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SCHOOL PROFILE

Details of Your School

1. Name of your school: KABAYAN CENTRAL SCHOOL
2. Full address: POBLACION, KABAYAN, BENGUET PROVINCE
3. Postcode: 2606
4. Country: PHILIPPINES
5. School's telephone number (country code+city code+telephone number): 0928 938 4795
6. School's fax number (country code+city code+fax number): n/a
7. School's email Address: remyndumao@gmail.com
8. Name of the Head Master/Principal/School Director: Remy N. Dum-ao
9. Name of the Teacher Coordinators: Josephine Bejar
10. Email address of the Coordinator: none
11. School website (if available): none
12. Educational level (Such as Kindergarten 1 to Grade/Year 9): GRADE 1 TO GRADE 6
13. Total number of teachers in your school: 11
14. Approximately number of teachers participated in this programme: 11
15. Total number of students in your school: 231
16. Approximate number of students participated in this programme: 231

PART II: Information about the School's Programme

1. Title of the school's programme

KABAYAN CENTRAL SCHOOL E-CARE PROGRAM

2. Summary of the programme

Kabayan Central School came up with the boosting of the Environmental Care Programme in response to the programs, laws and memorandums of the government. The activities are all focused on the prevention of environmental destruction and pollution thereby conserving it for the children of today and tomorrow. Since it is a programme that is planned to boost the former activities in the school we named it "KCS E-CARE POWER". The school sorted out all the ways and means to arm the children and the whole community with powerful armors against climate change.

This consists of:

1. School Guidelines

Vision -

We dream of Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation. As a learner-centered public institution, the Department of Education continuously improves itself to better serve its stakeholders.

Mission

To protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where: Students learn in a child-friendly, gender-sensitive, safe, and motivating environment. Teachers facilitate learning and constantly nurture every learner. Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen. Family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners.

Our Core Values

Maka-Diyos (Godly), Maka-tao (Humane), Makakalikasan (Nature Lover), Makabansa (Patriotic)

Curriculum – We've set up a syllabus that goes more environmental awareness, where the subjects like Science, Agriculture, English Language, Filipino Language, Arts and Culture included some activities that inculcate love for the country and help in building the nation combining the mission and core values towards the care of environment using local wisdom.

School Regulation - The school has a clear and strict clean and green policy that each school personnel, student and parent must be aware of.

2. Learning Programme

- Environmental Care Awareness
- Pera sa Basura (Money in the Garbage)
- Gulayan Sa Paaralan (School Vegetable Garden)
- Health and Nutrition Program

- School Learning Resource Center
- TAWID Center (Cultural Heritage Mini Museum)
- Every Learner is a Reader Program
-

3. Students and Teachers

- Organic Gardening
- Healthy Environment through beautification and posting of reminders about the Mystical Kabayan
- Reduce, Reuse, Recycle
- Sorting Out of Garbage (organic, inorganic, paper)
- Saving water and energy through using Solar Operated Equipment
- Clean and Green
- Environmental Education

4. Parents and Community

- Educating the Community
- Building Up Mini-Mystical Kabayan
- Financial and Manual Assistance
- Seminars/Workshops on Environmental Care
- Actual Hands-On Try Out Activity with the Parents on the 3R

3. Background information or reasons why the school created this programme

On September 2011, the then Department of Education (DepEd) has taken steps to strengthen environmental education in public and private schools to boost government efforts in dealing with climate change. Education Secretary Armin Luistro said the move seeks to match lectures in the classroom with concrete school-based activities that will preserve and protect the environment. Luistro issued DepEd Memorandum Order No. 52 directing schools to intensify environmental education and pushed for the creation of student-led environmental awareness groups in schools. The order was in compliance with Republic Act 9512 or “An Act to Promote Environmental Education and for other Purposes.” “I urge all public and private schools to take the lead in promoting environmental awareness by enhancing environmental education and pursuing activities in schools that nurture the environment,” said Luistro. ¹

In obedience to the directions that all public and private schools must intensify lessons regarding environment as well as in classroom discussions, drills and activities, our then school authorities planned the introduction of the activities on recycling, gardening using local wisdom.

