

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

August 31, 1981

MEC M E M O R A N D U M
No. 161, s. 1981

PILOT PAGLINGAP II - "LEARNING TO LIVE; LIVING TO LEARN"

To: Bureau Directors
Regional Directors
Chiefs of Services and Heads of Units
Schools Superintendents
Presidents, State Colleges and Universities
Vocational School Superintendents/Administrators

1. In line with "Kilusang Kabuhayan at Kaunlaran" (KKK) this Ministry is launching Project Paglingap II in selected areas, preferably a barangay high school per region but not necessarily within or adjacent to Paglingap I.

2. Paglingap II opens the gate to better and fruitful living to Grade VI graduates. It is an extension of Paglingap I in a high school setting. Its major objectives are:

- a. to increase the educational opportunities of deprived but deserving Grade VI graduates to acquire higher education;
- b. to provide the students with a relevant socio-economic education as well as training in healthful living;
- c. to develop self-reliance and responsibility among the young people through self-help gainful work activities and projects; and
- d. to support the efforts of the government in promoting the people's welfare through "learning to live; living to learn" opportunities.

3. The thrusts of Paglingap II are better health and nutrition of the students and eventually their families, gearing work education to food production and income-generating projects and activities, and developing self-reliance and a high sense of responsibility which calls

for a revision/enrichment of curricular requirements. These will be planned and specified in the detailed project plan.

4. Attention is invited to the inclosed description of Project Paglingap II. It gives the rationale, objectives and planned operations of the project including management and supervision and other activities supportive of the objectives of the project.

5. To insure the attainment of the objectives of the project, a National Executive Committee is hereby created composed of MEC officials and voluntary agencies as follows:

| | | |
|-----------------------------|---------|------------------------|
| Mrs. Silvina C. Laya | - SHNC | - Chairman |
| Dr. Esperanza A. Gonzales | - ESE | - National Coordinator |
| Mrs. Maria Cristina Surtida | - NEA | - Member |
| Mr. Ruben C. Delgado | - USAID | - " |
| Miss Madeline Lazaro | - CARE | - " |
| Mr. Abraham G. Manuel | - SHNC | - " |
| Mr. William Carter | - USAID | - Consultant |
| Mr. Henry R. Richards | - CARE | - " |
| Dr. Pedro L. Esteban | - BSE | - " |
| Mr. Abercio V. Rotor | - NFA | - " |

The main duties and responsibilities of the Paglingap II National Executive Committee will be planning, coordination of activities, supervision and evaluation of accomplishments.

6. For more systematic management, the Health and Nutrition Committee given in MEC Memorandum No. 69, s. 1981 from the regional and division offices where the pilot school is located will be responsible in submitting semestral accomplishment reports to the National Executive Committee. Their duties and responsibilities will be coordination, implementation, supervision, evaluation and conduct seminar/workshop as the need arises.

7. It is desired that regional directors conduct a survey for the launching of pilot Project Paglingap II, particularly on the resources of the community and the possibility for marketing produce/products in the Paglingap II schools. Results of the survey and the recommendation for the possible schools to be developed as Paglingap II Centers should be submitted to this Office not later than October 31, 1981.

8. Immediate dissemination of this Memorandum is desired.

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

Incl.:
As stated

References:
MEC Memorandums: Nos. 105, s. 1980 and (69, s. 1981)

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

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

COMMUNITY DEVELOPMENT
HEALTH EDUCATION
OFFICIALS
NUMERION EDUCATION
PROJECT
SCHOOLS
SURVEY

OPERATIONALIZATION OF PROJECT PAGLINGAP II

I. Rationale and Content

Paglingap II seeks to assist and improve the livelihood of students enrolled in public secondary or barangay high schools in the rural areas based on self-help and self-reliance. The approach is an integrated and intensive program of food production, health care and nutrition, instruction and housing for students. Paglingap II school shall have a twelve (12)-month period of activities so as not to paralyze the normal operation of the different agricultural projects during the year. Teachers who render service during Christmas and summer vacation shall be given service credits.

In the rural areas, many citizens are deprived of inexpensive but productive high school education due to poverty, poor health and lack of interest among community leaders. Project Paglingap II proposes to provide this education as well as accelerate the MEC's contribution for a more efficient and effective implementation of the "Kilusang Kabuhayan at Kaunlaran" (KKK) program of the New Republic.

The first phase will be the establishment and organization of thirteen (13) regional public secondary or barangay high schools.

