Cooperative Education and Training of Managers for Development Projects

CASE HISTORY 3:

Career Materials Development Project

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East-West Resource Systems Institute
Honolulu, Hawaii U.S.A.
CAREER MATERIALS DEVELOPMENT PROJECT

by

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CASE HISTORY NO. 3
Published: March 1979
East-West Resource Systems Institute
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ABSTRACT

The Career Materials Development Project (CMDP) was started within the Graduate Guidance Center of De La Salle University, a private university in Manila, to help bridge the widening gap between actual employment opportunities in the Philippines and outputs of the nation's formal education system.

In the course of its work, the Graduate Guidance Center had uncovered several possible ways of dealing with the country's problems of educated unemployment, of oversupply in some disciplines, and of severe undersupply in others. One method identified was to give high school graduates more information to help them make enlightened career choices. For this purpose, the development of career materials was essential.

Accordingly, a half-private, half-governmental foundation, the Fund for Assistance to Private Education (FAPE) funded the Graduate Guidance Center to develop career materials. In 1972, with seed money from FAPE, the Center undertook an initial five-month experiment in career materials' production. At the end of this period, it felt ready to engage in a full-scale, three-stage project to develop a set of materials (Stage 1); field test, evaluate, and refine these materials (Stage 2); and then distribute them widely and ensure their mass utilization (Stage 3). A final Stage 4, greater mass distribution and development of still more materials, was also later requested by FAPE.

Because of the broad scope of the project, the smaller semi-private FAPE persuaded the National Manpower and Youth Council (NMYC), a larger governmental agency within the Department of Labor, to take over funding of the project.

Stages 1 and 2 took place in 1973-74, with a number of delays and midstream modifications, at De La Salle University. For these first two stages, FAPE acted as the middleman through which funds were channeled from NMYC to the project team at De La Salle. In fact, funds promised for release according to formal Memoranda of Agreement were not initially released by NMYC. First De La Salle, and then FAPE, ended up advancing project expenses to the team, only to be reimbursed by NMYC almost a year behind schedule.

As a result, FAPE recommended that De La Salle deal with NMYC directly for Stage 3, scheduled to start in March 1975, and withdrew as go-between and interim funder of the project. In the meantime, Stage 3 had been expanded to include, besides distribution and utilization of previous outputs, the production and field testing of an entire second batch of materials as well. The negotiations and funding releases between NMYC and De La Salle were also the source of some delays, especially when actual mass printing was done by another government agency, the National Media Production Center.
Placing the three stages of the Career Materials Development Project within the framework of the integrated project cycle, this case history follows closely the negotiations among a private university, a quasi-governmental foundation, and an agency in a government ministry regarding a project that changed both shape and scope several times in the course of its lifetime. Actual project documents—proposals, contract of services, and terminal reports—are provided in the Appendices for additional information.
# CAREER MATERIALS DEVELOPMENT PROJECT

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THE AUTHOR

Dr. Victor M. Ordoñez is currently a Senior Fellow at the Resource Systems Institute of the East-West Center, on leave from Bancom Development Corporation, where he is Vice-President, and from De La Salle University (DLSU), where he is Director of the Educational Management Center. Dr. Ordoñez has also served as Dean of the Graduate School at DLSU, Chairman of the Board and interim President of Maryknoll College in Manila, and Secretary General of the Association of Christian Universities and Colleges in Asia. For his expertise in institutional planning and for his work as founder and Director of the Educational Management Center, providing academic programs and consultancieships in the Philippines and other Asian countries, he was awarded The Outstanding Young Men (TOYM) award in 1977 by President Ferdinand E. Marcos. Though his academic background was originally in Oriental philosophy, in which he earned a doctorate in 1968, his administrative inclinations and experience led him to pursue education, business and project management as major fields of interest, for which he undertook further studies at the University of Wisconsin, the Asian Institute of Management, and the Harvard Business School.
The need for more effective project planning and management has only recently been identified as a critical function for all countries, in both public and private sectors. Vast resources have been channeled into development projects, but lack of viable policies coupled with poor management has resulted in a waste of valuable resources—human, financial, and natural. Attempts to accelerate economic and social growth in developing countries have often floundered because of serious problems with project planning and implementation. Costly mistakes have occurred for the same reasons in projects carried out in highly industrialized Western societies.

Much of the problem lies in traditional project management training programs, which are narrow and segmented in their point of view and fail to provide trainees with a coherent overview of the complex life of a development project. The need to replace these existing educational and training programs with a cohesive framework of studies is more than evident. We need a new program, one which considers the entire project cycle as an integrated process.

The East-West Center has recognized problems in the area of public policy implementation and project management for some years. From 1972 to 1975, the Center has worked cooperatively with a total of over 50 organizations in 15 countries on specific aspects of the overall problem, such as Project Feasibility and Evaluation, and Public Leadership. Since June 1975, the Center, in partnership with scholars and practitioners in seven countries, has developed a prototype curriculum for the education and training of project managers for all sectors of the economy and society. This new program for project managers is aimed at increasing their understanding of the integrated project cycle: the entire spectrum of a given project, ranging from planning through implementation and evaluation.

The prototype curriculum package consists of a detailed syllabus, portfolio of case studies in development projects, teacher's guide on use of the case studies, selected readings, and an annotated bibliography. The curriculum is flexible for adaptation by educational and training institutions in countries with different social and economic settings, as well as different cultural and social values.

Basic to the prototype curriculum is a series of seven case histories covering agricultural, industrial, public works, and social sectors. In recent years, case history research has become a widespread instructional tool in medical and law schools, followed by schools of business, public administration, and engineering. These case histories are innovative, however, in representing the first attempt to construct a series of case analyses within a single conceptual framework—that of the development project as an integrated whole. Participants from a number of countries conducted field research and wrote their cycle. The case studies, which included such diverse topics as a metropolitan water improvement program in Thailand, a Pacific Islands livestock development project, and a rural social development project in the Philippines, were an important feature of the prototype
curriculum, providing relevance and practicality both to classroom discussion and the follow-up field practicum. Five of the case studies, together with an introductory chapter explaining the integrated project cycle, will be published as a textbook, *Management of Development Projects: An International Case History Approach*, in the spring of 1979 by Pergamon Press.

In the next two years, a second series of approximately forty new case histories will be produced under the sponsorship of the Exxon Education Foundation. The writing of the new set of studies will be supervised by an international steering committee composed of senior scholars and practitioners from Indonesia, Malaysia, the Philippines, the United States, New Zealand, and Iran. This second series of case histories differs from the first series in two respects: (1) we have adopted the term *case history* rather than the previously used *case study*, to reflect the fact that these reports describe actual field situations rather than hypothetical constructs for the classroom, and (2) the new case histories will be written in the framework of a refined integrated project planning and management cycle (IPPMG), as illustrated in the diagram at the right.

The second series will include case histories of such diverse projects as social condominiums in the Philippines, the Alaska pipeline, industrial engineering in sophisticated factory situations, an integrated water resource and agricultural development project in the Philippines, a timber complex project in Malaysia and many more. The broad scope of this series is meant to reflect our conviction that a development project is not, in the narrow sense, simply a program to upgrade a sector of a developing country but is rather a utilization of resources that provides benefits and services to the people of any country, developing or developed.

Both case history series represent the attempts of the Technology and Development Institute (merged into the Resource Systems Institute as of September 1977) to achieve the East-West Center's goals of better relations and understanding on economic and social development problems of mutual concern to all countries, East and West, through cooperative research, study, and training activities. Special thanks are due to the authors of the case histories in both the first and second series and to their respective institutions for their fine cooperation. Grateful acknowledgment is also due to the Exxon Education Foundation for providing the grant to continue the research and development of the second series of case histories.

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September 1978
Integrated Project Planning & Management Cycle:

The Four Phases

1. Planning, Appraisal, & Design
   - Feasibility Analysis
   - Design

2. Selection, Approval, & Activation
   - Selection & Approval
   - Activation

3. Operation, Control, & Handover
   - Completion & Handover
   - Supervision & Control
   - Performance Test

4. Evaluation & Refinement
   - Refinement of Policy & Planning
   - Evaluation & Follow-Up

Feedback Process

Two-Way Information and Authority Flow
I. PROJECT BACKGROUND

At the turn of the decade, the Philippine educational system, spurred in large measure by the report of the Presidential Commission to Survey Philippine Education (PCSPE), entered a period of critical self-analysis and evaluation. The Commission had been instructed to "analyze the performance of the educational system with reference to ... the system's capacity to meet human resource development goals, including the manpower requirements of national development."

Among its principal findings was the disparity between the country's educational output and its manpower development needs; schools had produced graduates who had chosen fields where an oversupply existed, while there was a severe shortage of graduates in other fields. Although the Philippines, with the highest literacy rate in Asia, had been considered by some to be "over-educated," it suffered from the highest rate of educated unemployment as well, heavily concentrated among educated youth between 17 and 25 years of age.

Schools, which had assumed the burden of supplying the country's trained manpower, had pursued their activities independently without gearing their curricula to the specific manpower demands of the country. This was particularly true of higher education, 92 percent of which was in the hands of the private sector, where most schools supported themselves entirely on tuition and could therefore only offer and promote the low cost-per-credit courses such as liberal arts, education, and commerce, which accounted for 88 percent of all college graduates by 1970.

As a result, of about 10,000 college graduates every year, only an estimated 40 percent were able to find employment within the year after graduation. In 1970, a Presidential Economic Staff paper reported in a seven-year projection an excess of about 46,000 persons for overcrowded occupations and a severe shortage in others. Even among those who found employment, many accepted jobs that did not utilize their skills and training; engineers worked as technicians; lawyers, dentists, and educators worked as clerks or salesmen. And the unemployment and underemployment situation existed alongside a great need for manpower in the mechanical, electrical, chemical, agricultural, and fisheries fields.

Besides the imbalanced course offering structure of private higher education, there may have been another contributory factor to the mismatch. Schools were in actuality responding to market demand and preference, since the status and prestige factor that higher education for white collar jobs had among youth and parents was very strong, with more value attached to the prestigious degree (and the school from which it came) than to the content or the employment potential of this training.

Clearly, not enough was being done to help students and their parents redirect and expand their thinking to make more enlightened career choices. The Presidential Commission concluded in its survey report that this circumstance was due to two reasons:
First, the lack of guidance and counseling as early as the early years of high school, and, second, the lack of information on the job market that gives indications of job alternatives and the incentive scales for each job.

One of the Commission's recommendations was therefore the "establishment of an information service to promote students with adequate and reliable information on 1) school offerings and possible measures of the quality of those offerings; and 2) expected employment opportunities and income potentials corresponding to educational programs." The purpose of such an information system was to provide the voluntary streaming of students into relevant employment to eliminate the massive imbalance between the educational system's outputs--the manpower supply--and the manpower demands of government, business, and industry in a developing Philippines.

The Graduate Guidance Center of De La Salle University

At about the same time the Presidential Commission was conducting its survey, the Graduate School of De La Salle University was launching an intensified full-time program leading to a Master of Science degree in Guidance and Counseling.

De La Salle University, founded in 1911 as a private school, had started a graduate division in 1960. Ten years later, it had a thriving graduate school of business and a graduate school of education, totaling about 800 part-time working students. At about this time, one of the School of Education's departments, the Department of Guidance and Counseling, had established a reputation for providing training for large numbers of counselors, and soon decided that the time had come--given the enthusiastic response, the large demand, and the interest of funding groups--to launch a full-time program and run it simultaneously with its ongoing part-time program for an M.A. in Education with a major in Guidance. The dean of the graduate school, Brother Paul Hebert, and the department chairman, Brother Justin Lucian, began the full-time program in 1970, with an initial group of 30 students. Ten were on full scholarships from the local Fund for Assistance to Private Education (FAPE), a quasi-private foundation supporting private education efforts, and another ten were on scholarships from a New York-based foundation, the United Board for Christian Higher Education in Asia.

Among the earliest realizations of students and faculty of both the part-time and full-time programs was the importance of career counseling and the unfortunate lack of locally produced materials to provide career guidance. There was scarcely any material on the Philippines world of work, no organized and systematic information on career opportunities, the employment market, manpower trends, requirements in terms of educational training, skills and experience, and so on. It was obvious that choices were being made without adequate consideration of job availabilities, occupational information, aptitudes, interests and personality traits required, and other data essential to making rational career choices.
Thus, as early as 1972, the Graduate Guidance Department started assembling and designing, principally for the use of its students and for its counseling courses, informational and instructional material on Philippine occupations and careers.

The Fund for Assistance to Private Education

In 1968, upon the urging of a few members of the Board of National Education, a substantial portion of the last installment of the war reparations fund received by the Philippine government (from U.S. Law 88-94 for RP-US common efforts during World War II) was set aside by Executive Order 156 to constitute a quasi-private foundation for the assistance of the large private sector of Philippine education. Since then, that foundation, the Fund for Assistance to Private Education (FAPE), made available scholarship grants for faculty development, identified national centers of excellence in specific fields and provided program support (the Graduate Guidance Center of De La Salle was one of five such centers), funded various workshops, and pioneered in the development of a national college entrance test.

In 1972, responding to the Commission's findings on the mismatch between manpower supply and demand, FAPE started an in-house priority program called "Student Recruitment and Career Choice." One of its objectives was to help youth make wiser career choices by making available to them a variety of informational material on occupational and career possibilities. In the brochure FAPE circulated on this priority program, the aspect of dissemination of informational materials was specifically discussed:

Publication and Dissemination of Information: This refers to the production of books, monographs, bulletins, slides, filmstrips, and other materials containing information which students could use in deciding on institutions and careers. At the same time, there will be developed programs to orient the youth to career possibilities and a distribution scheme for counseling materials to be produced.

FAPE was familiar with the work of De La Salle's Graduate Guidance Center, as one of FAPE's identified national centers. When they perceived the beginnings of work in this field already initiated by De La Salle, they encouraged the thrust.

On August 4, 1972, Brother Lucian, the department chairman, submitted a proposal to FAPE requesting specific support for a senior researcher and a secretary for five months, to come up with a design for an integrated and systematic production of the sorely needed vocational and career materials. Because of their congruence of interests and the previous ongoing relationship between the two institutions, the proposal was favorably acted upon, and a Memorandum of Agreement granting PhP6,200 (US$826) for the period from August to December 1972 was signed between De La Salle University (DLSU) and FAPE on August 28, 1972.
II. PLANNING, APPRAISAL, AND DESIGN

Initial Project Formulation Activities

The Memorandum of Agreement between FAPE and DLSU called for the design of a program to produce materials for vocational and careers counseling, in the form of occupational monographs, brochures, and teaching aids. The materials were to have three target audiences in mind—students from kindergarten to fourth-year high school, their parents, and guidance counselors—out of recognition that the formation of career choices involves attitude formation over the years and the influence of different people.

