

Republika ng Pilipinas
(Republic of the Philippines)
MINISTERIO NG EDUKASYON, KULTURA AT ESPORTE
(DEPARTMENT OF EDUCATION, CULTURE AND SPORTS)
Manila

November 19, 1984

MECS MEMORANDUM
No. 190, s. 1984

REVITALIZING SCHOOL/HOME AND OTHER FORMS OF GARDENING AND FOOD PRODUCTION
IN THE ELEMENTARY SCHOOL CURRICULUM AS PART OF THE MECS ALAY TANIM PROGRAM

To: Bureau Directors
Regional Directors
Schools Superintendents
Presidents, State Colleges and Universities
Vocational School Superintendents/Administrators
Chiefs, Elementary Education Division

1. The need to increase productivity to ease the economic crisis and to improve the nutritional status of the school children demands an alternative measure.
2. In view of this, effective the school year 1985-86, all schools shall give renewed emphasis to gardening as part of Work Education/Home Economics in the old curriculum or Home Economics and Livelihood Education in the 1982 Elementary School Curriculum. Gardening and other forms of food production activities shall be components of the MECS Alay Tanim Program. (Please see Inclosure No. 1 for the description of the program.)
3. It is desired that the contents of this Memorandum be given widest publicity and utmost attention.

(SGD.) JAMES C. LAYA
Minister

Incls.:

As stated

Reference:

None

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

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

GRAND REVOLUTION
NUTRITION EDUCATION
PROGRAM, SCHOOL
PUPILS
TEACHERS
SCHOOLS
TEACHERS

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(Inclosure to MEMO Memorandum No. 150, s. 1974)

REVITALIZING SCHOOL/HOME AND OTHER FORMS OF GARDENING AND FOOD PRODUCTION
IN THE ELEMENTARY SCHOOL CURRICULUM AS PART OF THE MEMO ALAY TANIM PROGRAM

(Brief Description)

1. The present economic crisis has been a nagging problem for every Filipino. It calls for immediate positive action; economic productivity not apathy, cooperation not contradictions and participation not social divisiveness. The school backyard/comunal/palasyok/bamboo tube/coconut husk and other forms of gardening are concrete activities which can combat economic depression and crush the ugly head of poverty.
2. To spin off the project the following guidelines are presented:

a. General Objectives:

- (1) To cultivate in the public through the schools knowledge of food conservation and marketing
- (2) To provide the school children with experiences which will develop desirable work habits, skills and values in cooperative enterprises
- (3) To indicate a sense of economic productivity, self reliance, infuse the responsibility to augment the family income

b. Strategies:

- (1) Gardening may be done in school, at home, and in the community individually or in groups. Every child shall plant in pots, bamboo tubes, cans and plastic bags, damaged pails and other discarded containers where space is not available, or in garden plots in school, at home or in the community. (Please see Inclosures 2,3,4 and 5.)
- (2) To generate community interest the project shall be formally launched at school/district/division level. A day/week in a month of the year may be designated Garden Day/Week or Food Productivity Week. On this day/week exhibits and sale of garden products shall be undertaken.
- (3) Contests shall be held at school/district/division and regional levels on the model gardener/farmer or the most outstanding food producers based on criteria that shall be prepared locally. The contests may be categorized into two namely --
 - a. Outstanding --
 - vegetable garden
 - fruit trees/orchard
 - poultry
 - backyard fishing
 - food processing
 - piggyery
 - b. Ten Outstanding School/Home/Comunal Gardeners/Food Producers

c. Roles:

The District Supervisor

- (1) The District Supervisor shall coordinate the project of the entire district, organize the formal launching of the project; organize a district committee to formulate the criteria for school/home gardening and food production contests and provide leadership to make food production a way of life in the entire district.

The Principal/Head Teacher

- (2) The Principal/Head Teacher shall be responsible for planning and coordinating all activities related to school/backyard/all other forms of gardening and food production as integral part of the elementary school curriculum and the MEMO Alay Tanim Program.

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He shall arrange a specific time block in the school program for gardening/food production.

- (3) He shall encourage full participation of parents and the community in the project and galvanize the whole citizenry into action to produce more food.
- (4) He shall tap the services of the agriculturists/other food production experts in the locality to promote gardening and food productivity.
- (5) He shall provide incentives, prizes and recognition for outstanding performance in school/home gardening/food production.

