VISITORS

Name of Visitors	Institution/Agency Represented	Date Visited
		1977
1. Ruth Zagorin	IDRC, Ottawa, Canada	January
2. Charles R. Green	USAID	January
3. Granville S. Hammond	USAID.	January
4. Sturgis R. Corbin	USAID	January
5. Robert Myers	IDRC, Canada	April
6. Dennis McGrath	RECSAM, Penang	May
7. Dr. Tunder Palmer	IDRC, Canada	June
8. Christine T. Norman	Ministry of Education Liberia	June
9. Dean Nielson	UNESCO, BPBK	June

LAPU-LAPU CITY PROJECT IMPACT FOREIGN VISITORS

Name of Visitors	Institution/Agency Represented	Date Visited
		1977
1. Dr. Tunder Palmer	IDRC, Canada	July 28.
2. Mr. Henry Krehman	Canadian Teachers Federation, Canada	August 5
3. Mrs. Erica Krehman	Canadian Teachers Federation, Canada	August 5
4. Dr. Koo	Min. of Thailand	September 12
5. Dr. Eric Bell	Min. of Educ., Jamaica	October 7
6. Dr. Saiyut Champatong	Rep., Thailand	November 11
7. Mr. Kum Boo	Rep., Malaysia	November 11
8. Mrs. Lee Sow Ling	Rep., Singapore	November 11
9. Mrs. Praneat Khadneam	RIT, Thailand	December 14
10. Mr. Atinut Phromsiri	RIT, Thailand	December 14
		1978
11. Dr. Donald Simpson	IDRC, Ottawa, Canada	February 15-16
12. Mr. Frank Green	IDRC, Ottawa, Canda	February 16
13. Mr. Neil McKee	IDRC, Ottawa, Canada	February 16
14. Mr. Donald Bere	IDRC, Ottawa, Canada	February 16
15. Mr. Sanah Hatte	RIT, Thailand	August 9
16. Mr. Proong Ruangnadda	RIT, Thailand	August 9
17. Mr. Gabriel Ntunaguza	Burundi, Africa	October 6
		1979
18. Mrs. Thelma Smith	Port Macquarie, Australia	January 19
19. Mrs. Alice Barrowman	Port Macquarie, Australia	January 19
20. Dr. Jerry Short	Univ. of Viriginia	February 15
21. Mrs. Jerry Short	Univ. of Viriginia	February 15
22. Mr. John Cox	Department of Education New Zealand	February 15

SAPANG PALAY PROJECT IMPACT FOREIGN VISITORS

Name of Visitors	Institution/Agency Represented	Date Visited
		1977
1. Dr. Tunder Palmer	IDRC, Canada	June 16
2. Mrs. Christine T. Norman	Ministry of Education for Instruction Monrovia, Liberia	June 24
3. Mrs. Josephine Richards	University of Liberia Monrovia, Liberia	June 24
4. Mr. Gladys Hardings	Ministry of Education Monrovia, Liberia	June 24
5. Mrs. Olivia Karnga-Ockner	Ministry of Education Monrovia, Liberia	June 24
6. Dr. Stephen M. Yoredson	University College Monrovia, Liberia	June 24
7. Mr. Boniface Nah	Kakata Rural Teacher Training Institute (KRTTI) Monrovia, Liberia	June 24
8. Jahombang Simajuntak	Department of Education & Culture, Indonesia	July 12
9. Rusydi	Univ. of Sebelas Maret, Indonesia	July 12
10. Saleh Marzuki	Inst. of Teacher Training and Education, Malang, Indonesia	July 12
11. Nurzal	Ministry of Education & Culture, Indonesia	July 12
12. Abdul Karim Abdullah	Ministry of Education Kuala Lumpur, Malaysia	July 12
13. Mohd Nor Long	Sekolah Menengah Sultan Abu Bakar, Kuantan, Pahang, Malaysia	July 12
14. Syed Idrus Syed Ahmad	Sekolah Menengah Sungai Aro Penang, Malaysia	July 12
15. Yoo Ewe Thye	Specialist Teachers' Kuala Lumpur, Malaysia	July 12

Name of Visitors	Institution/Agency Represented	Date Visited
		1977
16. Wan Hussin Zookri	Tun Seri Lanag Secondary School, Mountbatten Road Singapore	July 12
17. Lin Hiong Chye	Jurong Town Primary School Corporation Drive, Singapore 22	July 12
18. Charles Bong Sui Poong	Queenstown Centralized Workshops, Langkok Bahru, Singapore 3	July 12
19. Chan Tung Fong	Ministry of Education Singapore 10	July 12
20. Wanee Ruangsawad	Phyathai School Sri-Ayuthaya Road Bangkok, Thailand	July 12
21. Saismorn Chatiyanonda	Ministry of Education Bangkok	July 12
22. Miss Lampoo Prayurahong	Ministry of Education Bangkok	July 12
23. Mr. Somkit Keorsan	Department of Educational Techniques, Ministry of Education, Bangkok	July 12
24. Dr. Henry A. Krohman	Canadian Teachers' Federation, Canada	July 27
25. Mrs. Erica C. K Krohman	Canadian Teachers' Federation, Canada	July 27
26. Mr. Eric O. Bell	Ministry of Education Jamaica	October 4
27. L. McKenley	Ministry of Education Jamaica	October 4
28. Patrick Stanigar	Ministry of Education Jamaica	October 4
29. N. Ying	Ministry of Education Jamaica	October 4
30. L. Ruddock	Ministry of Education Jamaica	October 4
31. L. Oakley	Ministry of Education Jamaica	October 4
32. Th Sajid	Lecturer in Education Surakarta, Indonesia	October 19
33. Nelson Sinegar	Jurusan Kinia, IKIP Bandung, Indonesia	October 19

Name of Visitors	Institution/Agency Represented	Date Visited 1977
34. Suwantji Sisworahardjo	University of Indonesia	Oct. 19
35. Maman Kadarisman	BP3K, Indonesia	October 19
36. Sri Nusa Ahmad Bin Thaharuodin	Malayan Teachers College, Penang, Malaysia	October 19
37. Mokhtar Bin Ismail	MOE, Malaysia	October 19
38. James Wee Lai Khoon	Education Dept., Sarawak	October 19
39. Mohd. Lazim Bin Hamid	MOE, Malaysia	October 19
40. Loo Pui Wah	Bukit Panjang Gov't. High School, Singapore	October 19
41. Lim Nai Yan	Whitley Secondary School Singapore	October 19
42. Chia Wai Chee	Paya Lebar School, S'pore	October 19
43. Mrs. Helen Wong	Balestier Boys' School Singapore	October 19
44. Mr. Somchao Kespratoom	MOE, Thailand	October 19
45. Dr. Sowwanee Sikkahabandit	MOE, Thailand	October 19
46. Miss Nalindhiba Sandhaweesukh	MOE, Thailand	October 19
47. Mrs. Malee Chittripol	Donmuang School, Thailand	October 19
48. Mrs. Srinoi Povatong	SEAMES, Thaialnd	Nov. 8
49. Sunder Prasad Shrestha	Technical Section Office Nepal	Nov. 23
50. Bimal L. Shrestha	Science Education Specialist, Nepal	Nov. 23
51. Tika Prasad Rijal	Public Vocational School Nepal	Nov. 23
52. Dr. Vincent Campbell	USA	Dec. 2
53. Dr. Philip G. Coombs	USA	
54. Dr. Juma Gul Bandawal	MOE, Afghanistan	Dec. 7
55. Mr. Mohammad Yousuf Yousifi	Finance Section MOE, Afghanistan	Dec. 7
56. Mr. Mohammad Salem	Finance Section MOE, Afghanistan	Dec. 7
57. Mr. Malang	Provincial Educ'l. Planning MOE, Afghanistan	Dec. 7
58. U Tin Nyo	Educational Research Bureau, Rangoon, Burma	Dec. 7