Brother Lucian appointed a Guidance Center staffer, Alma Viardo, as program coordinator, and provided her with a full-time secretary. Work had actually started in mid-August, and the Memorandum of Agreement, while actually signed on August 28, was retroactively dated to the start of the project period, August 1. The hope was to produce a completed design as the basis for a more substantial funding request for the Career Materials Development Project (CMDP) by the end of the project period on December 31, 1972.

Alma Viardo started out exploring, planning, and narrowing down the field of activity before actual start of production. Various models and working programs of career education and career guidance continuums were written to and studied, among which were the Ohio State model for materials for career guidance and the State of Hawaii model for career education and occupational information. A combination of various continuums became the model for the project; these included guidance objectives for each grade level as well as possible career programs to be implemented and career materials to be developed.

Viardo also undertook two parallel activities. The first was a manpower survey to gather information on the organization and personnel structures of a number of selected firms representative of various industries. The resulting classification was a first attempt at looking at the range of job availabilities and job requirements for specific levels of expertise in various fields.

The second activity was the start of work on a biography reader series of noted Filipinos in various fields of endeavor who exemplified success in their occupations. From a listing of various occupations where the added motivation of exemplary success was seen as desirable to attract more individuals to that field, a cross-section of occupations was identified. At the same time, appropriate examples of occupational success, many of whom started from humble beginnings, were selected. Interviews were then conducted by Viardo, who sought to gain insight into their careers and lives as well as those desirable traits and skills which would make others similarly successful in the occupation.
The National Manpower and Youth Council

While this project formulation was going on, a newly created government agency, the National Manpower and Youth Council (NMYC), began to develop a strong interest in the Career Materials Development Project.

The NMYC was a special council created in 1969 by Republic Act 5462 as a council within the Department of Labor with a special mandate to serve as the central authority and policy-making body for manpower planning and development programs, including the preparation and implementation of accelerated skills training programs and other programs for the nation's large out-of-school youth population. Included in the Council were the Secretary of the Department of Labor, the Secretary of the Department of Education, the Director General of the National Economic Development Authority, and heads of other key government agencies. Its director was Hon. Rony Diaz, who was also chairman of the Department of Education's Textbook Board.

Their interest in the project had actually begun through the influence of FAPE. The officer-in-charge of FAPE (its president, former Secretary of Education Onofre D. Corpuz, had just resigned to assume the presidency of the Development Academy of the Philippines), was Abraham Felipe. He held a series of meetings with Diaz, former co-faculty member of the University of the Philippines and a longtime friend, on a number of projects within FAPE that the NMYC, because of its greater resources, might be interested in funding. Included among the discussions on projects that would directly help meaningful employment of both in-school and out-of-school youth was the Career Materials Development Project (CMDP) of De La Salle University.

Thus, on January 18, 1973, at a meeting with Diaz, Felipe formally presented the CMDP project to NMYC for funding by them. The proposal was to include the project in a package of other projects for funding, with FAPE continuing to monitor these projects and disbursing the grant funds on behalf of NMYC. Diaz responded warmly to the idea of funding and cosponsoring the project with FAPE, and assured approval and the subsequent grant release as soon as the proposal was handed in.

At this time, the report on the recently completed project formulation stage was being finalized, and the expected output of that stage was used as the basis for the proposal to be submitted to NMYC by FAPE.

At the time of the preparation of the modified proposal, a very significant decision was made: Brother Lucian and Alma Viardo saw that the materials production by itself would be of little use unless it were followed by a field testing and validation period of some sort and then were subsequently widely distributed. Foreseeing the greater effectiveness of such a three-stage program, they had to choose between submitting a major proposal for a multiyear, three-stage project, or submitting a proposal to cover only the first stage. Recognizing the advantage of better possibilities of approval of a small request, and the disadvantage of repeated negotiations for each stage, they opted to submit a proposal covering only Stage 1.
Hence, on February 6, 1973, the "Proposal on the Development of Materials for Vocational and Career Guidance to the National Manpower and Youth Council" was submitted by De La Salle, through FAPE and over Felipe's signature.

The Proposal Design

The proposal had for its objectives the actual production of experimental model career materials in the form of occupational and industrial monographs, biographical sketches, "Our Workers" stories, coloring books, and colored slides with audiotapes. It was presented as outputs of a first phase, to be followed by field testing (Stage 2) and distribution (Stage 3). The materials were supposed to achieve the following objectives, as specified in the proposal:

1. Orient the three target audiences on the broad range of job opportunities available outside those offered by a college degree.

2. Inform the three target audiences of the training that could be received as preparation for the work available.

3. Educate the three target audiences about how work could be made profitable.

The methodology involved identifying the occupations to be written about, which were those with the greatest need for workers and the most opportunities, at various skill-requirement levels. Next came a systematic research and production process including: a review of literature; interviews and visits with representative firms and professional associations; field visits to work sites for observation and interviews with workers, supervisors, and personnel managers; initial drafting of monographs; critical reviews by professionals; rewriting by writers; artwork and layouting; and so on (see Figure 1).

The project was to last nine months, and an amount of ₱48,000 (US$6,400) was requested to cover direct costs. De La Salle was to provide the indirect costs, including office space, equipment and furniture, electricity, reference and library materials, and other administrative services.

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*The three target audiences for which the materials were intended were: 1) young people, 2) their parents, and 3) guidance counselors.
1.0 INITIAL ACTIVITIES (14 days)
1.1 Identify priorities in manpower needs
1.2 Select industry or occupation for research

2.0 PREPARATORY ACTIVITIES (7 days)
2.1 Review literature on selected industry or occupation
2.2 Identify firms representative of industry or persons engaged in the occupation
2.3 Write and follow-up letters to head of firm/resource persons re project and setting appointments
2.4 Identify professional organizations and contact technical consultants

3.0 FIELD RESEARCH (7)
3.1 Interview production manager
3.2 Observe manufacturing process
3.3 Interview workers
3.4 Observe working conditions and environment
3.5 Interview personnel manager
3.6 Request co. organization chart, personnel chart

4.0 REPLICATION OF FIELD RESEARCH IN AT LEAST TWO OTHER FIRMS WITHIN THE SAME INDUSTRY, OR WITH RESOURCE PERSONS (14)

5.0 PREPARATION OF FIRST DRAFT (20)
5.1 Transcribing of interview protocols
5.2 Validation of protocols by interviewees
5.3 Organization of validated data
5.4 Writing of draft acc. to CMDP guidelines
5.5 Review by technical consultant
5.6 Review by CMDP director

6.0 EVALUATION OF FIRST DRAFT (14)
6.1 Review by CMDP director
6.2 Review by technical consultant

7.0 REWRITING OF EVALUATED DRAFT BY PROFESSIONAL WRITER ILLUSTRATION OF TEXT

8.0 PREPARATION FOR PRINTING (7)
Preparation of layout
Editing of draft

9.0 PRINTING (21)

TOTAL NO. OF DAYS = 111

CAREER MATERIALS DEVELOPMENT PROJECT
GRADUATE CENTER FOR GUIDANCE & COUNSELING
GRADUATE SCHOOL OF EDUCATION
DE LA SALLE UNIVERSITY
MANILA, PHILIPPINES

Figure 1. FLOWCHART OF PRODUCTION OF CAREER MONOGRAPHS
III. SELECTION, APPROVAL, AND ACTIVATION

Although the proposal was submitted to NMYC on February 6, 1973 with the implicit understanding that approval would automatically and immediately follow, it was not until some time in March, over a month later, that the Memorandum of Agreement between FAPE and NMYC was signed by Felipe and Diaz. They, however, had the memorandum antedated to January 30, and pinned down the nine-month project period to February 1 through October 31, 1973.

In the meantime, FAPE encouraged Brother Lucian to advance the money to keep Alma Viardo on a project payroll pending approval of the proposal but not to incur added expenses in launching the proposal. This "motor-idling" stage, during which the project was not yet supposed to start, but during which De La Salle was advancing salaries, lasted even after the Memorandum of Agreement was signed, because FAPE was not too sure of NMYC's manner of payment; a number of government auditing rules needed clarification.

It was only on April 15, 1973, that FAPE finally decided to give the go-ahead signal to De La Salle to start the Career Materials Development Project (CMDP) on May 1, 1973. Money had not yet been received from NMYC, and the ongoing meetings between the accountants and auditors of the two agencies were still taking place, but repeated inquiries and visits from Brother Hebert, Brother Lucian, and Alma Viardo finally convinced Felipe to assume the risk and go ahead, for fear of losing the project altogether.

Money, however, still did not come from FAPE, and De La Salle found itself advancing all the costs of the activated project for the next few months. It was only when De La Salle's financial office declared on October 18, 1973, that it was going to be completely unable to advance any more money beyond October 31 (the project termination date originally agreed upon), that FAPE reimbursed all expenses and extended the project period, in view of the three-month delay, to December 31, 1973. On November 2, FAPE delivered the remainder of the P$48,000 (US$6,400) grant to De La Salle, even though it had received nothing as yet from NMYC.

Activation and Organization

The project start-up date coincided with a change in the leadership of the program. The program coordinator, Alma Viardo, had moved to the United States with her family, and on May 1, a professor of educational psychology in the Guidance Department, Josefina Santamaria, assumed directorship of the project.

She modified and refined the Viardo proposal design and started, with the help of a secretary and a research assistant who had just graduated from the M.S. Guidance and Counseling program, to carry on the critical occupation identification process.
An evaluative survey was made of manpower data gathered from help wanted ads in the newspapers, from priority lists of the Board of Investments, from projections by the Department of Labor and the National Manpower and Youth Council, and from National Economic Development Authority surveys and programs. Included in its research were also those occupations where college level preparation was not necessary, since NMYC had targeted out-of-school youth as a primary audience. Out of this research, and in constant consultation with peer experts in FAPE, the project identified ten occupations and industries:

- Accounting
- Advertising
- Agriculture
- Drug
- Engineering
- Fisheries
- Graphic arts
- Industrial technician
- Shoemaking
- Textiles

FAPE Influence on Project Direction

Soon after the project began in earnest, the educational guidance and psychology experts of FAPE took an active interest in the project, especially in helping it focus on priorities. Josefina Santamaria was aware that FAPE's interests and past experience, as dictated by its mandate, made the organization interested in the formal system of educational institutions with emphasis on higher levels, and that this was somewhat different from NMYC's interest in out-of-school youth and middle-level manpower. She realized, however, that the agency to whom she had direct responsibility was FAPE rather than NMYC. This became clear when she was told by NMYC officials, during her repeated trips there in an attempt to hasten the release of funding expected by De La Salle's financial office, that NMYC was dealing only with FAPE on this project, since they looked upon this as part of a bigger FAPE package and not as a grant to De La Salle at all.

And so, according to the directions indicated by the FAPE professionals, a narrower focus for the project began to emerge. The original Viardo plan, patterned according to the career development continuum developed in the exploratory stage, called for the development of materials for curriculum integration from kindergarten to fourth-year high school, with greatest emphasis on the elementary grades. In fact, the initial work on coloring books and similar materials was already well underway.

FAPE, however, chose to narrow the focus on materials for the upper years of high school, to be read at a time corresponding to actual career choice, as a first priority. Only eventually would grade school materials, preferably for grades five to seven, be developed.

In line with this narrowing of target audience, materials were correspondingly developed for occupations needing education or at least training after high school graduation.
The nature of the materials was likewise influenced. First priority was to be given to occupational monographs, second priority to industry monographs, and only third priority to filmstrips, slides, and so on.
IV. OPERATION, CONTROL, AND HANDOVER

During the eight months from May to December of 1973, the research, field visits, writing, validating, layout work, and reediting of the ten monographs took place according to the methodology described in the previous section.

A certain amount of training and preparation was necessary for both researchers and interviewers. A second full-time research assistant and several part-time interviewers, mostly graduate students, complemented the existing CMDP staff. Researchers and interviewers were assigned to specific occupations and then were given reading lists on each occupation they were to deal with, both to familiarize themselves with the occupation and to prepare for the contacts with professionals in the field and their professional associations, to whom they were to write to set up interviews.

Training sessions and two separate sets of interview guides were likewise prepared for interviewers. The interviewers questioned personnel managers on personnel structures, major occupations and job descriptions, qualifications needed, advancement opportunities, salary and benefit ranges; and production managers on products developed, the manufacturing process, expectations of the workers, and so on. Individual workers were also interviewed.

A cross-checking mechanism for several firms in the same industry was also built into the research system.

Data gathered from the various sources was organized and written according to monograph format guidelines previously designed by the CMDP office. These first drafts were then submitted to technical consultants from the actual occupations or industries concerned for evaluation and correction. Professional writers were then hired to rewrite the drafts in a style that would appeal to young high school readers. Corrections and suggestions from the technical consultants were incorporated at this time. Graphic layouting, with the necessary artwork and photography, was also designed.

Implementation Problems

It was not always easy to pin down available time slots for the resource persons to be interviewed; busy schedules often made two or three visits necessary before the interview could take place. Also, not everyone was equally open in divulging information, especially on matters such as company structures or salary ranges.

Another problem was the lack of good writers who could both present an accurate picture of the occupation and at the same time express it in a manner suited to the high school reader. The project grant could provide for only modest consulting fees for these writers, and the temporary nature of the consulting arrangements caused some manuscripts to go through several writers
before it was completed. The technical consultants were also plagued with busy schedules and it was often weeks before they could return the drafts.

While production was going on, a large part of Josefina Santamaria's time was spent attending to the funding release requirements. The financial office of De La Salle was understandably reluctant to keep advancing money for a project whose source of funds was so unsure. FAPE, likewise unsure about NMYC, did not release any amounts until near the end, on October 18 and on November 2 in 1973. NMYC, as was typical of other government agencies, did not have previous experience in funding projects in private institutions, and therefore decided to treat it as an in-house project. This implied that CMDP operations at De La Salle would have to be subject to all government office auditing controls, including things such as visual inspection by a government auditor of office supplies purchased before actual use, all transportation expenses by taxi properly justified and countersigned by the taxi driver, no representation or meal meeting allowance, and so on. The forms and procedures that were required siphoned off a great deal of time from several staff members.

The editing delays, coupled by the delays caused by the continuous negotiations and procedures for fund releases from FAPE and NMYC, caused a ballooning of work toward the end of the project period. The ten monographs originally planned were completed, however, although the printing of these monographs for field testing did not take place until early 1974.

Stage 2: Field Testing

Project Formulation for Stage 2

Another matter which demanded attention from Josefina Santamaria during the peak period of the last months of Stage I was the need to negotiate for the approval for the second stage of the project: the field testing and validating of the materials produced.

Thus, during the same visits with FAPE asking for overdue fund releases for Stage I, the question of the desirability of continuing with Stage 2 was often discussed. It became clear that, fund release delays notwithstanding, both FAPE and NMYC were eager to have the project continue and proceed to go into Stage 2.