At first the school came up with the making of plastic waste into bags, wallets, pillows, and many other things. The activities were implemented in the school but not into full blast then was not followed up until last year where the community is already experiencing so much effect of failure to take care of the environment, hence, the birth of this school's programme.

¹ Philstar Headlines 2011/09/04 Deped Strengthens Environmental Education

4. Objectives/goals of the programme

- 4.1. To instill in the minds of the learners the importance of environmental care;
- 4.2. To make use of the things abundantly available within the community lessening the use of commercialized resources;
- 4.3. To make use of the long time ago local wisdom in raising animals like fish and in backyard gardening that are not detrimental to the environment;
- 4.4. To reuse, reduce and recycle non-biodegradable things for the protection of the environment from further destruction and pollution;

5. Brief details about the local wisdom the school aims for within the programme and its values for environmental conservation

5.1 Brief information about the local wisdom that the school has applied in the programme

- 5.1.1. Green manuring is done instead of commercial fertilizer, extracted juice from different leaves mixed with fish bones are used for green label pesticides. While vermi worm is also utilized in composting some biodegradable waste.
- 5.1.2. Sun drying is also practiced to preserve vegetable like taro.
- 5.1.3. Recycling plastic bottles, scrap papers, used or old clothes/ bags/shoes mixed with soil and small amount of cement was also used instead of buying commercial materials in installing plant boxes and pots.
- 5.1.4. Also art craft using the indigenous art pattern was made and used as instructional learning materials instead of buying commercial ones.

5.2 From 5.1, please explain its values for environmental conservation

- By lessen commercial inputs in the school garden produce vegetable are healthier and more environmental friendly. Likewise, in preparing teaching-learning materials using the 3Rs would enhance the higher order thinking skills of the learners and it would make them more aware of proper waste disposal, appropriate use of technologies and their accountability in the consumption and preservation.

6. Period of the time when the programme was/has been started

The program was in full blast for more than a year already despite the fact that some of the activities are already being done since the issuance of the Memorandum Circular on September 2011.

7. Activities (Actions and strategies of implementation)

This part is important – please clearly explain all related strategies and activities that the school has implemented. Details of each activity can be attached as a part of attachments.

First, the school with the school planning team and Parents Teachers Association officers revisited the school performance and the School Improvement Plan to study what are the issues and concerns that affects the delivery of quality education to the learners.

Second, School Governing Council (SGC) was organized and series of advocacy was conducted to the existing learners' clubs/ organization, school personnel association and Parents Teachers Association. Then "Kabayan Central School E-Care" was conceptualized and

presented to the different stakeholders for ownership and implementation. Committee system was employed to sustain harmonious work flow.

Third, monitoring and evaluation of “Kabayan Central School E-Care Power” for trouble shooting and continuous development and improved implementation.

8. Teaching and learning approaches that the school has integrated the local wisdom (as identified in point 5) for environmental conservation.

Using the local wisdom or the indigenous knowledge and skill:

In Mathematics and Science competencies, the plant boxes and pots were built using the old cloths or rugs mixed soil and small amount of cement instead of buying commercial bricks. Compost served as the fertilizer of the plants. Produce vegetables were used in teaching the learners how to cook and some are used in feeding the malnourished learners. Likewise scrap papers, plastics, small rugs, old bags, old shoes are used in making pots in order to avoid hazardous waste disposal.

In Music, Arts, Physical Education and Health, indigenous way of resource preservation is integrated. Freedom wall and art exhibit are constructed in the learning station to inculcate sense of accountability and responsibility. Non-toxic chalk and color is put near it for accessibility. Use of earth colors through the leaves, fruits and stones was taught also for the learners to appreciate the importance of healthy plants and natural resources.

In Social Studies and Home Economics, entrepreneurial skills and knowledge, and appropriate zoning area was also taught as to appropriateness of facilities and availability of resources in the environment. Organic farming is also introduced using the vermi worm to compost waste. While on the language subjects like English, Filipino and Mother Tongue, the learners were taught with reading, writing and comprehension skills on appropriate perspective in conserving different resources vis-à-vis with environmental care and sustainable economy.

