

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

July 30, 1979

MEC O R D E R
No. 45, s. 1979

RULES AND STANDARDS FOR MASTER OF ARTS IN TEACHING
ELEMENTARY AGRICULTURE (MATEA)

To: Bureau Directors
Regional Directors
Presidents, State Colleges and
Universities
Schools Superintendents
Heads of MATEA Accrediting Institutions

1. The innovative graduate program, Master of Arts in Teaching Elementary Agriculture (MATEA), has assumed new dimensions with its rapid expansion in support of the Green Revolution Program of the government.
2. To effectively meet the changing needs and conditions that go hand in hand in any development effort, the attached curriculum for the MATEA program is being issued for the guidance of all those involved in its implementation.
3. All school officials, teachers and employees are enjoined to extend full support to and cooperation in this program which is envisioned to fill the educational and training needs of our teachers toward the acceleration of our socioeconomic development goals.
4. Attention is invited to the inclosures which contain all pertinent information on the MATEA program.
5. Immediate dissemination of this Order is desired.

(SGD.) JUAN L. MANUEL
Minister of Education and Culture

Incls.:

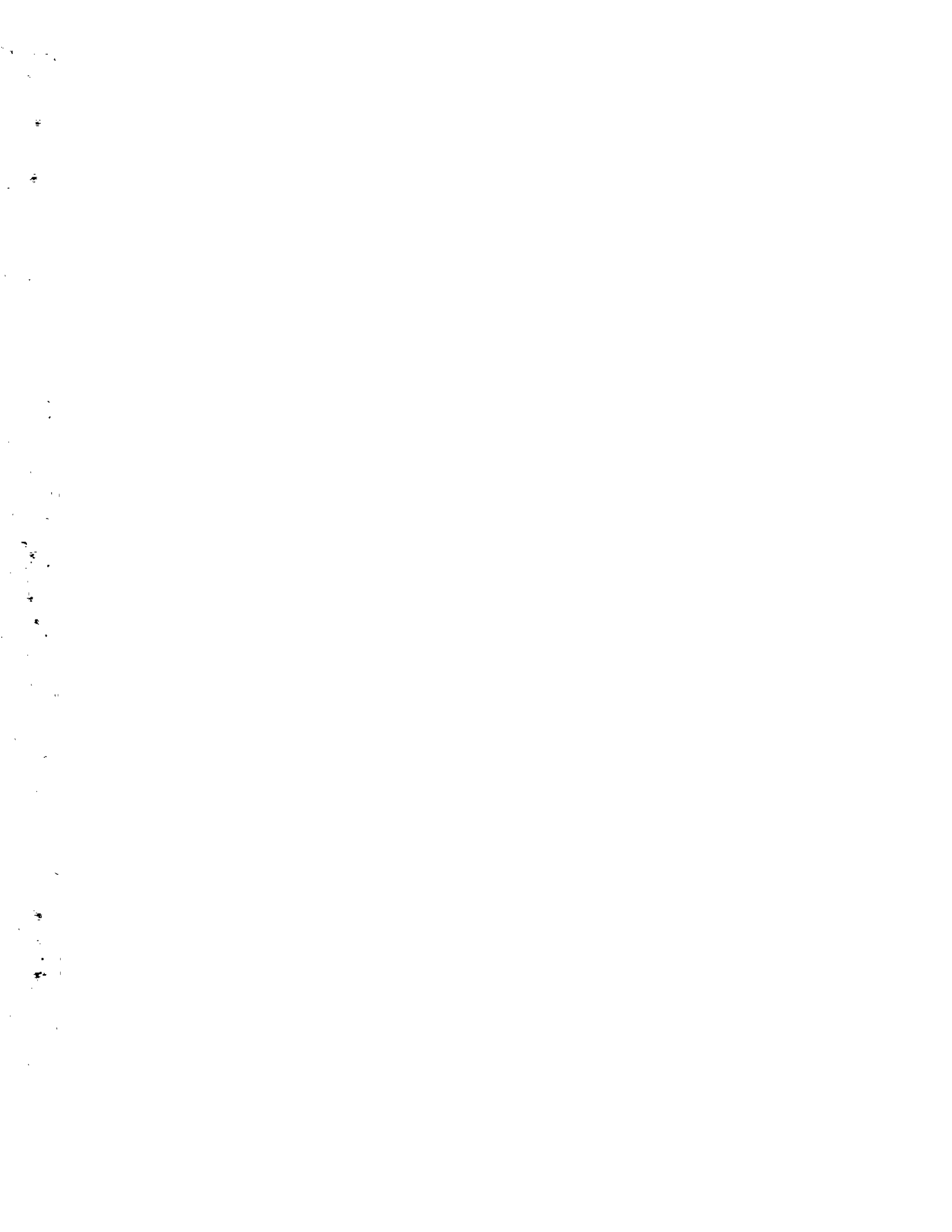
As stated

References: BVE Circular: No. 1, s. 1975
Department Order: No. 16, s. 1977
MEC Memorandums: Nos. 195, 265, 289, 299,
and 325, s. 1978; and 61 and 76,
s. 1979

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

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

~~Course of Study, COLLEGIATE~~
~~CURRICULUM~~
~~GREEN REVOLUTION~~
~~RULES & REGULATIONS~~
~~VOCATIONAL EDUCATION~~



(Inclosure No. 1 to MEC Order No. 45, s. 1979)

A. General Objectives

The MATEA Program has the following objectives:

1. To help teachers develop and acquire the professional and technical know-how in fundamental agriculture, poultry, livestock production, and basic fishery;
2. To encourage teachers to develop the proper understanding, appreciation, attitudes, and habits of work; and
3. To develop teachers' ability to organize and participate in cooperative activities and to effectively be involved in efforts toward community/national development.

B. Specific Objectives

1. To provide a higher level of educational program in teaching agriculture relevant to the needs of the school and the community;
2. To help teachers acquire and improve their managerial and manipulative skills in fundamental agriculture;
3. To assist and provide technical assistance in establishing and maintaining swine, poultry, and fishery projects and cooperative farm projects through financial/technical assistance;
4. To help prepare teachers to lead effectively in mobilizing human resources for community development; and
5. To assist teachers in preparing instructional materials for teaching agriculture in the school and community.