Santamaria then proceeded to flesh out a major proposal for Stage 2 from the De La Salle Guidance Center. At about this time, Brother Lucian, director and chairman of the Graduate Guidance Center, had completed his second term and was returning to the United States. A search for a successor was launched and several names, including Santamaria's, were considered. Finally, Dr. Leticia Asuzano, a more recent but highly respected addition to the graduate guidance faculty, was named chairperson. Also, a new dean of the graduate school, Victor M. Ordoñez, had been appointed to replace Brother Paul, recently named vice president for development and research.
Santamaria was thus given a free hand by the new chairperson and dean to formulate the new proposal. In late January 1974, almost simultaneously with the final report on Stage 1 and the manuscripts for the ten monographs, the proposal for Stage 2 was formally submitted to FAPE for NMYC. It called for a 12-month project period (January to December 1974), with an expanded staff of one director, one associate director, four researchers, two clerical assistants, two consultants, and several contractual part-time writers, editors, and photographers, for a total cost to NMYC of ₡139,800 (US$18,640), with a supportive overhead contribution from De La Salle estimated at another ₡136,960 (US$18,261).

Design of the Stage 2 Proposal

The rationale for Stage 2 is spelled out in the proposal itself (see also Appendix A):

Since these materials were developed to attain certain objectives, it is important to obtain an indication of the extent to which these objectives have been attained. The field-testing of these materials to a sample of the target audiences becomes very important... involving: 1. the field-testing of these materials to obtain measures of a) comprehensibility, b) practicability, c) appropriateness, and d) persuasiveness; 2. the modification of the materials on the basis of the results of field-testing.

The proposal spelled out objectives for the field testing of the materials for different audiences: high school students, out-of-school youths in various centers and reformatories, and school guidance counselors. Methodologies on the different tests to be administered, on size of the samples involved, on experimental groups and control groups, and on the procedures for monograph use and subsequent testing were also explained.

Finally, the proposal included the budget requirements and a timetable of activities. This timetable identified January and February to meet with consultants, design and pretest instruments, prepare printed copies of the monograph manuscripts, and contact sample groups; March and April to distribute materials for reading and conduct the evaluation with guidance counselors; May, June, and July to prepare for the field testing in both schools and out-of-school youth centers and to refine different instruments to be used; July, August, and September for the actual field testing; September and October for data gathering, computerization, and analysis; and November and December for report preparation and monograph revision. A comment on the need for Stage 3 for distribution in 1975 was also added.

Stage 2: Approval Process

The project proposal was submitted by FAPE (Fund for Assistance to Private Education) to NMYC (National Manpower and Youth Council), with a cover letter from Felipe, on February 28, 1974.
Prior to this time, however, Santamaria had received assurance of project continuity from Felipe and was encouraged to retain her staff at the end of Stage 1 and continue on the assumption of an anticipated approval of Stage 2.

Because it became clear that the graduate school was no longer willing to continue the idea of advancing funds without definite reimbursement or funding arrangements, Felipe was prevailed upon to assume the funding responsibility of NMYC and pledged to provide the CMDP (Career Materials Development Project) office with a monthly check to cover all the month's expenses, provided that a detailed financial report be submitted that would fulfill all the requirements that the government auditor from NMYC was now requiring of the FAPE office for the project.

These monthly financial reports, though voluminous, were accordingly drawn up and submitted. De La Salle, upon submission of these reports, received a regular monthly check from FAPE during the entire 1974 project period.

In the meantime, NMYC received the FAPE proposal for Stage 2 but could not act on it, primarily because it assumed a completed Stage 1. The funds for Stage 1 had not yet even been released by NMYC to FAPE, and although the terminal report and monograph manuscripts had been submitted, they had not been through the elaborate evaluation and acceptance process that NMYC required for project outputs. And so for much of the project year 1974, FAPE, disbursing amounts on a monthly basis, had to go on an assurance that the proposal would certainly be approved in due course, as soon as payments of Stage 1 and acceptance of Stage 1 outputs took place.

As it turned out, it was not until toward the end of 1974, as Stage 2 was nearing completion, that Stage 1 expenses incurred by FAPE were finally reimbursed by NMYC. As for Stage 2, although approval and the antedated contract of agreement were given in July 1974, it would be well into 1975 before FAPE was to receive the NMYC grant amount for the project.

Stage 2: Work Process

Actual implementation of Stage 2 took place more or less according to the methodology and timetable spelled out in the project proposal. With an expanded CMDP staff, Santamaria set about field-testing materials produced with the various target audiences.

In the first half of 1974, as the materials came out printed for field-testing purposes, selected guidance counselors in schools and out-of-school youth counselors in centers and jails were issued sets for reading and evaluation. Shortly thereafter, they were convened to elicit evaluations, comments, and suggestions.

On August 12, 1974, after weeks of preparation, including pretesting instruments, negotiating with superintendents, distributing test materials, and training field-test administrators, the first test instruments were
simultaneously administered in 24 participating public and private schools covering 1,200 high school senior students. The testing period covered a total of five weeks, including delays due to weather conditions and school holidays.

During the months of October and November, field testing of out-of-school youth took place. Because of numerous factors, chief of which was the unavailability of training centers that met field-testing conditions, this testing took place with 99 out-of-school youths from one center in the Metropolitan Manila Area.

As the project proceeded, Santamaria developed greater confidence, gave the program greater national visibility, and, with the assurance of monthly funding from FAPE, developed a semiautonomous mode of operation. She continued to keep in close touch with the dean, but slowly the link of communication with the Graduate Guidance Center chairperson started to weaken.

Project Output Findings

Research findings on the field testing, which were eventually published in an impressive three-volume study, indicated that response from the guidance counselors was encouraging and positive, emphasizing the real need which they felt the materials were meeting, as information for both the students and the counselors themselves in their career guidance function. A sample booklet in the national language, Pilipino, was provided to the counselors, and the out-of-school youth counselors indicated that such booklets would be even more useful. They also stated that while the materials distributed were useful to them, the out-of-school youth would probably need material in a much more simplified form.

The extensive student field testing on comprehensibility, practicability, appropriateness, and persuasiveness generated a host of findings, chief among which were the significant correlations between the mean comprehensive test scores of the students and (1) their total monthly family income and (2) highest educational attainment of either parent. A second finding was the limited persuasive influence of the materials in the short run, which did not significantly affect student career choices immediately after exposure. Out-of-school youth predictably registered poorer comprehension levels, in both the English monographs and in the sample Pilipino prototype. Interestingly, however, both groups had better scores on the Pilipino monograph. The results also categorized the monographs according to ease of comprehension.

Implications of the field-test results analysis pointed to the need to use other media for supporting and dissemination career information already contained in the monographs, to the need for a different set of materials for out-of-school youth, and for a more extensive use of Pilipino and, if possible, other major regional languages in the materials production program.

As these results started to crystallize even before the end of the project period, monograph revisions were begun and revised monographs sent
off for final mass printing. In late 1974, Santamaria made the major decision to translate all English monographs into Pilipino and likewise prepare these translations for printing. This decision added significantly to the work dimensions and, together with other inevitable delays, prompted a two-month extension of the project period to February 28, 1975.

Printing of Finalized Monographs

In mid-1974, Diaz as head of NMYC involved a fourth organization, the National Media Production Center (NMPC), in the CMDP project. The National Media Production Center is a government agency with print, broadcast, and other facilities, charged with implementation and production of government print and other media programs. Its director, Gregorio Cendaña, was a good friend of Director Diaz, and the NMPC had taken care of most previous printing requirements of NMYC as part of the service it extended to other government agencies.

And so it was that Diaz informed the CMDP staff through FAPE that the National Media Production Center had accepted to mass print, absolutely free of charge, 10,000 copies each of the ten English monographs and also the ten Pilipino translations.

Printing of the English copies started in October 1974 at the NMPC presses, with the supervision of the layout artist and a senior researcher of the CMDP staff. Minor disagreements on technical specifications arose between the CMDP staffers and the production people at the NMPC presses, causing some minor delays, but the major bottleneck seemed to be the unreliability of NMPC production schedules, perpetually altered as they were to meet central government's emergency printing demands, sometimes of a major scale, for state visits, national celebrations, and the like. As it turned out, it took well over a year, with constant supervision and urging from the CMDP staff, who tried to include urging from both FAPE and NMYC as well, before the entire job was completed. Again, there was little the CMDP staff could effectively do except politely request a speedier implementation; the job was being done free of charge, and the arrangement was, strictly speaking, with NMYC rather than with De La Salle.

Other Developments

Also in October 1974, Ordoñez and department chairperson Asuzano decided to use the faculty development budget of the Graduate Guidance Center fund from FAPE to send Santamaria for a two-month observation visit to career material development centers and career guidance programs throughout the United States. The trip provided Santamaria the opportunity to establish several professional contacts and absorb a number of ideas on materials production, especially auxiliary materials to the main monographs and other media for younger and out-of-school age groups.

Just before Santamaria left, the CMDP office was awarded a small grant by FAPE in the amount of P17,000 (US$2,267) to develop a manual for career
counseling for use by FAPE beneficiary schools. Santamaria assigned this project to a senior researcher on her staff, a recent M.S. Guidance and Counseling graduate of De La Salle herself, and reedited and finalized the manual upon her return from the United States before submitting it to FAPE. Funding release for this project was no problem.

Stage 3: Distribution

Preparation and Approval of Stage 3

For the second consecutive year, Santamaria found herself in a peak period simultaneously winding up and preparing a report for one project stage and planning out a proposal for another. In this instance, as the Stage 2 field-testing analysis results were being packaged and monographs were translated and finalized for printing, she was working to submit a proposal for launching Stage 3, the distribution and utilization of mass printed materials, by March 1, to coincide with the revised deadline for Stage 2 and thus assure staff and project continuity (see Stage 3 proposal, Appendix B).

This time, however, Felipe, who had just been named president of FAPE, was no longer interested in acting as the cash advance agent of NMYC. After much effort, his staff had just been paid for the Stage 1 project which had ended a year before, and there was no indication about when the ¥139,800 (US$18,640) advance for Stage 2 would be repaid. After several meetings with Diaz, Ordoñez, and Santamaria, he finally recommended that De La Salle deal directly with NMYC.

Understandably, this caused Santamaria and Ordoñez serious concern. They were not sure they could cope with the plethora of government auditing regulations; and, more importantly, they were aware that the De La Salle financial office and graduate school did not have the resources that enabled FAPE to accommodate the NMYC fund release delays in the past.

Diaz, however, assured Ordoñez that a two-party agreement without an intermediary would be simpler and hence more efficient than a three-party arrangement. Moreover, his staff had come out with a formula that would exempt the project from the smaller regulations of government auditing procedures. The formula called for a contract of agreement to "buy" the outputs of the project rather than to fund the project operation per se, and so the auditor would merely have to be consulted for clearance of the actual purchase transaction. Project outputs, of course, would have to be packaged in sequence components, which would be paid for periodically as the subcomponents were completed and submitted.

The major problem, however, remained that of advancing money, albeit in stages, before reimbursement, and Ordoñez tried unsuccessfully to negotiate for a down payment upon signing of the contract.
As the weeks were slipping by, however, and as Diaz’ availability was seriously constrained by other commitments and diplomatic trips abroad in the company of President Ferdinand Marcos, an agreement without the down payment, but with a four-payment scheme (30-30-30-10 percent) was signed between De La Salle and NMYC in the last week of May. According to previous practice, the Memorandum of Agreement, called a "Contract of Services" (see Appendix C), was antedated to the start of the project period, March 1, 1975. In the meantime, Ordofiez had asked Santamaria to keep project activities and expenses to a minimum until the actual signing of the agreement, and De La Salle again found itself advancing project costs.

Stage 3: Project Design

In the meantime, the CMDP staff had worked out an elaborate and long-term design for Stage 3, involving a request for NMYC support in the amount of P238,500 (US$31,800), for a period from March 1, 1975 to June 30, 1976, to cover expenses for Stage 3, which would be divided into three subproject components. This actually represented a modification of the earlier proposal prepared in December 1974 for an originally anticipated January to December 1975 period, amounting to P188,700 (US$25,160), with De La Salle counterpart inputs costed at P144,940 (US$19,325).

The major reason for the magnitude of the Stage 3 design was the expansion of the original idea of Stage 3 for distribution and utilization to include production and pilot testing of an entirely new series of monographs, following the pattern set in Stages 1 and 2 for the original set. As a result, Stage 3 in the original plan became Stage 3A, and research and production of ten additional monographs became Stage 3B, and pilot testing of these materials plus modification and reproduction became Stage 3C. The contract of services with NMYC spelled out the work of each sub-stages:

Section 1.10. Distribution and Utilization. This sub-stage includes the mass production and distribution of career monographs through ... identified channels, as well as a promotions thrust aimed at bringing about acceptance of the materials by exposing them to guidance counselors, teachers, workshop participants, students and all other outlets through the mass media and other channels, including the production of a brochure containing information on the use of the monographs.... The De La Salle University will not directly involve itself in the warehousing, transporting, retailing, and credit collection related to distribution, but will nevertheless establish the linkages with an institution equipped professionally to undertake such services.

Section 1.20. Research and Production. This sub-stage is to be launched simultaneously with the distribution and utilization stage, during which occupational and industrial monographs on other career fields will be developed, with priority to occupations and industries in which the demand for workers exceeds the supply.
Section 1.30. Evaluation and Reproduction. This sub-stage should involve pilot testing of monographs to be conducted on a sample of the young, potential manpower to test for comprehensibility and usefulness. The feasibility for integrating the information contained in the monographs into the curricula of both formal and non-formal training programs should also be explored. The monographs are to be evaluated by an expert panel of guidance counselors as to the extent of their usefulness and adequacy and then revised for mass printing.

The DLSU-NMYC contract of services thus embodied these three major tasks, and, though signed a few months late, was nevertheless signed and antedated March 1, 1975.

Stage 3A

Prior to actual distribution and utilization, it was first necessary to see that the mass printing of materials was completed by the National Media Production Center (NMPC). Though a number of monographs had in fact been completed by project start-up in March 1975, there were errors that required some pages in a few monographs to be reprinted, and there was need for continual supervision by the CMDP (Career Materials Development Project) staff at the NMPC presses to see that the project was not perpetually set aside for other priorities. Even so, it was not until January 1976, that the last of the 20 career monographs finally cleared the presses.

In the meantime, however, auxiliary materials and programs were prepared for the distribution phase. Though the CMDP office itself was not prepared or staffed to handle the physical distribution, actual retailing, sales, or credit collection for these materials, it nevertheless initiated negotiations with professional book publishing and distribution companies to see if they could handle the task on commission.

FAPE (Fund for Assistance to Private Education) also expressed interest in helping with the actual distribution; they had recently administered the National College Entrance Test to all 4,000 high schools in the country, and thus had field offices with experience and contact with the end users. After two months of meetings between the logistics office of FAPE and the CMDP staff, a scheme was worked out according to which, with the help of various school associations of schools and FAPE field offices, every school throughout the country would get a free copy. FAPE president Felipe was willing to make a small grant of about ¥5,000 (US$667) to take care of all distribution expenses.

