



MEXT

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

SEAMEO-Japan ESD Award

Supporting Partner:



Bangkok Office
Asia and Pacific Regional
Bureau for Education

Submission Form of 2019 SEAMEO-Japan ESD Award Theme: Building Peace in Schools and Communities

The last day for submission of entries: 2 September 2019

- To participate in the 2019 SEAMEO-Japan ESD Award, please submit the information of your school's project/programme on "Building Peace in Schools and Communities" by using this Submission Form by Monday 2 September 2019.
- The **digital format of this Submission Form** can be downloaded from the following link/QR Code or requested by sending an email to: seameojapan.award@seameo.org.

<http://bit.ly/2019SEAMEOJapanESDAward>



- The **guidelines for submission of entries** and the **judging criteria** are detailed in page 9-12 of this document.
- **How to Submit the Entry:** The schools should submit the completed Submission Form and/or maximum of 5 Supporting Documents to the following Google Link:

<http://bit.ly/2019ESDAward-submission>

If the school has difficulties in submitting the entry to the above google link, please email to:

seameojapan.award@seameo.org

Note: To align with the ESD practices and to save the environment and energy, the Committee will not accept the entry in hard copies. **Only the submission of entry in digital file to the above google link is accepted.**

- More information, please contact the SEAMEO Secretariat, Bangkok: Tel. +66-2391-0144, Email: seameojapan.award@seameo.org.

PART I: Details of Your School

1. Name of your school: **BAGUMBAYAN ELEMENTARY SCHOOL**
2. Full address: **SITIO 3 BRGY. BAGUMBAYAN SANTA CRUZ, LAGUNA**
3. Postcode: **049**
4. Country: **+63**
5. School's telephone number (country code+city code+telephone number): **(049) 501-4871**
6. School's fax number (country code+city code+fax number): **N/A**
7. School's email Address: **soledad.villaneuva@yahoo.com**
8. Name of the Head Master/Principal/School Director: **Ms. SOLEDAD S. VILLANUEVA**
9. Name of the Teacher Coordinator: **MS. CARMELITA M. ANGELES**
10. Email address of the Coordinator: carmelita.angeles@deped.gov.ph
11. School website (if available): **N/A**
12. Educational level (Such as Kindergarten 1 to Grade/Year 9): **KINDER TO GRADE 6**
13. Total number of teachers in your school: **62**
14. Approximately number of teachers participated in this programme: **62**
15. Total number of students in your school: **2022**
16. Approximate number of students participated in this programme: **2022**

PART II: Information about the School's Programme

The information of part II from no.1 to 13 should be no longer than nine (9) pages long of A4 in total. The information should be written in Times New Roman font, 11-12 point size.

1. Title of the school's programme

PROJECT KIDS PATROL (Keeping the Individual on the Development of Self -Discipline)

2. Summary of the programme (one half to 1 page of A4 sheet size)

<p>The program was implemented in Bagumbayan Elementary School (BAGES) due to the cases reported from the School guidance office concerning to the negative attitudes and declining discipline of the learners inside the classroom. Bullying, fighting, smoking and theft are the problems of the pupils now a days that need extra attention. In the fast changing generation today self-discipline is always at risk. Vanishing self-discipline is tremendously awful and have terrible effects on pupils' academic performances.</p>
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<p>In connection with this, creating project KIDS Patrol (Keeping the Individual on the Development of self-Discipline) had been establishes last school year 2018-2019 through the Parent – Teacher Association (PTA) partnership with the coordination of the stakeholders headed by PCol JOHN KIRBY KRAFT, Police Provincial Director of Laguna, Philippines. It was noted that 36 out of 301 or 12% grade five pupils and 41 out of 275 or 15% grade six pupils were listed in the guidance office that needs disciplinary action. In order to eliminate structural violence and bullying, Project KIDS Patrol firstly implemented to the fifth and sixth graders who were involved in the different cases during the school year. Parents of these learners were called in a meeting for moral support and permission. The school believes that peace and order is an essential ingredient in maintaining educational development</p>
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and social stability. A peaceful and orderly environment facilitates and revitalizes pupils' attitude and behavior. Different activities were conducted by the Laguna Police Provincial Office. They learned how to become a junior police or a KIDS PATROL that will help the school in maintaining peace and order inside the school premises. Example is helping the teachers during flag ceremony by means of making a straight line formation of Learners from Kinder to grade 6 during the program. KIDS PATROL Project is very effective in developing learners' positive attitude.

