



## 2022 SEAMEO-Japan ESD Award

Theme: Education Transformation through Partnership

### PART I: DETAILS OF YOUR SCHOOL

1. Name of your school: Panabo City National High School
2. Full address: Barangay Gredu, Panabo City, Davao del Norte, 8105
3. Postcode: 8105
4. Country: Philippines
5. School's telephone number (country code+city code+telephone number): (084) 628-4830
6. School's Email Address: panabo.nhs@deped.gov.ph
7. Name of the Head Master/Principal/School Director: Memia B. Infiesto, Principal IV
8. Name of the Teacher Coordinator Darna S. Tan
9. Email address of the Coordinator: darna.tan@deped.gov.ph
10. School website (if available):
11. Educational level (Such as Kindergarten 1 to Grade/Year 9): Grade-7 to Grade-12 Senior High School
12. Total number of teachers in your school: 272
13. Approximately number of teachers participated in this programme: 272
14. Total number of students in your school: 7,900
15. Approximate number of students participated in this programme: 4,510

## PART II: INFORMATION ABOUT THE SCHOOL'S PROGRAMME

The information of part II from no.1 to 14 should not be over five (5) pages long of A4 in total. The information should be written in Times New Roman/Calibri font, font size 11.

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

"Bayanihan Caravan: Bridging the School and the Community through Partnerships"

### 2. Summary of the programme (a half page of A4)

"Bayanihan", one of the enduring values that invokes the spirit of communal unity and cooperation, turning ordinary Filipinos into heroes, has been the inspiration for the school's literacy and numeracy innovations, community partnerships and curricular researches, more so during the pandemic.

Panabo City National High School (PCNHS) is dedicated in providing quality transformative education to its 7900 learners, through strategized partnerships thereby reinforcing a vigorous curriculum and instruction network. The school has persistently endeavored to scale up its programs becoming a national leader in mobilizing community partnerships for education transformation.

The "Bayanihan Caravan" fortifies the institution's linkages with parents, local government unit (LGU), and non-government organizations to assist in the provision of safer facilities and efficient delivery of asynchronous distance learning modalities through various initiatives with the following undertakings:

- a. **Strengthening Community Partnerships for Transformative Education** – Harnessing support from various stakeholders, the school-initiated programs, geared towards ensuring safe facilities and efficient instructional delivery, reveal remarkable physical transformation of the school as well as crafting timely innovations in curriculum and instruction.
- b. **Organizing Community-based Literacy and Numeracy Programs** – Demonstrating exceptional mastery in shared governance, the school's strategic partnerships with community leaders and individual households accelerated the attainment of targeted literacy and numeracy competencies evidenced by sustained student academic achievement across subject areas and the school's recognition as the Most Learning-Focused Secondary School in the Philippines.
- c. **Addressing the New Normal Academic Framework through Curricular Research** – Fully addressing the learners' need to motivate their interest and reinforce skills mastery and exhibiting meritorious standards of performance, the school's partnerships paved the new normal academic framework through strengthened curricular integration plans. Complemented by a research-based attitude in teaching, PCNHS, with its partners, makes every learning experience student-centered – one that puts every learner at the heart.

### 3. Objectives/goals of the school's programme

The objectives of the "Bayanihan Caravan" programme are:

- To increase the literacy and numeracy rate of students through community linkages;
- To conduct hands-on training with industry partners to direct learners' skills towards mastery of basic competency in Shielded Metal Arc Welding (SMAW) and Electrical Installation and Maintenance (EIM);
- To connect with community partners to deliver safe and conducive learning environment that will train globally competent learners; and
- To provide a forum that will encourage and enable new researchers to undertake high quality research, promote exchange of innovative ideas, and increase the understanding of the mechanisms of action, basic and multidisciplinary research, and innovations.