Name of Visitors	Institution/Agency Represented	Date Visited
		1977
59. U Oo Tha Gyaw	Institute of Education Burma	Dec. 7
60. Daw Nge Nge Sein	Institute of Economics, Burma	Dec. 7
61. U Khin Swe	Mandalay, Burma	Dec. 7
62. U Hla Nyunt	Mandalay, Burma	Dec. 7
63. U Tha Dun	MOE, Rangoon, Burma	Dec. 7
64. Daw Khon Thein Daing	Institute of Educ., Rangoon	Dec. 7
		1978
65. Mr. Rudolf Mosbergen	MOE, Singapore	June 16
66. Chin Meng Am	Singapore	June 21
67. M. H. Soenarto	Dept. of Educ., Indonesia	June 21
68. Loh Kum Hong	Pahang Educ. Dept., Malaysia	June 21
69. A. Karim Wahab	Johore Educ. Office, Malaysia	June 21
70. Umar Tirtaraharja	Unjungpandang, Indonesia	June 21
71. Andreas Dwidjo Sumarto	Indonesia	June 21
72. Winjo Admosoehardjo	Indonesia	June 21
73. Henry Tan	Singapore	June 21
74. Lim Ann Hoe	Singapore	June 21
75. Changahkow	Singapore	June 21
76. Mdme. Hsu Phillips	Singapore	June 21
77. Syed Mustapha	MOE, Malaysia	June 21
78. K. Ragupatny	Jalan Duha, Kuala Lumpur	June 21
79. Abdul Rashid Binhamad	Malaysia	June 21
80. Mooban Chambung TC.	Thailand	Aug. 3
81. Somjit Sroisuriya	CB-BLP, Thailand	Aug. 3
82. Somsri Takratanasaran	CB-BLP, Thailand	Aug. 3
83. Prachunpur Bulayalort	CB-BLP, Thailand	Aug. 3
84. Looh Mr.	CB-BLP, Indonesia	Aug. 3
85. P. Pungnadda	RIT, Thailand	Aug. 10
86. Sturja R. Carbin	USAID, Jakarta	Sept. 18
87. Dr. Jean Barry	Bangkok, Thailand	Sept. 20

Name of Visitors	Institution/Agency Represented	Date Visited 1978
88. Mr. Hulman Sinaga	Univ. of Malaya, Penang	Sept. 20
89. Mrs. Ellen Sinaga	Univ. of Malaya, Penang	Sept. 20
90. Dr. Baisalya	Bangkok, Thailand	Nov. 16
91. Suchada Pornnapa	Ministry of Educ., Thailand	Nov. 16
92. Noorkhaili	MOE, Indonesia	Nov. 16
93. Juariah Adang Sobri	IKIP-Bandung, Indonesia	Nov. 16
94. Tigor Sinaga	BPƷK, Indonesia	Nov. 16
95. Hot Pasaibu	Salatiga, Indonesia	Nov. 16
96. Poon Meng Seng	Singapore	Nov. 16
97. Wong Toon Kuang	Singapore	Nov. 16
98. Chin Pak Kim	Singapore	Nov. 16
99. Md. Tahar Utang	KL, Malaysia	Nov. 16
100. Saedi Mohamed	Dept. of Educ., Malaysia	Nov. 16
101. Olarn Rojamahinam	MOE, Bangkok, Thailand	Nov. 16
102. Somnuek Aiumrod	MOE, Bangkok, Thailand	Nov. 16
103. Abdul Jalil Hj. Tahir	Malaysia	Nov. 16
104. Mahmood Yaacob	MOE, Malaysia	Nov. 16
105. Goh Szow Chen	MOE, Singapore	Nov. 16
106. Mavis Edmonds	Canadian Embassy, Manila	Nov. 17
107. Narong Tiemsong	NFE, Thailand	Dec. 8
108. Ching Suh Kim	Seoul National Univ., Korea	Dec. 8
109. Yoichi Nishimoto	NFE, Tokyo, Japan	Dec. 8
110. Heribeth Hinsen	Germany	Dec. 8
111. Djoedjoe Atkawi	Jakarta, Indonesia	Dec. 8
112. S. C. Dutta	NFE, New Delhi, India	Dec. 8
113. Miss Therese Shark	Hongkong	Dec. 8
114. Byung Kil Kim	South Korea	Dec. 8
115. Mr. Peter Grayson	Univ. pf Melbourne, Australia	Dec. 8
116. Koh Watt Seng	Curr. & Testing Div., Singapore	Dec. 8
117. Uvais Ahamed	KL, Malaysia	Dec. 8
118. Ang Gee Bah	SEAMES, Bangkok	Dec. 8
119. Lim Hoy Pick	Univ. of Singapore	Dec. 8

Name of Visitors	Institution/Agency	Date Visited
		1978
120. Sidney S. Wong	Hunghum, Hongkong	Dec. 8
121. Kowit Vorapipa Tara	MOE, Thailand	Dec. 8
122. Sunthorn Sunanchai	MEC, Bangkok, Thailand	Dec. 8
123. Jong Gon Hwang	Kaimyung Univ., South Korea	Dec. 8
124. Andrew Kin Foon Chan	Kowloon, Hongkong	Dec. 8
125. CKH Wong	Chinse Univ. of Hongkong	Dec. 8
126. Abdul Sabar	Jakarta, Indonesia	Dec. 8
127. Dr. Chris Duke	ASPBAE III, Australia	Dec. 8
128. Chris Benry	ASPBAE, Australia	Dec. 8
129. Yoichi Mishimoto	Tokai Univ., Tokyo, Japan	Dec. 8
		1979
130. Syad Abu Bakar	MOE, Malaysia	Jan. 5
131, Piertot	SEAMES, Bangkok	Jan. 5
132. Dr. Saiyut Champatong	MOE, Bangkok	Jan. 5
133. Ibrahim Bin Othman	MOE, Malaysia	Jan. 24
134. Chamreon Sekthecra	Yala, Thailand	Jan. 24
135. Sunee Solgosoom	MOE, Thailand	Jan. 24
136. Jit Krsisupa	Bangkok, Thailand	Jan. 24
137. David Ma	MOE, Singapore	Jan. 24
38. Kasema Varavaem	MOE, Bangkok	Jan. 24
139. Hashim Jasa	KL, Malaysia	Jan. 24
140. Ng Hwee Kiang	MOE, Singapore	Jan. 24
141. Yu Ming Hwang	Singapore	Jan. 24
142. Nanda Bandara	Singapore	Jan. 24
143. Hamsah bin Othman	MOE, Kuala Lumpur, Malaysia	Jan. 24
144. Mana Sanguansook	Project RIT, Thailand	Jan. 24
145. Agus Getaspasti	Malaysia	Jan. 24
146. K. Jegadeva	MOE, Malaysia	Jan. 24
147. Suparna	Indonesia	Jan. 24
148. Annuar Ayeob	Malaysia	Jan. 24
149. Kamol Dhisobha	Thailand	Jan. 24
150. Ng Fook Kah	Singapore	Jan. 24
151. Harum	West Java Province, Indonesia	Jan. 24
152. A. Morgono	Indonesia	Jan. 24
153. Dadang	Indonesia	Jan. 24