In this regard, for the School Year, 2019-2020, PCol.ELEAZAR P. MATTA, The New Provincial Director of Laguna Provincial Police Office sustains, leads and guides the implementation of the said project. Same activities were given to the learners. We encouraged 62 teachers and 2020 learners to be a part of the project. Activities given were based on the age and grade level of the learners dealing with positive attitude. Based on the initial findings from the cases recorded in the Guidance Office, learners with cases were fluctuated and more leaders were produced.

Projects KIDS Patrol became one of the best practices at Bagumbayan Elementary School and contributed much to the young learners' positive discipline that led them to become a responsible individual.

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

Based on the alarming cases reported from the School Guidance Office concerning the declining discipline of the learners.

GRADE	No. of Learners	Cases that needs Action				TOTAL
		BULLYING	FIGHTING	SMOKING	THEFT	
V	301	12	18	4	2	36
VI	275	16	21	3	1	41
Total	576	28	39	7	3	77

4. Objectives/goals of the programme

The school created and implemented Projects KIDS Patrol due to the following goals:

1. The revitalizes pupils attitude and behavior
2. To give sample attention to the declining learners discipline
3. To emphasize the importance of home, school of community partnership to address peace and order.
4. To develop child holistically.

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

The programme started in July 2018 up to present date.

6. Key knowledge, skills, attitudes/values and behaviors that you expect develop from this programme.

The following are key knowledge, skills, attitudes/ values expected to develop the programme:

- Gain confidence
- Enhance the learner's responsibility and commitment to the community
- Instill discipline and be responsible individual
- Develop learners' ability to follow law and order

7. Activities (Strategies, activities, steps for implementation)

This part is important – please clearly explain all related strategies and activities that the school has implemented and brief information of each strategy/activity). Details of each activity can be attached as a part of supporting documents.

Phase I- **Mobilization**

- Preparation of Action Plan
- Request for support from stakeholders (Internal and external)
- Conduct of training/ workshop and related activities

- Conduct intervention activities in standardizing self- discipline
- Phase II- **Establishing Project KIDS Patrol**
- Implementation of Project KIDS Patrol
 - Regular Monitoring of the project
 - Establish good values in each pupils
 - Conduct intervention activities
- Phase III- **Post Monitoring and Evaluation**
- Monitoring of Project KIDS Patrol practices in school and in community
 - Evaluation of the impact of Project KIDS Patrol in our school and community
- Phase IV- Scaling- up
- Planning for the Scaling-up of the programme
 - Meeting with the LPPO (Laguna Provincial Police Office)
 - Creation of Technical Working Committee
 - School training/ workshop in Project KIDS Patrol
 - Division wide Red Cross Leadership Training/ Workshop

8. Teaching and learning approaches/strategies that the school has integrated for peace education.

- To deepen the pupils learning experiences and their attitudes toward school activities, different programs and training has been established by the school for effective teaching and learning approaches.
- Symposium on Moral Recovery
 - Seminar on DARE (Drug Abuse Resistance Education) and Iwas Droga (No To Drugs)
 - Iwas Dengue Campaign (Anti- Mosquito Bite)
 - First Aid Training
 - Bullying Lecture
 - Self Defense Techniques
 - Marching and Formation

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

In planning and implementing school program, school and community work hand in hand. The school conducted a general assembly for the orientation where in all supportive parents and helpful stakeholders participated. The matrix and activities of the project was fully discussed and the time table was established. The school participated also in some series of community training/workshop activity sponsored by the PNP like DARE (Drug Abuse Resistance Education), Iwas Droga (Anti-Mosquito Bite) and Moral Recovery. Some pupils attended Red Cross Leadership Workshop, Dengue Campaign and Earthquake Drill. A close monitoring was completed to assure the success of the program.