9. A) Participation with the community (How the school and community work together in planning and implementing the school programme)

The school administration embraced the concept of shared governance from planning – implementation – monitoring and evaluation. Members of School Governing Council are from the different Non-Government Organizations (The Kabayan transport group, 4Ps -Pantawid ng Pamilyang Pilipino Program beneficiaries, Parents Teachers Association, Women’s Group, Farmers Group and Kabayan Central School Alumni Association) and likewise from the Government Organization (Sangguniang Kabataan; Barangay Local Government Unit; Barangay Health Workers, Municipal Government Unit – Agriculture, Tourism, MSWD; Philippine National Police - Kabayan Unit) are members of the council to enrich sense of ownership of the “KCS E-Care Power”.

Committee system was used for human, financial and material resource input. Each group made their work implementing plan and they identified their partners.

B) Engagement of partners in community and their roles/contribution (Please provide the name of your partners in this programme and their roles/contributions)

Name of Partners	Roles and Contributions
Transport Beautiful Kabayan Operators Drivers Association - BKODA	They provided materials and they themselves painted mural of the SLRC and signage. They also conducted advocacy and source outed other recyclable materials such as but not limited to: old tires, plastics bottles, clothes, etc.
Barangay Local Government Unit	They provided logistics and conducted advocacy for their constituents to support the school program. They also volunteered manual labor.
Barangay Health Worker	They volunteered manual labor in establishing the gulayan sa paaralan
Philippine National Police	They volunteered manual labor and provided logistics also.
Kabayan Central Alumni Association	They conducted advocacy drive, gather and deliver logistics, and volunteered manual labor
Women Group/ Senior Citizen Group/ Farmers Group	They volunteered manual labor, donated recyclable materials and food for work.

(Please add more row if it is necessary)

10. Activities that the school has contributed to the community related to the school programme and when

Every time the different groups will come to the school and perform their task, training/ workshop is done first to ensure that everybody knows how fit in on the on going implementation of “KCS E-Care Power” project.

- 10.1. Advocacy on the proper waste segregation and management by introducing pottery out of cloth, cement, soil, plastic, used paper.
- 10.2. Alternative Livelihood on pots and tokens (organizer, picture frames, toys, etc.)
- 10.3. Elders also serves as the validator of the local and indigenous wisdom to be integrated in the teaching-learning process.
- 10.4. The indigenous way of working together was rekindle through the Brigada Plus activities in the school.
- 10.5. The Philippine National Police and the DRRM (Disaster Risk Reduction Management) conduct earthquake and fire drills quarterly.

11. Monitoring and evaluation mechanisms and summary of results

Monitoring and evaluation mechanisms:

The school head as the overall chairman conducts bi-monthly conference with the different committee for consultation and troubleshooting on issues and concerns raise. She also conducts weekly consultative conference with the school planning team and quarterly meeting with the board of School Governing Council and Parents Teachers Association for proper coordination and collaboration.

The Public Schools District Supervisor also conducts bi-monthly school visit to the office of the school head for technical assistance on the implementation of the said program.

Summary of results:

The programme has enriched the teaching-learning process since hundred percent of the learners and school personnel were involved in the implementation. It contributed a lot in creating a learner-centered atmosphere. On the other hand, the learners were at least thought on how to be creative and productive amidst limited resources. Collective leadership also was practiced amongst the partners/ community. The Gulayan sa Paaralan is now becoming a demo farm on organic vegetable production and the learning stations showcase the learners and partners' output from the training-workshop. Pots are already sold in the locality and practice of 3Rs (Reuse, Reduce and Recycle) was strengthened.

12. Resources used for programme implementation

Local materials used as inputs in the program such as but not limited to: bamboo stick, used clothes, soil, sand, gravel, rocks, cement, plastic bottles, vermi worm, other recyclable materials were donated by the different community members and groups.

Human resources were the transport group, farmers, women group, senior citizens group, Philippine National Police, Barangay Health Workers, Barangay Council, retired government employees, teachers, parents, learners, businessmen in the locality, etc.

While the lesson plans or teacher-made instructional materials where in the SDG goals were integrated were validated by the elders who are certified by the indigenous community and the Department of Education.

13. Benefits/Impacts/ positive outcomes of the programme to students, school and the wider community

The "KCS E-Care Power" served as a platform in inculcating the precious role of a healthy environment in the development of one's life and community. Stakeholders were reminded that they can produce their own healthy food, they can practice the 3Rs of waste management, clean air and water is valued, entrepreneurs are arising in the locality applying the skills they learned in the school training-workshop, collective efforts were embraced as reflected by the high percentage of participation of learners, school personnel, parents, community and other partners. At least the attitude and behavior of the learners has improved and the teaching-learning process is now matched to the curriculum.