Name of Visitors	Institution/Agency Represented	Date Visited
		1979
154. Sumitro	BP2K, Indonesia	Jan. 24
155. Hasmin bin Mohammaed	KL, Malaysia	Jan. 24
156. Mr. John Cox	Dept. of Educ., New Zealand	Feb. 22
157. Mrs. S. J. Karim	Dacca, Bangladesh	Feb. 27
158. Dr. Shamsul Hague	Dacca, Bangladesh	Feb. 27
159. A.M.A. Rashid	Sikkas Bhabon, Bangladesh	Feb. 27
160. John Bolton Maggs	UNESCO, Bangladesh	Feb. 27
161. Warren Brandt	Carbondale, Illinois, USA	Mar. 15
162. Esther Brandt	Carbondale, Illinois, USA	Mar. 15
163. Mohd. Hussein bin Ahmad	Malaysia	Sept. 24
164. Dr. Frank A. Mann	AID, Washington	Sept. 17
		1980
165. Dr. Richard Cambridge	World Bank, USA	Jan. 19
166. Mr. V. C. Demetriou	World Bank, USA	Jan. 19

Appendix X

IMPACT DISSEMINATION ACTIVITIES

APPENDIX X

PROJECT IMPACT INFORMATION-DISSEMINATION ACTIVITIES
NAGA PROJECT IMPACT

Type of Activity	Topic	Date	Place/Audience
A. Acceptance Campaign Dr. C. Baduel Dr. A. Mante Dr. A. Abayata	Philosophy, Plans of Project IMPACT	Jan. 1974	Naga, Cebu, Barrio leaders, Parents, Civic leaders, school personnel, teachers
B. Speaking Engagement: (All subsequent topics, by Dr. R. Mante)	Innovations in Primary Education	April 1975	University of the Visayas, Graduate School Seminar
	Innovative Practices in the Elementary Level	May 1975	PSCD Cebu Chapter Seminar
	Educational Innovations Here and Abroad	Sept. 1975	Colegio de San Jose Recoletos Graduate School Seminar
	Feedback on IMPACT	Oct. 27-28, 1975	Baguio City, PSCD Biennial Seminar
	Preparation of Self-Instructional Materials,	Dec. 5, 1975	Cebu
	Evaluating a Learning Program, ANP Regional	May 25, 1976	
	Project Planning	July 12-14, 1976	University of Sains, Penang, Malaysi
	The Role of the Teachers in the IMPACT Delivery System	Aug. 23-27, 1976	Quezon City
	Perspective for the Management of Learning	Sept. 1976	USP Graduate School, Cebu
	Modern Teaching Techniques and Procedures	Jan. 18, 1976	UP-Cebu, Under Graduate Seminar

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Type of Activity	Topic	Date	Place/Audience
	Project IMPACT: Its Philosophy and Content	Jan. 21, 1977	Argao, Cebu
	Modularized Teaching	Feb. 18, 1977	UP-Cebu Graduate School Seminar
	Project IMPACT: An Alternatives to Existing Delivery System	May 24, 1977, June 3, 1977, June 7-8, 1977 Aug. 27, 1977	DEC Region VIII, Executive Training Institute
	Modern Learning Theories and Strategies for the Realization of Instructional Objectives	June 14, 1977	Velez College of Arts and Sciences Students and faculty
	Modern Instructional Theory	June 14, 1977	DEC Region VII, Modern Science Teachers
	Project Formulation and Introduction to PERT	June 27, 1977	DEC Region VII, Educators
	The Learner in the Perspective of the Home and Community	Aug. 25, 1977	University of Southern Philippines, Cebu, Students and faculty
	Preparing Instructional Objectives	Oct. 9-11, 1977	USP Graduate School
	IMPACT Management Model	Sept. 9-12, 1977	Geneva, Switzerland, International
	Project Evaluation: the Naga Experience	Mar. 13-17, 1978	Chiangmai, Thailand, Asian education
	IMPACT Management System	April 30 - May 1, 1978	Baguio City, School Superintendents
	Peer and Programmed Teaching	June 11-12, 1978	Andres Soriano, La Salle, Bislig,
	Educational Innovation: The Challenge	July 8, 1978	Cebu City, School Leaders
	Innovation and Project IMPACT	Aug. 1978	Cebu City, Secondary Teachers

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Type of Activity	Topic	Date	Place/Audience
	Return to the Basics	Sept. 1978	Cebu City, Public School Teachers
	New Roles in IMPACT	Oct. 23 - Nov. 3, 1978	Sri Lanka
	Project IMPACT - Naga	Nov. 22-23, 1978	Ormoc City, Teachers & Administrators
	Parental Involvement in Educating the Filipino for the 21st Century	Dec. 18-19, 1978	Cebu City, Educators
C. Lecturer: Dr. Mante	Tanglao Course, Regional Command 7	April 3, 1979	Camp Sergio Osmena, Sr., Cebu City
	Seminar on Individualized Instruction for Secondary Science Teachers	June 5, 1979	NSDB and MEC Region VII
	Project IMPACT	Sept. 28, 1979	Silliman University, Dumaguete City
D. Consultant: Dr. Mante	Project INSPIRE	Sept. 10-23, 1979	Universiti Sains Malaysia, Penang, Malaysia

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PROYEK PAMONG INFORMATION-DISSEMINATION ACTIVITIES
Solo, Indonesia

Type of Activity	Topic	Date	Place/Audience
1. Acceptance Campaign Speakers:			
Drs. B. Respati	Project PAMONG	Jan. 1974	Kebakkramat, Karangayar, Parents, teacher students, community members
Maryono	PAMONG System	Jan.-May, 1975	Kebakkramat
2. Speaking Engagements (Presentation of Working Paper) Speakers:			
Drs. B. Respati	Development of Core Elements of Proyek PAMONG Delivery System	Dec. 17-20, 1974	IKIP, Surakarta, Pabelan, Solo, Indonesia Proyek PAMONG Research Staff, Representative of the BPP & IKIP Surakarta
Suhardjo Danusastro	Managing the Learning Center	1974, 1975	Kebakkramat, LC Personnel of Kebakkramat
Drs. B. Respati	Proyek PAMONG Solo	Jan. 28-31, 1975	Jakarta, Indonesia, Innovative Educational project officers under Department of Education and Culture and some other Departments, Representative of other Departments and Institutions which are related to formal and non-formal education UNESCO consultants.
Suhardjo Danusastro	Job Description of the tutors	1975	Kebakkramat, Pamong Tutors
Drs. B. Respati	The Role of Instructional Supervisors in the IMPACT Delivery System	Aug. 23-27, 1976	INNOTECH, Quezon City, Philippines
M. Saleh Muntasir	Project PAMONG as an Innovative Project	Jan. 1977	Jakarta, Indonesia, Project Leaders of various projects in Indonesia