### 4. Period of the time when the programme has been started

#### A. **Strengthening Community Partnerships for Transformative Education**

- a. Project WerPPAH (*We Are Promoting Punctuality and Honesty*) – (2016 to present)
  - a.1 BISEKWELA Program – (2016 to present)
- b. G.A.S.A. (*Giving Academic Safe Access*): Adopt-a-Classroom Program – (2014 to present)
- c. Project M.E.D. (*Module Efficient Delivery*) – (2020 to present)
- d. Bida ang Handa: Disaster Preparedness Program – (2015 to present)

#### B. **Organizing Community-based Literacy and Numeracy Programs**

- a. Project E.X.C.E.L. (*Extraordinary Collaboration on Enhancement Learning*): (2021 – present)
- b. Cine-MATHEMATEKA: (2020 – present)
- c. Project A.X.I.O.M.S. (*A Xenial Intervention on Math's Struggles*): (2019 – present)

- d. Project W.I.Z.A.R.D.S. (*Winning Internationally with Zealous Attitude and Responsibility Development among Students*): (2019 – present)
- e. Project R.E.A.L. (*Revitalizing English Language Arts and Literature*): (2021 – present)
- f. Project Athena – (2018 – present)
- g. Project ML (*Mobile Laboratory*) – (February 2022 – present)

**C. Addressing the New Normal Academic Framework through Curricular Research –**

- a. Institutionalization of Research – (2016 – present)

**5. Activities (strategies/activities of implementation, and brief information of each activity)**

**A. Strengthening Community Partnerships for Transformative Education**

1. **WerPPAH Program** – derived from the reversed syllable of “power”, aims to foster the values of punctuality and honesty through curriculum integration, holding virtual festival of talents and online debate, advocacy campaign in government offices and NGOs, radio, television, and social media platforms and production of advocacy-themed short films, benchmarking and mentoring.

**Alignment to SDG: Goal 4 – Quality Education; Goal 17 – Partnership for the Goals**

- **BISEKWELA Program**, coined from the Filipino root word “*bisikleta*” or bicycle and “*eskwela*” which means “*schooling*” – rallies stakeholders for bicycle donations to be awarded to students who belong to low-income households and are at risk of dropping out due to their proximity from the school and shortage of transport fees. During pandemic, bicycle donations aided poor parents who could not retrieve learning modules and submit their learners’ outputs on time.

**Alignment to SDG: Goal 10 – Reduced Inequalities; Goal 17 – Partnership for the Goals**

2. **G.A.S.A. (Giving Academic Safe Access): Adopt-a-Classroom Program**

G.A.S.A., which means “gift” in the local dialect, benefitted thousands of PCNHS learners through the Adopt-a-Classroom Program under the “*Brigada Eskwela*” initiative of the Department of Education. The activity kicks-off with a public announcement for volunteerism from various sectors to pledge for additional infrastructures, extend non-monetary donations, and render services for repair and maintenance of school facilities.

As COVID-19 cases continued to rise, more donations from community partners such as health kits and sanitation materials, as well as free internet access and more bandwidth connectivity.

**Alignment to SDG: Goal 9 – Industry, Innovation, and Infrastructure; 17 – Partnership for the Goals**

3. **Project MED (Module Efficient Delivery)**

Project MED sprung at the height of the COVID-19 pandemic. Learners who resided from distant barangays and were not able to retrieve copies of their Self Learning Modules (SLMs) were identified. The school sought the assistance of the LGU in addressing the problem and won the support of numerous *barangay* (towns) officials who signed a Memorandum of Understanding (MOU) with the school, committing to deliver the SLMs of students who are residing within their areas of jurisdiction.

**Alignment to SDG: Goal 4 – Quality Education; Goal 17 – Partnership for the Goals**

4. **“Bida ang Handa”: Disaster Preparedness Program**

The “*Bida ang Handa*” (translates to “Preparedness is Heroism”) Program is a Disaster Risk Reduction and Management–Climate Change Adaptation (DRRM-CCA) initiative which aims to protect the lives of students, teachers and other stakeholders in times of emergencies through curriculum integration, conducting climate change advocacy campaigns, tree-planting and clean-up drives, conducting drills and simulations, student-led hazard mapping, undergoing first aid and rescue trainings, organizing various Rescue Teams, and benchmarking of DRRM-CCA best practices.

When COVID-19 ensued, the school implemented new protocols such as strengthening curriculum integration, establishing a COVID-19 Task Force, providing clean water, constructing wash and sanitation facilities, installing digital thermal scanners and alcohol dispensers, and providing an in-school isolation facility, meditation garden, prayer room and virtual classrooms.

