



Republic of the Philippines
Department of Education
 Region II – Cagayan Valley
 SCHOOLS DIVISION OF NUEVA VIZCAYA
 BAYOMBONG I DISTRICT
 AMMOCOCAN ELEMENTARY SCHOOL



SEAMEO-Japan ESD Award

Theme for 2022: *“Education Transformation through Partnership*

PART I: DETAILS OF YOUR SCHOOL

1. Name of your school: AMMOCOCAN ELEMENTARY SCHOOL
2. Full address: Purok 5, Sitio Ammococan , Bansing, Bayombong, Nueva Vizcaya
3. Postcode: 3700 4. Country: Philippines
5. School’s telephone number (country code+city code+telephone number): +639350241596
6. School’s Email Address: nv.103981@deped.gov.ph
7. Name of the Head Master/Principal/School Director: RACHELLE F. BUNCAD
8. Name of the Teacher Coordinator: CHERRY GAYE C. LAZAM
9. Email address of the Coordinator: cherrygaye.lazam@deped.gov.ph
10. School website (if available): <https://www.facebook.com/profile.php?id=100069529823103>
11. Educational level (Such as Kindergarten 1 to Grade/Year 9): Kindergarten -Grade 6
12. Total number of teachers in your school: 6
13. Approximately number of teachers participated in this programme: 6
14. Total number of students in your school: 102
15. Approximate number of students participated in this programme: 102



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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

B.L.A.Z.E.R. (“Bolstering Love Articulation and Zeal in Educational Revolution”)

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

Education, in general, is anchored on the globally shared goal “inclusive and equitable education and lifelong opportunities for all” as embodied in Sustainable Development Goal number 4 (SDG4), a list of development targets unanimously agreed and laboriously implemented through many years by all member nations across the globe. SDG4 aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The emphasis under this goal is universal coverage of quality education (UNESCO). In the case of the Philippines, the Department of Education, the government’s instrumentality that takes charge of the country’s education programs, policies, projects, and other initiatives, has implemented numerous initiatives and innovations relative to its mission, vision, goals, and objectives (VMGO), with the guiding principle of SDG4. In 2020, the Department made plans based on progressive innovations to solve problems and make positive changes in the areas of K–12 curriculum review and update, improving learning environments, teachers' upskilling and reskilling, and engaging stakeholders for support and collaboration. And recently, to ensure the health, safety, and welfare of all students, teachers, and other agency employees during the COVID-19 pandemic, DepEd created the Basic Education Learning Continuity Plan (BE-LCP) under DepEd Order No. 12, s. 2020. Ammococan Elementary School inputs its best practices in advocating the Education Sustainable Development Goals (ESDG). It maintained specific goals (SDG4: Quality Basic Education; SDG 16: Partnerships for the Goals) in the implementation of the school’s Basic Education Learning Continuity Plan to sustain service to its school community members most especially its advanced, average, lost, last and least learners. With this, the school launched its program BLAZER which means Bolstering Love Articulation & Zeal in Educational Revolution as support to enhance the school’s goal of reaching out the learners in remote areas and in support to their chosen learning modality.

3. Objectives/goals of the school's programme

The program aims to input its best practices in advocating the Education Sustainable Development Goals (ESDG). Specifically, it aims to sustain the goals SDG4 (Quality Basic Education) and SDG 16 (Partnerships for the Goals) to sustain service to its school community members most especially its advanced, average, lost, last and least learners thru donations.

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

The COVID-19 pandemic has exposed the vulnerabilities of Educators, posing an unprecedented challenge to all educational institutions, schools even at greater risk. With this, there were major changes which became imperative that the school made new ways, new processes and approaches work. Amidst these challenges, Ammococan Elementary School committed to the continued delivery of basic education services to learners and to the school community. It recognized the need for a holistic approach and for a stronger partnership among schools, households, and communities to better support the learning process of the pupils at home. Due to these challenges, BLAZER conceived and planned last March of 2020.

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

The school Program BLAZER considered key activities, means required to implement these activities, sources of information on the progress of the program and also considered the pre-conditions that are required before the program started, the conditions outside, the presence of the program’s direct control for the implementation of the planned activities. The activities were simplified and logically enumerated per concern:



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a) Planning, composition of program/project implementers, submission of proposal, implementation and active quality monitoring, assessment and control of the program and projects; b) Upskilling & Reskilling of Teaching Personnel and Other Members of the School Community like the implementation of GAD Seminar Workshop; School In-Service Training (INSET), School Learning Action Cell, Quarterly, State of the School Address, Meetings/Conferences, Professional Growth.; c) Establish and maintain Teacher-Parent collaboration.; and d) Incentivize, support and recognize excellent outputs of parents and learners.; Improve learner's and guardian's knowledge on the proper utilization of the radio and USB for long use. Develop a sustainability strategy for the project

