

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

July 23, 1975

DEPARTMENT MEMORANDUM
No. 94, s. 1975

PROJECT ALAY TANIM

To: Bureau Directors,
Regional Directors, and
Coordinator of State Colleges
and Universities

1. A major program of the Department of Education and Culture is environmental education. A facet of this program is aimed at reforestation, soil and water conservation, food production, and beautification.

2. In this connection, project Alay Tanim is being launched by the Department of Education and Culture culminating on September 11, 1975, and every year thereafter. Alay Tanim is to be a symbol of love of one's fellowmen and concern for the future.

A project description with objectives and activities is enclosed.

3. Some guidelines of Alay Tanim follows:

- a. The bureau directors are to provide consultant and supportive services to regional offices in the implementation of Alay Tanim Project.
- b. The regional directors are to take the leadership and assume responsibility for the success of this project in the field. They are to coordinate efforts of school superintendents and heads of colleges and universities. They will organize their own structure to push through this project.
- c. It is important to actively involve and coordinate with the Department of Agriculture, Department of Natural Resources, Department of Public Highways and other government agencies and civic organizations, like the Society for Preservation of Trees, to insure the success of Alay Tanim.

- d. As a preparation for this continuing project, a study of Philippine trees, particularly those growing in the community, their uses and importance in the socio-economic development of the country, should be taken up in class. This could be a lesson in itself, part of a lesson, or correlated with a lesson in all subjects. Needless to say, the subject matter and strategies to be used depend on the grade-year level of pupils/students.
- e. School newspapers or other publications can be effectively used as vehicles for drumming up interest in this environmental project.
- f. Provisions for regular follow up should be made. Teams on the regional and division levels should be organized in order to supervise and evaluate alay palay throughout the year.

Pupil/student teams should also be organized to regularly evaluate the school project. The community itself should be involved in the preparation of guidelines in evolving a system of making everyone share responsibility in taking care of the Tanig, some sort of ponga system.

A recording system should be evolved for evaluation of the project. It should include among other things: the name of the pupil/student, grade/year, area/site, kind of tree, growth/development of plant.

- g. Accomplishments in this project should be included in the annual reports of school superintendents and regional directors beginning this school year.

(SGP) JOSE L. SARIBO
Secretary of Education and Culture

Incl.:

As stated

(Inclosure to Department Memorandum No. 94, s. 1975)

PROJECT DESCRIPTION

SUBJECT MATTER: PROJECT ALAY-TANIK

GOALS: Reforestation Soil and water conservation
Food Production Beautification

OBJECTIVES:

- Take proper seed selection
- Select and plant trees that are suitable to the community
- Plant trees properly
- Demonstrate in varied ways one's appreciation of the importance in our life and in the socio-economic growth of our country
- Practice ways of conserving water and soil.
- Prevent soil erosion.
- Construct simple devices that will conserve soil and water.
- Disseminate information about Alay-Tanik and encourage others to join the movement.
- Keep systematic records of the project.
- Prevent water pollution

<u>Period Ending</u>	<u>Activities</u>	<u>Persons/Agencies Involved</u>
July 31	Taking up lessons about forests and trees and their uses, importance of trees	Classroom teachers Classes
	Holding assemblies, convocations	Resource persons from Offices concerned
	Making survey of resources in the community	
	Gathering plant/seeds for planting and seedlings	

of trees
try.

to join

Avaluation

Observation
Conference

August 7	Conferring with agencies concerned Conferring with school officials Planning for Alay-Tanin Appealing for seedling and/or trees Coordinating with agencies concerned	School Superintendents Heads or Presidents of Colleges and Universities Bureau of Agriculture, Forestry, Soils, Waters, Public Highways, etc., agencies Community Society for Preservation of trees
August 15	Selecting and inspecting sites Holding lecture-demonstration on tree planting Preparing for tree planting activities	Civil agencies directly involved School officials, teachers Barangay leaders Private citizens Youth leaders
September 1	Identifying of school/class plots and individual spots Preparing an evaluation or a score card Organizing pupil/student teams with teacher advisers to protect project Coordinating with barangay leaders Holding lecture-demonstrations on tree planting Preparing for planting trees Collecting and gathering seedlings and trees	Soil teachers Adult and community coordination Garden teachers, P.A., YCA, S.A., YCAP Youth leaders Barangay leaders, etc.

Interview
Observation

Observation
Conference
Interview

Observation
inspection of
project
conference

September 11 ALAY-TANIM All pupils/students, school
Each one, planting one officials and personnel
simultaneously All school pupils if possible

September 11, 1976 Keeping a tree log book or diary All pupils/students
Feeding school publication All school officials and
on progress of project personnel
Scheduling taking care of All school pupils
project
Making systematic records of the project, both individual and class
Holding community/school assemblies
Consulting from time to time experts on problems

Observation

le

Observation

Interview

QUESTIONNAIRE

Survey

Accounting of
actual trees
planted