**Alignment to SDG: Goal 4 – Quality Education; Goal 6 – Clean Water and Sanitation;**

**Goal 13 – Climate Action; Goal 15 – Life on Land Goal 17 – Partnership for the Goals**

**B. Organizing Community-based Literacy and Numeracy Programs**

**Project EXCEL** –promotes numerical literacy to students who do not have access to online and digital tools with on-site assistance from community leaders and parents, Interactive activities are intertwined with progress-monitoring techniques to maximize individualized and group instructions.

**Cine-MATHEMATEKA** – taps parents/guardians in their households, to keep their students engaged in interactive supplementary online lessons based on national competencies. A monitoring tool is used to track learner’s progress to ensure that numeracy skills are learned.

**Project A.X.I.O.M.S.** – is an asynchronous remedial program particularly directed at learners who are struggling in their mathematical proficiency. Remediation sessions are conducted through a video demonstration which can readily be accessed by parents and learners through the school’s social media page.

**Project W.I.Z.A.R.D.S.** – A weekly complementary training organized by teachers in partnership with volunteer alumni coaches as an enrichment program which aims to develop logical, critical, and Mathematical thinking skills of students through virtual platforms.

**Project Athena** – community leaders and parents aided in constructing a reading hub placed within the locality where students can borrow reading materials donated by public and private institutions. Additionally, the school also holds interactive virtual storytelling sessions and campaigns for the media-savvy generation.

**Project REAL** – has two online sub-programs called *Everyday English*, where lessons employ game-based activities and *Empowering English*, which presents competency-based lesson activities that focus on the five macro skills - reading, listening, writing, speaking, and viewing.

**Project ML** - is an extension intervention learning program on theory instruction and hands-on training for SMAW and EIM learners held in selected *barangays*. Teachers, together with industry partners, target to equip learners with skills and pass certification which they can use to apply for entry-level jobs.

**Alignment to SDG: Goal 4 – Quality Education; Goal 17 – Partnership for the Goals**

- C. **Addressing the New Normal Academic Framework through Curricular Research** – An annual Students and Teachers Research Congress which showcase research findings endeavors to expose new scientific and educational trends, enhance instructional delivery, strengthen various program implementations, and ascertain quality of service delivery to stakeholders.

**Alignment to SDG: Goal 4 – Quality Education; Goal 9 – Industry, Innovation and Infrastructure; Goal 17 – Partnership for the Goals**

6. Teaching and learning approaches/strategies that the school has integrated into the programme

The “Bayanihan Caravan”, with its numerous programs which highlight curriculum integration, reinforces learning by employing a variety of teaching and learning approaches which include:

- **Interactive teaching approach.** Teachers allow students to interact with the teacher and/or classmates by demonstration, illustration method, following directions, gamification, simulated exercises and collaborative learning through peer tutoring and small group works.
- **Individual learning activities.** Each student is given set-up where he/she becomes a reflective learner, manipulate equipment and facilities, discover different ways of honing a skill, explore possibilities in arriving at a result or a conclusion to an experimentation.
- **Real world connections.** Learners draw upon their classroom experiences and relate how new learnings, human activities, and personal choices affect the world we live in.

7. Details of partnership and community participation in the school’s programme

A. **Strengthening Community Partnerships for Transformative Education**

**WerPPAH Program** engages with the Project W.A.T.C.H. (*We Advocate Time-Consciousness and Honesty*) initiators, in carrying out the advocacies of the program, which have been adopted and fully implemented by the Panabo City LGU, other political leaders, as well as private businesses, sectoral associations, overseas Filipino workers, alumni, private schools and advocacy partners.

Since its inception in 2016, the **Bisekwela Program** had generated more than a hundred bicycles donated by advocacy partners, which lessened students’ tardiness and improved on time submission of outputs.

On the other hand, **G.A.S.A.: Adopt-a-Classroom Program** rallies the support of stakeholders in providing more classrooms, ensuring the structural integrity and safe occupancy of the learning spaces, rehabilitating classrooms, gathering construction materials, health and sanitation kits.

Moreover, **Project MED** also became a success because of the brand-new L-300 van donation which was used in the delivery of modules and the unified effort of the barangay leaders who pledged to deliver the SLMs by signing a Memorandum of Understanding (MOU).