At around this time, however, NMYC (National Manpower and Youth Council) had just set up 12 regional offices throughout the country, and a decision was made within NMYC to handle the distribution of career materials themselves. So, at a meeting in July 1975 called by the head of NMYC's Office of Vocational Planning, with Ordoñez, Santamaría, and FAPE officers present, the decision was announced that NMYC would handle distribution and that they
would launch a campaign of publicity and promotions, during which both FAPE and De La Salle would be asked to participate at given points.

Also, the debate on whether to give the materials away for free or to sell them was decided in favor of selling the monographs at a subsidized price of $1.00 (US$1.34) each. Ordoñez suggested that a first round of 4,000 sets, one to each high school, be given away free, but the NMYC staff did not see this as necessary.

The premise was that material bought, even if at a subsidized price, would be appreciated more than free material. The FAPE staff felt that even at a peso each or $20.00 (US$2.67) for the set, it might be beyond the buying capacity of many students and even a few poorer schools. Another reason that emerged, however, was that National Media Production Center was billing NMYC for materials--ink and paper--used for the project, and this amounted to well over $100,000 (US$13,333). It seemed that the agreement between NMYC and NMPC for free printing was merely a verbal one between the two directors who were personal friends, and when it became necessary to account for the expenses involved, the two directors agreed that NMPC would donate all labor free, and NMYC would pay for ink and paper from its own funds.

NMYC thus put together a promotion and distribution task force from among its own people and launched a publicity campaign, relying heavily on government contacts and programs to promote CMDP. Santamaria participated in press conferences, television interviews, letters to principals, and various releases for media. On her own, she publicized the availability of materials already completed at various workshops, seminars, and conventions. She also communicated with sectarian school associations and got their respective general offices to cooperate fully in disseminating information on the nature of the materials and where they would be available.

In the meantime, NMYC sent copies of completed manuscripts to the regional directors of the field offices, to promote and to sell in the various regions. Local newspapers in the regions soon carried similar press releases.

In the midst of all this activity, however, the materials were not being delivered to the schools. Six months after the campaign started, only a few hundred out of the 10,000 copies printed had actually been sold or given away.

The CMDP staff had in the meantime been busy with the production of a series of supplementary printed materials that would help in the marketing and the actual use of the monographs. A brochure entitled "Information Guide on the Use of the CMDP Career Materials" was printed and circulated, along with five other brochures for general readership:

- "Know Yourself"
- "Jobs for Which a College Education Is Required"
- "Jobs for Which Vocational/Technical Training Is Required"
• "Jobs for Which a High School Education is Required"
• "Jobs for Which a High School Education Is Preferred but Not Required"


Stage 3B

The response to the original ten monographs was positive, although many evaluators had expressed a desire for a wider range. Banking on their experience from Stage 1, the CMDP staff undertook research to identify ten more occupations and industries for further production. The following ten areas were identified:

- Architecture
- Ceramics
- Chemical
- Electrical
- Hotels and restaurants
- Marketing
- Mechanical
- Mining
- Secretarial
- Transportation

The original process described earlier and shown in the flowchart was once again utilized. By now, the training workshops for interviewers and researchers had taken definite shape, and ten interview instruments and six standardized questionnaires for field work were refined. The usual problems of reticence of interviewees, confidentiality of information, delayed submissions from busy technical consultants, and paucity of available writers were not, however, completely overcome.

In time, ten monographs on the ten identified areas were written, revised, and reproduced for pilot-testing purposes.

Stage 3C

Upon the recommendation of the NMYC evaluation committee and other research design specialists, the pilot testing of this stage differed significantly from the field testing of Stage 2. The recommendation was to conduct the study of students outside the classroom setting so that students would not feel compelled to read or comprehend the monographs. The study was thus conducted in the natural setting—that is, in the home of the respondents—and involved a stratified sample of junior high school students and their parents. The objectives were to:

1. test for the persuasive influence of the monographs on the career decision-making process of students.
2. determine whether the parent-child relationship is a situational factor in career decision making.

3. obtain relative measures of the students' comprehension of the monographs.

4. obtain evaluative feedback on monograph quality and value from both students and their parents.

In February 1976, 1,682 students from nine different types of high schools were considered. Of the 955 identified as meeting the preset criteria, 475 were requested to participate and 248 accepted. They were divided into an experimental group and a control group, with the control group asked to go through a comparable career parent-child dialogue program without the career materials. Over a two-month period, trained interviewers with a specific research design visited these homes regularly and, in spite of difficulties of home visitations and problems of respondents' diminishing interest, gathered enough data to validate a few findings.

Tests given to the experimental group again ranked the ten monographs in terms of easiest to understand, most interesting, and most attractive, both from the students' point of view and that of their parents. The comprehension test results indicated that in general the materials were satisfactorily understood by the students. Again, the study showed no direct immediate impact of the information in the monographs on the students' career choices. Although good parent-child relationships made holding career dialogues easy, the study also showed that neither the relationship nor the dialogue had an immediate effect on career choice.

The recommendations of the field study report suggested further study in the complex cognitive/emotive process involved in career decision making, since information alone did not seem to be a major factor, at least not in the short run. A number of specific uses of CMDP materials other than direct immediate impact on career choice were also identified for future study, including their use in school curricula, the effect on status values attached to occupations, the reference use by counselors, the availability of more information for those who had already made choices, and the value of information for advancement and lateral transfer for those already in the industries and occupations covered.

Pilot testing among counselors also took a different form. An evaluation workshop for community workers dealing with out-of-school youth was held on July 20, 1975. Among the suggestions that came up was the diversification of career materials to include a comic book format, career posters, slides and audio-visual materials.

Pilot testing in school settings in February 1976 proved somewhat impracticable, in view of the approaching exam and end-of-school-year periods. Nevertheless, at about this time a major pilot experiment took place in V. Mapa High School, a large low-income and middle-income public high school in Manila. The two career handbooks were used, and experiments to incorporate the career materials in high school lesson plans were conducted.
A comprehensive report of this experiment was made. Also, committees of teachers and counselors revised the handbooks and developed others for integrating the materials into the communication arts, English, and social studies course syllabic of the high school curriculum.

Finally, a number of committees and technical consultants, including the NMYC evaluation committee, went over the materials and suggested modifications. These were incorporated into the drafts and the revised monographs were readied for mass printing.

Program Modifications

In October 1975, burdened with the difficulty of having to advance an "overdraft line" of over $30,000 (US$4,000), Ordoñez renegotiated with NMYC for an amendment to the contract of services, so that, after the initial 30 percent payment for the delivery of the first subcomponent of project outputs, NMYC could deliver in nine monthly installments the balance of the project fund. This was surprisingly cleared by the auditors, and an amendment of the contract was signed by Díaz, as executive director of NMYC, and the president of De La Salle on October 28. The monthly payments, though typically about three weeks late, nevertheless turned out to be a more bearable financial arrangement than the previous one.

Also, due primarily to the three-month delay in starting Stage 3 pending the signing of the contract of services, the project period did not end promptly on June 30. The final submission of revised manuscripts by the writers who were behind schedule was made on August 12; the full report and analysis of the pilot-testing research was turned in by the external consultant on August 13. In fact, some of the monographs were revised and readied for finalization even before the input from the pilot testing was received. The terminal report for Stage 3 (see Appendix A) was thus not turned in until late August 1976.
V. EVALUATION AND REFINEMENT

The project outputs, career monographs, and auxiliary brochures had, in fact, already been through a series of evaluations and modifications by the end of the project period. What remained was a thorough evaluation of the effects of mass utilization on career attitudes and career choices, especially in the long run.

Evaluation of mass utilization was, of course, dependent on the success of the mass distribution efforts of NMYC. As of August 1976, actual distribution to end users was far from satisfactory. Ordonez and Santamaria expressed their concern about this matter as early as May 26, in a meeting with Diaz, who was himself not satisfied with the progress of his Office of Vocational Planning unit. Publicity had been good, but the regional offices were not really in touch with schools or in a position to reach out to them, so burdened were they with other NMYC projects. Ordonez suggested again that a set be mailed to each of the 4,000 high schools, asking for the remittance of the fee or return of the materials by mail. A vague promise to do this was given to him; but as it turned out, this was never done.

Ordonez also mentioned at the meeting that De La Salle, through vice president Brother Paul, had initiated negotiations with International Development Research Center (IDRC) of Canada on the possibility of their funding a major research study on the effects of the nationally distributed materials on career choice patterns and career attitudes.

Stage 4: Proposal

Ordonez requested the May 26 meeting with Diaz and the NMYC staff not only to express concern over the distribution delays but also to present Diaz with a proposal for Stage 4 (see Appendix E), hopefully to commence at the end of Stage 3 on July 1, 1976 and to last for two years until June 30, 1978.

The proposal had five substages and a budget requiring a two-year grant of $671,130 (US$89,484) from NMYC, with counterpart overhead contribution from De La Salle priced at $483,854 (US$64,513). The five substages were as follows:

Stage 4A Coordination with NMYC in the marketing, distribution, and utilization of career materials produced in Stage 3
Stage 4B Production of added career materials
Stage 4C Coordination with NMYC in organizing a seminar-workshop on career education and vocational guidance in April 1977
Stage 4D  Pilot testing

Stage 4E  Revision of added career materials based on pilot-testing results

The production of career materials for this stage, upon the earlier recommendations of various evaluators, and with the encouragement of Diaz, would diversify to include the production of occupational briefs, sets of sound slides, career comics pamphlets, posters on choosing careers, and seven shorter brochures, based on data gathered from Stages 1 to 3.

CMDP would also revive the beginning interest it had in the production of grade school coloring books, workbooks, and worker studies, which had been set aside upon FAPE's recommendation in 1973 after initial prototype workbooks, coloring books, and the like had already been produced.

Finally, CMDP would conduct research to identify ten more occupations and industries and, in accord with the pattern of earlier stages, would produce monographs for these ten new areas.

At the time the proposal was presented, Diaz reacted favorably and saw no major problem in assuming that it too would get approved on time, since the end of Stage 3 and the start of Stage 4 was over a month away.

Follow-Up on Stage 4

About a week after the May meeting, however, Diaz left the country on an official mission with the nation's First Lady, and was to be away for over two months. In his place, Fernando de la Rosa was named acting director.

During the month of June, Ordoñez and Santamaria worked to have the Stage 4 project approved. They met with de la Rosa, who had to be briefed on the CMDP and who asked for some time to deliberate on his decision. He was constrained by his temporary capacity in the position, and also by the total freeze on government budgets resulting from the changeover of the government fiscal year from July-June to January-December.

In spite of repeated phone calls and memoranda, no decision was made at the time the Stage 3 project period elapsed, except for vague encouragement not to release the project staff. On July 28, Ordoñez finally received word from de la Rosa that the project would be officially allowed to continue to Stage 4, but only the first six months' budget was approved, and even this was cut by some 40 percent.

Diaz returned from abroad in early August, and on August 16, at a meeting with Ordoñez and Santamaria, reaffirmed the approval as substantially cut down, explaining the inability of NMYC to fund the actual amount
requested due to the budget freeze. He promised, however, that in early 1977 a separate approval for the remaining 18 months could be issued at the amounts originally requested. Only time would tell, of course, if in fact the promised approval and cash releases would be given.

Because of expanding priorities, Diaz warned that a further stage after June 1978 would probably not to be favorably received. He hoped to develop in-house professional capability by that time and was interested in other forms of cooperation with De La Salle, possibly along lines of offering scholarships and program support to enable his key staff members to pursue graduate training at De La Salle.

Future Prospects

By September 1976, then, the Career Materials Development Project was assured to continuing activity until the end of 1976, and had a promise for continuance until June 1978. Assuming no change in NMYC priorities or commitments, it would still be a year and a half of ongoing interaction often difficult—between DLSU and NMYC. It was clear, however, that after that period the project as one sponsored by NMYC would come to an end.

A number of alternative possibilities for project activity after this date would have to be considered. First, the project could consider itself as having fulfilled its mission and therefore disband. In this instance, Santamaria and the associate director, both of whom enjoyed faculty status at De La Salle, would return to faculty departments and assume teaching or administrative loads. Second, the project could become self-sufficient, having had its materials in the field for some time; and seeing that 30 occupations and industries were far from comprehensive, they could then market the future materials for other fields at full cost (including development costs) and exist as a viable and self-supporting enterprise. Third, the project could seek another major sponsor and funder and operate under much the same as present conditions.

In any event, the future course of the project beyond June 1978 would in large measure depend on the actual success and impact of the career materials on career choices, career information, and career attitudes in the nation at that point. The materials produced would in the last analysis have to be their own best justification.
APPENDIX A

PROPOSAL ON THE FIELD TESTING OF
DEVELOPED VOCATIONAL AND CAREER GUIDANCE MATERIALS (STAGE 2)
TO THE NATIONAL MANPOWER AND YOUTH COUNCIL

Submitted by: FUND FOR ASSISTANCE TO PRIVATE EDUCATION

I. BACKGROUND

The Career Materials Development Project was set up to accomplish three primary objectives:

1. The production of experimental model career materials (Stage 1);
2. The field testing of these career materials (Stage 2); and
3. The distribution and utilization of these career materials for vocational and career guidance (Stage 3).

The experimental model career materials produced and developed in Stage 1 for field testing are in the form of monographs and consisting of:

1. Careers in Agriculture
2. Careers in Engineering
3. Careers in Accounting
4. Careers in Advertising
5. Careers in the Graphic Arts (Printing)
6. Careers in Drug Manufacturing
7. Careers in the Textile Industry
8. Careers in Shoe Manufacturing
9. Careers in Fisheries
10. Tinsmith

The target audience for these materials are students and guidance counselors from high school, both public and private, as well as out-of-school youths and guidance counselors in the OMS, the projected NMYC vocational guidance centers to be set up in 1975 in the jails and detention centers in the Greater Manila Area.

The said career materials are intended to provide information about occupation, careers and industries in the Philippines with a view to promoting vocational and career awareness, orientation, motivation and exploration, as well as to develop positive attitudes towards these occupations and careers.
These materials are also intended for the use of guidance counselors to better equip them with information in guiding the youth toward relevant occupations and careers. Very often, the effectiveness of guidance counselors is hampered by a lack of information about the local world of work. Career materials about industries and occupations are of little help if and when they are available because they describe conditions and requirements that are not relevant to those in the Philippines. Hence, the importance of locally developed career materials cannot be overrated.

II. RATIONALE

Since these materials were developed to attain certain objectives, it is important to obtain an indication of the extent to which these objectives have been attained. The field testing of these materials to a sample of the target audiences becomes very important.

