

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

April 30, 1980

MEMORANDUM
No 105, s 1980

PROJECT "PAGLINGAP"

To Bureau Directors
Regional Directors
Schools Superintendents
Presidents State Colleges and Universities
Administrators/Principals of Elementary Schools

1 In line with the countryside development program of the government this Ministry is launching Project PAGLINGAP in selected areas of the country

2 The objectives of the project are (a) to increase the educational opportunities for children of school age and dropouts living in the hinterlands to acquire elementary education, (b) to provide relevant education to pupils in home living, agriculture and/or fishery, industrial arts, social and recreational activities, health and nutrition, and community life (c) to develop self-reliance and responsibility among young people and (d) to appreciate the efforts of the government in promoting the people's welfare especially those in depressed areas

3 Pilot projects will be launched in selected areas. The experiences gained in planning, implementing, evaluating and monitoring the projects will serve as a basis of plan for expansion of the program to other areas in the country

4 Attention is invited to the enclosed write-up on Project PAGLINGAP which contains a brief description of the project including the operational scheme, curricular and co-curricular activities, management and supervision, and physical plant and facilities

5 It is desired that regional directors conduct a survey on the feasibility of launching pilot Project PAGLINGAP in their regions. Results of such survey should be submitted to this Office on or before May 30, 1980

(SGD) ONOFRE D. CORPUZ
Minister of Education and Culture

Incl.: As stated

Reference:
None

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

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

COMMUNITY DEVELOPMENT
PLANS
PROJECT
SURVEY

A Brief Description

PROJECT PAGLINGAP

Project PAGLINGAP is MEC's visualization of how a concerned and humane government will reach the hinterlands and bring itself closer to school children and to a community.

The rationale for Project PAGLINGAP lies in the many educationally unserved children of school age in depressed areas on account of the distance of the schools from their homes, the lack of means of transportation, and the inadequate facilities in existing schools. These are further aggravated by geographical and weather conditions especially during the rainy and typhoon seasons, and by the poor health of children due to malnutrition and undernourishment, lack of medical and dental services.

The government and/or foreign agencies will provide buildings for classroom instruction where necessary, and buildings for dormitories where pupils and teachers will stay during class days. These will serve as a school community, having its own junior barangay government under the supervision and guidance of the teachers. The pupils will be given free board and lodging during school days, on condition that they put at least two hours of work daily for this school community.

Linkages with various government and foreign agencies concerned will be established. Parents and the community will be encouraged to help provide food commodities and assume responsibility for peace and security of the school community.

Provision for continuous monitoring and periodic evaluation on both the national and regional levels will be made.

Expected outputs are: (a) provide unserved and dropout children with increased opportunities to get an elementary education; (b) provide education, relevant to community needs and problems; (c) develop pupils' self-reliance and civic-mindedness; (d) bring about appreciation for government efforts in the promotion of people's welfare in the depressed areas; and (e) better health among the children through improved food and health practices.

Project PAGLINGAP closes the gap between theory and practice. While the school offers the regular curricular requirements, the learning activities are enriched and vitalized through close and well-planned integration of the various courses/subjects with focus on the community and children's needs, interests and responsibilities.

The classroom enriches the child's knowledge but his personality grows and develops in the community within the school. This is where he learns to live with others acquiring the ABC of work and play, accepting responsibilities and obligations to live in the world of men.

A Project PAGLINGAP school is a citizenship school in action. The school and the community within the school serve as the laboratory for citizenship training.

Project PAGLINGAP assures the Filipino child his right to education.

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PROJECT PROPOSAL

Project Title: PROJECT "PAGLINGAP"

Problem Background

In the depressed areas in the country many children of school age cannot be served by the school due to:

1. the distance of their homes from the nearest schools
2. the lack of means of transportation
3. the inadequacy of school facilities

The geographical conditions in many of these depressed areas, where children have to cross rivers, climb mountains are aggravated by typhoons and rainy weather during the rainy and typhoon seasons, are natural situations beyond control which have caused non-participation of many children, problems of absenteeism and school leaving among school pupils. These conditions do not only caused educational wastage but also contributed to the increase of unserved children in these areas.

Malnutrition, undernourishment and lack of health services are usually the conditions obtaining in these depressed areas.

The deprivation of children in these areas must be given attention in line with the Government program of countryside development and the Ministry of Education and Culture's program of improving educational opportunities in the rural areas.

Purpose

In order to help children in these depressed areas have better access to educational opportunities, the Ministry of Education and Culture proposes to develop an approach by testing Project "PAGLINGAP" in five pilot schools in Regions II, VIII, IX, X and XI.

Project "PAGLINGAP" is an approach which integrates educational, health and other services based on self-reliance with the least external assistance.