The Garden Teacher

- (6) The work education teacher/agriculture/gardening teacher shall plan, develop, direct and supervise the daily gardening activities; put up a seed bank, a school plant nursery, food processing center and ensure a year-round gardening/food production program.
- (7) He shall coordinate with other teachers in the school to generate cooperative efforts.

Other Learning Area Teachers

- (8) Every teacher should develop a systematic plan for a year-round gardening of the pupils under his/her.
- (9) He shall integrate gardening/food production into the different learning areas whenever possible; evolve an evaluation scheme which will cover knowledges, skills, values and tangible outcomes like products, marketing proceeds and the like.
- (10) He shall coordinate with other teachers and community leaders to generate cooperative efforts for the project.

Pupils

- (11) Every pupil shall strive to plant and maintain his individual garden and perform his tasks willingly as a committed group member/leader in communal gardening.
- (12) He shall encourage his parents, brothers and sisters, classmates, friends, relatives and neighbors to take active participation in individual and communal gardening or any other food production activity.

3. Evaluation in the Regions

- a. The evaluation process shall include assessment of knowledges, skills, abilities and attitudes. It shall consider outputs in terms of quantity of production, gains/profits obtained.
- b. The "best teacher" award in every school/district/division/region shall consider school/home/communal gardening and food production as integral part of the criteria.
- c. In like manner, the "best school" award in the district/division/region shall take into account school/home/communal gardening and food production as part of the criteria.
- d. Before each Garden Day/Week Celebration and preparatory to the awarding of citations/prizes, every school shall determine the ten best pupil/parent/civilian gardeners to be based on a set of criteria formulated locally.

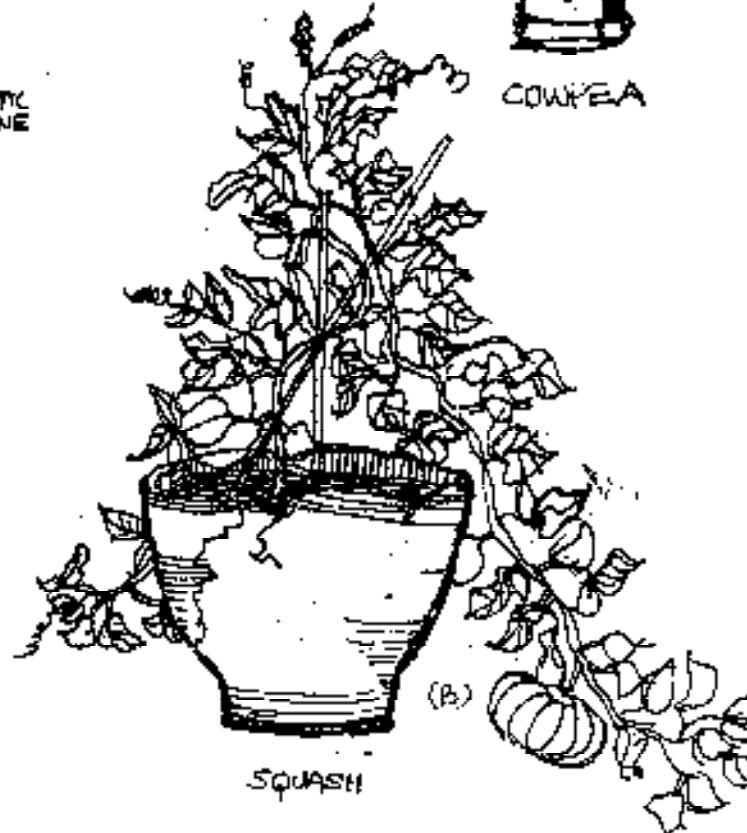
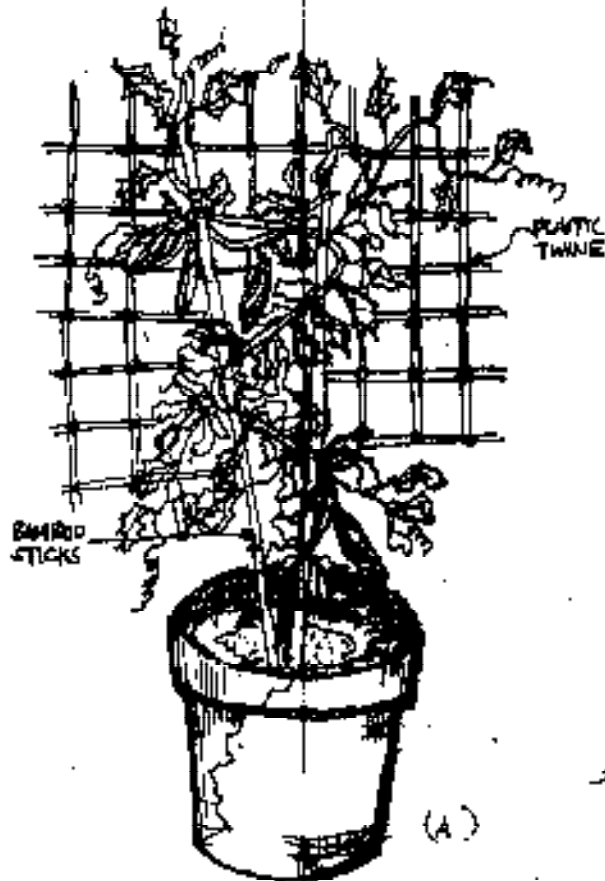
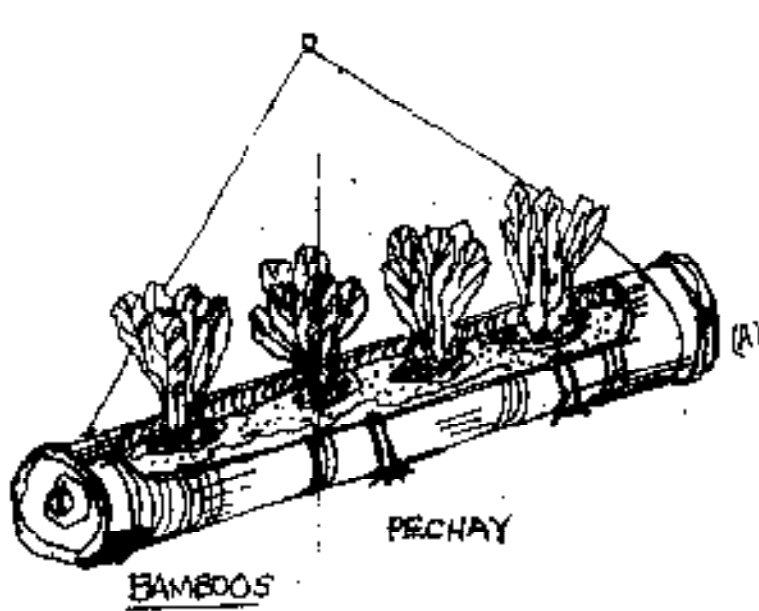
4. Summary Report for NECS Central Office