Stage 2 of the Career Materials Development Project (CMDP) involves:

1. The field testing of these materials to obtain measures of:
   (a) Comprehensibility
   (b) Practicability
   (c) Appropriateness
   (d) Persuasiveness

2. The modification of the materials on the basis of the results of field testing.

III. PROGRAM

A. Objectives

1. General

   In-School Youth

   The general objective of Stage 2 is to field test the career materials to a sample of high school students and obtain the reactions of guidance counselors to obtain an indication of their effectiveness. The materials will be evaluated in terms of:

   (a) Students' comprehension of the content message of the materials
   (b) Practicability and appropriateness of the materials to the level for which they are intended
   (c) Persuasiveness of the materials or their ability to modify attitude and motivations toward certain occupations, careers and industries
Out-of-School Youth

The general objective of Stage 2 is to field test the career materials to a sample of out-of-school youths and obtain the reactions of guidance counselors to obtain an indication of their effectiveness. The materials will be evaluated in terms of:

(a) Out-of-school youths' comprehension of the content message of the materials
(b) Practicability and appropriateness of the materials to the level for which they are intended
(c) Persuasiveness of the materials or their ability to modify attitudes and motivations towards certain occupations, careers and industries

2. Specific

After exposure to the career materials, the students/out-of-school youths at a certain level must be able to demonstrate the ability to:

In-School Youth

(a) Point out the requirements of an occupation/career
(b) Express the desire to know more about those careers and occupations suited to his abilities, aptitudes, and interests, and eventually come up with a rational career choice
(c) Express a desire to pattern his life after an occupational model
(d) Express views that reflect positive attitudes toward all kinds of professions

Out-of-School Youth

(a) Express a desire to pursue skilled, technical occupations and professional careers that would be consistent with his abilities
(b) Express a desire to seek training to acquire or upgrade his skills
(c) Express a desire to know more about a small-scale industry that he can go into as a worker
(d) Express views that reflect positive attitudes toward all kinds of professions

IV. RESEARCH DESIGN

There are three (3) types of measures which are expected to be used in the field testing of the career materials:
1. Evaluative test -- a type of validity testing through a checklist incorporating comments and/or suggestions from a panel of guidance counselors who are engaged in counseling high school students and out-of-school youths.

2. Persuasive Effect test -- a measure of the effectiveness of the Career Materials in influencing the choice of career. This will provide pre-test and post-test measures for the experimental and control groups.

3. Comprehensibility of Career Materials test -- a measure of whether the materials fulfill their purpose in terms of style, language, clarity of message, etc.

The evaluative test will be given ahead of the rest of the measures.

V. RESEARCH DESIGN FOR IN-SCHOOL YOUTH

A. Evaluation by Guidance Counselors

The monographs prepared by CMDP will be presented to a panel of high school guidance counselors for evaluation. These guidance counselors who would have at least two years of counseling experience would be divided into two types:

1. Those with formal training in guidance and counseling
2. Those whose backgrounds are other than guidance and counseling

They are expected to criticize the materials and answer the following questions:

1. Can the materials be used for in-school youths?
2. Are the materials suitable for helping in the choice of career?
3. Are the contents of the materials appropriate for the level it was intended?
4. How can the materials be improved?
5. Can the materials broaden the occupational outlook of the students?
6. Can it be integrated into the present curriculum in the private and public schools?

The panel of guidance counselors totals 36 members, the distribution of which are as follows:
### Type of Training Background

<table>
<thead>
<tr>
<th>Type of High School</th>
<th>Public</th>
<th>Private (high tuition)</th>
<th>Private (low tuition)</th>
</tr>
</thead>
<tbody>
<tr>
<td>With guidance &amp; counseling</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Others (BSE)</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

N = 36

### B. Persuasiveness and Comprehensibility of Career Materials

#### B.1. Sample:

The sample will be drawn from 4th-year high school students of some selected schools to represent the in-school youths (ISY).

For the OSY, the subjects will be divided into:

1. Experimental group - where the career materials will be introduced and a matching
2. Control group who will not be exposed to the career materials.

In-school youth (total sample of 1,200)

The high schools from which the students will come from will be classified into:

1. Government or public schools
2. Private schools charging (relatively) high tuition fees
3. Private schools charging (relatively) low tuition fees

#### B.2. Size of subsamples for the experimental group:

<table>
<thead>
<tr>
<th>Type of High School</th>
<th>Sample Size</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td></td>
</tr>
<tr>
<td>Public school</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Private school (high tuition)</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Private school (low tuition)</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

N = 600
Size of sample for control group:

<table>
<thead>
<tr>
<th>Type of High School</th>
<th>Sample Size</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Public school</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Private school (high tuition)</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Private school (low tuition)</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

N = 600

C. Methodology

The students from each specified school should be in a single class subject for both experimental and control groups to make possible controlled exposure to the career materials.

The social science/English teacher may be chosen to administer the tests. A checklist* on career choice plus background data will be answered by all students (N = 1200) in both experimental and control groups. After collecting the checklists, the teacher handling the experimental group (only), may give the first monograph for silent reading. Exposure at the rate of three (3) monographs a week is suggested. Each student in the experimental group will read a total of nine (9) monographs in a period of three weeks. The monograph would be given Mondays, Wednesdays, and Fridays. The same class period and teacher may be utilized throughout the experiments.

Every time a monograph is read, a comprehension test follows immediately after. After all monographs shall have been read, a period of one week interval will be observed, after which the post-test for persuasiveness on career choice will be administered for both experimental and control groups in the form of the same checklist given before but without the background data.

*Checklist - is a listing of probable courses and occupations. The student will be asked to choose the course/occupation he likes most, dislikes most and likes to venture into. The result of this final test will show the changes, if any, in the career choice of the students from those previously chosen in the initial testing.

On the other hand, the comprehension test consists of multiple choice items for each monograph. This test will develop such that comprehension of sample categories will be indicated by central tendencies and dispersion characteristics of each category.
VI. RESEARCH DESIGN FOR OUT-OF-SCHOOL YOUTH

A. Evaluation by Guidance Counselors

The monographs prepared by CMDP will be presented to a panel of guidance counselors from NMYC/OMS centers and from the jails and detention centers, for evaluation.

These guidance counselors would be divided into two types:

1. Those without training experience
2. Those with training experience up to 2 years

They are expected to criticize the materials and answer the following questions:

1. Are the materials suitable for helping OSY in the pursuit of skilled and vocational occupations?
2. Are the materials suitable for helping OSY in upgrading their skills?
3. Can the materials broaden the occupational outlook of OSY?
4. How can the materials be improved?
5. (On the assumption that high school graduating students understood the monographs,) on what level/grade would the monographs be comprehended by OSY?

The panel of guidance counselors is composed of 10 members.
The distribution of which are:

<table>
<thead>
<tr>
<th>Type of Training</th>
<th>Centers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NMYC/OMS</td>
</tr>
<tr>
<td>W/G &amp; C background</td>
<td>2</td>
</tr>
<tr>
<td>Without G &amp; C background</td>
<td>2</td>
</tr>
</tbody>
</table>

N = 10

B. Comprehensibility and Persuasiveness of Career Materials

B.1. Sample:

For the OSY subgroups - the NMYC training center, the Manila employment centers, and the jails and detention centers of Greater Manila Area would provide a total of 864 out-of-school youths.
Three sets of variables will be considered in matching OSY samples. These include:

1. Age - they must be 16-18 years old.
2. Sex - equal number of male and female
3. Educational attainment - grouped into these:
   (a) who dropped out after third year high school
   (b) who dropped out after second year high school
   (c) who dropped out after first year high school
   (d) who dropped out after graduating from elementary grades
   (e) who dropped out during elementary

B.2. Size of subsamples:

<table>
<thead>
<tr>
<th>NMYC Centers/OMS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>N = 720</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Jails and Detention Centers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>N = 360</strong></td>
</tr>
</tbody>
</table>
In addition to these, the type of offense is also taken into consideration for inmates of the different jails and detention centers, broken into two categories: a) serious offense, b) not serious offense in which the distributions are:

<table>
<thead>
<tr>
<th>Jails and Detention Centers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

N = 144

C. Methodology

The number of monographs to be read by the OSY's subgroups differ, taking into consideration the center involved.

For NMYC/OMS centers, one or two monographs (only) will be given, chosen from the following monographs whose nature does not require professional but vocational and skills training.

These are:
1. Careers in Agriculture
2. Careers in Drug Manufacturing
3. Careers in Shoe Manufacturing
4. Careers in the Textile Industry
5. Careers in the Graphics Industry
6. Careers in Fisheries
7. Tinsmith

For the jails and detention centers, all the above six monographs will be administered to OSY samples on the assumption that they will not be as busy as those from the NMYC/OMS centers.

For NMYC/OMS out-of-school youth sample, the instructors may handle the giving of tests while for those in jails, the assigned social workers for each area may handle the tests.

With regard to the time allotted for the administration of the tests, the OSY sample from NMYC/OMS centers will be given a day or two to finish answering them while for the inmates, one monograph a day would be administered so a total of nine days would be consumed.

It should be noted that only those OSY samples whose level of educational attainment are considered by the guidance counselors as adequate
enough to comprehend the materials will be given the monographs. However, all OSY samples from all the centers will be asked to answer the checklist for pre- and post-testing.

The same procedure as that for the In-School Youth will be followed in the administration of persuasiveness and comprehensibility tests for the OSY samples.

STAGE 2: FIELD TESTING

Calendar of Activities

Stage 2A. Target audience: High school and OSY guidance counselors

A. Preparatory activities  Jan. 2 - Feb. 28, 1974

1. Meeting with consultants to discuss research design, sampling, methodology, budget, etc.
2. Defining the sample group of INS and OSY guidance counselors.
3. Tightening of research design for field testing.
4. Negotiations with NMYC (evaluation by NMYC).
5. Final editing, rewriting and layouting of 10 career monographs:
   (a) Preparation of dummy proofs
   (b) Press running
   (c) Correction/editing of page proofs
6. Devising instruments (evaluation checklist) to measure appropriateness, usefulness and practicability of career monographs.
7. Pilot testing of instrument; revision of instrument.
8. Mimeographing of instrument.
9. Preliminary contacts with guidance counselors in sample group and getting preliminary data about them.

B. Field testing  B. Peak action activities  March 1 - April 30, 1974

1. Contact guidance counselors
2. Provide them with copies of career monographs and evaluation checklist for every monograph.
3. Allow them 2-3 weeks to read and evaluate career materials.
4. Correct evaluation checklists and getting a feedback on field-testing methodology.
5. Process checklists to determine if all items have been answered. If not, return to respondent. (Note: Payment of honorarium will be based on completeness of responses.)

C. Analysis and evaluation of data

D. Writing of reports
Stage 2B. Target audience: 4th year high school student in sample schools and out-of-school youth.

A. Preparatory activities May 1 - July 15, 1974

1. Meeting with consultants to discuss sampling design, methodology, instruments, etc.
2. Defining sample schools and sample classes.
3. Devising instruments to measure:
   - career choice prior to exposure to career monographs
   - persuasive influence of career monographs on career choice
   - one test of comprehension for each of the 10 career materials
4. Pilot testing of above instruments; revision of instruments.
5. Mimeographing of instruments.
6. Preparation of manual of instruction for career monographs' exposure and testing.
7. Preliminary contacts with principals of sample schools.

B. Field testing July 16 - Sept. 15

1. Go to school sites and contact home-room teachers of sample classes.
2. Provide home-room teachers with manual of instructions for career monographs' exposure and testing.
3. Administer instrument to measure career choice prior to exposure to career monographs.
4. Expose students to 1 career monograph and allow 20-30 minutes reading time.
5. Administer comprehension test.
6. Repeat 4 and 5 until all 10 career monographs have been read.
7. Administer instrument to measure persuasive influence of career monographs on career choice.

C. Computer processing of responses Sept. 1-30

D. Analysis and evaluation of responses to all instruments. Writing of reports Oct. 1-30

E. Revision of career materials (text, style, format, illustrations/pictures, etc. based on evaluations by
   - in-school and out-of-school guidance counselors
   - 4th year high school students
   - out-of-school youth

Stage 3. Distribution and utilization of career monographs in vocational/career counseling (mass printing) Jan. 1, 1975
BUDGET FOR
STAGE 2: FIELD TESTING
(From January 2, 1974 to December 31, 1974
or a total of 12 months)

I. NYMC COUNTERPART

A. Personnel Services

<table>
<thead>
<tr>
<th>Item</th>
<th>Monthly</th>
<th>x 12 Mos.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. One (1) Project Director</td>
<td>₱1,500</td>
<td>₱18,000</td>
</tr>
<tr>
<td>2. One (1) Associate Director</td>
<td>1,000</td>
<td>12,000</td>
</tr>
<tr>
<td>3. Two (2) Senior Researchers at ₱600/month each</td>
<td>1,200</td>
<td>10,800*</td>
</tr>
<tr>
<td>4. Two (2) Junior Researchers at ₱500/month each</td>
<td>1,000</td>
<td>9,000*</td>
</tr>
<tr>
<td>5. One (1) Steno-typist</td>
<td>350</td>
<td>4,200</td>
</tr>
<tr>
<td>6. One (1) Clerk-typist</td>
<td>300</td>
<td>3,600</td>
</tr>
<tr>
<td>7. One (1) Project Consultant</td>
<td>600</td>
<td>7,200</td>
</tr>
<tr>
<td>8. One (1) Technical Consultant</td>
<td>1,000</td>
<td>12,000</td>
</tr>
<tr>
<td>9. Professional/Technical/Other Services</td>
<td>2,000</td>
<td>24,000</td>
</tr>
</tbody>
</table>

(a) Honoraria for consultants, writers, editors, artists, draftsmen, photographers, etc., who will assist in the final editing and rewriting of career materials prior to printing; and/or assist in the revision of career materials after field testing

(b) Honoraria for 40 guidance counselors at ₱200 each (₱8,000)

(c) Honoraria for 40 home-room teachers and social workers at ₱100 each (₱4,000)

TOTAL PERSONNEL SERVICES | ₱100,800

*From January - June, one Senior Researcher and one Junior Researcher will suffice.
B. Operating Expenses

1. Transportation and communication expenses:
   (a) Transportation expenses, per diem & daily allowance for staff and coordinators while on field work
   (b) Telegrams, stamps, etc.

2. Supplies and materials (office supplies, resource materials, expenses for mimeographing and reproduction, etc.)

3. Printing and publication (of 10 career materials and CMDP brochure)

4. Evaluation and seminars, meetings, and workshops

5. Computer time, materials and related services

6. Contingencies

**TOTAL MAINTENANCE AND OTHER OPERATING EXPENSES**

**GRAND TOTAL OF NMYC COUNTERPART**

II. DLSU COUNTERPART

1. Office space, 2 units at \(¥2,500\) each

2. Administrative consultancy

3. Meeting and seminar facilities

4. Resource materials (library facilities, subscription to periodicals, journals, etc.)

5. Office machines and equipment and their maintenance

6. Telephone

7. Share of general administrative operating expenses:
   (a) Central administrative offices
   (b) Taxes
   (c) Grounds improvements and maintenance
   (d) Janitorial and security services
   (e) Power

**GRAND TOTAL OF DLSU COUNTERPART**
APPENDIX B

PROPOSAL FOR STAGE 3: DISTRIBUTION AND UTILIZATION (STAGE 3A), RESEARCH AND PRODUCTION (STAGE 3B); EVALUATION AND REPRODUCTION (STAGE 3C) OF CAREER MATERIALS

Submitted by: THE CAREER MATERIALS DEVELOPMENT PROJECT

I. BACKGROUND

In late 1972, the Career Materials Development Project was established with three objectives in mind. These objectives, each of which constituted a single stage, were:

1. Production of experimental model career materials (Stage 1);
2. Field testing of these materials (Stage 2); and
3. Distribution and utilization of these field-tested materials (Stage 3).