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
Department of Education	Provision of Seminars and training in Leadership
PNP(Philippine National Police)/LPPO Laguna Provincial Police Office	Conducts seminar on DARE (Drug Abuse Resistance Education), Iwas Droga (No To Drugs)
Provincial Police Advisory Council	Train our KIDS Patrol to follow rules, law and orders.
Red Cross	Initiate Leadership Workshop/ training
Municipal and Barangay Office DRRMM	Conduct seminar on safety awareness
Parents and teachers	Monitor the project

(Please add more row if it is necessary)

10. Activities that the school, students and teachers have contributed to the community

- Symposium on Moral Recovery

- Seminar on DARE (Drug Abuse Resistance Education) and Iwas Droga (No To Drugs)
- Red Cross Leadership Training
- Iwas Dengue Campaign (Anti- Mosquito Bite)
- First Aid Training
- Bullying Lecture
- Self- Defense Techniques
- Marching and Formation

11. Programme for monitoring and evaluation mechanisms and summary of results

Monitoring and evaluation mechanisms:

Weekly meeting of all officers of KIDS Patrol

- Everyday monitoring of their activities
- Close investigation to some reported cases of some concerned pupils
- Submit untoward reports to Guidance Office
- Monitor pupils with challenged behavior.
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Summary of results:

Through close monitoring and evaluation, pupils were able to follow laws, orders and perform in a disciplinary manner. Bullying cases and physical injuries in our school were lessen. Behavior of learners become positive.

12. Resources used for programme implementation

The Resources/Fund used in the Program are from the School Fund, Monthly Operating and Other Expenses (MOOE), Donations from Stakeholders and LGU's (Local Government Unit) and NGO's (Non-Government Organization)

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

Project KIDS Patrol enhanced individual awareness and participation in school safety. Safety in school promotes the protection of students from violence, exposure to weapons and threats, bullying and sale of illegal drugs. The project allows children to look forward to being in a wholesome environment that promotes social and creative learning. Children in school do better when they are free from injuries and accidents.

When school children are safe in school, it gives opportunities for participation and contribution in the learning process that leads to become a better individual in their respective community.

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>)

To support the program in the school related activities where students are safe from violence, bullying, and harassment, the stakeholders, parents, teachers and the community joined hand in hand for the proper dissemination of the project to the community.

One of the Project is the School and Home Garden Plus(SHG+) of the Southeast Asian Regional Center for Graduate Study and Research in Agriculture (SEARCA) University of the Philippines, Los Banos Laguna (UPLB) and "Gulayan sa Paaralan Project" or Vegetable Garden Project in School

This project encourages every school children to have their own garden at home with the help of their parents aside from the garden they have in the school. It will help them to keep busy doing valuable things during free time than engage themselves in smoking, bullying and fighting.

They learned how to value and eat vegetables for their good health. It also build harmonious relationship with classmates during garden time

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

Plan for sustainability:

Bagumbayan Elementary School used to sustain and support the project by involving pupils, parents and teachers to have a social responsibility and commitment to impart discipline and be involve in important duties in dealing with or taking care of something or someone.

Some activities and action of the sustainability plan are as follows.

- Conduct seminars / training for Project KIDS Patrol
- Teachers/Parents monitor the discipline actions of the pupils involve.
- Orientation of teachers, parents, pupils concerned on the program with 100% participation.

Plan for scaling-up/expansion:

Bagumbayan Elementary School will share the best practices of KIDS Patrol to nearby schools and community following the given activities.