Type of Activity	Topic	Date	Place/Audience
Suhardjo Danusastro	Guide for PAMONG Module Revision	1977	Solo, PAMONG Module Constructor
"	How to manage PAMONG Learning activities	1977	Solo, Kebakkaramt, PAMONG personnel of Bali, Malang
"	Constructing Evaluation instrument for PAMONG Bali	1977	Mas - Bali, PAMONG personnel of Bali, Malang
"	Workshop on Constructing Module	1977	Jakarta, Project Staff Package A
Maryono	Workshop on Community Education	1977	Salatiga, Community Education Officials and Heads of Regency Education office Central Java
Soemitro	Workshop on Community Education	1977	Salatiga, Community Education Officials & Heads of Regency Education office Central Java
Suhardjo Danusastro	Constructing Module	1978	Denpasa, Module Constructor of Pamong Bali
"	Constructing Manual for Studying	1978	Mas-Bali, LC Personnel of Bali
"	Constructing Module	1978	Solo, UNS Lecturers (New Modulists)
Soemitro	PAMONG System	June 12-17, 1978	Denpasar, Bali, Representative of several Asian countries and EWC-Hawaii
Drs. B. Respati	Projek PAMONG Solo	Jan. 22-31, 1979	Ujungpandang, Indonesia, Non-formal Education project officers, Representative of the BP3K and IKIP Ujungpandang
M.Saleh Muntasir	Social Participation in PAMONG Solo		Cebu, Philippines. Teachers and officials of the Department of Education of the Republic of the Philippines

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Type of Activity	Topic	Date	Place/Audience
a. Lecturers			
M. Saleh Muntasir	PAMONG System as an Innovative Way to Accomodate All Youngsters in a Community	June 1977	Salatiga, Central Java, Indonesia The officials of the district office of the Department of Education
M. Saleh Muntasir	PAMONG System as an Alternative Way to Complement National Primary School Systems	Aug. 1977	Surabaya, Indonesia, East Java, lecturers & the officials of the district office of the Department of Education
"	How to Prepare the Open Secondary School in Indonesia	1978	Yogyakarta, Indonesia, The Key Educators who engaged in experimentation project on using the mass media.
b. Training of Project Staff			
Speakers:			
Sutardjo Danusastro	Preparing Self Instructional Module	1974	Cebu,
"	Workshop on Constructing Self Instructional Material	1975	Saigon, Delegates from INNOTECH - countries members
"	Workshop on Constructing Module	1975	Bogor, Indonesia, Delegates from PPSP and Pamong Project
"	Programmed Teaching	1976	Solo, Programmed Teaching Constructors
Soemitro	Programmed Teaching	1976	Solo, Programmed Teaching Constructors
M. Saleh Muntasir	Evaluation Design to Programmed Teaching in PAMONG Experimentation	Dec. 1977	Jakarta, Indonesia, The officials of the Dept. of Educ. who have Evaluative burde
c. Workshop			
Speakers:			
Soemitro	Development of Core Elements of Proyek PAMONG	Dec. 18-21, 1974	IKP Pabelan, Solo
Maryono	"	"	"
Soemitro	Non-Formal Education	April-June, 1975	MSU-East Lansing U Mass- Amherst. 12 Indonesian Educators

by	of Activity	Topic	DateDate	Place/Audience
	Janianto	PAMONG Development	1975	Solo, Pamong Staff and IKIP Lecturers
	"	PAMONG Planning	1976	Jakarta, Pamong & BP3K Staff
	"	Report and Develop Programs for Bali	1977	Bali, Pamong Staff Solo/Bali
	"	Educational Cost Analyses	1978	Jakarta, Pamong & Com. Education Staff
	"	Improvement of PAMONG Modules	1979	Solo, Pamong module writers
	Suhardjo Danusastro	The Improvement of Pamong Learning Process	1979	Solo, Project staff and LU personnel

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PROJECT IMPACT INFORMATION-DISSEMINATION ACTIVITIES
LAPU-LAPU CITY PROJECT IMPACT

Type of Activity	Topic	Date	Place/Audience
1. Speaking Engagement Speaker: Mr. A. Abayata	Project IMPACT: Its Social and Cultural Values	Mar. 24-31 - Apr. 3-5, 1977	Lapu-Lapu City, parents, teachers, students, other community members
	Educational Innovations	June 18 - Oct. 15, 1977	Cebu, Elementary and Secondary Teachers
Mrs. Rubi	Beginning Learning	"	"
"	Mastery Learning	"	"
"	Criterion-Referenced Measures	"	"
"	Behavioral Objectives	"	"
"	Project IMPACT for Mass Primary Education	"	"
"	Communication Arts	"	"
"	Mastery Learning	July 1-31, 1977	Lapu-Lapu City, Elementary and Secondary Teachers
"	Criterion-Referenced Measures	"	"
"	Behavioral Objectives	"	"
Mr. A. Abayata	Parents' Role in the CLC	July 8-12, 1977	Lapu-Lapu City Parents, teachers, other community members
Mrs. Rubi	Beginning Reading	Aug. 13-27, 1977	Lapu-Lapu City, Elementary and Secondary Teachers
"	Educational Innovations	"	"

Type of Activity	Topic	Date	Place/Audience
Resource Speaker: (All subsequent topics, by Mr. Rubi)	Developmental Activities of Project IMPACT	Sept. 6, 1977	Lapu-Lapu City, Supervisors, school administrators
	Pupils' Learning Activities	Sept. 8, 1977 - June 25, 1978	Lapu-Lapu City, Parents, teachers, other community members
	Project IMPACT for Mass Primary Education	Sept. 10, 1977	Lapu-Lapu City, School Administrators and Classroom Teachers
	Mass Primary Education	Nov. 12-21, 1977	Lapu-Lapu City, Donors, sponsors, advertizers in Cebu City and Lapu-Lapu City
	Teaching Profession and Field of Work	Feb. 23, 1978	Lapu-Lapu City, Senior High School students
	Alternatives to Mass Primary Education	Mar. 4-11, 1978	Lapu-Lapu City, Teachers
	Project IMPACT: Its Components, Management System, Pupils' Learning Activities, Structure and Organization	Oct. 13, 1978	Lapu-Lapu City, Region VII Schools Superintendents; Educators from Philippine Normal College, U.P., Educators from the Visayas and Mindanao, Jamaica, Canada, Malaysia, Indonesia, Singapore, Thailand; Doctoral students of the Univ. of the Visayas, Cebu City
	What About Lapu-Lapu City Project IMPACT ?	Nov. 12-21, 1978	Lapu-Lapu City, Donors, sponsors, advertizers
	Community Assistance to Project IMPACT	Jan. 24, 1979	Lapu-Lapu City, Parents, teachers, other community members

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Type of Activity	Topic	Date	Place/Audience
	Project IMPACT	May 12, 1979	Cebu City, Doctorands of the University of the Visayas, Cebu City
	Evaluating Lapu-Lapu City Project IMPACT	Nov. 12-21, 1979	Lapu-Lapu City, Donors, sponsors, advertizers in Cebu and Lau-Lapu City
	Lapu-Lapu City Project IMPACT		Lapu-Lapu City, Visitor-observers from Visayas and Mindanao; Doctorands from the University of the Visayas, Cebu City
	Progress of IMPACT Pupils in the CLC		Lapu-Lapu City, Parents and other Community members