The first two stages were conducted in 1973 and 1974, resulting in the production, field testing, and revision of eleven occupational and industrial monographs:

1. Careers in Accounting
2. Careers in Agriculture
3. Careers in Engineering
4. Careers in Fisheries
5. Career Opportunities in an Advertising Agency
6. Career Opportunities in the Graphic Arts Industry
7. Career Opportunities in the Drug Manufacturing Industry
8. Career Opportunities in the Textile Industry
9. Opportunities in Industry as a Technician (Mga Pagkakataon sa Industriya Bilang Isang Teknike)
10. The Shoemaker: An Outstanding Filipino Worker (Ang Sapatero: Ang Natatanging Manggagawang Pilipino)

These monographs were produced to provide occupational and educational information which would aid students and out-of-school youth arrive at better career decisions. They were also designed to help guidance counselors in their career counseling work.

The occupational monographs contain comprehensive data on the nature of work involved in a particular occupation; qualifications (physical, mental, social, and personal) which would contribute to success; educational preparation and training needed; employment trends; advancement; earnings and other rewards; work conditions; and other relevant information.
The industrial monographs, on the other hand, contain useful information on a specific industry or business and the major occupations represented in it. Such information would be of help to youth living in an area in which a single industry predominates or those who have already decided to seek employment in a given business or industrial establishment.

During the second stage, the monographs were tested for comprehensibility, appropriateness and practicability, and persuasive influence of the materials on choices of students.

II. OBJECTIVES AND RATIONALE FOR STAGE 3

Having thus accomplished Stages 1 and 2 of the Project, it is but a matter of course to see it to completion if previous efforts are not to be wasted.

Stage 3 in its original scope involved the distribution and utilization of the model experimental materials. In addition to this, we propose to conduct further research and production, as well as field test the results.

Hence, the objectives of Stage 3 may be modified as:

1. distribution and utilization of career materials by the youth (particularly high school students in the junior and senior years) and guidance counselors and/or teachers (Stage 3A);
2. research and production of additional monographs (Stage 3B); and
3. evaluation and reproduction of these materials (Stage 3C).

In effect, the activities of the two previous stages (production and field testing) as well as the original scope of Stage 3 (distribution), will be consolidated into a single third stage, to be accomplished in a span of one year.

In order to cumulate in optimum utilization, the produced materials should reach the audiences for which they are intended. This underscores the need for an effective system of distribution. Under Stage 3A, details of such a distribution system will be finalized and carried out.

There is a need to continue with the research and production of more career monographs to supplement those already produced. Students, in order to make wise career choices, should be made aware of, and exposed to, as wide a range of occupations as possible. The present number of monographs covers only a limited area of the world of work.
Then, too, guidance counselors' responsibility of helping the young in their decision-making continues to be a vital one. This responsibility becomes increasingly more difficult as society grows larger and more complex, and as jobs become more specialized. Having occupational information within easy reach, especially in the form of career monographs, would surely lessen their difficulty.

In fact, one of the findings of Stage 2 was acknowledgment by guidance counselors of the dearth of local materials on career opportunities, and of the significant contribution the eleven monographs made in their career counseling work. How much more if there were more monographs!

III. SCOPE

Stage 3A: Distribution and utilization of developed materials. This sub-stage includes the mass production and distribution of career monographs through identified channels.

A promotions thrust aimed at bringing about acceptance of the materials has already been started by means of publications, exposure to guidance counselors in various seminars and workshops, exposure to students, and others. Furthermore, a brochure containing information on the use of the monographs as well as how and where they may be secured will be developed and sent to different secondary schools throughout the country.

Stage 3B: Research and production. Stage 3B will be launched simultaneously with the first sub-stage. In research and production, occupational and industrial monographs on other career fields will be developed.

Priority will be given to occupations and industries in which the demand for workers exceeds the supply. These priorities may be taken from a list of manpower supply and demand statistics presently being compiled by the Guidance and Testing Division of the Fund for Assistance to Private Education. Priorities set by the Board of Investments on the development of industries are another source. Aside from these, the Project itself is keeping a tab on the most "wanted workers" advertised in the classified ad section of newspapers.

Stage 3C: Evaluation and reproduction. The research and evaluation sub-stage will not really be complete without undergoing evaluation. Field testing of monographs will be conducted on a sample of high school students from the Greater Manila area. They will be tested for comprehensibility as well as usefulness. Feasibility for integrating the information contained in the monographs into the high school curriculum will also be explored. The professional opinion of guidance counselors will also be elicited to find out the extent of usefulness and adequateness of the materials.
On the basis of the results of the field testing, these career monographs will be revised and then mass produced, to be distributed the following year.

IV. STAGE 3 TIMETABLE OF ACTIVITIES (January 2 - December 31, 1975)

Stage 3A: Distribution of Career Monographs Produced and Field Tested in Stages 1 and 2

1. Identification of channels of distribution
   January

2. Development and printing of a brochure containing information on the use of the monograph as well as how and where to secure them
   January

3. Intensification of promotions thrust in the form of more publicity and exposure of monographs to students, guidance counselors, teachers, school officials, etc.
   January onward

4. Distribution
   February - December

Stage 3B: Research and Production

1. Preliminary research to identify and gather data on occupational priorities, making of plans and establishing contacts
   January

2. Actual field-work: data gathering, establishing contacts with technical consultants, picture-taking, writing of preliminary drafts
   February - April

3. Writing of monographs by writers based on the preliminary draft submitted by researchers
   March - April

4. Evaluation by technical consultants Preparatory activities for field testing
   April

5. Editorial work Negotiating with school authorities, etc. for field testing
   May

6. Presswork: layouting, proof-reading, printing, etc.
   May - June
Stage 3C: Evaluation and Reproduction

1. Field testing of monographs July - August
2. Statistical treatment, analysis and interpretation of data September
3. Writing of reports October
4. Revision of monographs November - December
5. Mass reproduction of monographs (5,000 copies each) December

V. STAGE 3 BUDGET

A. Administration Monthly x 12 Mos.
   1. Project Director PH1,600 PH19,200
   2. Associate Director 1,100 13,200
   3. Steno-typist 400 4,800
   Total PH37,200

B. Research Operations
   1. One research coordinator PH850 PH10,200
   2. One senior researcher 700 8,400
   3. Three junior researchers at PH600 each 1,800 21,600
   4. One clerk-typist 350 4,200
   Total PH44,400

C. Professional, Technical and Miscellaneous Services
   1. Honoraria for technical and editorial consultants, artists, writers, photographers, etc. who will assist in the final editing and rewriting and revision of monographs PH24,000
   2. Honoraria for non-staff field-workers who will assist in the field testing and processing of results 6,000
   3. Honoraria for 36 guidance counselors who will evaluate the monographs 7,200
   4. Honoraria for 12 teacher test administrators 2,400
   Total PH39,600
### D. Maintenance and Other Operating Expenses

<table>
<thead>
<tr>
<th>Category</th>
<th>Monthly Cost</th>
<th>Total Cost (x 12 Mos.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transportation and communication</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Transportation expenses, per diem, and allowances for staff and field workers</td>
<td>₱12,000</td>
<td></td>
</tr>
<tr>
<td>1.2 Communication expenses (stamps, telegrams, etc.)</td>
<td>1,200</td>
<td></td>
</tr>
<tr>
<td><strong>Supplies and materials</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 Office supplies and sundry</td>
<td>4,800</td>
<td></td>
</tr>
<tr>
<td>2.2 Reproduction expenses (mimeographing, xerox, ditto, etc.)</td>
<td>9,600</td>
<td></td>
</tr>
<tr>
<td><strong>Allowances for meetings, workshops with consultants and others</strong></td>
<td>2,400</td>
<td></td>
</tr>
<tr>
<td><strong>Reproduction of career materials, 11 copies, each at ₱2,000/1,000 copies</strong></td>
<td>22,000</td>
<td></td>
</tr>
<tr>
<td><strong>Computer time and materials</strong></td>
<td>5,000</td>
<td></td>
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<tr>
<td><strong>Contingencies</strong></td>
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<td><strong>TOTAL</strong></td>
<td>₱57,500</td>
<td>₱178,700</td>
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#### DE LA SALLE UNIVERSITY COUNTERPART

<table>
<thead>
<tr>
<th>Category</th>
<th>Monthly Cost</th>
<th>Total Cost (x 12 Mos.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Office space, 2 units at ₱2,500 each</td>
<td>₱5,000</td>
<td>₱60,000</td>
</tr>
<tr>
<td>2. Administrative consultancy</td>
<td>600</td>
<td>7,200</td>
</tr>
<tr>
<td>3. Meetings and seminar facilities</td>
<td>600</td>
<td>7,200</td>
</tr>
<tr>
<td>4. Resource materials (library facilities, subscription to periodicals, etc.)</td>
<td>500</td>
<td>6,000</td>
</tr>
<tr>
<td>5. Office machines and equipment and their maintenance</td>
<td></td>
<td>40,000</td>
</tr>
<tr>
<td>6. Telephone</td>
<td>45</td>
<td>540</td>
</tr>
<tr>
<td>7. Share of general administrative expenses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1 Central administrative offices</td>
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<td></td>
</tr>
<tr>
<td>7.2 Taxes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.3 Grounds improvement and maintenance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.4 Janitorial and security services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.5 Power</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>₱144,940</td>
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</tbody>
</table>
APPENDIX C

STAGE 3: CONTRACT OF SERVICES

This CONTRACT OF SERVICES, made and entered into this 1st day of March, 1975 at Manila by and between:

The NATIONAL MANPOWER AND YOUTH COUNCIL, a government agency with principal office at Bookman Bldg., Quezon Blvd. Ext., Quezon City, represented in this Act by RONY V. DIAZ, its Executive Director, and hereinafter referred to as "NMYC,"

- and -

The GRADUATE CENTER FOR GUIDANCE AND COUNSELING, GRADUATE SCHOOL OF EDUCATION, DE LA SALLE UNIVERSITY, a non-stock, not-for-profit institution organized and existing under the laws of the Republic of the Philippines, with principal office at Taft Avenue, Manila, represented in this Act by BROTHER GABRIEL CONNON, FSC, President, De La Salle University.

Witnesseth That

Whereas, NMYC is charged with the training and development of human resources, through the establishment of institutions and formulation and implementation of integrated plans, policies, programs and projects to insure the efficient and proper allocation, accelerated development and optimum utilization of the nation's manpower, and thereby promote employment and accelerate economic and social growth;

Whereas, NMYC is responsible for the formulation of a long-term plan which shall be the controlling plan for the development of manpower resources for the entire country;

Whereas, a vital undertaking in this long-term plan is the Vocational Guidance and Career Counseling Program of the NMYC;

Whereas, NMYC recognizes that one of the important undertakings in the Vocational Guidance and Career Counseling Program is to educate the potential manpower of the country, the younger population, especially the out-of-school, for the proper allocation of human resources;

Whereas, NMYC intends to provide the undeveloped and developing younger manpower with the informational materials on all possible careers and occupations by massive publications and dissemination of career monographs;
Whereas, the Career Materials Development Project (CMDP) has already exercised its competence and expertise by initially producing such career monographs in a prior contract with the NMYC;

Whereas, there is a need to produce more of such monographs on all other careers and occupations that are not yet covered by the initial stage, as well as the need to disseminate the 11 monographs already produced;

Now, therefore, for and in consideration of the foregoing premises and of the terms, conditions, clauses and stipulations herein below mentioned, the parties herein do hereby, by these presents expressly and mutually covenant as follows:

ARTICLE I

SCOPE OF THE PROJECT

Section 1.00. The project consists of three parts, as follows:

Part I - Distribution and utilization of career materials produced in Stage I and field tested and revised in Stage II, by the youth and guidance counselors and/or teachers;

Part II - Research and production of additional career materials; and

Part III - Evaluation and reproduction of such materials.

Section 1.10. Distribution and Utilization. This sub-stage includes the mass production and distribution of career monographs through identified channels, as well as a promotions thrust aimed at bringing about acceptance of the materials by exposing them to guidance counselors, teachers, workshop participants, students and all other outlets through the mass media and other channels, including the production of a brochure containing information on the use of the monographs as well as to how and where they may be secured, to be sent to all possible outlets in the country. The De La Salle University will not directly involve itself in the warehousing, transportation, retailing, and credit collection related to distribution, but will nevertheless establish the linkages with an institution equipped professionally to undertake such services.

Section 1.20. Research and Production. This sub-stage is to be launched simultaneously with the distribution and utilization stage, during which occupational and industrial monographs on other career fields will be developed, with priority to occupations and industries in which the demand for workers exceeds the supply.

Section 1.30. Evaluation and Reproduction. This sub-stage should involve pilot testing of monographs to be conducted on a sample of the young, potential manpower to test for comprehensibility and usefulness.
The feasibility for integrating the information contained in the monographs into the curricula of both formal and non-formal training programs should also be explored. The monographs are to be evaluated by an expert panel of guidance counselors as to the extent of their usefulness and adequacy.

**ARTICLE II
WORKING ARRANGEMENTS**

Section 2.00. For an orderly development of the project, NMYC and DLSU shall confer regularly or as the need arises, and CMDP shall furnish NMYC with a progress report every three months.

Section 2.10. DLSU shall be responsible for and accountable to NMYC for progress reports on the distribution and utilization of the already printed career monographs.

Section 2.20. DLSU shall refer to NMYC before embarking on field testing of monographs, and the former shall furnish the latter with the field statistics to justify the publication of any particular monographs.

Section 2.30. NMYC may take the option of appointing its own personnel to participate in the evaluation of the monographs, prior to printing.

Section 2.40. DLSU shall provide, as its counterpart in the project, the following: office space and other physical facilities, resource materials, office machines and equipment and their maintenance, telephone facilities, and other administrative expenses.

**ARTICLE III
COMPLETION TIME AND CONTRACT FEES**

Section 3.00. The contract for the above project is ₱238,500.00.

Section 3.01. The schedule of payments will be according to progress billing as follows: 30 percent or ₱71,550.00 upon submission of the following:

1. Printed copies of at least 10 career monographs produced in Stage I of the CMDP, and field tested and revised in Stage II;
2. Brochure of information on the use of these monographs;
3. A guide to the integration of career information into the revised secondary school curriculum and the installation of career and guidance systems.

Another 30 percent or ₱71,550.00 upon submission of the following:
1. Printed copies of the 10 career monographs translated into Pilipino;
2. Final manuscripts of the career materials to be printed and subsequently used in pilot testing.

Another 30 percent or ₱71,550.00 upon submission of the following:
1. Printed copies of the materials to be used in pilot testing;
2. Research design of pilot testing of the career materials.