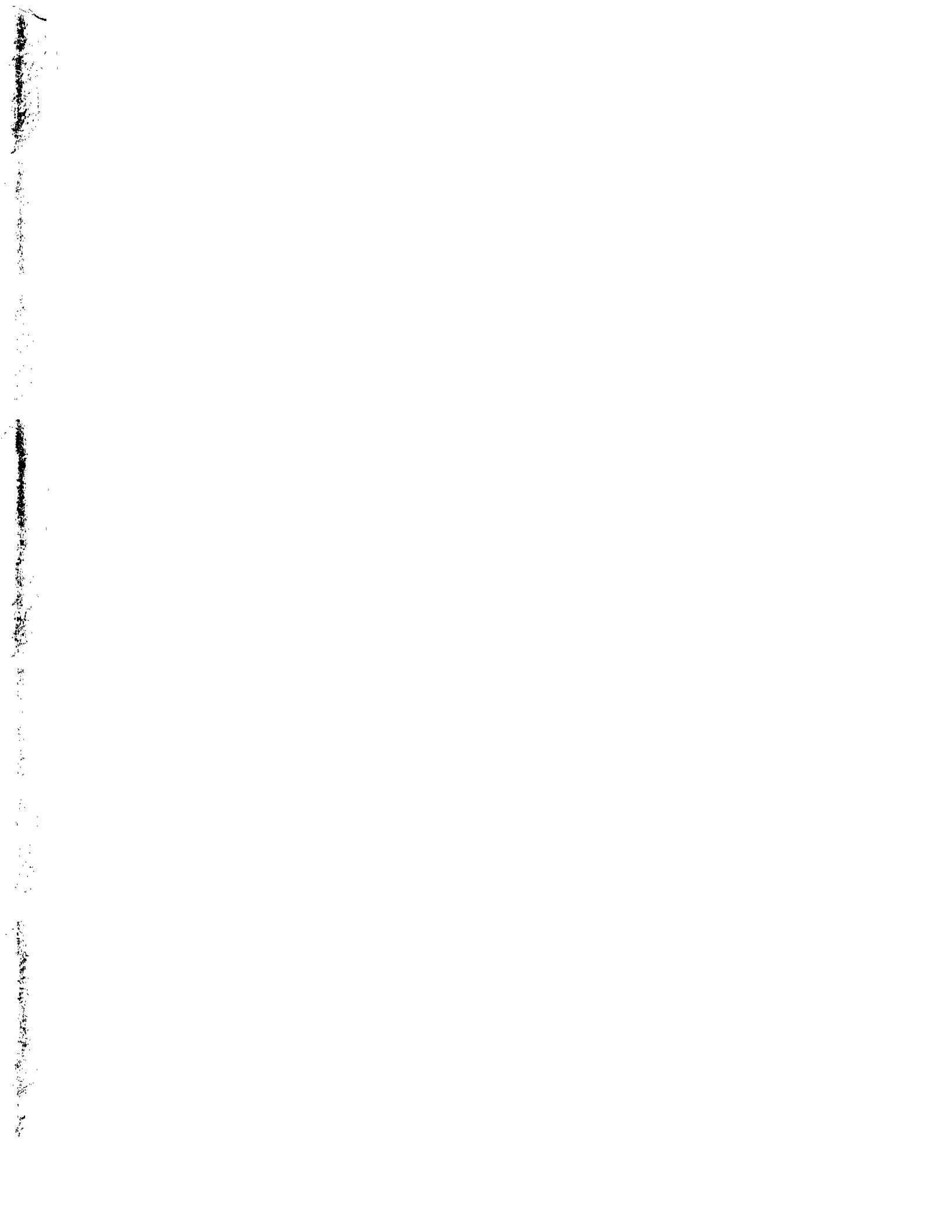
A. Curriculum

Leading to the Degree of Master of Arts in Teaching
Elementary Agriculture (MATEA)

	<u>Hours</u>	<u>Units</u>
1. Foundation Courses - 12 units		
Research Methodology	3	3
Foundations of Education	3	3
Statistics in Education and/or Experimental Design	3	3
Advanced Educational Psychology	3	3
2. Major Field of Specialization - 21 units		
Soils, Fertilizers, and Fertility Conservation	3	3
Field Crops Production	3	3
Fruit Production	3	3
Vegetable Production	3	3
Animal Science and Poultry and Livestock Production	3	3
Pests and Diseases of Livestock and Crop Plants	3	3
Farm Management/Agri-Business/ Foods and Nutrition	3	3
3. Cognate Courses - 6 units		
Current Issues in Philippine Development	3	3
Curriculum Planning and Programming	3	3
Educational Innovation and Technology ..	3	3
Current Trends and Techniques of Teaching	3	3
Non-formal Education	3	3
4. Performance Thesis		3

A total of 42 units is required

Practicum in the home, school and community as an extension of demonstration done during Saturdays.



B. Description of Courses

Foundation Courses

Research Methodology. This course includes such topics as methodology of research, identification and statement of research problems and objectives, thesis and term paper formats and writing, research data-gathering instruments, statistical treatment and analysis of data, formulation of generalizations and conclusions, etc. The main purpose of this course is to equip the student with the skills and knowledges that will enable him to properly undertake educational surveys and research projects, with particular emphasis on agricultural research work. After taking this course, the student should be able to prepare a satisfactory summer write-up of his research projects in the vocational agriculture course, presented in a technical manner of reporting.

Credit: 3 units, 3 hours a week

Foundations of Education. This course is designed to familiarize the student with current social issues, trends and problems as they affect and are related to education. The school and its social functions, especially as they pertain to community and national socioeconomic development, will be the focal point of this course. Sociological concepts, principles, techniques and approaches will be applied to the problems most commonly met in school-community activities in the Philippine setting.

