

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

September 27, 1988

DECS ORDER
No. 92, s. 1988

CLARIFICATIONS ON THE TEACHING OF EDUKASYONG PANTAHANAN
AT PANGKABUHAYAN (EPP) AS A LEARNING AREA IN THE NEW
ELEMENTARY SCHOOL CURRICULUM (NESC)

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

1. Per MEC Order No. 6, s. 1982, the new elementary school curriculum provides a common learning area for both boys and girls in grades four through six called Edukasyong Pantahanan at Pangkabuhayan (EPP). For the smooth implementation of the EPP curriculum, clarifications on issues concerning the said learning area is hereby attached. This is designed to enable school administrators and teachers to attain the objectives of the program.
2. The immediate and wide dissemination of this DECS Order particularly at the teacher level is desired.

(SGD*) LOURDES R. QUISUMBING
Secretary

Incl.:
As stated

Reference:
MEC Order: (No. 6, s. 1982)

Allotment: 1-2-3-4--(M.O. 1-87)

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

CLASSES
Course of Study, ELEMENTARY
CURRICULUM

OFFICIALS
RULES & REGULATIONS
TEACHERS

(Inclosure to DECS Order No. 92, s. 1988)

CLARIFICATIONS ON THE TEACHING OF EDUKASYONG
PANTAHANAN AT PANGKABUHAYAN (EPP)

1. What are the salient features of EPP?

- The following are the salient features of EPP:
 - .. It is a learning area common to both boys and girls.
 - .. It focuses on the development of responsible and worthy home membership.
 - .. It provides activities that emphasize the development of desirable work attitudes, basic work skills and habits through learning situations relevant to everyday chores at home, school, and community and the production of useful articles.
 - .. It covers home economics, elementary agriculture, industrial arts, retail trade and other livelihood activities designed to develop awareness in occupational jobs.
 - .. It encourages concentration in at least one of the occupational or work skills.

2. How is the MLC in EPP organized?

- The MLC in EPP is a listing of skills under three major themes:
 - .. A Responsible and Worthy Membership (Karapatdapat at May Pananagutang Kasapi ng Mag-anak)
 - .. B Socially Useful and Productive Work (Mga Kapakipakinabang at Mapagkakakitaang Gawain)
 - .. C Efficient Management of Resources (Mahusay na Pangangasiwa ng Pinagkukunang-yaman)

3. How should the MLC in EPP be used in teaching?

- The Linear arrangement of the learning units in the MLC (EPP) may not be followed in teaching the learning area. Each of the learning units in the MLC is made up of sub-tasks which are arranged from simple to complex and can be taught independently. For example, a teacher may teach a learning unit in letter A of the MLC and may shift to another learning unit in letter B provided she has thoroughly taught all the sub-tasks in that learning unit and the pupils have attained mastery of the same. (See sample schedule on p. 4)

- At the beginning of the school year the teacher/teachers of EPP is/are expected to prepare tentative listing of the learning units that will be sequentially taught. In doing so, she should consider certain factors such as the needs, interests and abilities of the pupils, existing local resources/conditions and the school facilities.

4. What scheme may be used in managing EPP classes?

- One Teacher Scheme

The teacher handles the class in EPP in addition to all the other learning areas taught for the grade (e.g. Grade IV teacher).

- Departmentalized Scheme

Special teachers handle all EPP classes in the grade/school. In conformity with the provisions of MECS Memorandum No. 89, s. 1984: the schools may adapt a departmentalized program even in the primary grades if feasible, based on the following considerations:

- Teachers of the same grade work out an arrangement so that whoever is more competent in teaching a particular subject will handle the subject in two or more classes (e.g. If there are two or more sections in grade IV, the teachers should agree on their subject area teaching assignment).
- The possibility of utilizing teachers of other grades who have the necessary training and expertise may also be explored.
- A specific teacher be assigned as adviser of a class.

- Team Teaching Scheme

Two or three teachers in a grade/school with special training in home economics, industrial arts or agriculture may form a team to teach EPP.

Teachers who decide to work as a team should be guided by the following:

- Planning at the opening of the school year

- 1.1 Schedule the learning units in the MLC that will be sequentially taught for the whole year taking into consideration the pupils' needs, climate, human and material resources available, the culture of the community, and the capabilities of teachers who will handle the EPP classes.