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PROJECT IMPACT INFORMATION-DISSEMINATION ACTIVITIES
SAPANG PALAY, BULACAN

Type of Activity	Topic	Date	Place/Audience
A. Orientation Talk Speakers:	Overview of Project IMPACT	June 24, 1977	Production Center, BBE-Elem. School Liberian educators
Miss Avanceña	IMPACT Management System	"	"
Mr. Robes	Module Production	"	"
Mrs. Avena	Overview of Project IMPACT	July 12, 1977	Production Center BBE-Elem. School INNOTECH Trainees
Miss Avanceña	IMPACT Management System	"	"
Mr. Robes	Module Production	"	"
Mrs. Avena	IMPACT Management System	"	Production Center-BBE Elem. School Representatives of Canadian Teachers' Federation
Mrs. Avena	IMPACT Management System	Sept. 15, 1977	BBF Learning Center, Representatives of UP Research & Development Office
Mrs. Avena	IMPACT Management System	Sept. 22, 1977	BBF Learning Center, Regional Supervisors of Region III & Division of Bulacan Supervisors
Mrs. Avena	Overview of Project IMPACT	Oct. 4, 1977	BBF Learning Center, Jamaican educators
Mr. Robes	IMPACT Management System	"	"
Mrs. Avena	Overview of Project IMPACT	Oct. 19, 1977	BBF Learning Center, INNOTECH Trainees

Type of Activity	Topic	Date	Place/Audience
Miss Avendaño	IMPACT Management System	Oct. 19, 1977	BBF Learning Center, INNOTECH Trainees
Mr. Robes	Module Production	"	"
Mrs. Avena	IMPACT Management System	Nov. 3, 1977	BBF Learning Center, Indonesian educators accompanied by DR. Pura Tumada Liban, Asst. Director of Region III, Mr. Louie Manaois of MEC, Supt. of Bulacan and Supervisors
Mr. Robes	Module Production	"	"
Mrs. Avena	IMPACT Management System	Nov. 23, 1977	BBF Learning Center, Nepalese educators accompanied by Mr. Larry Bautista, Sr., Educ. Research-MEC
Mrs. Avena	IMPACT Management System	Nov. 29, 1977	BBF Learning Center, Division Office of Bulacan Supervisors
Mrs. Avena	IMPACT Management System	Dec. 7, 1977	BBF Learning Center, Afhganistan educators
Mrs. Avena	IMPACT Management System	Dec. 14, 1977	BBF Learning Center, Delegates of NTE Seminar in Malolos, Bulacan
Mrs. Avena	IMPACT Management System	Jan. 9, 1978	BBF Learning Center, PNC Vice President & Chairman of the Research Department
Mrs. Avena	Overview of Project IMPACT	Jan. 31, 1978	BBF Learning Center, INNOTECH Trainees
Mrs. Avena	IMPACT Management System	"	"
Mrs. Avena	Module Production	"	"
Mrs. Avena	IMPACT Management System	Feb. 16, 1978	BBF Learning Center, PNC Faculty Members

Type of Activity	Topic	Date	Place/Audience
Mrs. Avena	Module Production	Feb. 16, 1978	BBF Learning Center, PNC Faculty Members
Mrs. Avena	IMPACT Management System	Feb. 28, 1978	BBF Learning Center, Secondary School administrators
Mrs. Avena	Module Production	Feb. 28, 1978	BBF Learning Center, Secondary School administrators
Mrs. Avena	IMPACT Management System	Mar. 10, 1978	BBF Learning Center, District Supervisors of Bulacan
Mr. Robes	Module Production	"	"
Mrs. Avena	IMPACT Management System	June 21, 1978	BBF Learning Center, INNOTECH Trainees
Mrs. Avena	Module Production	June "	"
"	IMPACT Management System	July 14, 1978	BBF Learning Center, Baliuag North Administrator
"	IMPACT Management System	Aug. 3, 1978	BBF Learning Center, CB-BLP Representatives
Mr. Robes	Module Production	"	"
Mrs. Avena	IMPACT Management System	Aug. 4, 1978	BBF Learning Center, PNC President and researchers
Mr. Robes	Module Production	"	"
Mrs. Avena	IMPACT Management System	Sept. 6, 1978	BBF Learning Center, Dr. Felicita G. Bernardino, the regional Directors and representatives of MEC

Type of Activity	Topic	Date	Place/Audience
Miss Avenceña	IMPACT Management System	Sept. 6, 1978	BBF Learning Center, DR. Felicita G. Bernardino, the Regional Director and representatives of MEC
Mr. Robes	Module Production	"	"
Mrs. Avena	IMPACT Management System	Nov. 2, 1978	BBF Learning Center, Region XII Chief of Elem. Educ. and 2 Schools Division Superintendents
Mr. Robes	Module Production	"	"
Mrs. Avena	IMPACT Management System	Nov. 16, 1978	BBF Learning Center, INNOTECH Trainees
Mr. Robes	Module Production	"	"
Mrs. Avena	IMPACT Management System	Dec. 8, 1978	BBF Learning Center, ASPBAE Delegates
"	IMPACT Management System	Jan. 24, 1979	BBF Learning Center, INNOTECH Trainees
"	"	Feb. 16, 1979	BBF Learning Center, PLM Graduate Studies
"	"	Mar. 27, 1979	BBF Learning Center, Teachers and Administrators
"	"	May 11, 1979	BBF Learning Center, BBD Elem. School Teachers
B. Speaking Engagements:			
Resource Speaker: Mr. Robes	IMPACT Management System	Mar. 15, 1979	Bulacan, Bulacan, Social Studies Teachers
Mrs. Avena Miss Del Rosario	Acceptance Campaign	June 15, 1979	BBD Elem. School, Parents, representatives of government agencies, teachers

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Type of Activity	Topic	Date	Place/Audience
Mrs. Avena	IMPACT Management System	April 16, 1979	Bocaue, Bulacan, Teachers of Bocaue and Sta. Maria
"	"	April 17, 1979	Baliuag, Bulacan, Teachers o Baliuag and Plaridel
Mr. Robes	Overview of Project IMPACT	May 21-25, 1979	BBF Learning Center, BBD Elementary School Teachers
Mrs. Avena	Acceptance Campaign Strategies	"	"
Miss del Rosario	Survey of Community Resources	"	"
Miss Avanceña	Setting the Community Learning Center	"	"
"	Grouping Pupils	"	"
Mrs. Pecson	Scheduling	"	"
Miss Cruz	Management Forms	"	"
	Orientation on the uses of modules and accompanying materials	"	"
Mr. Robes	Role and Role Expectations	"	"
Mrs. Avena	Learning Modes and Techniques	"	"
Miss del Rosario	Lecture-Demonstration of Programmed Teaching Techniques	"	"
Miss Avanceña Mr. Robes	IMPACT Management System	"	"