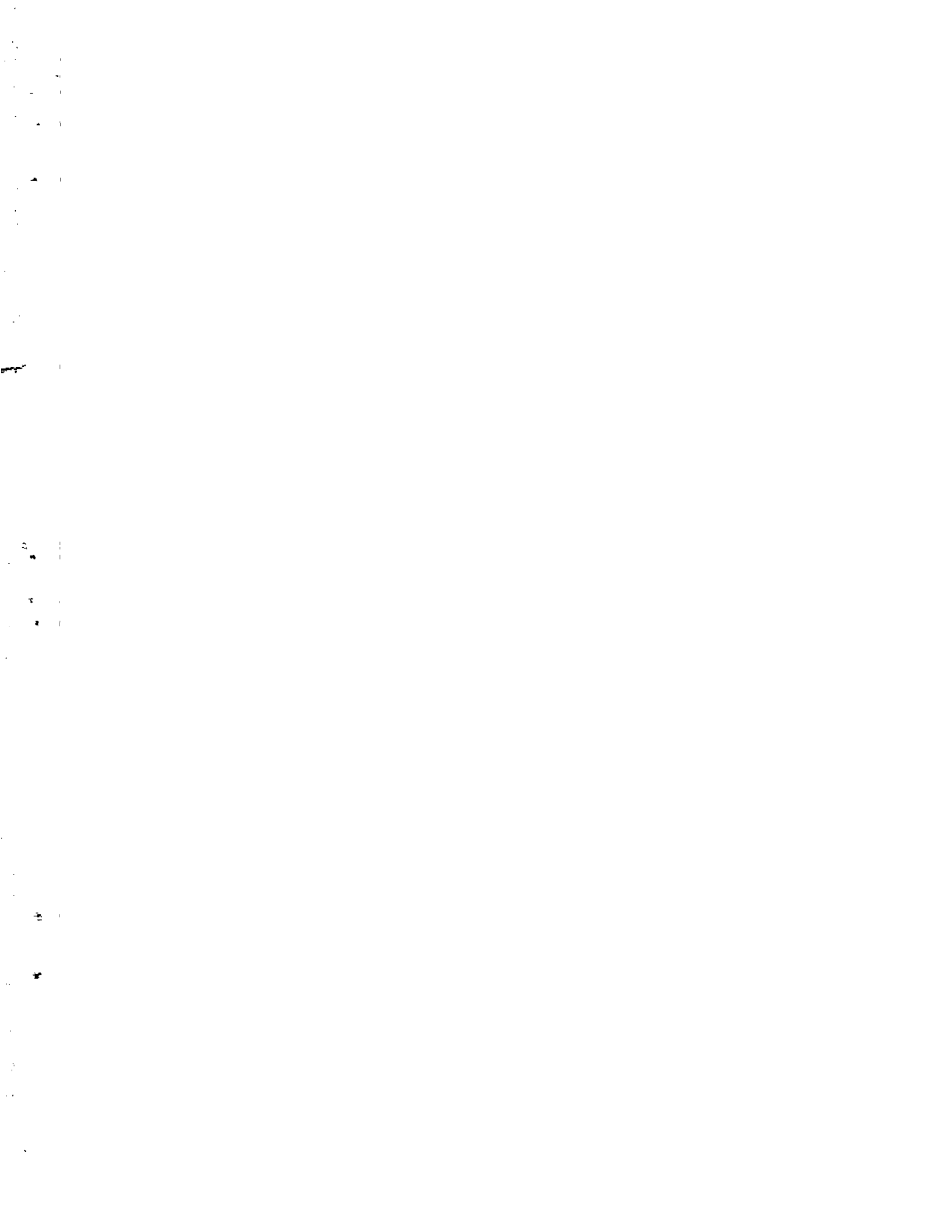
Credit: 3 units, 3 hours a week

Statistics in Education. This course covers a study of statistical procedures and techniques in the field of education with particular focus on the procedures and techniques in the treatment and analysis of data in agricultural research.

Credit: 3 units, 3 hours a week

Advanced Educational Psychology. This course covers studies on the current concepts, theories and findings in the field of psychology which are of significance to educational theory and practice.

Credit: 3 units, 3 hours a week



Cognate Courses

Current Issues in Philippine Development. This course stresses all government thrusts - PLEDGES - plus Cooperatives, Consumer Education, Drug Abuse Education, Population Education including Family Planning, and Soil Conservation.
Credit: 3 units, 3 hours a week

Curriculum Planning and Programming. This course is designed to equip the student with the knowledge and skills in curriculum development and programming, slanted to the student's field of specialization. Included in this course are: definition, purpose and scope of educational planning, the need for educational planning, approaches to educational planning, trends in educational planning, etc.
Credit: 3 units, 3 hours a week

Educational Innovation and Technology. This course stresses the application of the systems approach to educational planning, utilization of educational innovation and technology, design of projects, management in education techniques and development of innovative strategies for effecting desirable changes. Course content focuses upon the improvement of applied job skills rather than upon the absorption of generalized and theoretical knowledges. This course is designed to equip the students with those practical skills and knowledge necessary to become more effective change agents and decision-makers in the performance of their respective positions.
Credit: 3 units, 3 hours a week

Current Trends and Techniques of Teaching. This course consists of the new trends in research, methodology and technology of each phase in the instructional process treated from the point of view of the learner.
Credit: 3 units, 3 hours a week

Non-Formal Education. This course is designed to equip the students with the knowledge and skills on non-formal education slanted to Management of Non-Formal Education in the Barangay with strategies: on Self-Learning Modules, On-the-Air Educational Programs and Practicum or Field Work. Included also in the course is how education plays its role on rural transformation in countryside development.
Credit: 3 units, 3 hours a week