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

The school has demonstrated the use of innovative and practical ideas to transform teaching and learning approaches through school-family-community-organization partnerships to help students succeed in social, emotional, and academic skills. One major Project under the program is PROJECT SUPPORT which directs and guides every teaching personnel to manage school finances well. This project aimed at assisting every school teaching personnel in all their tasks as classroom teachers as well as to help the school adhere and practice ACCOUNTABILITY and RESPONSIBILITY. The program included these major developments and it was sustained up to the present time; **1) Personnel Development.** The school provided learning and development aligned with their tasks as a school personnel, as a classroom teachers/adviser, as subject/non-subject coordinators, as SGC/SPT/BE/CPC/GPTA/ Project Team members and as advocates/focal persons of the SDGS 2030. An understanding about their tasks were properly explained by merely conducting learning and development thru learning action cells, gender and development and in-service trainings, conducting of researches thru **PROJECT SUPPORT**. Under this project the ff learning and development and partnership projects were included; **a) Project ATTEND** (Ameliorating Tangible Thrust Engagement Needed for the continuous Development of the School); **b.) Project REACH** (Reskilling and Exploring Innovations and New Ideas to Achieve Teaching Goals: Challenge to Support Co- Educators); **c) Project WRITE** (Worthwhile, Relevant & Revolutionary Innovations to Thrive Educational Efforts); **d) Project LINKS** (Learning Interventions to Nurture Key Stage 1 and 2 Learners); **e) Project READ-EEM** (READ²EEM (READING Development Enhancement and Empowerment Mechanism)); **f) Project E-LEARN** (Enhanced Learning with the Use of CANVA & FILMORA Application to Produce Best Teaching Learning Outputs and Achieve Best Learning\Outcomes) in collaboration with Project Support (Sustained Upskilling of Prominent, Passionate Optimistic & Responsive TeachersTo Impact Inclusive Education); **g) Researches** on Basic Education Learning Continuity Implementation and the Impact of Modular with RBI modality. **2. School Environment.** To support the continuous school improvements in terms of facilities and structures and resources to be easily accessed by the clientele, conducive, safe and promote effective learning and institutionalized, the school were able to process and secure school titling documents; advocated and implemented activities and programs of the Clean and Green Program; Solid Waste Management, Water system, Gulayan sa Paaralan, Brigada Eskwela, SDRRM and health and nutrition with their strong support to the SBFP program and urgent projects in line with school were proposed and submitted to proper offices. Upon approval, said projects were implemented which are as follows: **Project SAFETY** (Action To Support A Child-Friendly School Through the Installation of Electric Buzzer & Acquisition of Additional Fire Extinguishers & Electric Buzzer for the safety of Learners and Teaching Staff of Ammococan Elementary School, Bayombong I District); **Project H-NEEDS** (Health-Nurturing, Essential, Equitable, and Diversified Learners Support). aims of reaching out the 102 poor learners by partnering with stakeholders to acquire nutritious foods, medicines, vitamins and health kits to support their physical and mental health. Thru this project, the school believes that a body and mind that is healthy brings success to Education. **Project ATTEND** (Ameliorating Tangible Thrust Engagement Needed for the continuous Development of the School); The creation of this project is primarily designed not only to support the continuous improvements of the school environment but also to achieve the goal of ensuring the safety and protection of everyone in the community. It also strengthens the linkages and partnerships with internal and external stakeholders for the improvement, repair



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and construction of school facilities, land and other school structures for face-to-face teaching. Ammococan Elementary School utilized and implemented the School Improvement and Annual Implementation Plans as planned. Both documents were available showing the three (3) year roadmap of interventions undertaken with the help of the community and stakeholders formulated based on evidences, results and intended for the learners and prepared by the School Planning Team. Documents were available and safely kept in the School Based Management corner. Photos as evidence were attached to the portfolio of the school and to the reports made per quarter.

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

One of the best practices of Ammococan Elementary School is a strong School-Community Partnership. The school were able to function well in these endeavor thru the continued voluntary services and support of parents and other stakeholders from the external and internal organizations. The pandemic was never a reason that would impede their participation in the school. The PTCA organization and the Alumni Association were actively involved and support the school programs, projects as evidenced by their collaborative accomplishment. These organized associations actively supported/assisted the school in the form of monetary, work, technical assistance and grants-in-kind annually and accomplishment is evident and well-established. All PPAs accomplished were properly reported during the regular GPTA/Staff quarterly meeting and State of the School Address held every quarter. It is also reported in the updated School Report card quarterly as it was a required reporting to the Department. Of the priority projects, aside from the projects that impacts teaching and learning of the school is to address malnutrition and improve the nutritional status, promote vegetable production and consumption among school children. In response to the advocacy, the school sustains the implementation of the Gulayan Sa Paaralan Program (GPP) or planting vegetables and Project SCOUTS (Strengthening Collaboration with Organizations to Upbuild Transformational Scouts) to ensure continuous supply of vegetables for home feeding, specially supporting the school-Based Feeding Program (SBFP). The pupils with the supervision of the parents take part intensifying and sustaining the home backyard gardening through the guidance and support of Project. Moreover, the project combines efforts with the Department of Education's supplemental feeding program for malnourish learners. It aims to help reduce high malnutrition and hunger incidence among school children and to help their parents earn a living. It also indicates the values of good health and malnutrition, industry, love of labor and caring for others.