Type of Activity	Topic	Date	Place/Audience
Mrs. Avena	IMPACT Management System	July 17-20, 1979	Cebu, Regional Directors, Asst. Directors, Superintendent, and Supervisors
"	"	Aug. 27, 1979	Caloocan City, Municipal employees, division staff and teachers of Caloocan City
"	"	Sept. 24, 1979	BBF Learning Center, Malaysian educators
"	"	Oct. 16, 1979	BBF Learning Center, NCR administrators and Teachers
"	"	Oct. 17, 1979	BBF Learning Center, INNOTECH trainees
Mr. Robes	"	Oct. 19, 1979	BBF Learning Center, MATEA students
Mrs. Avena	"	Aug. 1, 1979	BBF Learning Center, Angeles City administrator
"	"	Aug. 4, 1979	Meycauayan, Bulacan, Teachers and administrators of Meycauayan District

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Appendix Y

SCRIPT OF SLIDE TAPE PRESENTATION ON IMPACT

PROJECT IMPACT

SLIDE	SOUND
1.) 2.) 3.) ..... SEAMEO SEAL 4.)	MUSIC THEME ESTABLISH THEN UNDER:
5. INNOTECH SEAL	NARR. 1: The SEAMEO Regional Center for Educational Innovation and Technology, INNOTECH, presents
6. TITLE SLIDE	"Project IMPACT, an experiment in mass primary education." MUSIC: THEME UP AND FADE UNDER:
7. Group shot of school-age children	NARR. 2: Every year millions of school age children in Southeast Asia are deprived of primary education. How can we reach them?
8. Girl taking care of younger brothers/sisters	NARR. 1: How can we reach those who are out of school for one reason or another, such as those who have to help in the home chores?
9. Boy fishing	NARR. 2: Those who have to help in providing the next meal.
10. Girl fruit vendor	And those who, at an early age, have to help earn a living?
11. Father and son working in the farm	NARR. 1: How can we bring education to them and to the thousands who must leave school to help in the farm?
12. MCU children	NARR. 2: How can we be fair to all those who seek and deserve at least a basic primary education?
13. Group of learners using one book	NARR. 1: How can we maximize the use of available learning resources and facilities?

14.	Ordinary classroom scene	NARR. 2: And despite various socio-economic constraints, how can we manage instruction so that it can be inexpensive and at the same time effective?
15.	Slide Classroom	NARR, 1: Where traditional systems have failed, what could be an effective system for mass primary education that is economical, effective, and efficient?
16.	"ECONOMICAL EFFECTIVE EFFICIENT DELIVERY SYSTEM"	
17.	BIG SEAMEO SEAL	NARR. 2: In response to this challenge, the Southeast Asian Ministers of Education Organization authorized the Regional Center for Educational Innovation and Technology, or INNOTECH, to undertake a research project. This project has been named Project IMPACT.
18.	INNOTECH SEAL (Center-Big)	
19.	Project IMPACT	
20.	INSTRUCTIONAL MANAGEMENT BY PARENTS COMMUNITY AND TEACHERS	NARR. 1: IMPACT means Instructional Management by Parents, Community, and Teachers.
21.	I D R C	NARR. 2: Project IMPACT was fully funded by the government of Canada through the International Development Center or IDRC based in Ottawa, and the experiment was conducted in cooperation with the Indonesian and Philippine governments.
22.	SEA Map indicating Indonesia and RP	NARR. 2: Project IMPACT is a developmental experiment on an economical and effective delivery system of mass primary education. It was launched as a 5-year project in Indonesia and the Philippines in January, 1974 and will terminate in December, 1979. In Indonesia, it is called Proyek PAMONG.

23. Map of RP indicating project sites	NARR. 1: In the Philippines, the project site is in Naga, Cebu. Two other field sites were established later, one in Sapang Palay, a semi-urban community some fourty kms. from Manila, and one in Lapu-Lapu, Mactan Island, just off Cebu.
24. Map of Indonesia indicating project	NARR. 2: In Indonesia, the project site for Proyek PAMONG is in Solo, and additional field sites were established later in Bali and Malang.
25. IMPACT Learning Management System	NARR. 1: Project IMPACT is essentially an experiment on the management of a learning system that is economical and at the same time efficient, and these are the components of the IMPACT Learning Management System.
26. Community Learning Center	NARR. 1: Let's take a closer look at the elements of the IMPACT system. The heart of the IMPACT system is the Community Learning Center or CLC which includes not only the necessary physical facilities of buildings, tables and desks,
27. Learning Resource Section	but also the various instructional media services and materials, and learning resources available.
28. Children at learning kiosks	NARR. 1 At the project sites, learning kiosks, constructed with free labor and materials by the Community are part of the Community Learning Center. This is in addition to the regular school buildings.
29. Children at learning center-peer group learning	NARR. 2: The CLC is the setting for programmed teaching, peer group learning, tutorials, and other various learning activities.
30. A group of modules	NARR. 1: Modules are the basic materials for instruction.

31.	Child studying by himself under a tree	NARR. 2: Modularized instruction enables a child who has learned the fundamentals of literacy and numeracy to learn by himself.
32.	Child learning by himself at learning center	NARR. 1: And each child to progress according to his own rate and ability.
33.	Child learning by himself while taking care of younger brother	NARR. 2: And learn at his own available time.
34.	Programmed teacher with learners	NARR. 1: Aside from self-instruction, other instructional strategies used are: programmed teaching by upper elementary level pupils who teach beginning learners in the first and second or Grades I and II.
35.	Programmed teachers	
36.	Peer group learning	NARR. 2: Peer group learning or learning with one's peers, with one's classmates.
37.	Learner with high school tutor	NARR. 2: Utilizing the services of tutors such as this high school student.
38.	Child taking post-test	NARR. 2: And to insure that mastery learning takes place, evaluation and remediation are vital components of the system.
39.	Programmed Teacher with learners	NARR. 1: Personnel components of the system include: Programmed Teachers - volunteers from among levels 4-6 pupils who teach reading, writing, and basic numeracy to beginning learners;
40.	Male H.S. tutor and learners	NARR. 1: Tutors. Tutors may be high school students, peers, older members of the family, or even neighbors;
41.	Home tutor	
42.	Peer group learning	Peers or classmates who form themselves into learning groups and take turns in leading activities or discussions;

43.	Instructional Supervisor Aide	NARR. 2: The Instructional Supervisor Aide who assists in keeping records and inventories of instructional resources;
44.	REC with parents	NARR. 2: The Rural Education Coordinator, the District Supervisor, and the Instructional Systems Coordinator who link the research team with the Community Learning Centers and the Community and give administrative and supervisory assistance to the Instructional Supervisor;
45.	REC with I.S., I.S.A.	
46.	I.S. and Seamtress	NARR. 2: Community Resource Persons. Available community resources, both human and material, are harnessed to provide and enrich learning experiences, especially in helping the children to develop specific work skills.
47.	Learners with Community Resource Person	
48.	I.S. with Parents	Of course, parents are actively involved. They are consulted continuously.
49.	Learner and Parents	Their assistance is enlisted both in encouraging and monitoring children's work at home, and in contributing ideas as well as free labor to the Community Learning Center.
50.	I.S. with Parent	
51.	I.S. with guest	NARR. 1: The nerve center for the whole learning system is none other than the Instructional Supervisor, a professionally trained teacher.
52.	I.S. going over project chart	Among her main responsibilities are: - record keeping of pupils' progress
53.	I.S. going over records/ inventory of instructional materials	and inventory of learning materials and resources;
54.	I.S. doing remediation	- remediation activities and small group enrichment sessions;
55.	I.S. and programmed teachers	- training of programmed teachers;

56. I.S. with parents and school officials

- enlisting the cooperation of parents and community and maintaining close relations with school officials, and

57. I.S. with I.A.S. and learners

- monitoring and managing the various learning activities.