With the various MOUs signed between the school, various government offices and rescue volunteers, the “**Bida ang Handa**” Program was able to equip all learners, every classroom and office with hard hats, first aid kits, and GO Bags, which are essential in disaster preparedness.

B. **Organizing Community-based Literacy and Numeracy Programs**

- The various numeracy and literacy programs of the school had a wider reach online through the extended internet bandwidth and additional internet service provider installed.
- The school’s reading program was able to install reading hubs in different strategic areas and collect reading material donations from partner NGOs, alumni, and other reading advocates.
- Teachers, partner industries, barangay officials and parents teamed up in realizing the mobile laboratory project so learners will have hands-on training in SMAW and EIM

**C. Addressing the New Normal Academic Framework through Curricular Research**

- Research institutionalization gained 100% participation among teachers, before and during pandemic. Results are shared in various virtual forums during the in-school research congress as well as summits hosted by the bureau. A significant improvement in instructional competence and the learners' performances resulted from these researches.

**8. Monitoring and evaluation mechanisms**

All school programs and projects are subjected to the School Monitoring, Evaluation and Adjustment (SMEA) tool designed by the Department of Education. It contains all the data requirements relative to the school implementation of mandated processes and school-based initiated interventions. This tool follows shared governance as a management model in the delivery of quality education.

Another tool used to monitor and evaluate the program's success is the SWOT Analysis matrix while teacher's performance is done using the Results-based Performance Management System: Individual Performance Commitment and Review Form (IPCRF) with the different Key Result Areas and objectives.

**9. Effectiveness of the school's programme to learners, teachers, families, and community**

**A. Strengthening Community Partnerships for Transformative Education**

**1. WerPPAH Program and Bisekwela Program**

- The LGU instituted the "Honest Panaboans" recognizing local citizens for returning lost articles.
- The number of students at-risk of dropping out has significantly declined.
- More schools expressed interest to benchmark and to be mentored in the adoption of the program.
- The school has been recognized as among the Top 10 Best W.A.T.C.H. Implementing Schools in the country for five consecutive years.
- Schools which have been mentored also qualified as among the Top 10 Best W.A.T.C.H. Implementing Schools in the country.

**2. G.A.S.A. (Giving Academic Safe Access): Adopt-a-Classroom Program**

- The school has accumulated more than twenty-two (22) million pesos worth of infrastructures and non-monetary donations.
- All classrooms have been adopted, rehabilitated, and maintained by partner-volunteers.
- In 2018, PCNHS earned its place among the Hall of Fame Awardees and was later proclaimed as the Most Sustained School among the best Brigada Eskwela program implementors in the country.

**3. Project MED (Module Efficient Delivery).**

- There has been a high turnout of released and retrieved SLMs during the height of the pandemic.
- Each partner *barangay* received a brand-new L-300 van from the Office of the City Mayor, which they used for module distribution.

**4. "Bida ang Handa": Disaster Preparedness Program**

- The school received academic institutions who benchmarked on the schools best DRRM practices.
- PCNHS was proclaimed provincial and regional Hall of Fame Awardee in DRRM program implementation and a National winner in the Gawad KALASAG of the National Disaster Risk Reduction Management Council NDRRMC.
- The school has been invited as resource speaker on the best DRRM-CCA programs in National virtual forums hosted by the NDRRMC and the Climate Change Commission.

**B. Organizing Community-based Literacy and Numeracy Programs**

- The literacy and numeracy programs significantly improved the learners' proficiency in English and Math.
- The school's numeracy program produced students who were able to participate and win several gold medals in the International Mathematics Olympiads.
- Project Athena and Project REAL has been awarded as the Best Reading Program.
- Majority of students are identified as instructional and independent readers and zero non-readers.
- SMAW & EIM learners have gained mastery of basic skills based on the national competency standards.
- PCNHS was hailed as the Most Learning-Focused Institution among the secondary schools in the Philippines and received the Secretary's Award for Excellence in Curriculum and Instruction (SAFE-CI).