8. Monitoring and evaluation mechanisms

The schools have its own process of monitoring and evaluation mechanisms. M&E forms were its main source of data. The issues and problems encountered were given recommendations and actions through the help of each member of the project team. To sustain the school's programs, projects and activities, with all the donors were furnished with a copy of Memorandum of Agreement. Likewise, regular communication was the mode to monitor the progress of the program. The school ensured continuous monitoring and evaluation to monitor the progress. Program implementation review was done after the process to solve issues and tackle the gaps.

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

Effectiveness of the program was evident to all PPAs of the school. To add, awards and recognitions were also reaped. The information below shows evidences impacts the major clientele of the school, the learners. The school was validated SBM Level of Practice III as it ensured the production of intended outputs/outcomes and meeting all standards of a system fully integrated in the local community and is self-renewing and self-sustaining school. AES teaching personnel continuously improves task performance for the best service they may give to the school clientele. Regular and professional communication was so special that each of the personnel were able to take their tasks lightly and enjoyably. AES teachers were able to transmit learning well thru a strategized channel of communication. The use of informational gadgets by creating group chatting, text messaging, phone calls were some of the remedies to address communication gaps/problems among learners and parents. Virtual peer grouping



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of teachers and learners thru the use of virtual communication played a huge role in the Modular Distance learning. They have become used to it without too much burden. The pupils were taught about the role that effort and personal responsibility.

10. Plan for future

The school will continue to sustain the implementation of the program. The following tabular information is the program schedule and enhanced program plan. **BLAZER (V2.0) IMPLEMENTATION**

INDICATIVE PROGRAM SCHEDULE	ACTIVITY	OUTPUT	TARGET DATE
ASSESS	1. Get Organized	Composition of the Project Team	May, 2022
	2. Talk with the Customers	Individual/Group/Focus Group Discussion	June, 2022
	3. Walk the Process	SIPOC	July, 2022
	4. Identify Priority Improvement Areas	Focused Problem Identification	
ANALYZE	1. Do Root Cause Analysis	Why-why Diagram	August, 2022
	2. Develop Solutions	Solutions Developed	September, 2022
	3. Finalize Improvement Plans	Implementation Plan	
ACT	1. Pilot Solutions	Piloted Solution	October, 2022
	2. Roll-Out Solutions	Rolled-out Solution	November, 2022
	3. Check Progress	Key Learning	December, 2022- Onwards

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

Amidst the challenges of covid-19, Ammococan Elementary School committed to the continued delivery of basic education services to learners and to the school community. It recognized the need for a holistic approach and for a stronger partnership among internal and external stakeholders and other communities to better support the education of the learners. On the other hand, the school implements the SDGs in the following areas of concern: 1) All school PPAs were effectively implemented based from the targets and indicators of the 17 SDGs and based from the status of the school and the local community; 2) All teaching personnel actively advocate the SDGs by taking the stand as a focal person of a certain SDG. Teachers identified priorities in their teaching and collaborate with one another and incorporate new remedies and based their actions with SDG #4. Teachers considered using the appropriate modality to be sure of the result to help the learners from falling further behind; 3) Strong partnerships and linkage was the best remedy to meet all the goals and objectives of all the PPAs of the school. All manpower, school needs, materials, supplies, health needs and others were all Donations from partners and stakeholders. The school’s best practice of advocating the Education Sustainable Development Goals (ESDG) paved the way for the school to maintain specific goals (SDG4: Quality Basic Education; SDG 16: Partnerships for the Goals) in the implementation of the school’s Basic Education Learning Continuity Plan to continue serving its school community members most especially its advanced, average, lost, last and least learners.

12. Link(s) to the information of school’s programme in social media platforms such as facebook, website, youtube

FACEBOOK PAGE: <https://www.facebook.com/profile.php?id=100069529823103>



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13. (Optional) 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.

Document 1) (File name) SUBMISSION FORM 2022 SEAMEO-JAPAN ESD AWARD.

Document 2) (File name) SUPPORTING DOCUMENTS

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

Photo1



These pictures show the journey of the school program

Photo 2



(SDG #3, Good Health; SDG#4 (Quality Education; SDG #16 (partnership with the goals) were emphasized in the pictures above)

Photo 3



(Learning & Development thru learning action cell, seminar-workshop, Gender & Development, meetings, crafting project proposals, researches)



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Photo 4



(Collaborating with external stakeholders(Local Government Units and Higher Education Institutions helped the school attained)

Photo 5



(Partnership with the BoyScouts and Girlscouts movement)

