

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

November 2, 1978

MEMORANDUM
No. 310, B. 1978

PROMOTING SMALL- AND MEDIUM-SCALE HOME INDUSTRIES
THROUGH IN- AND OUT-OF-SCHOOL
PROJECTS/ACTIVITIES

To: Bureau Directors
Regional Directors
Coordinator, State Colleges and Universities
Schools Superintendents
Heads of Private Schools, Colleges and
Universities

1. As part of the national effort to improve the quality of life in the countryside, His Excellency, President Ferdinand E. Marcos, has stressed nationwide promotion and development of small- and medium-scale home industries as a cornerstone of a massive job-creation program. This policy thrust is designed to give impetus to the creation of income-earning work opportunities in cottage or home industries in the rural areas as well as in depressed urban centers expectedly to raise the level of income of the rural and urban poor and help minimize the migration of rural labor to urban areas.

2. The Ministry of Education and Culture fully supports this policy and enjoins all schools, both public and private, to participate in its implementation.

3. The following are the guiding principles for the Ministry's participation in the program:

- a. Its vast resources, both human and material, could be harnessed in the prosecution of the program.
- b. Participation in the development of small- and medium-scale cottage industries will not only vitalize the school program but will also bring about better support for education.

- c. Linkages can be made with other ministries and agencies which can assist in locating and identifying sources of raw materials, the marketing of the products and the training of personnel. The goods and products turned out as well as the training program shall vary with the resources and peculiar milieu of the different regions.
 - d. The Non-Formal Education Program shall work hand in hand with the formal education sector in the promotion and development of cottage industries.
 - e. The educational aspect of the program shall receive due emphasis. Pupils/students and out-of-school youths shall be instructed on the value of economic nationalism through the promotion and protection of Philippine products and industries.
 - f. For funding the program, existing resources shall be used. Schemes by which schools with appropriate funds can provide some vital school needs such as blackboards, equipment in the science classes, flags, etc., or using funds of the region for the purpose, may be worked out. Schools may also study the possibility of using a portion of the Special Education Fund through the local school boards.
4. The National Job-Creation Program proposed by the Ministry of Human Settlements has the following features which might also inform and guide the program of the Ministry of Education and Culture:

- a. Market-oriented.

The identification of a market demand for a specific product shall be the principal catalyzer that shall cause mobilization of necessary resources - entrepreneurial, managerial, labor, capital and raw materials - and that this market demand could be induced and created. This procedure represents a departure from the traditional resource-oriented approach whereby resources - raw materials, capital, production facilities, manpower - are first identified, then based on the availability of these resources, products are manufactured and markets are sought.

b. Production-segmented.

Production does not have to be always fully integrated. It could be segmented by production stage, that is, raw materials production, semi-finished goods production and finished goods production, to benefit as large and wide a group of workers as possible.

c. Skills training-oriented.

Such an enterprise development strategy as herein implied automatically orients skills training to meet actual manpower demand of pre-identified enterprises.

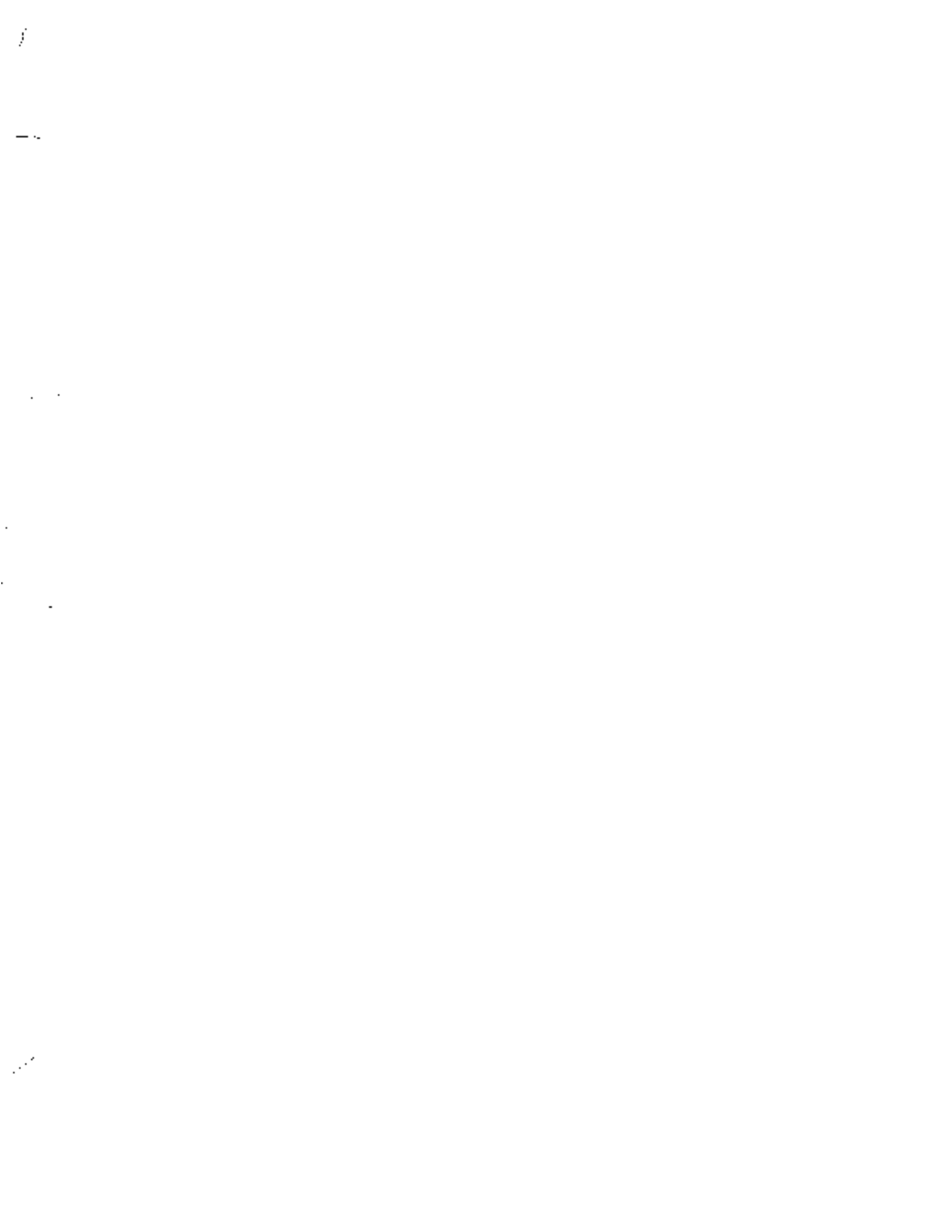
d. Labor-intensive.

To give the widest spread to employment opportunities, the enterprises to be set up must be labor-intensive.

5. The underlying theory of this approach is that if market demand is clearly identified, then supplying the resources requirement to meet such market demand becomes the challenge to the entrepreneur, organization or management. Finding first what products one can sell and then developing the inputs to produce such products seems to be a more practical approach than the traditional resource-based approach.

6. The above-described approach to job creation will generate very specific skills requirements in manpower. These skills can be accurately catalogued, quantified, and scheduled. The educational and training institutions must be made aware of these requirements on a regular and updated basis so that their inputs into the job-creation process are relevant and timely. The emphasis should be on vocational and apprenticeship training, as this makes manpower immediately available and more directed to skills requirements. The vocational/apprenticeship link-up currently existing through the job experience requirement for graduation must be extended in scope and duration.

7. The Ministry of Human Settlements is aiming at gradual creation of job opportunities in industries which have a high degree of replication or those that spur the development of auxiliary industries. Enterprises will be designed and pursued on a per town basis.



Therefore a school's job-creation program will have to be aligned with the enterprise(s) set up in the municipality where the school is located.

8. The schools should determine for each pupil/student, where feasible, income-earning home and school projects. School and home projects for in-school youth may be the by-products or outcomes of instruction within the school curriculum (e.g. Home Economics classes making pastries, banana fritters, embroideries for sale locally or abroad). Work on the projects should be done during the work and vocational education periods or outside school hours and should not unduly interfere with instruction and activities in the other areas of school program. Time spent in helping the family pursue a home enterprise may be credited towards the student's grade in work or vocational education.

9. Some examples of these school and home projects are the following:

a. Agricultural

- (1) Raising vegetables - alugbati, eggplant, squash, beans, mungo, cucumber, patani, malunggay, amargoso, winged beans, etc.
- (2) Raising rootcrops and tubers - cassava, ginger, peanut, gabi, ube, camote, garlic, onion, tugue, etc.
- (3) Raising fruits and fruit trees - chico, papaya, mango, lanzones, atis, guava, durian, santol, strawberry, kасы, banana, calamansi, suha, atieza, mabelle, citrus, pomelo, makopa, avocado, etc.
- (4) Raising mushrooms
- (5) Raising animals - poultry, swine, goats, rabbit, sheep, carabao, cow, horse, etc.
- (6) Dairying
- (7) Food preservation and conservation - preserving sweets, pickling, salting, drying, smoking, etc.

- D. Industrial Arts Projects - furniture making, metal craft, bamboo craft, leather craft, shell craft, ceramics, coconut craft, abaca craft, buri, pandan, wire craft, etc.
- C. Fishery - raising oysters and other shellfish, crabs, shrimps, fish, edible seaweeds, etc.
- d. Garmentry - embroidery, crocheting, smocking, garment production, etc.

10. In non-formal education, regional supervisors, assistant superintendents in charge of non-formal education, division supervisors and the NFE school and district coordinators should likewise help determine projects in which the out-of-school youth and adults in their respective areas of jurisdiction can be given training for gainful employment together with the total NFE learning packages on civic and citizenship development.