The school under this Project purports:

1. to increase educational opportunities for unserved children and school-leavers who, due to inadequacy or lack of means of transportation for reasons of geographical location, have been unable to acquire an elementary education.

2. to provide relevant education to pupils in home living, agriculture, fishery, industrial arts, self-reliance, social, recreational and health habits, improved nutrition and community life.
3. to develop self-reliance and responsibility among young people in these depressed areas.
4. to know and appreciate the efforts of the government in promoting the welfare of people in depressed areas.

Project Design

Features:

The project will have these essential features:

1. The barangay school must be in a depressed area.
2. Parents with children living far from school must be willing to allow their children to live in the school dormitories during the school week.
3. The school must be provided with a "dormitory" or living quarters separately for boys and girls under the supervision of adults preferably teachers in the school.
4. Teachers in the school should live within the school compound to provide guidance and supervision of the pupils.
5. Basic health services including medical, dental, nutrition and hygiene should be provided by para-professionals in addition to health institution in the school.
6. Training in home, social and healthful living in the dormitory are part of pupil's education through supervised dormitory living. Children are assigned specific school and home tasks in the dormitory on a rotation basis during the five-day school week. Pupils who "live-in" in the dormitory should organize a dormitory government and select among themselves a house leader who has leadership qualities and can be depended upon to oversee poor discipline.
7. The work education program of the school should be designed in such a way as to enable "live-in" pupils to engage in food production activities such as vegetable gardening, poultry raising, piggery/fishery, to produce nutritious food sources for their dormitory consumption. Food may be externally supplied whenever necessary and

- available from external sources, e.g., CARE, UNICEF, World Food Program, etc. Herbal gardens will be developed in connection with the treatment of common ailments.
8. The school has enough space for food production so that pupils can engage in gainful animal/vegetable projects during their off-hours.
 9. Supervised study and social recreational hours are part of their "live-in" activities in addition to the regular school curriculum activities at appropriate hours after classes.
 10. The school is a self-contained mini-community where parents in their spare time may volunteer to help in providing living comfort and guidance to "live-in" pupils.

Operational Scheme

Concept:

The concept is to encourage children whose homes are far from the school to live in the school dormitory during the five-day school week. Parents may provide their children with whatever food supply they can afford for the school week. Those who cannot afford to bring food supply on account of poverty should be identified and assistance may be given in addition to the food they can raise from the school garden.

Curricular and Co-Curricular Activities

School curricular offerings specially in the basic skills should be undertaken as usual. In the work education period, "live-in" pupils will undertake food production and allied activities specifically in agriculture, fishery, home economics and industrial arts, wherein they produce their food and other "live-in" needs.

Management and Supervision

Management and supervision of the school activities by teachers should be on a rotation basis. Dormitory activities are so organized as to provide educational, wholesome and concrete experiences for pupils. Whenever possible the participation of parents of pupils in the provision of pupils' living comfort and guidance should be enlisted. Study, social and recreational hours should be part of the dormitory activities. Pupil leaders who are dependable may be selected by the pupils themselves to encourage leadership and for disciplinary development. There will be continuous monitoring and periodic evaluation of the various activities at the regional and national levels.

Staff Incentives

In order to encourage teachers to participate in the project, they may be given certain incentives which are provided under existing laws and regulations, such as:

1. Hardship allowance
2. Hazard allowance
3. Adjustment of salaries to Master Teacher I, II, III, IV or V, provided the teachers meet the qualification requirements.

An imperative provision for teachers and para-professionals is living quarters within the school campus preferably near the pupils' dormitories.

Participating superintendents, district supervisors and principals may be awarded a merit pay after one year.

Since most of the depressed areas are rural farming or fishing communities, work education teachers to be assigned in the project should have some basic training in agriculture or fishery arts, e.g., MATEA graduates.

Provisions for Health Services

Basic health services must be part of the school's program. Para-professionals will be specifically trained to serve these areas. This is a new feature to be introduced. In order to provide simple basic dental services, school dentists may train para-professionals in such simple dental services as cleaning, filling-up dental caries, etc. Whenever there are needs for more complicated services such as tooth extraction, the school dentists' services should be made available. In like manner, school medical services may be provided by para-professionals who will be trained in first aid work and more complicated cases needing medical services should be served by the division school physician. The use of medicinal plants will be encouraged among pupils for first aid purposes.

Nutrition needs of pupils will be provided by nutrition/home economics and agriculture teachers. The employment of a nutritionist who may also be assigned as dormitory supervisor may be done. This can be optional where a teacher is available.

Plan of Implementation

Phase I (Two Months) - Survey and Acceptance Campaign

- Discuss the project with the regional directors, superintendents, district supervisors and principals concerned
- Meet with barangay officials, teachers and parents as many times as needed
- Inventory the needs and problems of potential sites
- Conclude agreements.