Requirement: A term paper report on Non-Formal Education Seminar

C. Major Field of Specialization

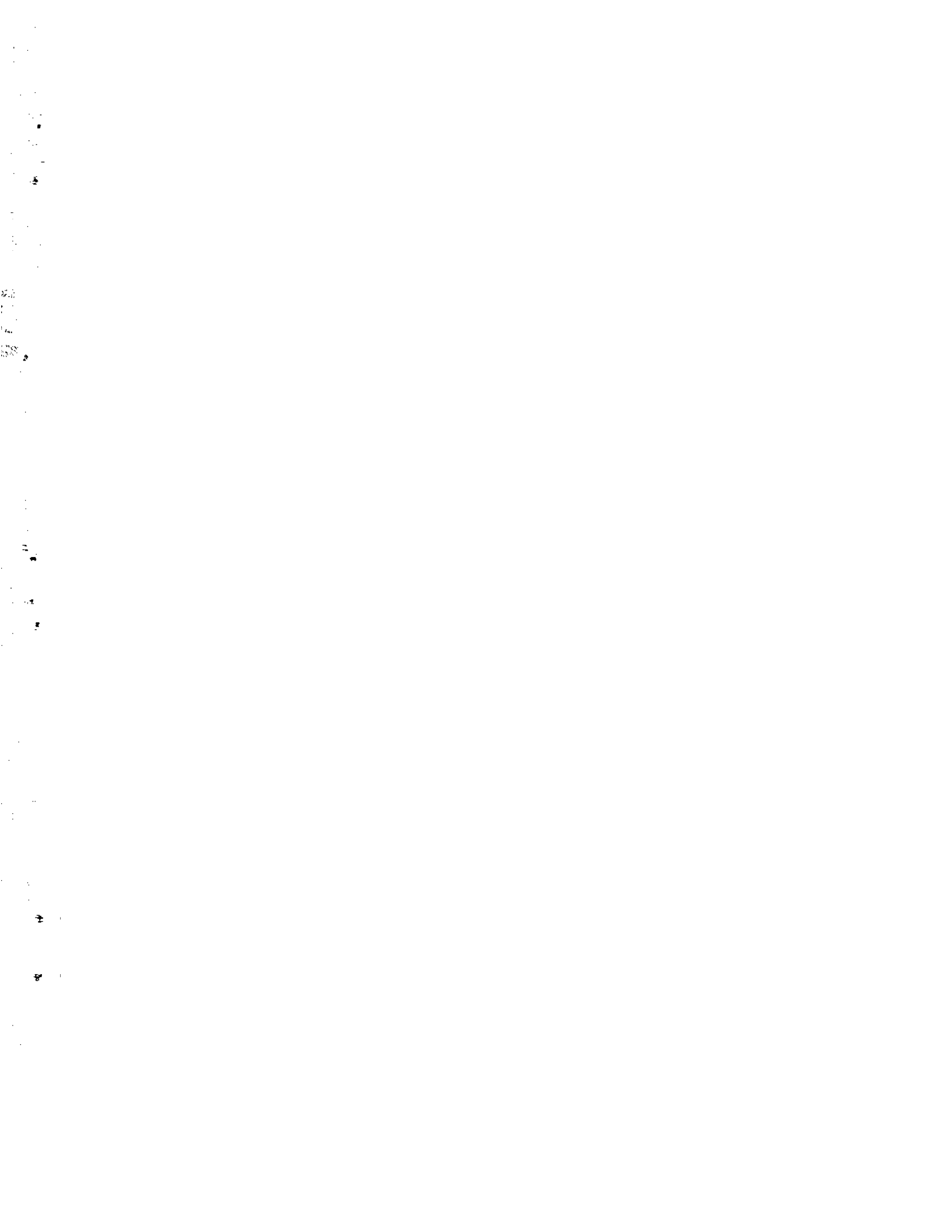
A student enrolling in any of the following vocational agricultural courses is required to submit for consideration at the beginning of the course, an individual or group project proposal for purposes of practicum and research. Among other things, the proposal should include the name/s of the proponent/s, the nature of the project to be undertaken, where it is to be established, programs of activities and estimated cost of production, and other information that may be required by the instructors/professors concerned who shall specify the requirements for such project.

As a terminal activity, the student is required to submit a report of his project in an agricultural course, presented in a technical manner of reporting, reflecting the economics of production. The project will be visited and evaluated by the District Supervisor/Coordinator and the instructor concerned. The rating given on the project shall constitute 70 percent of the student's rating in practicum.

Soils, Fertilization and Fertility Conservation. This course includes soil as a source of nutrients for productive crop enterprises, soil conservation and improvement based on soil origin, composition, texture and structure, the rate of application of organic and inorganic fertilizers, and proper management of common farm tools and equipment.

Requirement: Production of compost fertilizer
Credit: 3 units, 3 hours a week (1 hour of theory and 2 hours of practicum)

Field Crops Production. This course covers production of grains, legumes and industrial crops with emphasis on the elements of production; pests and insect control; plant improvement; uses of crops with potential importance; improved cultural practices like propagation, land preparation, irrigation, harvesting, processing, storing, and utilization of by-products; marketing cooperatives and operation or use and maintenance of common farm tools and equipment.



Requirement: Production of at least one major field crop and one supplementary crop.

Credit: 3 units, 3 hours a week (1 hour of theory and 2 hours of practicum)

Fruit Production. Production of fruit trees such as mango, citrus, and other perennial fruit trees, etc., with particular emphasis on fruit trees that can be grown profitably in the locality or region, taking into consideration the economics of production; pests and insect control; application of scientific methods and techniques in plant propagation, land preparation, fruiting, handling, processing, storing and marketing; cooperatives, and the proper management of common farm tools and equipment.

Requirement: Growing of at least five kinds of fruit trees

Credit: 3 units, 3 hours a week (1 hour of theory and 2 hours of practicum)

Vegetable Production. Improved cultural practices in the growing of vegetables, selecting varieties with good market potential and nutritive value, protection from pests and diseases, seed selection, seed storing, handling, marketing, cooperatives, and proper management of farm tools and equipment.

Requirement: Growing of at least 2 kinds of vegetables in 10 x 10 meter home plot, or a certification that he/she is in charge of a school or home garden.

Credit: 3 units, 3 hours a week (1 hour of theory and 2 hours of practicum)

Animal Science and Poultry and Livestock Production. Production of commonly domesticated animals with emphasis on breed selection, feeding and management of poultry, swine, cattle, goats, rabbits and other class of livestock; meat preservation; marketing; protection of animals from pests and diseases; cooperatives; preparation of feasibility studies; and proper utilization and management of common tools and equipment.

Requirement: (1) Raising of 10-12 layers with 1 rooster, or growing of at least 50 straight-run-day-old broiler chicks up to marketable age.

(2) Successfully caponizing at least 3 cockerels or successfully castrating one large animal, such as pig or cattle.

(3) Raising of one (1) piglet up to marketable age, or any other large animal.

Credit: 3 units, 3 hours a week (1 hour of theory and 2 hours of practicum)

Pests and Diseases of Animals and Plants. Studies on the history, natures, causes, symptoms and control and treatment measures of poultry, livestock and plant pests and diseases, including field case studies of common diseases of poultry, livestock and crops.