**C. Addressing the New Normal Academic Framework through Curricular Research**

- More teachers have passed the Basic Education Research Funds (BERF) qualification standards.
- PCNHS teachers have been nominated and proclaimed as regional instructional leaders.
- Many teachers received invitations as resource speakers on research in the division and region.
- All school programs and projects have been conceptualized after findings have been gathered based on teachers' action research.

- There has been a 100% turnout in teacher participation in conducting classroom action research in improving instructional delivery, addressing classroom management problems, and improving learners' performance.

#### 10. Plan for future

To strengthen community partnerships for transformative education, facilitating nationally acclaimed literacy and numeracy programs, and addressing the new normal academic framework through curricular research, the future expansion of school programs is strategized as follows:

- **Expand Beneficiaries** – expand the number of beneficiaries by further rallying support from the community in the form of volunteers and donations.
- **Further Strengthen Partnership with Community** - the school plans to scale up community involvement in its academic planning and implementation by looking at new potential industry partners for training and feedback.
- **Open for Benchmarking** – offer technical mentorship to other public schools in the Philippines to share the school's best practices and hopefully inspire the creation of other enhanced learner-centered programs in the country.

#### 11. Interrelationship of the school's programme with other Sustainable Development Goals (SDGs)

The school's "Bayanihan Caravan: Bridging the School and the Community through Partnerships" programme does achieve the intended outcomes in the respective SDGs as follows:

- **Goal # 4** (Quality Education): Locally and nationally recognized school-initiated programs and interventions were established due to the pandemic including numeracy and literacy programs.
- **Goal # 10** (Reduced Inequalities) by providing equal opportunities to all students both affluent through the utilization of virtual platforms and doing the extra mile for the marginalized. In fact, to ensure equal access to quality education, teachers extended their effort in reaching out the students to communities who were deprived of internet access.
- **Goal # 17** (Partnership for the Goals) The school's renowned innovation and intervention programs complemented with its research-based data become a reality by strengthening its partnership with the parents and the community.

#### 12. Link(s) to the information of school's programme in social media platforms

1. The Official FB Page of Panabo City National High School  
<https://www.facebook.com/PanaboCNHS/>
2. Participation in Math Olympiads Training League Inc. (MOTLI) Mid-year Ceremony  
<https://web.facebook.com/motliph/videos/446577200708624>  
<https://www.youtube.com/watch?v=oegWv4FCPyM>
3. An article about the participation of the school to the World Mathematics Tournament  
<https://web.facebook.com/photo/?fbid=355067743335409&set=a.297691762406341>
4. The official page of the PCNHS Math Department which updates on its activities are posted  
<https://www.facebook.com/pcnhs.mathematics>
5. A sample episode on Panabo City National High School *Cinematematika*: [https://fb.watch/evg\\_IG-OI/](https://fb.watch/evg_IG-OI/)
6. Official FB Page of PCNHS Project W.A.T.C.H.: <https://www.facebook.com/pnhswatch/>
7. Event publicity of the *Bisekwela* Program:  
<https://www.facebook.com/PanaboCNHS/posts/pfbid0335zKxyrX2hZrbc98WuPrxusbsaHd8emtaN8txP6jDK7hyvjGjXaAG89dCUrJ4aY2l>
8. Published articles emphasizing the school's participation and recognition for its "Bida ang Handa": Program: <https://www.facebook.com/page/509506992451388/search/?q=Gawad%20kalasag>
9. Blog of Project Athena: <https://www.facebook.com/projectathenaxreadingdelights>
10. Official page of Project REAL: <https://www.facebook.com/PCNHSPROJECTREAL>
11. A sample content posted in the official page of Project REAL  
<https://www.facebook.com/PCNHSPROJECTREAL/posts/pfbid02rYJMPxU2Wvu48bmreB512LrQNe5vPVjQzz9kjHS6m3d3c3JSRnbewGM24yGYnJARl>
12. Event publicity of Project Mobile Laboratory on social media  
<https://www.facebook.com/509506992451388/posts/4924319670970076/>
13. Updates on Project Mobile Laboratory  
[https://www.facebook.com/permalink.php?story\\_fbid=pfbid028HX5MmaRgxhdUmrbitAWsUdEgoVtAxxuJtrrPaP1cbHNHoX12u837eVNLmHBcFol&id=111176534533770](https://www.facebook.com/permalink.php?story_fbid=pfbid028HX5MmaRgxhdUmrbitAWsUdEgoVtAxxuJtrrPaP1cbHNHoX12u837eVNLmHBcFol&id=111176534533770)
14. Activities related to Research: <https://www.facebook.com/pcnhsresearchforum>



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



## Strengthening Community Partnerships for Transformative Education



### Signing of MOU with remote barangays



For module distribution, school representatives visited remote barangays in Panabo City to elicit support to the activity.