- a. Schools superintendents are requested to closely administer the activity. They shall submit a concise semester progress report on the project, copy furnished the NECS Central Office.
- b. At the end of each school year the national office through the Regional Dire



(INCLOSURE NO. 2 TO MEMO NO. 100, 6. 1990)

FOOD PRODUCTION IN BAMBOO TUBES AND CLAYPOTS



AMPALAYA (CAMARGOSO)

CLAY POTS



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(RELEASED TO S. TO MEMORANDUM # 190 S. 1984)

GARDENING IN RECYCLED THROW - AWAYS

CELERY



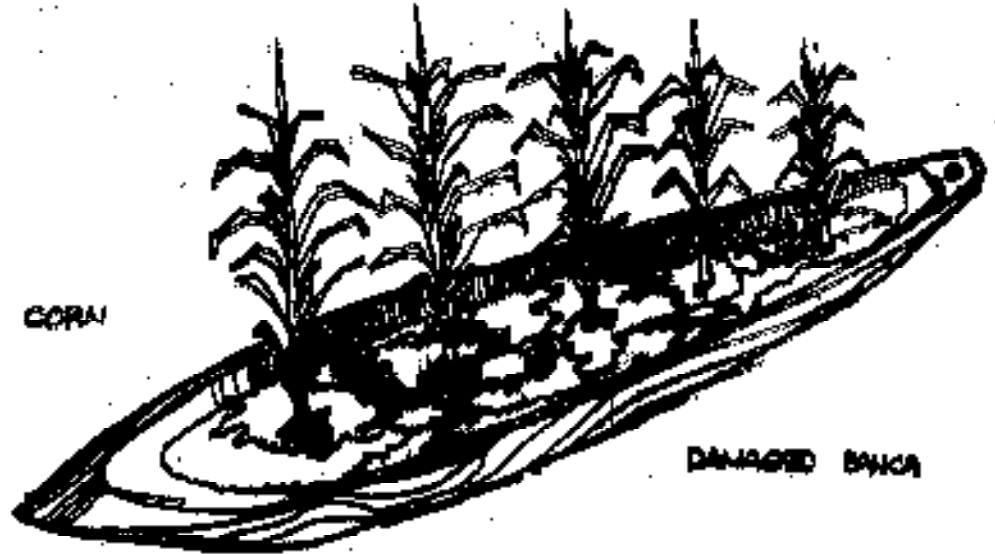
DISCARDED PORTABLE URINAL

GARLIC



DAMAGED FRYING PAN

CORN



DAMAGED BANCA

SAYOTE



RECYCLED CAULDRON

PLASTIC CONTAINERS



TOMATO

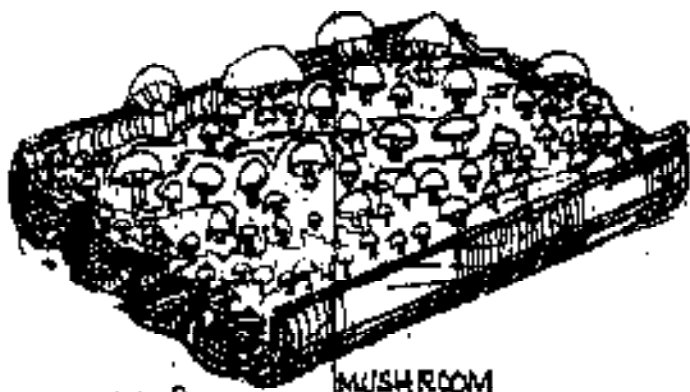


ALUG BATI



CALAMANSI

BANANA STALK



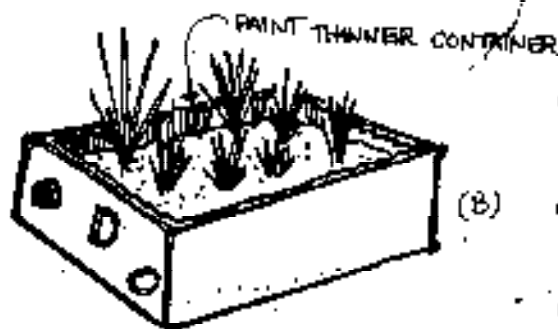
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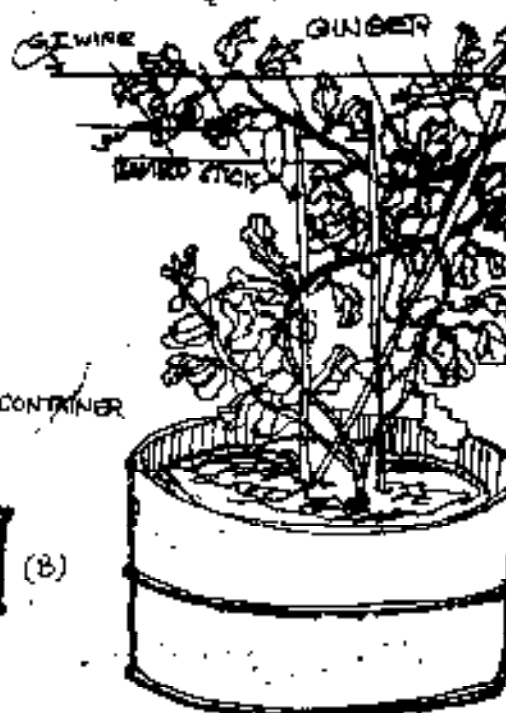
DAMAGED WASTE