Requirement: A report of field studies conducted by the student on common diseases of poultry and swine and other domesticated animals.

Credit: 3 units, 3 hours a week (1 hour of theory and 2 hours of practicum)

Farm Management/Agri-Business/Foods and Nutrition. The scope of this course emphasizes the importance or the role of agricultural land resources development in the location of economic activity for economic growth. This provides students with techniques and skills in selecting economic theories and their application to problems regarding agricultural production and distribution. This also includes analysis of marketing opportunities and problems in the various types of business endeavors; price determination in product; supply and demand; price variation and instability. The course also deals with the study of the different foods from Philippine plants and animals with emphasis on the preparation, preservation and processing to maintain their nutritional value.

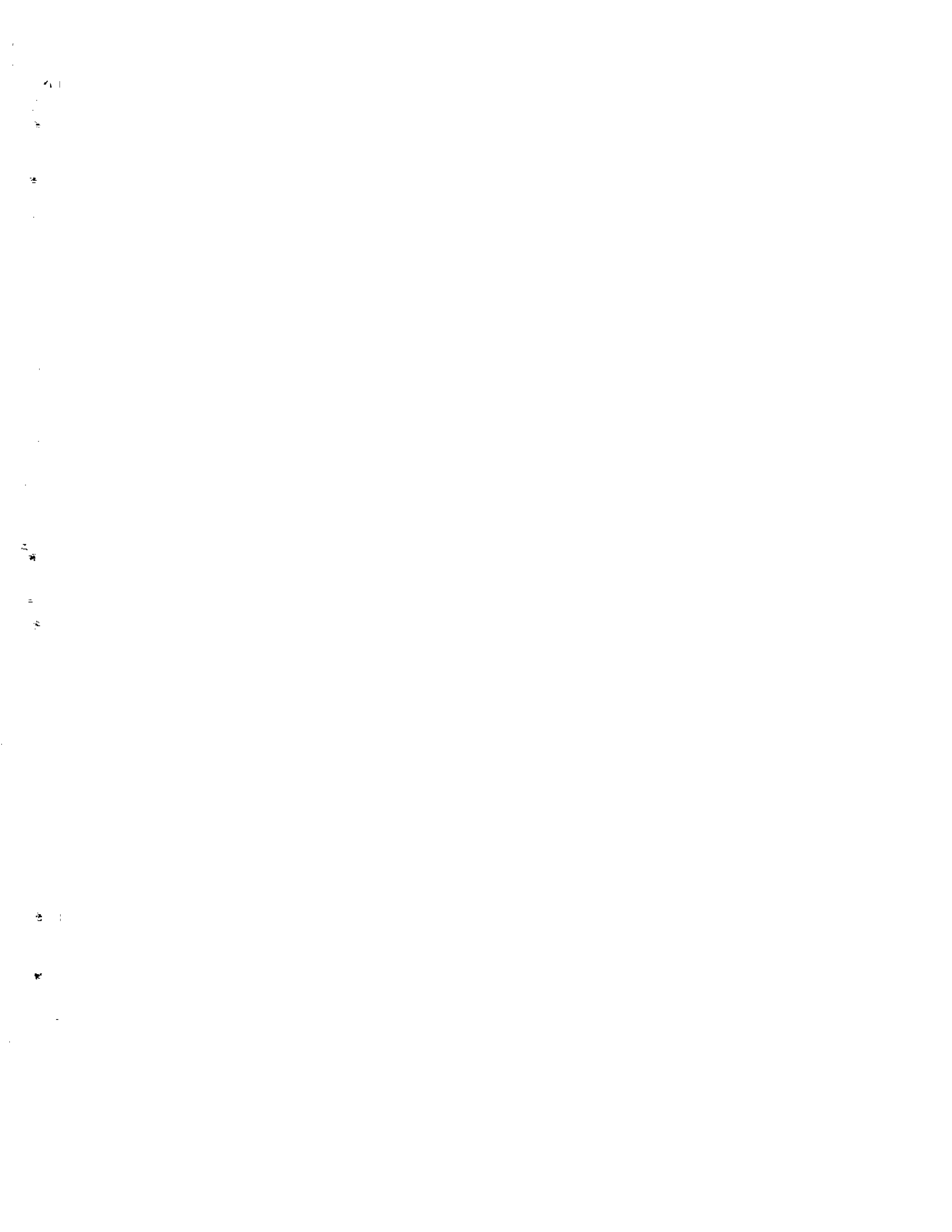
Requirement: A term paper report indicating sales of agricultural products raised by the student and expenses incurred in the production.

Credit: 3 units, 3 hours a week

D. Performance Thesis

To secure quality performance, the following guidelines are prescribed:

1. The research project should primarily be an income generating project that would help increase food production, improve health and nutrition, environmental sanitation and other economic needs of the community.
2. This could be an outgrowth of the laboratory project in the skilled courses.



3. The writing of Performance Thesis can be done even without finishing the required subjects - twelve (12) units of skills subjects and an agricultural research subject.
4. An oral examination on the Performance Thesis will be conducted right on the site of the project.
5. During the oral examination, a committee of five consisting of the Dean of the Graduate School of the accrediting institution, a representative of the MEC Regional Office, a city or provincial coordinator and two technical men to be chosen by the degree-granting institution will serve in the panel.
6. The Performance Thesis report should be submitted to the Dean of the degree-granting institution not later than six (6) months after the oral examination.
7. Application for special orders for graduation in the case of private degree-granting institutions should be submitted to the regional office together with five (5) copies of the thesis and Form 9. The copies of the Performance Thesis should be provided the regional office, the division office, the Bureau of Higher Education, Manila and the MEC National MATEA Secretariat.
8. The degree-granting institution should formulate detailed procedure on both the comprehensive and the oral examination.
9. The Conclusion and Recommendation portions of the Performance Thesis should be translated into the vernacular by the student and should be made available to farmers, teachers, students and other interested persons.