- Conduct seminars / workshop that will improve the behavior and discipline of pupils.
- Give obligation and responsibilities to their pupils that needs disciplinary actions

16. Achievements from the school’s programme “Building Peace in Schools and Communities”

- Awardee of Division Level Gawad Siklab (Search for Best Pupil Government)
- Awardee of Regional Gawad Siklab
- Best Implementer \of Gulayan sa Paaralan Project (GPP) Vegetable Garden in School and Home
- By means of KIDS Patrol, Pupils that needs disciplinary action lessen

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.

A maximum of 5 Supporting Documents are required can be submitted to the provided google link.

- Document 1) Mobilization
- Document 2)Establishing Projects KIDS Patrol
- Document 3) Post Monitoring and Evaluation
- Document 4) Scaling- up
- Document 5) Integration of Peace and Order in Daily Lesson Plan in subject Araling Panlipunan / Social Studies

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

Photo1



Signing of Memorandum of Agreement (MOA) with Our Partner Laguna Provincial Police Office

Photo 2



School Training Workshop In Project KIDS Patrol

Photo 3



Project KIDS Patrol Best Practices in Bagumbayan Elementary School Philippines

Photo 4



Intervention Activities of Project KIDS Patrol IWAS Dengue Campaign (Anti Mosquito Bite)



Conduct training and activities inn standardizing self discipline

Guidelines for Submission of Entries

1. Schools can submit information about the school's programme/project/activity related to the theme "Building Peace in Schools and Communities" from **10 June to 2 September 2019**.
2. The deadline of entry submissions is **Monday, 2 September 2019**. (Late submission will not be accepted.)
3. Each school can submit only one entry.
4. The submission of the school's programme must be done through the template "**Submission Form of 2019 SEAMEO-Japan ESD Award**".

The Submission Form can be downloaded from the SEAMEO website:

<http://bit.ly/2019SEAMEOJapanESDAward>

or requested by sending an email to the email address: seameojapan.award@seameo.org.

5. Regarding the submission of entry, each school must adhere to the following format, as specified in the Submission Form:
 - a) Part I - Information about the school;
 - 1) School name and contact details
 - 2) Brief information about the school such as number of teachers and students and educational level
 - 3) Contact details of the coordinator
 - b) Part II - Information about the school's programme;
 - 1) Title of the school's programme
 - 2) Summary of the programme (one half-page of A4 sheet size)
 - 3) Background information or reasons why the school created the programme
 - 4) Objectives/goals of the programme
 - 5) Period of time when the programme was/has been started
 - 6) Key knowledge, skills, attitudes/values, and behaviors that you expect to develop from this programme
 - 7) Activities (Strategies, activities, or steps for implementation)
 - 8) Teaching and learning approaches/strategies that the school has integrated for peace education
 - 9) Participation with the community/roles of community
 - 10) Activities that the school, students, and teachers have contributed to the community
 - 11) Programme for monitoring and evaluation mechanisms and summary of results
 - 12) Resources used for programme implementation
 - 13) Benefits/impacts/positive outcomes of the programme to students, school and the wider community
 - 14) Interrelationship of the school programme with other Sustainable Development Goals (SDGs)
 - 15) Plan for sustainability and plan for scaling-up/expansion
 - 16) Achievements from the school's programme "Building Peace in Schools and Communities"
 - 17) List of attachments such as a copy of the school operational plan, action plan, learning/teaching materials, lesson plans, samples of student worksheet, manuals, etc.
 - 18) Photographs related to the school programme (maximum of five photographs with captions written in English)

