



SEAMEO-Japan



MEXT

MINISTRY OF EDUCATION,  
CULTURE, SPORTS,  
SCIENCE AND TECHNOLOGY-JAPAN

ESD Award

**Submission Form of 2017 SEAMEO-Japan ESD Award  
Theme: Improving Health and Nutrition**

**PART I: Details of School**

1. Name of your school: **Apnagan Elementary School**
2. Full address: **Apnagan, Villapagasa, Bansud, Oriental Mindoro**
3. Postcode: **5210**
4. Country: **Philippines**
5. School's telephone number (country code+city code+telephone number): N/A
6. School's fax number (country code+city code+fax number): N/A
7. School's email Address: **apnaganes@gmail.com / rodericklabaguislabaytic15@gmail.com**
8. Name of the Head Master/Principal/School Director: **Mr. Roderick L. Labay**
9. Name of the Teacher Coordinator: **Mr. Mark John Hizon S. Sagbang**
10. Email address of the Coordinator: **mjhssagbang@gmail.com**
11. School website (if available): N/A
12. Educational level (Such as Grade/year 1-6 or Grade/year 6-12): **Kindergarten - Grade 6**
13. Total number of teachers in your school: **7 Teachers**
14. Total number of students in your school: **234 Students**
15. Approximately number of teachers participated in planning and implementing this school's programme for improving health and nutrition: **7 Teachers**
16. Approximate number of students participated in planning and implementing this school's programme for improving health and nutrition: **234 Students**



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**PART II: Information about the School's Programme**

**1. Title of the school's programme**

**Project PHASE**  
**(Personal Health And Sanitation Education)**

**2. Summary of the programme**

Apnagan Elementary School launched the **Project PHASE** (Personal Health And Sanitation Education) in February 5, 2017 aiming to improve health status, personal hygiene practices and healthy habits of pupils with maximum involvement of their parents. The project's initial participants and beneficiaries were 33 Kindergarten and Grade 1 pupils from indigenous group *Buhid Mangyan* and extended to all the Grades. The project was conceptualized to address the prevailing malnutrition, frequent common illnesses like common colds, coughs, diarrhea, and parasitism among the *Buhid* children in the community where Apnagan Elementary School is located.

Project PHASE was implemented initially for *Buhid* children in Kindergarten to Grade I and their parents and to be extended to all grade levels and the community by increasing awareness on nutritional value of "*malunggay*" (*Moringa Oleifera*). It covers plans like educating parents on how to prepare low-cost but nutritious foods, regular feeding in school for 6 straight months and teaching learners about the importance of having a clean and healthy body and mind by giving trivial facts integrated in all subjects. Likewise, conducting health symposium for parents and learners which was led by the proficient district nurse is administered. Additionally, distributing personal hygiene kit to the beneficiaries was carried out. Moreover, strengthening the bond and partnership of school and its community by encouraging them to plant vegetables and fruits on their place; this is to outspread the goals of the project even off-school.

In order to supervise the progress of this project, the school created and designed a health checklist monitored by parents at home and teachers in the school. This was comprised of sanitation activities like regular bathing, brushing teeth, hand washing and cutting fingernails.

Project PHASE has manifested positive outcomes as observed among AES pupil beneficiaries. The immense improvement on the nutritional status of 31 out of 33 undernourished pupils is a remarkable impact of the project. Furthermore, with the help of partnership established among different stakeholders, family and community of Apnagan, the program has long become possible and coming near across success.

The project holds future plans and sustainability of health and nutrition improvement such as extending it to all grade levels, sending letters to potential donors, upholding the use of technology as a marketing strategy to share the vision of the project, improvement of health facilities, as well as inviting resource persons from government organizations concerning health and agricultural education.

Apnagan Elementary School believed that Project PHASE is playing vital part in the school curriculum since an investment in a healthy education is an investment to students' holistic progress, development and success.