Credit: 3 units

Format

- I. Title
- II. Introduction
 - a. Rationale of the project
 - b. Observation and Related Study
 - c. Project description
 - d. Historical background
 - e. Area of influence

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III. Basic Assumptions

Expected results of the project being undertaken

IV. Experimentation

Area of activity, project resources, project areas, application of principles, testing of results

V. Application

Application of results of experimentation

VI. Reporting

Report on performance and conclusion

VII. Recommendations

Statement for improvement on the project undertaken

E. Instructional and Promotional Standards

1. Authorized schools as degree-granting institutions shall maintain high instructional and promotional standards in both the vocational agricultural skills and the academic subjects.
2. No student shall pass in any subject unless he has performed the project as part of the course requirement and has demonstrated creditable skills on the project performed, and/or a term paper in the case of academic subjects. A team of project evaluators designated by the degree-granting institution shall evaluate these different projects
3. Students are expected to undergo the work experience required by every course. It is expected that the overall average for all subjects should not be lower than 2 or its equivalent.
4. About 25% and 75% of the class period should be devoted to theory and practicum, respectively, in the instruction for all agricultural subjects.

F. Requirements for Admission

1. Applicants to this graduate course leading to the degree of Master of Arts in Teaching Elementary Agriculture (MATEA) must be elementary and high school teachers, specially those who have been actually teaching gardening or elementary agriculture or involved in the Green Revolution Program;

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holders of the degree of Bachelor of Science in Elementary Education, Bachelor of Science in Industrial Education, Bachelor of Science in Agricultural Education, or its equivalent. Holders of Elementary Teachers Certificate, who are actually teaching, may be admitted to the vocational agriculture subjects in the MATEA program. The units earned can be credited towards a baccalaureate degree, major in Elementary Agriculture.

2. Special students who are allowed to take vocational technical skills subjects will be entitled to a Certificate of Proficiency in Elementary Agriculture.

G. Fees

Each graduate student is charged the following fees per semester or summer term:

1. Regular Fees:

Registration fee.....	₱ 17.00
National registration fee per student	1.00
Tuition fee per unit	20.00
Laboratory fee	10.00
Library fee	10.00

2. Special Fees:

Change of course fee (only for those changing course)	2.00
Transfer fee of student	5.00
Special examination fee (for those concerned)	5.00
Comprehensive examination fee	25.00
Performance Thesis fee	200.00
Oral examination fee	100.00
Graduation fee	50.00

All money transactions shall be made on the official MATEA degree-granting institution receipts or on official MATEA receipts duly registered with the local BIR office.

A permit from the MEC regional office shall be required for students desiring to transfer to another school for accreditation purposes.

H. Requirements for Graduation

1. A candidate for graduation must have earned 6 units in cognate course, 12 units in foundation course, and 21 units in the major field of specialization.
2. In addition, the student must have passed a comprehensive examination and have fulfilled the requirements of a Performance Thesis. A copy of said thesis should be furnished the Bureau of Higher Education, the National MATEA Secretariat, the regional office, and the division office.

I. Admission for Graduation

1. Admission of a candidate for graduation in the MATEA shall be determined on the basis of quality performance in both the academic and vocational subjects in the graduate work, and upon passing a written comprehensive examination and a comprehensive oral Performance Thesis examination. The scope of the comprehensive examination administered by the Dean of the graduate school of the degree-granting institution covers the totality of the whole graduate work with a 70%-30% proportion for skills and academic subjects, respectively.
2. A certification to the effect that the student has passed the comprehensive examination should appear in the approved Performance Thesis of the student and in Form 9.
3. The results of the comprehensive examinations should be on file in the office of the Dean of the graduate school of the degree-granting institution ready for inspection.
4. For the interest of the ETC graduates who may later on graduate from the BSEED with concentration in elementary agriculture, permission is given them to take the agricultural skills subjects in the MATEA curriculum in the Learning Centers together with the regular MATEA students.

J. Study Load

The study load allowed for every term should not exceed 6 units unless the student is graduating in that term,



in which case, he is allowed a load of 9 units. This is applicable only to teachers actually in the service.

K. Residence Requirements

1. Residence requirements as applied in other graduate studies are waived in the offering of the MATEA program.
2. Units earned from any other institution authorized by the MEC to operate the MATEA program as well as the institutions recognized by the government should be credited in the MATEA program upon proper evaluation by the degree-granting institutions.

L. Absences

MATEA students with three (3) consecutive absences will be considered dropped unless make-up classes are attended.

M. Qualifications of Instructors

1. Instructors of vocational agriculture skills subjects must be holders of at least a bachelor's degree of agriculture with appropriate major and at least with two (2) years field experience in agricultural extension activities.
2. Only qualified agriculture instructors shall teach the Methods of Research in the MATEA curriculum.
3. Professors in the academic courses must at least be holders of a master's degree with appropriate field of specialization.

N. General Provisions

1. Government schools without a graduate program assigned as degree-granting institutions prior to the issuance of this MEC Order can issue a certificate of agricultural proficiency after a student has completed agriculture skills subjects and 6 units of academic graduate subjects. Such schools shall immediately initiate a consortium with graduate education institutions and a corresponding permit can be re-issued for the purpose.
2. The regional director is authorized to issue to MATEA graduates Special Orders for Graduation duly serially-numbered upon recommendation of MATEA degree-granting institutions.

3. Learning centers shall be established in ~~places accessible~~ to the majority of teachers, where there are at least 50 students and where qualified instructors are available. However, in cities with several school districts, ~~not more~~ than four (4) centers shall be established.
4. The minimum enrolment for a learning center shall be 50 students. In municipalities with more than one school district the district supervisor having the bigger enrolment shall be the administrator and the one with the smaller enrolment, the co-administrator.
5. When an administrator in any level is transferred, promoted, retired, or incapacitated at the end of a semester, his services as administrator is terminated. However, if the movement is made within the semester, he shall continue to serve as administrator until the end of the semester, or until a new one shall have been oriented. Clearance of money and property responsibility shall be required of administrators, cashier/registrar in cases of retirement, transfer or any form of separation from the service.
6. The division superintendent may authorize the opening of learning centers only in municipalities and/or cities where no center is operating.
7. An existing learning center that does not meet the required minimum enrolment of 50 students for at least two successive semesters shall be integrated with the nearest learning center.
8. Reports on the MATEA budgets and on enrolment should be submitted to the MATEA National Secretariat, MEC, within 30 days from the opening of the semester.
9. Income from MATEA projects shall accrue to the MATEA fund and shall be treated as revenue of the program.
10. All things being equal, in salary/position promotion, transfer of station or assignment, etc. preference should be given to MATEA degree holders or one with MATEA graduate education units.
11. Academic subjects in the MATEA program should, as much as possible, be offered in the degree-granting institution campus, provided the degree-granting institution shall work also for the establishment of external graduate centers.