PEPPER



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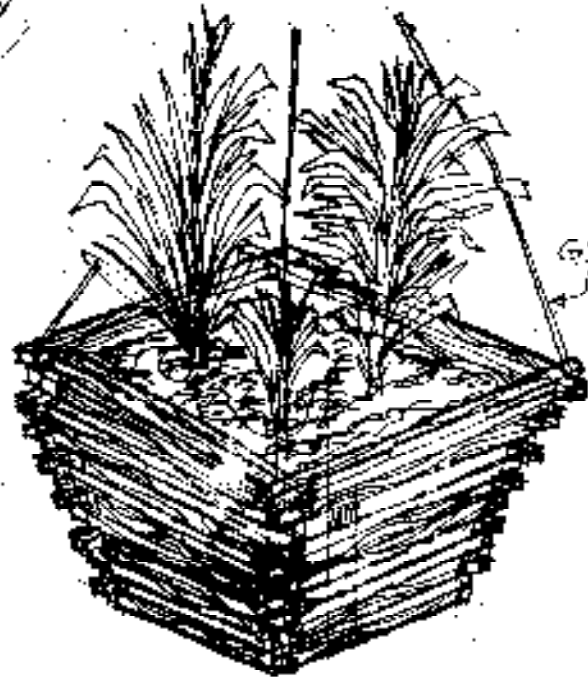


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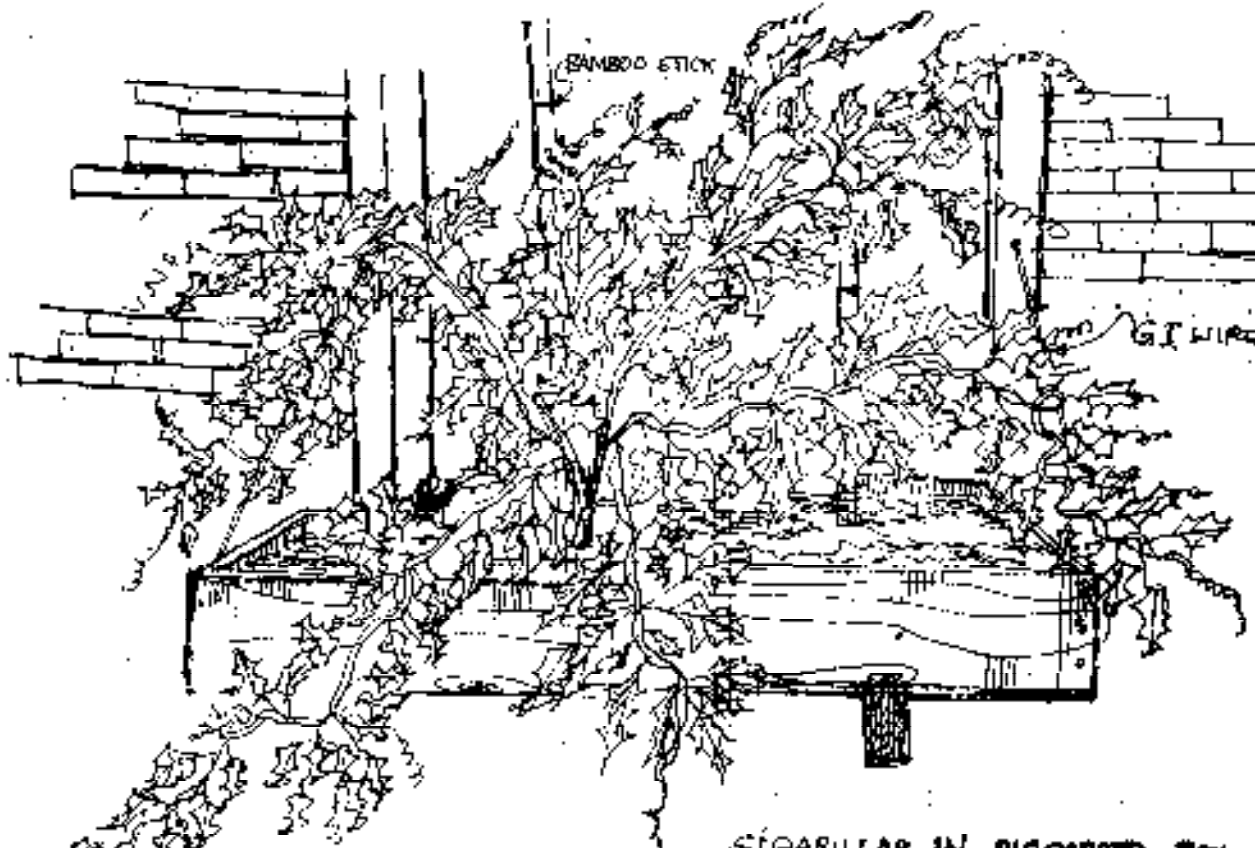
WINDOW GARDENING

ONIONS IN COCONUT HUSKS



GI WIRE

PANDAN IN WOOD



BAMBOO STICK

GI WIRE

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