\**Buhid Mangyan* – one of the 7 native tribes in the Province of Oriental Mindoro

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

Apnagan Elementary School is located in *Sitio* Apnagan catering to 234 Kindergarten to Grade 6 students, 106 or 45% of which are *Buhid* children. The problems of absenteeism, low performance in school, high risk of dropping out among pupils were the major problems faced by the school. After a conduct of root-cause analysis, these problems were found out to be rooted on, poor hygienic practice, undernourishment and lack of proper parental health guidance, parents lack awareness on nutritional food preparation.

This alarming situation prompted Apnagan Elementary School personnel to act immediately, thus Project PHASE was conceptualized and implemented.

### 4. Objectives/goals of the programme

Project PHASE has the following objectives:

1. Two hundred thirty four out of 234 or 100% of students from Kindergarten to Grade 6 will be educated and practiced personal hygiene and healthy habits with parents and community involvement.
2. To improve the health status of 33 undernourished children from Kindergarten to Grade 6
3. To intensify the value of health education by means of teaching the pupils to practice wholesome activities.
4. To establish strong linkages and partnership between school and community in implementing programs and projects for improvement.

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

The Project started last February 5, 2017 and has been continued to be implemented at present time.

### 6. Activities (Actions and strategies of implementation)

The following Activities were analyzed and actively done:

1. Solicit supplies from the identified sponsors – February 1, 2017 up to present
2. Symposium/Orientation with parents about Health habits & Personal Health conducted by Nurse Lorna De Castro – February 6, 2017
3. Explained the checklist designed used in the project and distribution of solicited personal hygiene kit to the beneficiaries – February 6, 2017.  
Note: Parents are being communicated and reminded that they are responsible for the health of their children at home, while teachers at school are accountable for the continuation of proper healthy routines integrated in different subjects to ensure proper health discipline. In order to supervise the progress of this project, the school created and designed a health checklist monitored by parents at home and teachers in the school. This was comprised of sanitation activities like regular bathing, brushing teeth, hand washing and cutting fingernails; pupils list of nutritious food consumed a day were supervised as well.
4. Another Health checklist was designed to monitor what kind of nutritious food do they eat everyday. The checklist will be filled up by the SBFP beneficiaries. - February 6, 2017 up to present
5. Parents worked together in making improvised handwashing area, dental trough, canteen and feeding room. – February
6. Check the monitoring forms signed by the parents – February 7, 2017 up to Present
7. Home Visitation to ensure the continuous practice of personal hygiene and healthy habits – February 21, 2017 up to present
8. Daily Monitoring of checklist signed by the parents and teachers (bathing, hand washing, tooth brushing, changing clothes, combing hair and cutting fingernails) - February 7, 2017 up to Present