6. Information about the programme (Part II as above) **should not be over nine (9) pages of A4 in total**. The information should be written in **Times New Roman font, 11-12 point size**. (A half-to-one page A4 sheet size about the project overview should be included.)
7. Information about the programme and the photo captions must be in English. The teaching and learning materials can be in local languages, however a brief translation in English should be provided.
8. All submissions should include related photos. (A maximum of five (5) photographs with captions written in English.)
9. All submissions can be attached with a maximum of five (5) supporting documents (Optional).
10. **How to Submit the Entry**: Schools can submit the completed "Submission Form of 2019 SEAMEO-Japan ESD Award" and maximum of 5 supporting documents/materials to the SEAMEO Secretariat by

Submitting the application and supporting documents to the following GOOGLE LINK:

<http://bit.ly/2019ESDAward-submission>

Note: To align with the ESD practices and to save the environment and energy, the Committee will not accept the entry in hard copies. Only the submission of entry in digital files to the above google link is accepted.

If the school has difficulties in submitting the entry and documents to the above google link, please email to:

seameojapan.award@seameo.org

11. All entries submitted to the SEAMEO Secretariat will be acknowledged. If the school has not received any acknowledgement of the receipt from the SEAMEO Secretariat within one week after the submission, please contact the SEAMEO Secretariat (Email: **seameojapan.award@seameo.org**).

Judging Criteria

The judging committee will consider the following criteria in selecting the winning schools:

1. Integration of Strategies/ Modalities for Implementation

- Implementation of peace education is emphasized and incorporated into school policies, management plans, and teaching and learning programmes within the school.
- The school has demonstrated clear effective strategies, steps, and activities in applying peace education for building the culture of peace in school and communities.
- The school has demonstrated the use of participatory processes – involving students, teachers, parents, communities' stakeholders and partners – in planning and implementing the programmes.
- Appropriate and effective methods and resources are used to implement the programmes.
- Monitoring and evaluation mechanisms or processes are identified to ensure the immediate and long-term outcomes of the programmes.

2. Innovation and Creativity

- The school's programme has demonstrated innovative practices in promoting culture of peace in the school and communities.
- The school's programme has demonstrated innovative practices in integrating peace education and current education system.
- The school has demonstrated innovative ideas for utilising available resources.
- The entry is a new idea or an improved/adapted version of existing activities.

3. Teaching and Learning Approaches

- The school has demonstrated effective teaching and learning approaches that have been applied to improve the culture of peace in its school and community environment.

- The school has embedded the proper knowledge, skills, attitudes, values, behaviors and daily practices into subject disciplines and incorporated ESD principles and pedagogical methods to ensure that students are able to connect the practices in their daily life, and community.
- The teaching and learning approaches has demonstrated the change or transformation of attitudes, values, and behaviors of students and teachers.

4. Engagement of Community

- The school has engaged community-level partners such as community stakeholders, experts, cultural bearers, elders, local leaders, practitioners and parents who provide information and guidance on peace education.
- The school has engaged multi-sector partners such as education institutions, teacher-training institutions, schools, cultural institutions and professional associations to co-implement the school's programme.
- The school's programme has strengthened students' involvement in the local community, especially for peace building.
- Through the school's programme, the school has engaged and contributed to the development of local community, not just only parents.

5. Sustainability

- The school has promoted peace education within the school management plan and teaching and learning activities across subjects for a long-term action strategy.
- The school has demonstrated a clear future plan on how to sustain the programme.

6. Interrelationship with other Sustainable Development Goals (SDGs)

- The school has demonstrated that the school's programme has integrated the improvement of other SDGs, not the individual pursuit of each SDG, but has interrelation with other SDGs. – Therefore, the school should make a clear statement in its application on how the school's programme connects with other SDGs apart from SDGs 10 (Reduce Inequalities) and SDGs 16 (Peace, Justice and Strong Institutions) a.

7. Impacts

- Results, during/after implementation, have revealed the effectiveness and benefits of the school's programme to students, teachers, parents and the wider communities.
- Information, data, and model collection about peace education has been effectively compiled, documented, and shared within the schools, among schools in one community, and at the broader provincial or national levels.

Contact Information

For enquiry, please contact:

SEAMEO-Japan ESD Award
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