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in far places, and provided further that local centers can provide qualified instructors and adequate facilities in meeting the standard.

12. All degree-granting institutions shall execute a memorandum of agreement with the division superintendent of schools in the operation of the MATEA program subject to the approval of the regional director. Such agreement must be in conformity with the national policy and a copy should be furnished the MATEA National Secretariat.
13. The distribution of resources as provided in Inclosure No. 5 to MEC Memorandum No. 195, s. 1978, shall strictly be observed.
14. Periodic evaluation shall be conducted to determine the effectiveness of the program.
15. All records and properties acquired by the learning centers, division office, and regional office should be inventoried and turned over to those respective offices at the end of the program in 1984.
16. All previous Memorandums of Agreement are hereby rescinded.

O. Financing

Rules governing financing of the MATEA program shall be based on Inclosure No. 5 to MEC Memorandum No. 195, s. 1978. Government MATEA degree-granting institutions shall treat MATEA funds as Teachers Funds using official MATEA receipts duly registered with the local BIR. MATEA funds should not be incorporated in the Government Schools' Funds and should have a separate budget.

P. Budgeting

1. For a more effective and efficient operation of the program, a copy of the MATEA budgets should be submitted, through the regional office, to the Office of the Minister of Education and Culture, for review. In allocating funds:
 - a. The staffing pattern provided in these guidelines shall be observed, and
 - b. Not more than 60% of the total budget shall go to personnel services, the remaining 40% shall be provided for the operation, maintenance, and improvement of the program.

- 2. The regional office, division office, degree-granting institution, and the learning centers should prepare a budget for each semester or summer term.

Q. Distribution of Resources

1. Fixed Items:

Salary - Instructors (MA or above)	15.00/hour
B.S.A. with appropriate major on the field of specialization and adequate field experience	12.00/hour
Library fee	10.00/student
Laboratory fee	10.00/student
Degree-granting Institution:	
Matriculation (Registration fee, MEC \$1.00 share, supplies and materials)	18.00

NOTE: The above are mandatory expenditures.

2. Distribution by percentage after deducting the mandatory expenditures:

35% . . .	Learning Center staff
10% . . .	division staff
10% . . .	regional staff
15% . . .	degree-granting institution staff
5% . . .	MEC MATEA directorate
5% . . .	Learning Center improvement
5% . . .	travel, degree-granting institution staff
5% . . .	travel, division staff
5% . . .	travel, Learning Center
5% . . .	contingencies

R. Effectivity

- 1. All degree-granting institutions, public or private, offering the MATEA program at the time of the issuance of this



MEC Order which do not have a graduate department should initiate a consortium with the nearest school offering a graduate program.

2. Degree-granting institutions designated to operate the MATEA program, upon negotiation of a consortium, should apply for a permit for its first year of operation from the Office of the Minister of Education and Culture, enclosing a copy of the consortium agreement. Thereafter, renewal of permits to operate shall be issued by the regional director.
3. Permits now being held by the MATEA degree-granting institutions are valid and should conform with the existing rules and regulations unless revoked by the Ministry.
4. The degree-granting institutions and the MEC regional office or the division office should have a Memorandum of Agreement confirmed by the Minister of Education and Culture.

S . MATEA Staffing Pattern

1. National MATEA Directorate:

- 1 - Minister of Education and Culture
- 2 - Deputy Ministers of Education and Culture
- 2 - National MATEA consultants
- 3 - Assistant Secretaries
- 1 - Director of Higher Education
- 1 - Director of Secondary Education
- 1 - Director of Elementary Education
- 1 - National Program Director

2. Regional MATEA Directorate:

- 1 - Regional Director
- 1 - Assistant Regional Director
- 1 - Regional Coordinator
- 1 - Chief of Higher Education Division
- 1 - Chief of Secondary Education Division
- 1 - Chief of Elementary Education Division
- 1 - Secretary-Clerk

3. Degree-granting Institution MATEA Directorate:

- 1 - President/Vice President
- 1 - Dean of Graduate School/Dean of College of Agriculture

- 1 - Registrar
 - 1 - College/Board Secretary
 - 1 - Legal Consultant or Administrative Officer
 - 1 - Accountant
 - Other personnel as may be deemed necessary by the head of the degree-granting institution
4. Division MATEA Directorate:
- 1 - Superintendent
 - 1 - Assistant Superintendent
 - 1 - Provincial/City Coordinator
 - 1 - clerk
5. District local level (Learning Center):
- 1 - Administrator
 - 1 - Co-administrator (where applicable)
 - 1 - Assistant Registrar-Cashier
6. National Level - MATEA National Secretariat:
- 1 - Head (MATEA National Program Director)
 - 2 - Consultants
 - 1 - Administrative Officer
 - 1 - Researcher
 - 1 - Secretary
 - 1 - Specialist, Curriculum
 - 1 - Specialist, Agriculture
 - 1 - Educational Researcher
 - 1 - Editor
 - 1 - Accountant
 - 1 - Bookkeeper
 - 1 - Auditor
 - 2 - Clerks

T. Functions

1. Minister and Deputy Ministers of Education and Culture
 - Promulgate policies and guidelines for the implementation of the MATEA program.
2. National MATEA Program Director
 - Initiate the formulation of policies, programs, rules and regulations and to oversee the full implementation of the MATEA program;

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Assists in the organization and implementation of the MATEA program in the different regions;

Serves as liaison and coordinator between the MEC and other agencies, public and private, on matters pertaining to the MATEA program; and

Performs other duties as may be authorized by the Minister of Education and Culture on projects related to the MATEA program such as Green Revolution, Alay Tanim, etc.

3. Regional Director

Exercises general administrative supervision on the MATEA program in the region.

4. Degree-granting Institution

Exercises direct supervision and administration of the MATEA program under their jurisdiction;

Takes charge of the fiscal management of the program;

Promotes and maintains high quality of instruction in the MATEA program in the learning centers under their jurisdiction; and

Grants certificates, diplomas, and awards.