9. Weekly monitoring of fingernails using the checklist – Every Monday of the week
10. Regular monitoring of the Practices on Healthy Habits & Personal Hygiene - February 7, 2017 up to Present
11. Monitoring of Daily Collection of Data Needed/Checklist signed by parents, Daily inspection of SH to the distributed checklist, Monitoring the progress the students, Continuous collection of checklist – February 7, 2017 up to present
12. Culminating Activities/Recognition of Pupils and Parents – April 1, 2017
  - 11.1 Giving awards & recognition to parents for supporting the programs and projects of the school
  - 11.2 Distributions of certificate of recognition to the identified sponsors and resource persons.
13. Project PHASE was integrated by the teachers to their daily teaching and learning process in all subjects.
14. Apnagan ES provided solid waste plan and ensured safe water. –year round
15. Parents and teachers supported the SBFP (School-based Feeding Program) funded by DepEd within 6 straight months and PTA (Parents Teachers Association) provided supplemental feeding funded by AES stakeholders and from income generated resources of Banana Plantation.
16. Teachers provide lecture or trivial facts to the undernourished students about nutritious foods within 10 - 15 minutes before meal. – Daily Activity
17. AES launched “*Gulayan sa Bakuran*” as an extension project to the community. All members participated in making a healthy source of inexpensive and nutritious food for their family especially for their children. – June 15, 2017
18. Parents and Teachers conducted Banana Plantation Activity- It is revived the spirit of “*Bayanihan*” (helping hands) in community of Apnagan Villapagasa. The IP (Indigenous People) and Non IP parents gave their all effort in planting banana trees at the backyard of the school anticipating that its future profit will be allocated in the nutritional improvement of the learners. Parents also supported the DepEd (Department of Education) Program which is “*Gulayan sa Paaralan*” (Vegetable Garden Inside the School). – June 17, 2017 up to present
19. School Head presented the Project PHASE to the Division and it was approved by the panelist. – June 21, 2017
20. Validation of the implemented Project PHASE as one of the innovations of Apnagan Elementary School conducted by Dr. Genalin M. Alinio - PSDS (Public School District Supervisor) and Barangay Captain Flaviano M. Reano.- April 5, 2017
21. Apnagan PTA launched “*Tapat Mo, Linis Natin*” (Let’s Clean your Place) - a Community Clean –Up Drive which is done once in a month to ensure a clean and safe environment and free from the risk and danger of disease that the students may possibly obtain.
22. Coordinated with Rural Health Unit (RHU) and Local Government Unit (LGU) in conducting School-Based Immunization Program and Deworming – July 17, 2017
23. Provision of seed/seedlings and garden tools were materialized with the cooperation of Department of Agrarian (DA) – August 30, 2017
24. Use social media marketing strategy and health and nutrition advocacy like facebook account, distribution of fliers, posting of tarpaulins and campaign posters.

Note: The aforementioned activities are acknowledged by the members of the community. This has become the medium of sharing the achievements of Apnagan Elementary School not only in the residence of Villapagasa but also to every part of the world. People who got to see the schools’ post right away extend their help and support to the program. Having such appreciation from others strengthen the vision of this project.

## **7. Teaching and learning approaches that the school applies for teaching “Improving Health and Nutrition”**

The teachers of Apnagan Elementary School apply pedagogical approaches as mandated by Kto12 program. The integrative, integrative, and collaborative approaches made possible the integration of healthy habits and nutrition education to academic subjects like English, Math and Science. The healthy habit principles are already part of curriculum in Home Economics and Livelihood, Character Education

and Health Education. The teaching-learning activities include role playing, simulation, group dynamics, individual and collaborative approaches are applied in assigning group projects and outputs to students.

**8. Related activities that the school have contributed to the community and shared school practices to the community.**

Apnagan Elementry School spearheaded the various interconnected activities and promoted it to the community. These are the following:

1. “*Gulayan sa Bakuran*” (Vegetables Plantation at Home Garden) was launched as an extension program of DepEd. “*Gulayan sa Paaralan*” (Vegetable Garden in School)
2. “*Tapat Mo, Linis Natin*” (Let’s Clean Your Place) – a Community Clean-Up Drive was also initiated and materialized with the support of Brgy. Captain and the whole community of Sitio Apnagan. It established interactive communication aimed to maintain clean and safe environment for all.
3. Symposium about Personal Hygiene and Sanitation Education was extended and delivered by Nurse Lorna De Castro in the community of Apnagan. Parents were informed on proper parental health guidance and became knowledgeable on standardized nutritional food preparation.
4. Supplemental feeding program was also conducted with the help of identified sponsors and stakeholders.
5. Project PHASE was also introduced and adapted most especially in the IP community.
6. PTA together with the community conducted regular meetings to discuss activities that are intended to improve health and nutrition in order to have a happy and healthy life style. This is a better way of Apnagan community to demonstrate strong spirit of cooperation and sharing of expertise as well as volunteered helping hands in time of needs.