- 1.2 Determine the general content of the learning area, suggested strategies, and resources both human and material.
- 1.3 Assign members to the team to teach the learning units.
- 2. Team Meetings (Regularly within the School Year)
 - 2.1 Team members should meet regularly or as the need arises, for possible adjustment in the program of activities and for continuous assessment of pupil progress/performance.
- 3. Implementation (For the Intermediate Grades)
 - 3.1 There must be a teacher responsible for a specific class in EPP, i.e., one grade/section, should be designated.
 - 3.2 In a small school of one section per grade level (Grades V and VI) in the intermediate grades, the Agriculture/Industrial Arts teacher and the Home Economics teacher may work as a team. By proper and purposeful programming both teachers could synchronize their EPP teaching-learning activities such that if teacher A is with Grade V, teacher B is with Grade VI. Then after a learning unit or learning units, they exchange classes.
 - 3.3 If there are two or more sections in one grade level, the Agriculture, Industrial Arts and Home Economics teachers may teach on a rotation basis within one grading period, as per sample schedule below.

FIRST GRADING PERIOD

LEARNING UNIT	:Grade V-1:	Grade V-2:	Grade V-3:	Teacher
A-1-Pagganap ng Tungkulin para sa sarili ayon sa kakayahan	: June : 15-30	: July : 1-15	: July : 15-30	: H.E. Teacher
2-Pangangalaga nang wasto at maayos sa kasuotan	: : : : : :	: : : : : :	: : : : : :	: : : : : :

B-4-Pagbibigay- halaga sa mga gawaing pang- agrikultura (Paghahalaman)	July 1-15	July 15-30	June 1-10	Agri. Teacher
A. 2.4.3 Pagkukun- puni ng mga sirang kagamitan	July 15-30	June 15-30	July 1-15	I. A. Teacher

3.4 The scheduling/assigning of the teaching-learning activities by content areas (e.g. Elementary Agriculture, Industrial Arts, Home Economics and Retail Trade) for each grading period is not advisable for the following reasons:

Edukasyong Pantahanan at Pangkabuhayan (EPP) as a learning area is an integration of the four content areas which means that for every grading period all the components when feasible should be taught.

A grading period of about 65 days or more is too short for Home Economics, Elementary Agriculture and Industrial Arts but too long for Retail Trade.

If content area like Home Economics is scheduled on periods when disruption of classes often occurs such as field days, athletic meet, typhoons and towards the end of the school year the adverse effect on teaching and learning is doubled.

Edukasyong Pantahanan at Pangkabuhayan (EPP) was framed on the basis of some conceptual themes and not on the different content areas. Hence the program be structured following the conceptual themes.

5. How should the teacher go about teaching the learning area?

The sequential listing of learning units planned by the teacher at the opening of the school year should be followed. Teaching content may be drawn from the pupil's textbook and the suggested teaching procedures and enrichment activities from the teacher's manual may be utilized.

Maximize community resources (both human and material) in the teaching of EPP. Activities/projects used as means to learn the skills in the NLC should be community based.

i.e. providing actual experiences and activities to help pupils learn to earn a living or for self-employment.

6. What do we mean by "concentration in at least one occupational or work skills is desirable" per MEC Order No. 6, s. 1982?

- Concentration in one occupational or work skill means that a pupil is assisted to pursue with some depth a specific learning component of EPP which he or she is interested in.
- The pupil may concentrate in any of the learning components of EPP namely: pananahi, pag-iimbak ng pagkain, pagluluto ng pagkain, gawaing pang-industriya, pag-aalaga ng hayop, paghahalaman, pagnanarseri at pagtitinda.

7. When should concentration take place?

- EPP teachers, innovative as they are, should be able to discover the individual potentials of the pupils. Once pupils who manifest special interest in their activities while going through a learning unit are identified, the teacher should immediately exhaust all possible means to motivate and encourage said pupils to pursue their particular interest and thereby develop their potentials to the hilt through varied and enriched activities.
- Concentration, if feasible may start as early as grade IV. The grade IV teacher should keep a systematic record of their pupils' individual interests and potentials for future references of the grades V and VI EPP teachers.
- Grouping pupils with related interests or fields of concentration is suggested to facilitate teaching. A schedule of the group's activities should be prepared by the teacher and should include the scheme in carrying out the activities outside of the regular class activities.
- The EPP teacher should tap human and material resources in the community to be able to provide varied activities or experiences for concentration.

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