### Signing of MOU with other stakeholders



Partnership with MOU

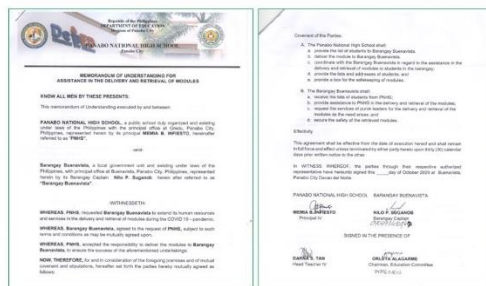
- 2 Government Offices
- 2 Radio Groups
- 19 Barangays
- 7 Schools
- 3 NGOs

A total of 30 MOUs



Installing Additional ISP and Expanding Internet Bandwidth to 500 Mbps

### Partnership with remote barangays bounded by MOU.



For module distribution, 19 remote barangays pledged its support to the activity.

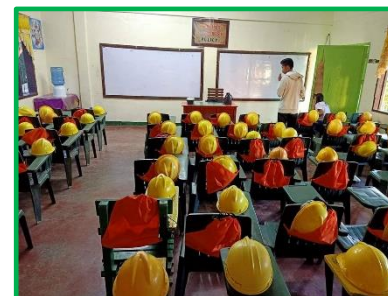


Continuously working with various stakeholders to strengthen the implementation of the school's programs and projects in aid of instructional delivery.





## Strengthening Community Partnerships for Transformative Education

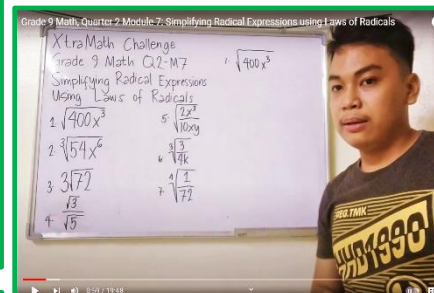
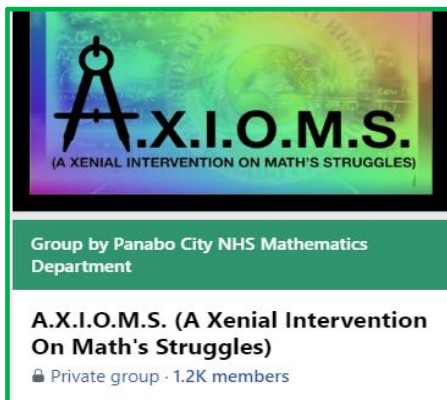


Establishing Disaster Preparedness and Resiliency and Climate Change Awareness within the school community through curriculum integration and environmental protection and conservation efforts in partnership with various stakeholders.





## Organizing Community-based Literacy and Numeracy Programs

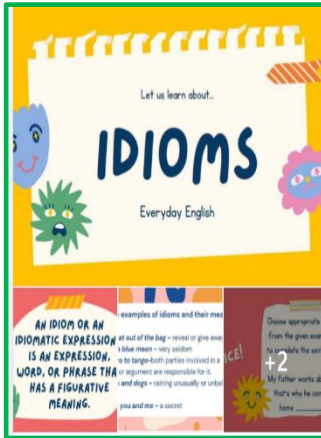
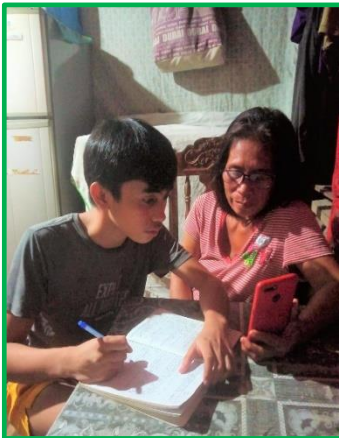


Strengthening curriculum and instruction with enrichment and intervention programs through various platforms to make learners at par with the national proficiency standards and become globally competitive citizens with the support of stakeholders.