**9. Engagement of partners (Please provide the name of your partners in this programme and their roles/contributions)**

Name of Partners	Roles and Contributions
Dr. Mabel F. Musa	Project Consultant/Adviser
Mrs. Lorna De Castro	Bansud District Nurse – Conducted Symposium about Physical Health And Sanitation Education and provided cash assistance with the amount of Php 500 for the provision of personal hygiene kit.
Parents of Students in AES	Monitor their children’s health at home daily, support the monthly community clean-up drive, and help in implementation the SBF (School-Based Feeding Program). Cooperate in planting vegetables and bananas in the school yard. The income generated resources from Banana Plantation and vegetable garden was used in the provision of pupils’ hygiene kit and used in schools’ supplemental feeding program. They also support the project “ <i>Gulayan sa Bakuran</i> ” (Vegetables Garden your Home)
Teachers of Students in AES	Monitor and support in the Project PHASE implementation, assist their students during handwashing and toothbrushing every 7:00-7:15AM, and conduct Nutrition Trivial Facts.
Jovelyn Chavez, Ador L. Semilla, Randy P. Visaya, Bernadeth T. Edos,	Donor of cash assistance for the provision of personal hygiene kit
Mr. & Mrs. Randy Medrano, Mrs. Lolita B. Briñosa, Mrs. Ma. Edith Mataac, Mrs. Genie Cudiamat, Ms. Ching Asi, Co-scholars in SHDPFC	Donor of personal hygiene kit

## 10. Resources used for implementation

Through the help of various enthusiastic human resources, the project was put into reality. Such resources helped and supported to aid the noticeable problem in health and nutrition of the pupils in Apnagan Elementary School. These evident resources are the following:

1. Donations of hygienic kit that includes toothbrush, shampoo, soap, clothes and medical things from partners and sponsors brought assurance and success on the implementation of the project.
2. Standardized Recipes Using “*Malunggay*”- serve as a guide to SBFP coordinator, canteen manager and PTA members in the preparation of nutritious food for in-school feeding and for the families. It is also a ready sources of ingredients for various *malunggay*-based recipes being developed and standardized by the Health and Nutrition Center (NHC).
3. Banana plantation, “*Gulayan sa Paaralan*” and “*Gulayan sa Bakuran*” as part of environmental resources also has regard an important sources of foods and funds allocated in the improvement of nutritional status especially among severely wasted (malnourished) learners of the school.
4. Donations of cleaning materials, seeds, garden tools and volunteer manpower from the members of community were also open arms accepted by the school. These simple but appealing actions and contributions from the people in society was one big phase towards achieving the goals and objective of this project.

## 11. Monitoring and evaluation mechanisms and summary of results

Monitoring and evaluation mechanisms:

The primary implementor of this Project PHASE was used a tool in supervising and assessment.

\*A health checklist was designed to monitor the routines of the pupils in Apnagan Elementary School. The parents are responsible to monitor their children’s activities at home, written in this checklist were the date, the activities such as taking a bath, brushing teeth, changing clothes, washing hands and cutting fingernails along with the parents name and signature. Another copy was in the hands of pupils’ adviser, both were accountable to check and assess the health progress of the children.

\* Another Nutrition Checklist which will be answered by SBFP beneficiaries was used to check what healthy food are included in their daily menu. This was supervised as well by their parents and teachers.

Summary of results:

Based on concise findings, the following are the evident results:

1. After evaluating the nutritional status result conducted by the District Nurse, 31 out of 33 or 94% malnourished students became nourished after the implementation of Project PHASE with the support of AES internal and external stakeholders and DedEd’s SBFP Program and *Gulayan sa Paaralan*.
2. Two hundred thirty-four out of 234 or 100% of students from Kindergarten to Grade 6 are educated and practised personal hygiene and healthy habits with parents and community involvement.
3. After the Assessment on nutritional status using Body Mass Index (BMI) and health checklists, evident positive outcomes for all recipients have been proven and recognizable physical changes among the pupils have been verified.
4. The rapport built between the teachers and parents for targeting common goals of improving the health among the learners and most especially on the discipline was manifested by all participants and beneficiaries.
5. Students became aware and responsible to their sanitation and nutritious food that they are

needed to eat in able to become healthy

## 12. Achievement from the school's health and nutrition programme

Project PHASE resulted to overwhelming accomplishments to the school, such as the evident are the following:

1. Transformation of the pupils due to regular practiced of personal hygiene and healthy habits with parents and community involvement
2. Out of 33 beneficiaries of SBFP, 31 pupils became nourished (normal nutritional health status).
3. 100% of parents of Kindergarten to Grade I showed their support to the program and it remarkably strengthen the partnership between the school and its community.
4. When the community was informed about this project, many had pledged their support for its continuity. Social media marketing strategy confirmed its effectiveness because many stakeholders become aware on the project.

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

The following are the positive impacts of Project PHASE in school and community:

1. 100% of students from Kindergarten to Grade 6 are practicing personal hygiene and healthy habits and nutritional awareness with parents and community involvement.
2. Thirty-one out of 33 or 94% of malnourished students who underwent special feeding program in nutritional status. The Project PHASE mitigated the malnutrition among Apnagan ES learners.
3. Increased attendance rate from 97% -100% as well as the academic performance of the learners
4. The partnership between Apnagan Elementary School and its community was passionately established and strengthened, their awareness to create a source of inexpensive but delicious and nutritious food for their family has enriched. With the help of the community, the school fully realized its objective of delivering quality health and nutrition education and development among the students.

## 14. Plan for sustainability and plan for the future

Plan for sustainability:

The continuity any projects depends most of the availability of resources. To ensure the sustainability of Project PHASE and to continuously earn the support and sponsorship, a social media account for Apnagan Elementary School, Project PHASE was created. In here, all updates activities and programs are being posted and reported to stakeholders.

Plan for the future:

The following activities are conceptualized and will be implemented in order to sustain the Project PHASE:

### 1. For Health and Nutrition:

- \* Invite Health Professionals from DA (Department of Health) to conduct about the Importance of Nutrition and Proper Hygiene
- \* Provide supplemental feeding for undernourished children with the help of stakeholders and from the income generated resources of Banana Plantation
- \* Conduct tree planting of *malunggay* and other trees/vegetables in the school garden and community backyards through integration in Science classes and school community outreach projects in close coordination with other government and non-government agencies involved particularly in the promotion of *malunggay* as food commodity and to support the DepEd Health Program.
- \* Improvement of Health Facilities – clinic, canteen, handwashing area and dental trough (toothbrushing area) funded from identified sponsors and school MOOE

## 2. For Livelihood

- \* Invite resource persons from DA to conduct “Agri Symposium” about proper farming and soil testing in the community farms
- \* Coordinate with DA and Bureau of Plant and Industry (BPI) for their technical assistance to plant propagation, processing of *malunggay* leaves and fruits for food, and for the provision of seed/seedlings/stem cutting to school and community
- \* Conduct livelihood program for parents in the community with the coordination of DTI (Department of Trade and Industry)
- \* Coordinate with different micro financing cooperative/organization for financial assistance to the parents in the community which will be used in their farming and food production

## 15. List of supporting documents

- Document 1) Project PHASE Action Plan
- Document 2) Sample Standardized Recipes Using “*Malunggay*”
- Document 3) SMonitoring Health and Nutrition Checklist of the Beneficiaries
- Document 4) Lesson Plan integrated in different subjects concerning Health and Nutrition Improvement
- Document 5) Certificates of Project PHASE & Sample social media marketing strategy

## 16. Photos related to the activity/programme



*Nurse Lorna De Castro from the Division office of Oriental Mindoro conducts symposium from Kindergarten to Grade 6 and their parents*





*Grade 1 students (mostly “Buhid” children) brush their teeth in school*



*Apnagan ES parents and School personnel work together in cleaning the community in Sitio Apnagan to have a clean and safe environment*



*Student beneficiaries of Project PHASE happily show their smiles and clean hands after toothbrushing and handwashing.*