11. Aside from those listed above, the NFE clientele may also engage in any of the following projects:

- a. Handicraft - macramé, weaving (loom and machine weaving), mat weaving, knitting, crocheting, embroidery (hand and machine), basketry (bamboo, straw, banana stalks, pandan, buri, tikog, rattan, etc.)
- b. Wood carving
- c. Dressmaking
- d. Tailoring
- e. Hair culture
- f. Garmentry
- g. Automotive (mechanic, welding)
- h. Carpentry
- i. Masonry
- j. Ceramics
- k. Hollow-block making
- l. Charcoal making
- m. Furniture - cabinets, tables, desks, etc.
- n. Electronics - radio/TV repair, refrigeration, air conditioning
- o. Foods - cooking, preserving, processing, servicing
- p. Leather craft - shoes making, slipper making
- q. Seamanship
- r. Hotel management - catering service, room service
- s. Business arts - steno-typing, office practice, equipment maintenance

- t. Broom and kasing making
- u. Auto driving
- v. Food production
- w. Landscaping

12. Whenever possible, specialization may be pursued. It is suggested, in this connection, that schools veer away from the idea of standardized skills (e.g. woodworking, horticulture, etc.) and concentrate on specific projects or crafts.

- a. Specialization may be identified for each school level. Thus, the elementary pupils may be engaged in flower making or some other simple skill projects; the secondary students in wood and bamboo crafts production or ceramics; the collegiate students in both agricultural and industrial projects.
- b. Specialization may also mean division of labor (production segmentation) as applied in the production process. In flower making, for example, the Grades I and II pupils may produce only the stem, the Grades III and IV pupils the petals, the Grades V and VI boys the assembling, and the Grades V and VI girls the marketing.
- c. Specialization may also refer to individual schools. Thus, it is suggested that colleges and universities try to have particular specializations. Those already traditionally identified with certain specializations (e.g. crops, products or activities) are enjoined to strengthen and expand present programs.

Examples:

<u>Products/Crops</u>	<u>College/University</u>
Coffee and coffee seedlings, cacao	INCA, Don Severino Agricultural College, Mountain State Agricultural College and other schools in Cavite, Iloilo, Sukidnon
Citrus, pineapple, papaya	Schools in Cavite, Batangas

<u>Products/Crops</u>	<u>College/University</u>
CASoy	Schools in Palawan, Zambales
Root crops and vegetables	VISCA, Sudlon Agricultural School, schools in Pangasinan, Laguna, Batangas, Cavite
Bangus and shellfish, shrimps and crabs	Schools in Pangasinan, Sulu, Cavite, Iloilo
Cattle and goats	Schools in Bukidnon, Masbate, Pangasinan, Batangas
Poultry and swine, rice	Schools in Pampanga, Bulacan, Laguna
Freshwater fish, cotton, sunflower research	CLSU, and schools in Nueva Ecija and Iloilo.
Mango, peanuts, tobacco, research on cotton, garlic, onions	Colleges/universities in the Ilocos Region
Rubber and rice	University of Southern Mindanao

13. In addition to production, colleges and universities may choose to be identified with special studies and research, extension service, and entrepreneurship programs, projects or activities. Thus, VISCA is identified with research in root crop production, IPCA with experimentation on coconut and other plants, the U.P. Institute for Small-Scale Industries with entrepreneurship training, and trade/technical schools with skills training for producing specific articles or products.

14. Specializations will depend upon resources, the climate and the environment in which the school operates and the markets for the products. Extension services and programs along the social laboratory and supervised farming concepts should be intensified.

15. For the pupils/students and teachers engaged in projects, primary motivation will be additional income to pay school fees, electrical and water bills, better food and other necessities of a good life. Other incentives may also be provided, such as good

grades or additional credits, and official recognition for the pupil/student, the teachers and the school.

16. The NFE should work hand in hand with the formal education sector in the implementation of the program. A provincial/municipal/school council for small- and medium-scale home industries should be organized in each school district, province and city. The assistant schools superintendent designated as NFE coordinator should take charge of the organization of this Committee which should be composed of representatives from both government and non-government agencies. This committee shall help provide the necessary resource inputs for the projects and activities. It shall act as an advisory body to the total division/city program.

17. The office of the MEC Political Deputy Minister in charge of NFE shall have the overall responsibility for this program. All other programs of the Ministry of similar nature shall be under the said NFE office.

18. All school officials, teachers and other Ministry personnel are expected to give this program serious attention and consideration. A report on their activities in this regard should be submitted to the MEC on or before December 31, 1978.

(SGD.) MARCISO ALBARRACIN
Acting Minister of Education and Culture

Reference:

Department Order: No. 16, s. 1972

Allotment: 1-2-3-4--(D.O. 1-76)

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

✓ FUNDS
✓ NON-FORMAL EDUCATION
✓ PROGRAM, SCHOOL
✓ PROJECTS
✓ PUPILS

✓ SCHOOLS
✓ STUDENTS.
✓ TRAINING PROGRAM
✓ VOCATIONAL EDUCATION