14. Interrelationship of the school programme with other Sustainable Development Goals (SDGs) (Please refer to page 2 in the Information Note or <https://sustainabledevelopment.un.org/sdgs>)

E-Care Programme of Kabayan Central School is interrelated with the SDG goals such as: No poverty, zero hunger, good health and well-being, quality education, gender equality, clean water and sanitation, decent work and economic growth, reduced inequalities, sustainable communities, responsible consumption and production, climate action, life below water, life on land, peace, justice and strong institutions, partnership for the goal.

15. Plan for sustainability and plan for scaling-up/expansion

Plan for sustainability:

- 15.1. Conduct regular advocacy with stakeholders in promote the SDG goals to raise more awareness
- 15.2. Conduct quarterly assessment on the impact and results of the E-Care program vis-à-vis the leadership and management, curriculum and instruction, accountability and continuous improvement, management of resources in order to align the learners' performances, transfer of local wisdom to the learners and progress and development of crafted partnership
- 15.3. Conduct monitoring and evaluation on the progress of implementation of E-Care program
- 15.4. Conduct continuous training/ seminar-workshop on upcycling, organic farming (soil and water base) and marketing of produce products involving the learners, parents/ guardian and other members of the School Governing Council.

Plan for scaling-up/expansion: The school is planning to establish more learning station in any available space in the campus with vertical organic gardening, integrated aquaponics and pottery using recycled materials. Likewise, the organic garden will be enhanced to ensure continuous production whole year round to serve as a demo farm in the community and at the same time to raise the level of learners' awareness on healthy source of food. In the future, the learners are expected to be actively involve on the different community activities in preserving the culture and heritage vis-à-vis with the environmental protection.

16. Achievements from the school's programme "Applying Local Wisdom for Environmental Conservation"

16.1. Kabayan Central School was able to get an award such as:

- > The most functional School Learning Resource Center in the District and a nominee for the search in Benguet Division for the SY 2018 – 2019.
- > 2017 Kabayan District Athletic Meet Over All Champion
- > Second Place in the 2017 Search for the Cleanest and Greenest School - Kabayan District

16.2. The school is the show window of the Municipality of Kabayan, Benguet, Philippines on its innovative E-Care program. Other schools are visiting for benchmarking and the school head is asked to help in creating token designs for livelihood of the different communities/ barangays in the municipality.

16.3. 100% learners' participation in the different school base competition for the SY 2018 – 2019.

16.4. Increased stakeholders' participation during Brigada Plus in the school

16.5. Improved teaching-learning strategies employed in developing the HOTS – Higher Order Thinking Skill of learners.

16.6. Minimized absenteeism and tardiness of learners since they are now attracted in spending their time in the School Learning Resource Center/ TAWID Corner – a cultural corner and learning stations.

16.7. School Governing Council is established and Parents Teachers Association is now active

17. List of supporting documents such as a copy of the school operational plan or school management plan, action plan, learning/ teaching materials, lesson plans, samples of student worksheet, manuals, etc.

If the supporting documents are in the local language, please provide a brief description in English language.

- Document 1)..... Kabayan Central School Philippines video
- Document 2) Kabayan Central School Philippines Action Plan
- Document 3) Kabayan Central School Philippines Certificates
- Document 4) Kabayan Central School Philippines Procedures
- Document 5) Kabayan Central School Philippines Lesson Plan

18. Photos related to the activity/programme (Maximum of 5 photos with captions in English)

Photo1



A community elder volunteered in demonstrating/ teaching indigenous ways of rice milling and sorting

Photo 2



Stakeholders preparing plant beds using bamboo as frame and old cloths with soil and cement as frame

Photo 3



Stakeholders volunteered to haul and deliver river sand, gravel and rock to be used in riprapping certain areas in the school garden. “Bayanihan” system was strengthened.

Photo 4



Volunteers making frames, pots, sills using the 3Rs of solid waste and management

Photo 5



Learners noting, observing and discussing the local wisdom applied in constructing the plant boxes and green manuring used