## Organizing Community-based Literacy and Numeracy Programs



**CONTEXT:**  
In the beginning of the school year, all enrolled students were asked to take a **GROUP SCREENING TEST** to determine their reading skill. The consolidated data revealed that 5071 students or a percentage of 78% of the enrollees got scores 13 and below which means **FAILED**. On the other hand, only 1411 students or 22% of the population passed the GST.  
Students who received a failing mark were subjected to further testing as described in the **PHILIRI MANUAL** to categorize them as frustration, instructional, and independent readers. After profiling was done, the following set of strategies were strategically designed to complement instruction were aligned to amplify already implemented approaches and were localized to our modules and individual classes.

Enrichment Programs Implemented	Measurable Impact	Program Output	Program Outcomes
<b>1. Enhanced Erlinda S. Claveria (ESC) Approach</b> Materials: Flash Cards, Progress Notebook, Selection  In the ESC approach, cards bearing letters and familiar words shall be flashed to the students with the language teacher closely monitoring responses. Each letter is sounded and gradually processed to three	Comparative data shows that before the enrichment programs were implemented: 4330 students or 88% are in the frustration level, 392 students or 8% are in the instructional level, and 215 students or 4% are in the independent level.	1. Significantly increase post-test scores of students.  2. Enhanced over-all reading activities participation of the students	1. Increased reading competence of students through the ESC Approach.  2. Developed in-depth understanding of a student's reading problem through Annotation.

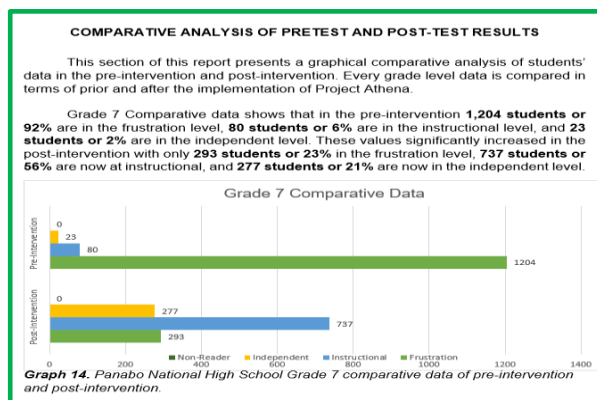


Providing more opportunities for access to supplementary learning materials and activities for learners to hone their potentials and develop mastery of specific skills and closely working with program advocates and industry partners.





## Addressing the New Normal Academic Framework through Curricular Research



Action Researches were also conducted into the classroom level by English teachers based on the pressing problems they perceive to be detrimental in the student's efficiency in learning. The following researches are listed herein:

### PHONOLOGICAL AWARENESS

Remedial Reading Program: An Intervention to Reduce the Numbers of Struggling Readers Among the Students of Grade 7 Yellowbell of Panabo National High School  
*Jean Rose Lamsin*

### VOCABULARY

Effectiveness of Total Physical Response (TPR) in Improving the Vocabulary of Grade 7 Students  
*Kenneth Licaros*

Picture Series: Improves Vocabulary of Grade 10 Soliman Students for the 3rd Quarter and 4th Quarter of School Year 2019-2020

*Josol, Flori Beth Zeruila, and Besilla, Adrian P.*

### FLUENCY

Fernandez STA: A Remedy to Enhance Reading Comprehension and Oral Fluency Among Grade 10 Malvar, Baltazar, and Burgos Students in the 3rd and 4th Quarter of the S.Y. 2019-2020  
*Vivian Cabardo, Analisa Colis*

### COMPREHENSION

Effectiveness of Music Towards the Development of Reading Comprehension Skills in English of Grade 7 Yellowbell and Iris  
*Catherine F. Sarsale*

Strengthening the culture of research within the institution to improve the quality of instructional delivery and learners' academic performance, to strengthen the implementation of the school's various programs and projects and present relevant findings to various forums and community partners.