The balance of 10 percent or ₱23,850.00 to be released to DLSU upon termination of the Project and the submission of the following:
1. Report on pilot testing;
2. Revised manuscripts of the career materials that were pilot tested and ready for mass printing;
3. Terminal report of the Project.

Section 3.02. These fees shall include all out-of-pocket expenses such as for administrative and research operation salaries, for transportation, per diem and allowance for field workers, communications, reproduction, consultancy services, honoraria for professional, technical and miscellaneous services, supplies and materials, allowance for meetings, computer time and materials, and contingencies.

Section 3.03. The three sub-stages of the Project shall be completed in 16 months, to start upon signing of this Contract.

Section 3.04. The DLSU shall file in favor of the NMYC a performance bond from any surety company acceptable to the NMYC in the amount equivalent to 20 percent of the contract price.

IN WITNESS WHEREOF, the parties hereto affix their signatures this 1st day of March, 1975 at Manila, Republic of the Philippines, in the presence of their instrumental witness.

NATIONAL MANPOWER
AND YOUTH COUNCIL
By:
RONY V. DIAZ
Executive Director

DE LA SALLE UNIVERSITY
By:
BRO. GABRIEL CONNON, FSC
President
This Terminal Report is submitted in compliance with the NMYC-DLSU Contract of Services signed on March 1, 1975.

Stage 3 was executed and accomplished to attain the following objectives:

1. Distribution and utilization of career materials produced in Stage I and field tested and revised in Stage 2 (Stage 3A);
2. Research and production of additional career materials (Stage 3B); and
3. Evaluation and reproduction of such materials (Stage 3C).

This Report is organized into the following parts:

A. Actual Schedule of Activities for Stage 3
B. Accomplishments of Stage 3
C. Problems Met in Stage 3
D. Summary and Recommendations

A. ACTUAL SCHEDULE OF ACTIVITIES FOR STAGE 3

The period covered by Stage 3 was March 1, 1975 to June 30, 1976 or a total of 16 months. Although Stage 3 officially started on March 1, 1975, it was not until May 1975 or about three (3) months later that full-scale implementation of Stage 3 began. The reason for the delays was the failure to have the Contract of Services signed between the NMYC and DLSU. As a result, the Dean of the Graduate School, De La Salle University, instructed the Project Director to keep expenses to the barest minimum until the Contract of Services was officially signed.

There were problems in the implementation of certain activities and the completion of certain materials. These problems are enumerated and briefly explained in Part C (Problems) of this Report.

Stage 3 officially ended on June 30, 1976 but the revised manuscripts were only completed on August 12, 1976 because of the failure of the writers contracted to do the revision to meet deadlines. Also, the report on the field testing was submitted only by the research agency, R.M. Zarco and Associates, on August 13, 1976.
Below then is the actual schedule of activities for Stage 3.

<table>
<thead>
<tr>
<th>Description</th>
<th>Special Activities</th>
<th>Dates Started/Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 3A. Assistance in the distribution and utilization of career monographs produced in Stage 1 and field tested and revised in Stage 2</td>
<td>1. Coordination with the National Media Production Center (NMPC) in the mass printing of 10 career monographs in English and 10 in Pilipino</td>
<td>March 1, 1975 to January 1976</td>
</tr>
<tr>
<td></td>
<td>2. Development and printing of an information brochure and 5 other career brochures</td>
<td>April 1975 to July 1975</td>
</tr>
<tr>
<td></td>
<td>3. Development and reproduction of career handbooks for secondary school teachers and for high school guidance counselors</td>
<td>April 1975 to July 1975</td>
</tr>
<tr>
<td></td>
<td>a) appearing in Pulong-pulong sa Kaunlaran (a public service radio program)</td>
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<tr>
<td></td>
<td>b) getting personal contacts in media</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) having articles/pictures of career monographs in weekly magazines</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>Special Activities</td>
<td>Dates Started/ Completed</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Stage 3B. Research and production of new career materials</td>
<td>d) talking about career materials before professional groups (e.g., PGPA [Philippine Guidance and Personnel Association], ACSC [Association of Christian Schools and Colleges], etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e) contacting CEAP (Catholic Educational Association of the Philippines) and ACSC to help NMYC in marketing and distribution</td>
<td></td>
</tr>
<tr>
<td>1. Research to identify industries and occupations for research</td>
<td>March 1975 to April 1975</td>
<td></td>
</tr>
<tr>
<td>2. Training of staff and part-time interviewers for field work</td>
<td>April 1975 to October 1975</td>
<td></td>
</tr>
<tr>
<td>3. Preparation, pilot testing and reproduction of interview guides and questionnaires</td>
<td>April 1975 to May 1975</td>
<td></td>
</tr>
<tr>
<td>4. Field work to gather data on industries and occupations</td>
<td>June 1975 to December 1975</td>
<td></td>
</tr>
<tr>
<td>5. Evaluation of summaries of data by technical consultants</td>
<td>October 1975 to December 1975</td>
<td></td>
</tr>
<tr>
<td>6. Preparation for printing</td>
<td>November 1975 to February 1976</td>
<td></td>
</tr>
<tr>
<td>7. Printing 1,000 copies each of new career monographs</td>
<td>December 1975 to March 1976</td>
<td></td>
</tr>
</tbody>
</table>
Special Activities

1. Preparatory activities for pilot testing; making a research design; identifying experimental and control groups; contacting schools and guidance counselors; contacting parents in their homes; making interview questionnaires for experimental and control groups; making comprehension tests; etc.

2. Field research (at least 3 interviews of students and parents in their homes)

3. Data processing, statistical analysis, etc.

4. Writing reports on pilot testing

5. Revision of monographs and preparation for mass printing

B. ACCOMPLISHMENTS OF STAGE 3

The following are the accomplishments of Stage 3.

Stage 3A

1. Preparation of press-ready Pilipino versions of 10 career monographs;

2. Direct supervision in the mass printing of 10 career monographs in English and in Pilipino;

3. Negotiated with Fund for Assistance to Private Education (FAPE) for the marketing and distribution of career materials. However, after two months of setting up guidelines for distribution, NMYC decided to handle the marketing and distribution of the career monographs;
4. Development and printing (1,000 copies each) of the following career brochures to help facilitate marketing distribution and utilization:

a) Information Guide on the Use of the CMDP Career Materials  
b) Know Yourself  
c) Jobs for Which a College Education Is Required  
d) Jobs for Which Vocational/Technical Training Is Required  
e) Jobs for Which a High School Education Is Required  
f) Jobs for Which a High School Education Is Preferred but Not Required

5. Development and reproduction (100 copies only) of the following career handbooks to facilitate utilization of career materials:


6. Promotional activities on the availability and utilization of career materials in career and vocational guidance in the form of talks given by Director and/or Associate Director on the following occasions:

a) FAPE seminar-workshops on the theme "The NCEE and Career Guidance" in March - April 1975 throughout FAPE's regional centers in the Philippines;  
b) International Conference on Human Development of the Philippine Guidance and Personnel Association (PGPA) on May 2-4, 1975;  
c) Annual Convention of the Association of Christian Schools and Colleges on May 19, 1975;  
d) Annual Workshop of the PGPA on October 24-26, 1975;  
e) Annual Convention of the PGPA on April 30 - May 2, 1976;  
f) Division of Rizal Seminar-Workshop on Career Education on June 21-23, 1976

7. Sending mimeographed letters to guidance counselors of secondary schools in the Metro Manila area informing them of the availability of career monographs at OVP-NMYC office in Taguig.

8. Sought assistance of the Association of Christian Schools and Colleges (ACSC) and the Catholic Educational Association of the Philippines (CEA) in the marketing/distribution of career materials in coordination with OVP-NMYC.
9. Contacted Fr. James B. Reuter, S.J. editor of The Communicator; as a result, an entire issue was devoted to the CMDP entitled "Career Guidance," dated May 19, 1976.

Stage 3B

1. Collected extensive field work data on career opportunities in:
   a) electrical field
   b) mechanical field
   c) chemical field
   d) secretarial field
   e) marketing
   f) architecture
   g) ceramics industry
   h) mining industry
   i) transportation industry
   j) hotel and restaurant industry

obtained from actual interviews of resource persons and observations of actual work conditions and environment.

2. Training of researchers and part-time interviewers on interview techniques. Three seminar-workshops were held on:
   a) April 16-22, 1975
   b) June 30 - July 9, 1975
   c) March 13, 1976

3. Development of 10 (10) interview instruments and six (6) questionnaires that can be used for future field work of the CMDP.

4. Holding a seminar-workshop for guidance counselors and community workers working with OSY on July 20, 1975 on the theme "Directions and Projections for Career Materials Development."

5. Development and printing of 1,000 copies each of the following career monographs to be used in pilot testing:
   a) Careers in Architecture
   b) Careers in the Chemical Field
   c) Careers in the Electrical Field
   d) Careers in Marketing
   e) Careers in the Mechanical Field
   f) Careers as a Secretary
   g) Career Opportunities in the Ceramics Industry
   h) Career Opportunities in the Hotel and Restaurant Industry
   i) Career Opportunities in the Mining Industry
   j) Career Opportunities in the Transportation Industry
Stage 3C

1. Pilot testing of two career handbooks in V. Mapa High School, Manila.

2. Pilot testing of 10 career monographs in the homes of third-year high school students selected at random from private and public high schools in Metro Manila area.

3. Developing evaluation forms and comprehension tests, guidelines for use of career monographs in parent-child discussions, etc.

4. Evaluation of 1976 career monographs by:
   a) NMYC evaluation committee
   b) guidance counselors/counselor educators
   c) students and parents in experimental group
   d) technical consultants and resource persons

5. Revision of two career handbooks and writing by committees of teachers, guidance counselors and coordinators of the following:
   a) Career Handbook in Communication Arts (English): A Guide to the Integration of Career Information into Communication Arts (English)
   b) Aklat Pamatnubay sa Pagtuturo Tungkol sa Mga Karera sa Sining ng Pakikipagtalastasan, Una Hanggang Ikaapat na Taon sa Mataas na Paaralan (Teaching Guide for Careers in the Communication Arts--First- to Fourth-Year High School)
   c) Career Handbook in Social Studies: A Guide to the Integration of Career Information into Social Studies

C. PROBLEMS MET IN STAGE 3

1. Delay of about three months in the full scale implementation of Stage 3. The Contract of Services between NMYC and DLSU was signed only in the last week of May 1975. As a result, DLSU advanced funds only for personnel services and the Project Director was instructed to keep expenses to the barest minimum and to "wait" until the Contract had been signed. This delay affected all the other activities in Stages 3B and 3C.

2. Delay in the mass printing by the National Media Production Center of the 1975 career monographs in English and in Pilipino because the printing coincided with government projects which NMYC gave priority to. Press-ready manuscripts started to be submitted to NMPC on October 22, 1974 but it was only in January 1976 that the mass printing of the 1975 career monographs was completed.

3.1. Difficulty of holding interviews with respondents during office or work hours; many cases of referrals cost time, money and delays;

3.2. Data, like manpower demands and salaries/wages and benefits, etc., were not available and/or were difficult to obtain;

3.3. Difficulty in reconciling conflicting information given by various respondents on the same subject matter;

3.4. Respondents from the unskilled, semi-skilled and skilled categories found difficulty in understanding questions; also, most of them did not have verbal facility.

4. Problems in the evaluation of summaries of data on occupations and industries.

4.1. Technical consultants were "too busy" to evaluate and give their critique; took weeks and even months to read manuscripts;

4.2. Sometimes evaluation by technical consultants was hurried and not thoroughly done.

5. Problems with writers.

5.1. Good writers were difficult to get at their price. Some CMDP needed only contractual writers, the ones hired did the writing only during spare time. Hence, difficulty in meeting deadlines;

5.2. Difficulty of writers in understanding technical data which they were not familiar with; attempts to simplify technical data led to distortion. Hence, rewriting was done and this took time.

5.3. Attempts to have only one writer for all the monographs to ensure uniform style, failed. Thus, several writers were employed, producing different styles of writing.

6. Problems in the preparation for printing.

6.1. A number of companies refused to have action pictures taken of their personnel/workers on the job during office hours.
6.2. Failure of some photographers to complete all pictures for a particular monograph on time. This delayed printing.

6.3. Many pictures had to be rejected because they were not "sharp" enough or the focus was not on the workers.

6.4. Most of the pictures borrowed from newspaper agencies were "dated" and obsolete.

7. Problems in the pilot testing of 1976 career monographs. The above conditions delayed the pilot testing by about three months. Other related problems were:

7.1. Difficulty in obtaining cooperation from the principals of some sample schools. The principals of some schools did not want their students to participate in the research since the end of the school year was approaching and did not want classes to be disrupted.

7.2. The above problem also gave rise to an attendant problem of how to give letters and the initial set of monographs to the students and through them, to their parents. The letters explained what the projects was all about and requested parents to fill in a return slip to indicate whether or not they were willing to participate in the study. Follow-up outside the classroom was difficult and tedious.

7.3. Difficulty in locating the homes of the respondents.

7.3.1. Some respondents deliberately gave the wrong home addresses in their return slips or the sketches and instructions given were inaccurate;

7.3.2. Others moved to a new address;

7.3.3. Some residences were located far from main streets and had no house numbers, especially those in the slum areas of Tondo and Pasay.

7.3.4. Interviews sometimes had to be conducted late in the afternoon or at night when the respondents were available and this made it even more difficult to locate the houses.

7.4. Uncooperativeness of the respondents as shown through failure to be present on the date and time agreed upon for interviews, failure to read the monographs or to hold discussions after a reasonable period of time. Some respondents were eliminated when it became clear that they were not interested to participate in the study.
7.5. Interviews had to be conducted during the odd hours of the day or night when the respondents were available. Some parents were always too busy even if they were interested. The students oftentimes went to the provinces for vacation.

7.6. Dropping out of field interviewers. Because of the above problems, several interviewers terminated their employment with the CNDP before the end of the research.

8. Delay in data processing and interpretation of findings due to the recurring illness of the research consultant.

9. Problems in the revising of career monographs.

9.1. Additional research had to be done in the mining, transportation and hotel and restaurant industries since recent developments in these fields affected present and future manpower demands.

9.2. The two writers contracted to do the revision of the career monographs could not meet the timetable for submission of press-ready manuscripts.

D. SUMMARY AND RECOMMENDATIONS

In spite of the problems enumerated in Part C of this Report, the CMDP succeeded in achieving the three major objectives for Stage 3 which were: 1) distribution and utilization of career materials produced in Stage 1 and field tested and revised in Stage 2 (Stage 3A); 2) research and production of additional career materials (Stage 3B); and 3) evaluation and reproduction of such materials (Stage 3C).

The visible outputs of Stage 3 are as follows:

1. Mass printed copies of twenty (20) 1975 career monographs in English and in Pilipino;
2. Printed copies of ten (10) 1976 career monographs for pilot testing use;
3. Printed copies of six (6) career brochures to help facilitate marketing and distribution;
4. Mimeographed pilot tested copies of two (2) career handbooks for teachers and guidance counselors;
5. Press-ready revised manuscripts of four (4) career handbooks for teachers and guidance counselors to help facilitate the utilization of career materials in schools;
6. Ten (10) standardized interview schedules and six (6) questionnaires to be used in future data gathering activities;
7. Extensive collection of validated data on ten (10) occupations and industries (e.g., chemical, electrical, mechanical and secretarial fields, marketing, architecture, etc.) that can be used in developing future career materials;

8. Press-ready revised manuscripts of ten (10) 1976 career monographs;


10. News articles on the CMDP and career monographs which appeared in (a) MOD magazine (dated June 4, 1976); (b) Woman's Home Companion (June 24, 1976); (c) The Communicator (May 19, 1976); and (d) FAPE Bulletin (April 1976).

The outputs that are not visible include the:

1. goodwill developed in the publics (e.g., students, parents, teachers and guidance counselors who were exposed to our career materials) for the funding institutions, the NMYC and DLSU, for pioneering in the production of systematic and organized bodies of information on occupations and industries in the Philippines.

2. information given to students and their parents on career opportunities in the Philippines.

RECOMMENDATIONS


1.1. The OVP-NMYC and the CMDP should coordinate closely with regard to the distribution of career monographs to the various schools and barangay units.

1.2. The OVP-NMYC should develop a strong marketing arm and organize effective promotions thrusts to ensure that career monographs reach their end-users: students, the OSY and their parents.

1.3. The printing of the four (4) career handbooks to ensure maximum exposure of career information through the regular school subjects in the present secondary school curriculum.

1.4. NMYC should seek DEC (Department of Education and Culture) cooperation in the training of high school teacher in Social Studies, Communication Arts (English and Pilipino) in the strategies of integrating career information into their respective subject fields.
2. On the production of new career materials.

2.1. The CMDP should use other media of disseminating career information, such as the development of audio-visual materials.

2.2. The CMDP should develop other forms of print materials such as comics, occupational briefs, posters and similar materials.

2.3. The CMDP should develop a different set of materials for the out-of-school youth. The materials should be simpler in writing style, contain only the most important information in enumerated form, and emphasize only skilled occupations.

2.4. Filipino translations of 1976 career monographs should use the Liwayway style of writing to stimulate reading by more people.

2.5. Career materials in Ilocano and Cebuano should be made since these two, together with Tagalog, are considered to be the major dialects in the Philippines.

3. On the field testing of career materials.

3.1. Field testing should be limited only to obtaining measures of comprehension of information and relating comprehension with other variables. Measuring the effectiveness of career information on career planning and decision-making is difficult and impossible because of the limited time devoted to field testing within the timetable for Stage 3.

3.2. The site of the pilot testing should be moved back to the schools since too many constraints make it methodologically difficult to have the research conducted in the homes of the respondents such as what happened in Stage 3C. Although resistance from some school heads is anticipated, there are still many others who are willing to cooperate once they realize the value of the study to their students.

The problems met in implementing the various activities in Stage 3 were enumerated in detail in Part C of this Report. These are the kinds of problems that should be taken into consideration in planning similar undertakings in the future.

The two field-testing studies conducted on the CMDP career monographs show that the latter do not have an immediate effect in bringing about a shift in career choices (please refer to findings of Stage 2) and that
parent–child dialogues do not have immediate effects on career decision-making (please refer to A Career Decision-Making Experiment: A Report on the Pilot Testing of Career Monographs 1976). These two studies did not assess the long-range effects of career information exposure.

The above findings indicate that (1) knowledge inputs alone neither bring about career decisions nor a shift in decisions, and that (2) there are other factors (e.g., attitudes and values) that influence decision making among the Filipino youth.

The chief values of the CMDP career monographs lie in (1) presenting organized, systematic and current information about occupations and industries in the Philippines; (2) giving teachers in the secondary schools career information that they can use in making their courses vocationally relevant, (3) providing guidance counselors the career information they need to carry out their career guidance and counseling programs.

Another research agency can make a study on:

(a) process of career decision-making among Filipinos in order to identify how the process takes place and at what point career information should be introduced
(b) factors that influence career decision-making
(c) long-range effects of career materials on decision-making and on the nature of career patterns of the Filipino youth
(d) effect of monograph exposure on the formation or modification of attitudes toward those occupations discussed in the career materials

The suggested studies above require a span of several years from start to completion. It is not possible for the CMDP which operates only on the basis of a calendar year to undertake any of the above studies considering the time and financial constraints.
APPENDIX E

PROPOSAL FOR STAGE 4
OF CAREER MATERIALS DEVELOPMENT PROJECT

I. RATIONALE

The need for Stage 4 of the Career Materials Development Project is urgent and imperative. The career materials developed in Stage 3 must be mass printed and distributed so that they can be utilized by their target audience: in-school as well as out-of-school youth and their parents, teachers, and guidance counselors. There is a need to develop other career materials (e.g., occupational briefs, brochures, sound slide, comics, etc.) utilizing the data obtained in Stages 1 and 3.

There is likewise a need to develop more career monographs in other occupations and industries since there continues to be a need for occupational information which the youth and their parents need for decision making. The CMDP has developed 11 occupational monographs (accounting, agriculture, fisheries, engineering, technician work, marketing, architecture, secretarial work, chemical, electrical and mechanical fields) and nine industrial monographs (advertising, drug, graphic arts, shoemaking, textile, ceramics, hotel and restaurant, mining and transportation). There are many more occupations and industries, about which information is needed by the youth and their parents to make rational career choices. An intelligent decision can be made only if it is based on accurate, reliable and valid data.

The CMDP has developed through the years a system of gathering, processing and evaluating data. It does not only develop career materials but also field tests these materials to their target reader to determine if the information is comprehensible and can generate interest in the occupation or industry area.

Also, there is a need to have guidance counselors and teachers evaluate the career materials to determine if they are appropriate, practicable and useful for the target audience.

II. SCORE

Stage 4 then consists of the following substages, each of which can be distinguished from the others in terms of well-delineated activities and outputs:
Stage 4A. Coordination with National Manpower and Youth Council in the marketing, distribution and utilization of career materials produced in Stage 3.

Stage 4B. Production of career materials.

Stage 4C. Coordination with the NMYC and/or its Regional Centers in Seminar-Workshops on Career Education and Vocational Guidance.

Stage 4D. Pilot testing of new career materials.

Stage 4E. Revision of career materials based on pilot testing and evaluation results. The career materials produced in Stage 4B will be revised and prepared for mass printing.

Stage 4A: Coordination with National Manpower and Youth Council in the marketing, distribution and utilization of career materials produced in Stage 3. The CMDP will develop a new and updated information brochure that can be sent to the various schools, training centers and agencies informing them of the career materials and how they may be used. There is also a need to translate the career monographs into Filipino so that they can be understood especially by the out-of-school youth and parents from the lower socio-economic stratum. The CMDP will also be involved in information dissemination through talks in seminars and workshops on career education and/or on vocational and career guidance.

Stage 4B: Production of career materials. Available research data from Stages 1 and 3 will be used to develop occupational briefs for in-school and out-of-school youth, an experimental set of sound slides, an experimental career comics pamphlet, a poster on choosing a career and seven different brochures, four of which will update the ones produced by the CMDP in Stage 3A. Also, the CMDP plans to undertake the development of grade school materials (workbooks, coloring books, worker biographies and worker stories and handbooks for teachers) so that career education can start as early as kindergarten and on through the grades. It is an accepted fact that attitude development takes place during the early formative years. Attitudes toward work and toward workers in various occupations develop and are reinforced through the elementary years.

The CMDP will conduct a manpower study to identify 10 occupations and industries in which to undertake research. Career monographs in English will again be developed on these 10 new occupational and industrial areas.
Stage 4C: Coordination with the NMYC and/or its Regional Centers in Seminar-Workshops on Career Education and Vocational Guidance. Workshops will emphasize strategies for 1) integrating career information into the Communication Arts, English, Pilipino, and Social Studies of the present secondary school curriculum and 2) setting up a career guidance program.

The role of the CMDP and of the De La Salle Graduate Center for Guidance and Counseling will be in providing speakers and resource persons, preparing instructional handouts and in planning and implementing the various activities from the initial preparatory activities to evaluation of the seminar. The role of the NMYC and/or its regional centers includes funding (honoraria, per diem and transportation expenses of trainers and resource persons), reproduction of instructional materials, provision of seminar facilities and insuring attendance of participants.

Stage 4D: Pilot testing of new career materials. The following career materials developed in Stage 4B will be tested: career monographs, grade school career handbook and materials, sound slides and comics. There is also a need to test which medium (English or Pilipino) is more comprehensible and which can better stimulate interest in the occupation or industry. Also, the career materials produced in Stage 4B will be evaluated by a panel of guidance counselors and teachers as well as communication experts.

Stage 4E: Revision of career materials based on pilot testing and evaluation results. The career materials produced in Stage 4B will be revised and prepared for mass printing.

III. SCHEDULE OF ACTIVITIES - July 1, 1976 to June 30, 1978 or 24 months

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 1, 1976 to December, 1976</td>
<td>A. Coordination with National Manpower and Youth Council in the marketing and distribution and utilization of career materials produced in Stage 3:</td>
</tr>
<tr>
<td></td>
<td>1. Translation of 1976 career monographs into Pilipino</td>
</tr>
<tr>
<td></td>
<td>2. Coordination with NMYC in the mass printing of 1976 career monographs and career handbooks</td>
</tr>
<tr>
<td></td>
<td>3. Development of a new information brochure on the CMDP career materials to aid marketing and distribution</td>
</tr>
<tr>
<td></td>
<td>4. Coordination with NMYC in marketing and distribution thrusts</td>
</tr>
</tbody>
</table>
July 1, 1976 to December, 1976

B. Production of career materials

1. Production of the following career materials using data obtained from Stages 1 and 3:

a. Occupational briefs in English and Filipino (e.g., 5 professional, 5 technical and 5 skilled)

b. One set sound slides

c. One comics pamphlet

d. Poster on choosing a career

e. Seven (7) new brochures

   (1) Choosing a career (for students)
   (2) Guide for parents
   (3) Jobs for which a high school education is required
   (4) Jobs for which a high school education is preferred but not required
   (5) Jobs requiring a vocational and technical education
   (6) Jobs requiring a college education
   (7) How to apply for a job and prepare for an interview

f. Grade school career materials for Grades 1 through 6 in both English and Filipino

   (1) Workbook and coloring books
   (2) Stories of workers
   (3) Biographical sketches

July 1, 1976 to June 30, 1977

2. Research and production of new career materials

a. Manpower survey

b. Development of career handbooks for the elementary school

   (1) Career guidance activities

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(2) Career handbook showing the integration of career information into Communication Arts and Pilipino and Social Studies curricula in the elementary school
c. Career monographs on 10 different occupations and industries

August 1976 to March, 1977
C. Seminar-Workshops in Career Education and Vocational Guidance in different NMYC Regional Centers

July 1, 1977 to April, 1978
D. Pilot testing of:
1. Three (3) kinds of media utilizing the same information: print, comics and sound slides
2. English vs. Pilipino career monographs
3. New (1977) career monographs
4. Grade school career handbooks

April, 1978 to E. Revision of career materials based on pilot testing results

IV. SUMMARY OF PROPOSED BUDGET FOR STAGE 4

I. NMYC Counterpart

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Total for 24 mos.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Personal services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Administration</td>
<td>₱88,800</td>
<td>₱307,200</td>
</tr>
<tr>
<td>2. Research operations</td>
<td>146,400</td>
<td></td>
</tr>
<tr>
<td>3. Project consultancy</td>
<td>72,000</td>
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</tr>
<tr>
<td>B. Professional, technical and miscellaneous services</td>
<td>71,000</td>
<td>71,000</td>
</tr>
<tr>
<td>C. Maintenance and other operating expenses</td>
<td>88,800</td>
<td>88,800</td>
</tr>
<tr>
<td>D. Reproduction expenses</td>
<td>167,650</td>
<td>167,650</td>
</tr>
<tr>
<td>E. Computer time, etc.</td>
<td>20,000</td>
<td>20,000</td>
</tr>
<tr>
<td>F. Office machines &amp; equipment</td>
<td>11,680</td>
<td>11,680</td>
</tr>
<tr>
<td>G. Contingency reserve</td>
<td>4,800</td>
<td>4,800</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>₱671,130</strong></td>
<td><strong>₱671,130</strong></td>
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</table>
### II. DLSU Counterpart

<table>
<thead>
<tr>
<th>Description</th>
<th>Total for 24 mos.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Office space (2 units and storage)</td>
<td>₱192,000</td>
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</tr>
<tr>
<td>B. Administrative consultancy</td>
<td>48,000</td>
<td></td>
</tr>
<tr>
<td>C. Auditing/accounting services</td>
<td>12,000</td>
<td></td>
</tr>
<tr>
<td>D. Meeting and seminar facilities</td>
<td>24,000</td>
<td></td>
</tr>
<tr>
<td>E. Resource materials and library facilities</td>
<td>24,000</td>
<td></td>
</tr>
<tr>
<td>F. Office machines, equipment and furniture</td>
<td>61,454</td>
<td></td>
</tr>
<tr>
<td>G. Telephone facilities</td>
<td>2,400</td>
<td></td>
</tr>
<tr>
<td>H. Share of general administrative operating expenses, etc.</td>
<td>120,000</td>
<td></td>
</tr>
</tbody>
</table>

NYMC Counterpart ₱671,130

DLSU Counterpart ₱483,854

GRAND TOTAL FOR STAGE 4 ₱1,154,984
THE EAST-WEST CENTER—officially known as the Center for Cultural and Technical Interchange Between East and West—is a national educational institution established in Hawaii by the U.S. Congress in 1960 to promote better relations and understanding between the United States and the nations of Asia and the Pacific through cooperative study, training, and research. The Center is administered by a public, nonprofit corporation whose international Board of Governors consists of distinguished scholars, business leaders, and public servants.

Each year more than 1,500 men and women from many nations and cultures participate in Center programs that seek cooperative solutions to problems of mutual consequence to East and West. Working with the Center’s multidisciplinary and multicultural staff, participants include visiting scholars and researchers; leaders and professionals from the academic, government, and business communities; and graduate degree students, most of whom are enrolled at the University of Hawaii. For each Center participant from the United States, two participants are sought from the Asian and Pacific area.

Center programs are conducted by institutes addressing problems of communication, culture learning, environment and policy, population, and resource systems. A limited number of “open” grants are available to degree scholars and research fellows whose academic interests are not encompassed by institute programs.

The U.S. Congress provides basic funding for Center programs and a variety of awards to participants. Because of the cooperative nature of Center programs, financial support and cost-sharing are also provided by Asian and Pacific governments, regional agencies, private enterprise and foundations. The Center is on land adjacent to and provided by the University of Hawaii.

1777 East-West Road, Honolulu, Hawaii, 96848