Phase II (Two Months) - Finalize Plans

Get Approvals: Acquire Resources

- Finalize details of plans with regional directors, superintendents, district supervisors, principals and barangay officials
- Get approval for project funding
- Generate from external sources building facilities, food assistance, materials and equipment (when these are deemed necessary and imperative)
- Pre-fab buildings - for dormitory
- USAID for school buildings
(Meantime use existing buildings)
- CARE/World Food Program for supplementary feeding
- School materials - books from EDPITAF; papers, pencils, etc., from UNICEF/other sources
- Transport school materials⁺
- Prepare the selected barangay school - list participating pupils, sites and facilities (construct temporary dormitories, if necessary). The plan is to negotiate for the construction of US-Bayanihan schools of about 5 rooms in each project site and 2 units of 3 rooms each of pre-fab building for boys' and girls' dormitory).

Phase III (Two Months) - Project Installation

- Select and train school staff

Teachers (preferably teachers who are currently teaching in schools at the project site)[†]

Para-professionals (dental, medical/first aid/nutritionists)[†]

- Assign school staff; define roles
- Meet with parents/barangay officials
- Make available housing for pupils, teachers and para-professionals
- Construct road leading to the project site[†]
- Equip temporary dormitories and schools
- Start school activities under Project PAGLINGAP

Phase IV (Beginning with the 7th Month) - Management and Supervision of Project PAGLINGAP Schools

- Supervision of project by the district supervisors, superintendents, regional directors and project director
- Monitor programs, needs, problems and other feedback
- Construct permanent buildings for school dormitories and para-professionals and teachers' living quarters (a continuing project until completed)
- Provide coordination with offices and agencies participating for needs of project
- Provide built-in evaluation

Project Staffing[†]

National Level

- 1 Project Director
- 1 Project Executive Director
- Project Consultants

Regional Level

- 4 Project Directors (regional directors)
- 4 Project Supervisors

Division Level

- 4 Project Executive Directors (schools superintendents)
- 4 Project Supervisors

School Level

- 4 Project Supervisors (district supervisors)
- 4 School Administrators (principals/head teachers/teachers-in-charge)
 - Project PAGLINGAP Teachers
- 4 Dental Para-professionals
- 4 Medical Para-professionals
 - Project Agriculture Teachers**
 - Project Home Economics Teachers**
 - Project Industrial Arts Teachers**

Note: + The Project staff are designated from existing school officials.
++ May be assigned from among teachers actually assigned in the selected Project PAGLINGAP school or additional teachers whenever possible.

Project Physical Plant Facilities, Facilities, Sites and Material Equipment Requirements

- 5 Five-room new or existing school buildings (to be improved or provided with new pre-fab or US-RP Bayanihan building if available)[†].
- 10 Three-room dormitories, separate for boys and girls. Whenever possible, local effort may be used in constructing temporary dormitories. Where pre-fab building is available, local labor and counterpart materials should be supplied[†].
- 5 Six-room teachers' and para-professionals' quarters to be either locally provided or provision for external source may be resorted to[†].
- School garden, space for poultry, piggery, fish pond/other fishing sites, e.g., seashore, river
- Materials and equipment:
 - a. sports/athletic equipment (volleyball, softball, basketball, table tennis, etc.)
 - b. garden/industrial arts tools
 - c. pencils, paper, crayon, etc.

- d. basic dental, medical (first aid), medicines and equipment (to be made available by MEC School Health Division)
- e. mats, pillows (may be blankets)
- f. pots, kettles, pans
- g. soap
- h. vegetable seeds, chicken and piglets (to start poultry and piggery projects)
- i. lighting for dormitories and teachers' quarters (kerosene-fed "Petromax", "Coleman", etc., if electricity is not available)

Note: + Budget for buildings and other costs will be determined separately depending on needs.

Project Budget (One Year Period)

1. Staff Travel (Phase I to V)	
50 Man-Trips x an average of ₦3,000	
man-trip	₦ 150,000
2. Transportation for Materials and Equipment	50,000
3. Teaching/Instructional Materials	50,000
4. Training of Teachers and Supervisors	30,000
5. Sundries	20,000
6. Personnel Services (consultants, training of health services para-professionals)	100,000
	₦ 400,000
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SOME CONSTRAINTS TO BE RESOLVED

- 1. Project installation can only be possible if dormitories and teachers' quarters are available. (Possible sources: Pre-fab, USAID, EDPITAF, World Bank)
 - a. Who will provide the dormitories and teachers' quarters?
 - b. If pre-fab buildings are available, who and how can these be transported to the sites? Who will provide the labor to put them up?
 - c. How long will it take for the building to be completed?
- 2. Where will the money for the project budget come from? Will it be from the regular MEC allocation or from a special source? (Idea: Explore World Bank, USAID, CARE, ASIA FDN, FORD FDN, UNICEF for funding, if not available from the Government).