58. I.S. with learners

59. Seamtress & Pupils

60. I.S.A. and Learners

NARR. 2: Did you notice that except for the Instructional Supervisor, most of the components of the IMPACT Learning Management System are non-teacher learning resources and that non-teacher modes of learning have been adopted? As you will see later, all these schemes redound to a considerable reduction of educational costs without sacrificing quality education.

61. Grade I children with tutor

NARR. 1: For a better understanding of how the IMPACT Learning Management System actually operates, let's take this child who is just learning to read and write.

62. Group of 8 learners

In school he belongs to a learning group or family consisting of 8 learners.

63. Learners with Programmed Teacher

64. MS Learning group with PT

At least for the first two years learning is well scheduled for them so that they learn the fundamentals of literacy and numeracy - the basics of learning to learn.

65. Learning group with PT - focus on PT.

They are assisted by programmed teachers who spend at least one hour each day with them in the morning or in the afternoon.

66. Programmed T with I.S.

Programmed teachers perform their tasks with constant guidance from the Instructional Supervisor.

67. PTs with I.S.

They spend about an hour in the late afternoon with the Instructional Supervisor while she practices them on the material they are to use the next day.

68. PT tutoring a learner

The same individuals may also act as tutors for individual learners.

69. MODULE

NARR. 1: Each learner has to learn one module every day. A module is usually divided into five lessons.

70. Pupils taking block post test

Every two weeks, the learners take a block post-test given by the Instructional Supervisor to assess mastery of modules learned for the period.

71. Child showing parents an achievement slip

Each time a child passes a post-test he brings home an achievement slip.

72. P.T. doing remediation with a learner

If remediation is necessary, he is given tutorial help.

73. IS and PTs going over schedule

NARR. 2: For beginning learners, the Instructional Supervisor's job includes:

- preparation of the programmed teacher's schedule and needed instruction materials.

74. I.S. with PTs

- regular meetings with programmed teachers to upgrade their skills and to maintain a system of incentives.

75. I.S. with learning group

- periodic visits to each learning group to make sure that lessons are proceeding smoothly to monitor pupils' progress, and to assign tutors when needed.

76. I.S. with I.S.A.

- she also makes sure that the Instructional Supervisor Aide maintains complete records. The I.S.A. may be a parent or adult volunteer from the community.

77. Levels 4-6 pupils

NARR. 1: Well, for levels 4-6 or grades IV-VI learners, learning activities inlcude a greater variety of approaches and strategies.

78.	Child learning by himself	Having acquired fundamental literacy and numeracy skills, programmed learning through self-instruction is practiced with ease.
79.	Learners contracting modules	With the help of the Instructional Supervisor, a group of learners simply contract a set of modules which they can study within a given time, usually a week's time.
80.	Child showing module to parents	Then a learner shows his parents the things he has to do.
81.	Peer Tutoring	When difficulties arise, he may solicit the help of a classmate or a friend;
82.	Learner and H.S.	- or of a high tutor, a student in a neighboring high school who assists young learners in fulfillment of YCAP requirements,
83.	Peer group	For upper levels pupils, peer group learning is the main mode of learning.
84.	Parents and learners	The help of parents and community elders is also enlisted especially in lessons involving applied work skills.
85.	Child taking post-test with I.S.A.	- After completing a module a child takes a module post test which is usually administered by a tutor or an Instructional Aide.
86.	Tutor doing remediation	If the test result indicates a need for it, remediation is done to insure mastery learning.
87.	Children playing educational games	NARR. 2: But learning with modules is not all that the children do. There are also educational games to challenge their young minds.
88.	Children Gardening	A 15-minute break after every hour of learning is provided for such activities as gardening.
89.	Children at play	art work, music, and physical education

90.	Set of modules	After completion of a learning block which consists of a series of from 5-10 modules, the learners prepare for a block post test, also using modules.
91.	Learners Reviewing	
92.	Learners taking b.p.t.	After administering the block post-test herself, the Instructional Supervisor checks results to determine mastery or the need for remediation
93.	I.S. and Learner	
94.	I.S. with tutor and learner	A learner goes through self-evaluation, tutor evaluation, and supervisor evaluation as part of his learning activities to insure mastery of lessons.
95.	I.S. with tutors	NARR. 1: For upper level learners, the Instructional Supervisor schedules and monitors tutorials.
96.	I.S. with learners inside learning kiosks	As well as learning activities going on in the learning kiosks.
97.	I.S. supervising test administration	She supervises the administration and scoring of block post-tests, and assigns tutorials or peer help as needed.
98.	Learners with I.S. beside progress chart	She also maintains an incentive-reward system for pupils, tutors, community volunteers and resouce persons.
99.	REC at work	To be able to concentrate on her instructional management functions, she enlists the help of the Rural Education Coordinator or the Instruction System Coordinator for community resource surveys, and for getting needed community assistance.
100.	Instructional System Coordinator	
101.	IMPACT Learning Management System	NARR. 2: The success of learning in IMPACT however, greatly depends on the Instructional Supervisor who has to orchestrate all the elements in the IMPACT Learning Management System for maximum effectiveness, with less costs, and greater efficiency.

102.	Line Graph	NARR. 1: And speaking of learning effectiveness under the IMPACT System, comparative results of tests conducted on IMPACT and Non-IMPACT learners show that the IMPACT learners achieved higher averages. The dotted lines indicate the performance of IMPACT learners. You will also note that in a majority of subjects, the difference is highly significant.
103.	Bar graph Level IV	In this graph also showing test results for level IV learners, the blue bars represent the mean scores of IMPACT learners; the orange bars, the scores of non-IMPACT learners.
104.	Line graph Level V	Here are the results for Level V.
105.	Bar graph Level V	Note again the higher achievement of IMPACT learners.
106.	Line graph Level VI	And the results for level VI reveal the same trend ...
107.	Bar graph	That IMPACT learners achieved significantly better than those in conventional classes.
108.	SOUTELE	It may be mentioned that tests used were developed by an external research body, the Philippines Committee to survey the outcomes of Elementary Education, or Soutele, as it is called.
109.	Table showing learning effectiveness in Indonesia	In proyek PAMONG, Indonesia, the percentage of passes of learners in the National mid-year and end of the year examinations show similar results to Project IMPACT, Philippines. All these results attest to the quality of learning under the IMPACT system.
110.	Traditional Costs	NARR. 2: What about cost effectiveness? These figures show some comparative operating costs, between traditional and IMPACT systems in the five Naga barrio schools. The five barrio schools used to employ between 55 and 58 teachers whose salaries averaged P400.00 a month. This amounted to a total salaries bill of P264,000 a year.

111. Comparative Costs

112. Modules in shelves

113. Cost effectiveness (pictorial graph)

Under the IMPACT system, there are only 12 Instructional Supervisors in the 5 schools - 2 in each of the CICs and 2 itinerant teachers who teach music, arts, P.E. & health. The total salary bill for these 12 Instructional Supervisors, at P64,000 a year or less than 1/4 its former costs. Even if we add to this the cost of module production vis a vis textbook production, and other operational costs, it is clearly evident that the IMPACT system can operate schools at half the cost that it takes the conventional system.