II. Project Objectives

Project Paglingap II expects to attain the following objectives:

1. to improve the students' livelihood based on self-help and self-reliance;
2. to train students for community development and leadership;
3. to encourage and provide opportunities for the practice of industry, thrift, earnings and savings.
4. to provide a functional and integrated health care, food production and nutrition program; and
5. to operationalize a modified "boarding school" concept by providing housing, food instruction and health care.

III. Schedule of Activities and Design

The activities will consist of the following:

- Planning
- Orientation of school officials, teachers, PTA
- Organization of activities of instructional methods, health and nutrition services, and production
- Organization of activities for housing and feeding services
- Generating and maintaining a continuing community report

In order to have a smooth implementation of all important activities the details are described below. The project is developmental, hence the approach would summon the creativity, innovativeness and intimate insights into the needs, problems and unique situations of the school and community by the school officials involved. It will demand of the project a staff with full dedication and seriousness of purpose/coupled with a continuing sharpening of their technical expertise.

A. Planning

Planning at this stage is at the school-community level. The persons involved are the school superintendent, division supervisor, district supervisor, principal, teachers, health personnel, and the barangay and PTA officials. The topics to be discussed are suggested below.

- Preparedness of students and parents to have a twelve (12)-month school calendar
- Salient characteristics of the proposed curricular program
- Priority school projects to be established and personnel who will manage them
- Preparedness of students to participate in-campus living during the school week
- Preparedness of barangay and PTA officials to assist in the construction, maintenance and management of dormitories and other buildings

- Provision of personnel for medical and dental care
- Provision of food and feeding system for students
- Meeting contingencies during the school week for illness, accidents and need for more food
- Organization of Barangay/PTA officials/members

B. Staff Planning and Orientation

Planning at this stage will involve management and technical staff, hence, division and district supervisors, head teachers, principal and teachers are more concerned. The purpose of this exercise is to map out all details of the Paglingap II program for implementation.

Suggested activities are:

Recruitment/Designation/Assignment of Staff

- Principal/Head Teacher-Project Manager
- Teachers - Instructional Supervisors
- Medical and Dental Staff-Health and Sanitation Supervisor
- Dormitory - matron/supervisor for girls and boys
- Food production - Project manager (teacher)
- Cultural/Recreational activities - Manager teacher
- Nutrition/Supplementary Feeding - Mess Manager

The district supervisor/principal is designated the Project Director with the technical support of the Division Management Team with the division supervisors, head teachers and barangay captain as members.

C. The Instructional System

The instructional system will be designed and organized in such a way that it will serve the needs and conditions of the community. The official secondary education curriculum will be followed. Class program schedule will, however, be tailored to meet the special needs of the students based on self-help and self-reliance geared towards the goal of "Kilusan sa Kabuhayan at Kaunlaran".

D. The Integrated Basic Health and Nutrition Services

The underlying principle in the integrated health and nutrition service is to provide a "sound body" in order to enhance a "sound mind" since a malnourished, undernourished or sick student will in no way be normally able to participate actively in the learning process. Its emphasis will be the development of proper health attitudes and habits in their day to day living in school and home. The three focal points will be health and sanitation, dental care and nutrition. This program will need some basic supplies, materials, medical and dental equipment.

E. Housing and Feeding Services

The provision of housing and feeding service is necessary so as to effectively attain the objective of the program. In order that students will be able to attend to their projects, housing and feeding are provided for five (5) days a week. They will stay in-campus under the guidance and close supervision of the school authorities. Dormitories will be provided separately for boys and girls thru the cooperative efforts of the community and some civic organizations. Management of housing and feeding will involve the participation of students themselves through the guidance of the dormitory matron/supervisor. Voluntary assistance from barangay PTA officials should be enlisted.

F. Food Production and Income Generating Projects

Food production is a vital component of the work education program in order to raise food products that can contribute to the nutritional needs of students. The school shall have at least two (2) hectares or more for intensive food production activities. Projects such as vegetables, rice and corn production, poultry, swine and goat raising, fish culture and orchard projects can be undertaken to supply their basic food needs as income-generating projects. As an educational tool, the students will learn to grow, raise and cook their produce. They will learn how to raise animals, grow vegetables, prepare the land, plant and manage the crop, when and how to harvest the products. Food processing, handicrafts, dress and furniture making and other projects which will improve the skills of students are good activities to generate additional income.