5. Cooperating division superintendent

Organizes the learning centers in the different districts of the division;

Provides the classroom, laboratory, and other instructional facilities in the learning centers in consultation with the degree-granting institution;

Recommends instructors for professional services to the dean of the graduate studies of the degree-granting institution;

Performs other functions in the execution of the program activities and policies.

6. Regional coordinator

Coordinates with cooperating division superintendents and degree-granting institutions;

Supervises the overall implementation of the MATEA program in the region;

Coordinates with other agencies involved in the program; and

Assists the national coordinator in the execution of policies, programs, and activities promulgated by the Minister of Education and Culture.

7. Provincial coordinator

Supervises the overall implementation of the MATEA program in the province;

Coordinates with other agencies involved in the program; and

Assists the regional coordinator in the execution of policies, programs and activities promulgated by the Minister of Education and Culture.

8. Local Learning Center Administrator

Exercises administrative and supervisory functions over the learning centers under his jurisdiction, including the maintenance of MATEA projects and facilities;

Keeps records of students and other personnel as well as records of all MATEA program properties;

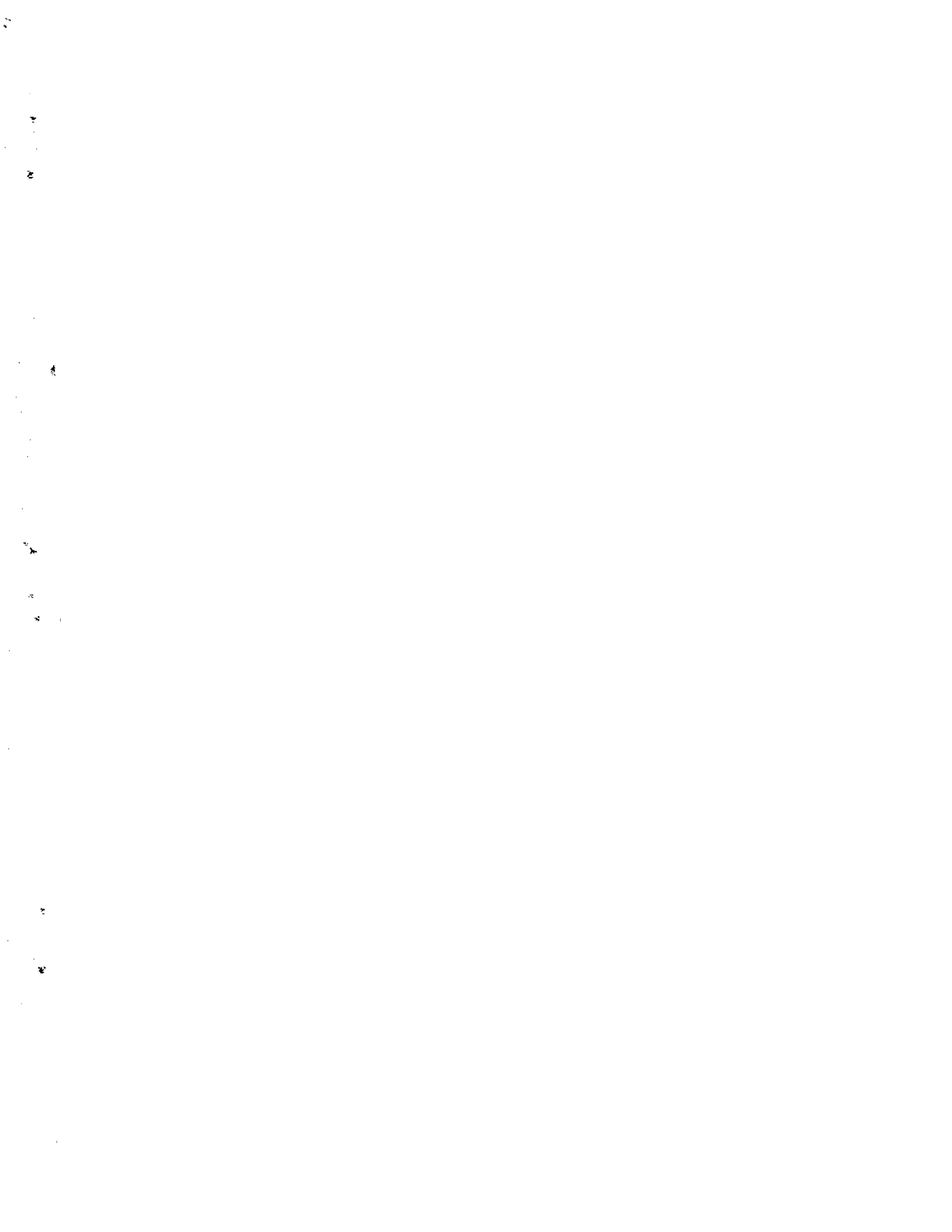
Controls finances by providing bookkeeping records; and

Prepares reports of the center.

9. National MATEA Secretariat

Procures expertise/assistance in the implementation of the Green Revolution, MATEA, nutrition program, etc.;

Assists regional in-service trainings for field personnel engaged in school food production activities, nutrition program, etc.;



Prepares and disseminates brochures, reference materials, and other information on the MATEA program and the food production projects;

Consolidates regional output reports and prepares periodic progress reports in both the MATEA and the Green Revolution activities;

Establishes a central record system of enrolment for the MATEA program;

Prepares and produces model instructional modules, MATEA instructional materials, journals and other publications for dissemination to degree-granting institutions and other interested parties;

Provides assistance and does liaison work for degree-granting institutions and other officials;

Handles the custody of the National MATEA funds and its disposition in accordance with proper accounting and auditing regulations;

Helps the Directorate review the MATEA budgets submitted by the regional office;

Prepares MATEA budgets for the secretariat, etc.;

Helps facilitate the issuance of MATEA permits;

Keeps the records of both the MATEA graduate course and the Green Revolution, and allied projects of the Ministry;

Performs other duties as may be assigned from time to time by the Minister.

10. Learning Center Cashier-Registrar

Keeps the record of the MATEA at the Learning Center;

Handles the custody of the Learning Center Funds and its proper disposition;

Takes charge of the registration and office management of the MATEA at the Learning Center;



Prepares learning center budget and staffing pattern;

Coordinates with instructors, administrators, and students;

Helps the administrator perform other duties as assigned.

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