114. Project IMPACT

MUSIC BRIDGE UP AND FADE TO

NARR. 1: In brief, Project IMPACT, as a distinct learning system is characterized by:

115. Modularized learning

116. Children and modules

1) modularized learning utilizing curriculum materials and learning resources designed to suit self and group learning, and above all...

117. Unique Instructional Management System

118. I.S./Tutors

119. Learners & Community Resources Person

120. Group of Learners

2) a unique instructional management system that enables one professionally trained teacher to handle effectively up to 170-200 pupils in her new role as Instructional Supervisor, using the full range of non-teacher learning resources and employing a variety of non-teacher learning methods to aid in children's learning.

121. UNIQUE
EFFECTIVE
ECONOMICAL
EFFICIENT

BRIDGE MUSIC UP AND FADE TO

NARR. 2: This is the IMPACT Learning Management system - unique, effective, economical, and efficient;

122. Classroom scene

NARR. 1: An alternative delivery system for mass primary education developed by SEAMEO INNOTECH

123. Project IMPACT on picture collage

MUSIC THEME UP AND FADE TO

124. M.S. Dr. Kowit

NARR. 1: For comments regarding Project IMPACT, the Deputy Director of INNOTECH, Dr. Kowit Pravalpruk has this to say, and we quote:

125. I.S. with tutors

The results of Project IMPACT are indeed very impressive and encouraging beyond expectations.

126. Sapang Palay learners guests

All evidence point to the fact that the IMPACT system is effective and much cheaper to operate than traditional delivery systems for mass primary education in both countries where it has been tried out.

127. M.S. Dr. Kowit

This should be good news to all our educational planners and policy makers, especially in the developing countries of Asia and the Third World.

MUSIC BRIDGE UP AND FADE TO

128. M.S. Dr. Soriano

NARR. 2: From the Director of INNOTECH herself, Dr. Liceria Brillantes Soriano ...
Project IMPACT is on the threshold of its final and demonstration year, the school year 1978-1979.

129. Dr. Soriano and foreign visitors at project site

By demonstration year, we mean that the project in all the sites; Naga, Sapang Palay, Lapu-Lapu in the Philippines and Solo, Bali and Malang in Indonesia, will be ready to show to observers the different components of the management system working in unison and as a whole.

130. Sapang Palay with guests inside kiosk

Many foreign educators have expressed the desire to come. We would not like you to be outdone. Thus, we sincerely invite you to come and see the sites next school year.

131. Naga, Cebu with guests, pupils, parents, etc.

I am certain the project staffs, the learners and their elders will give you a warm welcome.

I am equally certain that you will see in operation the characteristics of the system that differ from those of conventional programs and this is important for we at INNOTECH believe that these differences as described in the preceding parts of this presentation account for the successes of the project both in economy and in efficiency.

132. MCU Dr. Soriano

MUSIC BRIDGE UP AND FADE TO

133. MS Undersecretary

NARR. 1: Next let's listen to Undersecretary Narciso Albarracin of the Ministry of Education and Culture:

134. Graduating Student

As one who has been actively involved in Project IMPACT from the beginning, I certainly feel happy and proud of the results of the experiment. And who should not be happy about instructional system that is inexpensive yet effective?

135. GS school-age children

The reality of 50% of school-age children in Southeast Asia not being able to get at least a basic primary education is just overwhelming,

136. Picture - Collage on IMPACT graduates

but equally overwhelming is the fact that a workable system for mass primary education that is economical and at the same time effective has been developed successfully by no less than SEAMEO INNOTECH.

137. MCU Dr. Albarracin

Every concerned educator should be eager to try the IMPACT learning management system.

BRIDGE MUSIC UP AND FADE TO

138.	MS Min. J.L. Manuel	NARR, 2: Finally, here's the Honorable Minister Juan L. Manuel -
139.	Children playing	The rapidly increasing school-age population and the decreasing number of enrollees in teacher education courses, not to mention increasing educational costs at all levels are signs which we cannot simply ignore today. The implications of these trends will surely be felt deeply in a few years from now in the Philippines and probably in other developing countries, as well. This is why it should not be difficult for progressive educational planners and practitioners to appreciate the value of IMPACT as an alternative delivery system for mass primary education. Of course, I understand that the system, as yet, has its imperfections but the concept of Instructional Management by Parents, Community, and Teachers should be enough to whet t imagination of all conscientious and innovative educators.
140.	MCU Min. Manuel	
141.	Children at learning kiosks	
142.	Group of Parents	
143.	MS Min. Manuel	Replication of the experiment should be encouraged here and abroad so that the system can be refined to suit various socio-economic conditions and educational system.
		THEME MUSIC UP TO END
144.	Project IMPACT - an experiment in mass primary education	
145.	INNOTECH SEAL 1	
146.	INNOTECH SEAL 2	
147.	INNOTECH SEAL 3	
148.	SEAMEO SEAL	MUSIC THEME TO END

Appendix Z

DEED OF DONATION

Southeast Asian Ministers of Education Organization
(SEAMEO)
Regional Center for Educational Innovation and Technology
(INNOTECH)

DEED OF DONATION

TO ALL TO WHOM THESE PRESENTS MAY COME - GREETINGS:

WHEREAS the Southeast Asian Ministers of Education Organization (SEAMEO) established INNOTECH as its Regional Center for Educational Innovation and Technology;

WHEREAS SEAMEO has identified as one of its priority problems in Southeast Asia the development of an effective and economical delivery system for mass primary education;

WHEREAS in the attainment of this goal INNOTECH conducted the research Project IMPACT/PAMONG or Instructional Management by Parents, Community and Teachers, in Indonesian, Pendidikan Anak Oleh Masyarakat Orangtua Dan Guru, in the school year 1974-75 through school year 1978-79;

WHEREAS in the conduct of Project IMPACT/PAMONG INNOTECH received the unqualified and full support of the Ministries of Education of the governments of Indonesia and the Philippines;

WHEREAS said Project IMPACT/PAMONG would not have been possible without the generous financial support of the government of Canada through the International Development Research Centre or IDRC;

WHEREAS Project IMPACT/PAMONG has successfully demonstrated the viability, effectiveness and economy of its delivery system;

WHEREAS it has now become the responsibility of the Ministries of Education and Culture of Indonesia and the Philippines to subject the concepts and products of IMPACT/PAMONG to further development; and

WHEREAS INNOTECH is desirous of further assisting the Ministries of Education and Culture of Indonesia and the Philippines in the continuous development and implementation of IMPACT/PAMONG.

Be it, therefore, resolved and made known to all, as it is hereby resolved and made known to donate to the Ministries of Education and Culture of Indonesia and the Philippines, all equipment, books, and materials acquired by Project IMPACT/PAMONG in the interest of the continued development of the IMPACT/PAMONG system;

Be it further resolved to express the gratitude and deep appreciation of INNOTECH to the Government of Canada, Indonesia and the Philippines for their cooperation and support of Project IMPACT/PAMONG.

Done this 23rd day of October 1979, at Diliman, Quezon City, Philippines.

For INNOTECH	For the Ministry of Education and Culture Indonesia	For the Ministry of Education and Culture Philippines
LICERIA BRILLANTES SORIANO Director		

Witness: