



2024 SEAMEO-Japan ESD Award

Theme: Promoting Lifelong STEM Learning through Community Engagement

SUBMISSION FORM

The submission deadline is **15 August 2024**

Full Information: <https://link.seameo.org/esd2024>

- To participate in the 2024 SEAMEO-Japan ESD Award, please submit the information of your school's programme on "Promoting Lifelong STEM Learning through Community Engagement" by using this template of Submission Form on or before 15 August 2024.
- This **Submission Form** can be downloaded from the SEAMEO website: <https://link.seameo.org/esd2024> or request through email: seameojapan.award@seameo.org
- The **guidelines for submission** and the **judging criteria** are detailed in page 8-10 of this document.
- How to Submit the Entry:** Please send the completed submission form of 2024 SEAMEO-Japan ESD Award and a link of 3-minute video clip together with supporting documents to the following Google Form:



<https://link.seameo.org/ESD2024/Submission>

- Important Note: to align with the ESD practices and to save the environment and energy, the Committee **WILL NOT** accept the entry in hard/printed copies.
- For more information, please visit: <https://link.seameo.org/esd2024> or contact the SEAMEO Secretariat's email: seameojapan.award@seameo.org or Tel. +66-2391-0144.

PART I: DETAILS OF YOUR SCHOOL

- Name of your school **Parañaque National High School - Main**
- Full address **Kay Talise Street, Dr. A. Santos Avenue, Barangay San Dionisio, Parañaque City**
- Postcode **1700** 4. Country **Philippines**
- School's telephone number (country code+city code+telephone number) **(028)7798299**
- School's Email Address **pnhs.pque@deped.gov.ph**
- School website (if available) **https://pnhsmain.depedparanaquecity.com/**
- Approximate number of teachers participated in this programme **75**

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

Project UGNAY (Urban Gardening and Nutrition Advocacy of the Youth)

2. Summary of the programme (maximum of 300 words)

Since 2019, Project UGNAY (Urban Gardening and Nutrition Advocacy of the Youth) has been the flagship program of the Youth for Environment in Schools Organization (YES-O) and Gulayan sa Paaralan Program (GPP), which aims to incorporate psychosocial competencies into the curriculum catalyzed by environmental and nutrition advocacies with the goal of fostering experiential education for a holistic learning experience as an integral constituent of school and distance education. Project UGNAY was integrated with the curriculum of Science, Technology, Engineering, and Mathematics (STEM) strand through its Research/Capstone Project subject, in which a Science and Technology research exhibition showcased community-based action research projects, addressing community and environmental challenges anchored on sustainable developmental goals. Project UGNAY was also integrated with the curriculum of Community Engagement, Solidarity and Citizenship (CESC) subject of the Humanities and Social Sciences (HumSS) strand since 2021. As part of Project UGNAY, their subject requirement is to implement advocacy projects to promote solidarity and awareness of sustainable development goals, which seek to reconcile economic growth, environmental balance, and social progress. Furthermore, Project UGNAY has established partnerships with the city local government to cultivate compassionate and sustainable communities where students contribute to food security by growing and sharing healthy, fresh produce with those in need, especially young children and pregnant women, by organizing vegetable donation drives. Project UGNAY has also adopted vacant lot areas in communities and converted it to FAITH (Food Always in the Home) gardens where teachers and students provide education on nutrition, health, and the environment to foster sustainable communities. Project UGNAY has been at the forefront of community-based action project initiatives for environment and nutrition led by teachers and students in Parañaque City running for five years and aiming to expand its community linkages to other schools and community districts in and outside Parañaque City by school year 2024-2025.

3. Objectives/goals of the school's programme

1. Strengthen the learners' involvement in community engagement, solidarity, and citizenship through community-action initiatives for economic growth, environmental balance, and social progress to promote national and global community development.
2. Integrate psychosocial competencies and experiential education into a multidisciplinary integrated curriculum catalyzed by environmental and nutrition advocacies as an integral constituent of school and distance education.
3. Cultivate learners' initiatives for community-based action research projects to address community and environmental challenges anchored on sustainable developmental goals.

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

Since October 3, 2019, Project UGNAY has become a relentless force in cultivating environmental and nutrition awareness, fostering experiential education for a holistic learning experience and has been an integral constituent of school and distance education. Project UGNAY has stayed true to its commitment for five (5) years with the goal of expanding its community linkages to other school and community districts in Parañaque City by school year 2024-2025.

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

Project UGNAY aims to empower students with the knowledge and skills to grow their own food, promote environmental stewardship, and foster a sense of responsibility and empathy by planting and harvesting from the school garden and donating fresh vegetables to underprivileged communities. This advocacy aims to cultivate compassionate and sustainable communities.

Since 2019, teachers and student advocates of Project UGNAY adopted three (3) vacant lot areas in different communities and converted those into FAITH (Food Always in the Home) gardens to contribute to food security and educate the communities on growing and sharing healthy, fresh produce with those in need. Project UGNAY aims to expand its community linkages to other schools and community districts and create more FAITH gardens in and outside Parañaque City by school year 2024-2025.

In March 2022, during the pandemic, 20,000 vegetable seeds of different varieties were equally distributed to the parents during the parent-teacher conference. Room-to-room orientation was also conducted to introduce the parents to Project UGNAY's objectives and lectures were also given on home gardening. The learners were tasked to do home gardening and promote a healthy diet by cooking their produce as their performance tasks, which was integrated into the curriculum of different learning areas.

Project UGNAY created PANUKIDUKI, a STEM Research/Capstone Project fair and exhibition that is geared towards Science and Technology community-based action research projects by STEM students, addressing community and environmental challenges anchored on sustainable developmental goals to bring the community together and acknowledge student work throughout the entire academic year. A total of 73 community-based action projects and scientifically tested prototypes were showcased in the exhibit. The CAPSTONE (Community-based Action Projects addressing Strategically Themed Learning Objectives through Networked Environments) projects were designed depending on the focused areas/challenges of a specific community they are catering to provide environmental/social innovations to help their chosen community. The exhibit was first opened to the public in June of 2023.

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

The objectives of Project UGNAY focusing on psychosocial competencies were integrated utilizing K to 12 Basic Education Curriculum Guide with the following curriculae:

1. Community Engagement, Solidarity, and Citizenship (CESC) subject of Humanities and Social Sciences (HumSS) strand: This course focuses on the application of ideas and methods of the social sciences to understand, investigate, and examine challenges of contemporary community life. It focuses on community-action initiatives such as community engagement, solidarity, and citizenship as guided by the core values of human rights, social justice, empowerment and advocacy, gender equality, and participatory development. It aims at enhancing students' sense of shared identity and willingness to contribute to the pursuit of the common good of the community. It enables students to integrate applied social sciences into community-action initiatives.
2. Research/Capstone Project subject of Science, Technology, Engineering, and Mathematics (STEM) strand: In this course, the students are required to create scientifically-tested prototypes or community-based action research projects to address community and environmental challenges anchored on sustainable developmental goals to bring the community together. At the end of school year, the students will present their research projects in a research exhibit.

7. Engagement with the community and sharing of school practices to the community

Since 2019, Project UGNAY has empowered students with the knowledge and skills to grow their own food, promote environmental stewardship, and foster a sense of responsibility and empathy by planting and harvesting from the school garden and donating fresh vegetables to underprivileged communities. This advocacy aims to cultivate compassionate and sustainable communities. Teachers and student advocates of Project UGNAY adopted three (3) vacant lot areas in different communities and converted those into FAITH (Food Always in the Home) gardens to contribute to food security and educate the

communities on growing and sharing healthy, fresh produce with those in need by conducting lectures and trainings to different communities. Project UGNAY aims to expand its community linkages to other schools and community districts and create more FAITH gardens in and outside Parañaque City by school year 2024-2025.

8. Monitoring and evaluation mechanisms

PROJECT UGNAY ANNUAL GARDEN IMPLEMENTATION CRITERIA (SCHOOL GARDEN AND ADOPTED COMMUNITY GARDENS)

1. Area
2. Presentation of Garden
Indicators:
 - a. Fencing/Plot Orientation
 - b. Presence of vegetables and Hydroponics (with label)
 - c. Nursery
 - d. Crop Museum
 - e. Seedbank
 - f. Compost Peat/Heap
3. Organic Fertilizer Produced
4. Feeding Program
5. Household Replicated
6. Record Keeping
7. Community Engagement
8. Innovation/Research

PANUKIDUKI Research/Capstone Project Exhibition Rubric

1. Student Interview
2. Project Impact
3. Communication and Collaboration
4. Creativity and Innovation
5. Research/Inquiry/Problem Solving
6. Productivity/Technology
7. Booth Design and Enhancement

Research/Capstone Project Manuscript Rubric

1. Research Statement Rubric
2. Literature Review
3. Methodology
4. Research Results
5. Analysis
6. Writing Style and Organization
7. Content

9. Measurable achievement of the school's programme to students, teachers, parents, and wider community

1. Project UGNAY won the Regional Search for Best Vegetable Garden Award 2023 by the Department of Education - Philippines.
2. Project UGNAY was awarded a certificate of recognition by the city mayor of Parañaque City, Eric L. Olivarez for the successful project implementation.
3. The Barangay Chairman of Barangay San Isidro also awarded Project UGNAY a certificate of recognition for

4. The Goodwill Ambassador for United Nations Environment Programme (UNEP), Antoinette Taus, recognized Project UGNAY and PANUKIDUKI research/capstone exhibition by attending the event on June 6, 2023.

10. Plan for future

Project UGNAY aims to expand its community linkages to other schools and community districts with the goal of conducting more extensive trainings/lectures to different communities on the importance of home gardening and healthy nutrition to food security, responsible consumption, and fostering sustainable cities and communities by creating more FAITH gardens in and outside Parañaque City by the school year 2024-2025.

Project UGNAY is also anticipating more submissions of CAPSTONE (Community-based Action Projects addressing Strategically Themed Learning Objectives through Networked Environments) research projects and advocacy initiatives to address the issues/challenges of a specific community they belong to and provide environmental/social innovations to help their chosen community, as part of the subject requirement for the research/capstone project subject of STEM students. The research papers from STEM students will be forwarded to the city government officials to be utilized as one of the references to create action plans and introduce innovations for the city.

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>)

Zero Hunger (2)
Good Health and Well-being (3)
Quality Education (4)
Sustainable Cities and Communities (11)
Responsible Consumption and Production (12)
Climate Action (13)
Partnerships for the Goals (17)

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

<https://www.youtube.com/watch?v=AZEfQu1cbho>
<https://www.facebook.com/share/p/JYso4wKibPFyYGva/>
<https://www.facebook.com/share/p/Y2W6aD4Ao1BUhYxD/>
<https://www.facebook.com/Panukiduki2023>
<https://www.facebook.com/share/p/wQZ21Pi2jWa7yD8G/>
<https://www.facebook.com/share/p/wzF1xt3zhPtp8NFV/>
<https://www.facebook.com/share/p/W7FArEK8mzch8Csk/>
<https://www.facebook.com/share/p/fHLnnrnXmKyft6f4/>
<https://www.facebook.com/share/p/nEXirgmFeUkEkwZV/>

<https://www.facebook.com/share/p/X37qazB3Rri1ddo1/>

<https://www.facebook.com/share/p/aCvBebURpfKV5Whj/>

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



Project UGNAY adopted two (2) vacant lots and turned it into FAITH (Food Always in the Home) gardens. Harvested produce were given to children with undernutrition in Barangay San Isidro.

Photo 2



Distribution of vegetable seeds during parent-teacher conference meetings to encourage students and their families to do home gardening.

Photo 3



Students planting and harvesting in the school garden. Harvested vegetables were donated to elementary schools for feeding program.

Photo 4



Yearly vegetable donations to elementary students.

Photo 5

Photo 5



Research/CAPSTONE (Community-based Action Projects addressing Strategically Themed Learning Objectives through Networked Environments) Project Exhibition 2023

GUIDELINES FOR SUBMISSION OF ENTRIES

1. The sharp deadline of entry submissions is **15 August 2024**. Late submission is not accepted.
2. Each school can submit **only one (1) entry**.
3. The school's entry that has been shortlisted or won the SEAMEO-Japan ESD Award within the past five (5) years (2019-2023) is not considered.
4. Schools must submit the following requirements to the SEAMEO Secretariat:
 - A. A completed **submission form of 2024 SEAMEO-Japan ESD Award** which have to be made in .docx or .pdf format, maximum file size is 10 MB. The submission form can be downloaded from the SEAMEO website: <https://link.seameo.org/esd2024> or request through email: seameojapan.award@seameo.org
 - B. **A 3-minute video clip** presents the school's programme in English. If it is produced in local language, please add subtitles so that the judging committee can understand it. Please upload your video to YouTube or other video-sharing sites and submit the video link through the google form as detailed in No.9
5. The information about the school's programme (in Part II as follows) **should not be over five (5) pages of A4 in total**. The information should be written in **Times New Roman/Calibri font, font size 11**.
 - A. Part I - Information about the school;
 - 1) School's 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 (maximum of 300 words)
 - 3) Objectives/goals of the school's programme
 - 4) Period of time when the programme has been started
 - 5) Activities (strategies/activities of implementation, and brief information on each activity)
 - 6) Teaching and learning approaches/strategies that the school has integrated into the programme
 - 7) Engagement with the community and sharing of school practices to the community.
 - 8) Monitoring and evaluation mechanisms
 - 9) Measurable achievement of the school's programme to students, teachers, parents, and wider community
 - 10) Plan for future
 - 11) Interrelationship of the school's programme with other Sustainable Development Goals (SDGs)
 - 12) Link(s) to the information of school's programme in social media platforms such as Facebook, website, and Youtube

6. All submissions should include related photos. A maximum of **five (5) photos** with captions written in English can be attached with the submission form.
7. (Optional) All submissions can be attached with a maximum of **two (2) supporting documents** which can be written in local language. However, a brief translation in English should be provided.
8. Only specific file types of supporting documents are accepted which are .docx, .pdf, .xlsx, and .ppt. If the supporting documents are made in .docx or .pdf, it should be less than or equal to **twenty (20) pages** each.
9. **How to Submit the Entry:** Please send the completed submission form of 2024 SEAMEO-Japan ESD Award and a link of 3-minute video clip together with supporting documents to the following google form:



<https://link.seameo.org/ESD2024/Submission>

Note: To align with the ESD practices and to save the environment and energy, the Committee will **NOT accept the entry in hard/printed copies.**

10. After submitting the google form, you will receive a copy of your responses via the responder's email immediately. Your responses can be edited after submitting by clicking the 'Edit response' button in the responder's email where you receive a copy of your responses.

JUDGING CRITERIA

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

1. Strategy/Modality of Implementation

- The school has demonstrated clear school's plans and policies, effective strategies, and programme components/activities on how to implement the school's programme.
- Appropriate and effective methods and resources are used to implement the programme.
- Monitoring and evaluation mechanisms or processes are identified to ensure the immediate and long-term outcomes.
- The school has demonstrated the use of participatory processes – involving students, teachers, parents, community stakeholders and partners – in planning and implementing the programme.

2. Teaching and Learning Approaches

- The school has integrated lifelong STEM learning and community engagement into teaching and learning practices and school's programmes to ensure that students are able to connect the practices into their daily life, the local environment, and community.

3. Innovation and Creativity

- The school's programme has demonstrated innovative practice in relation to the theme that can be replicated.
- The school has demonstrated innovative ideas for utilizing available resources.

4. Engagement with Community

- The school has engaged community partners such as neighbouring educational institutions, local government authorities and parent associations to co-implement the school's programme.
- The school's programme has increased public awareness and action to promote lifelong STEM learning through community engagement to create a more sustainable future.
- The school's programme has strengthened student involvement and contribution to improve sustainable development and effectively promote lifelong STEM learning through the engagement of local communities.

5. Impact and Sustainability

- Results of the school's programme have revealed the effectiveness and benefits of the school's programme to students, teachers, parents, and the wider community.
- The school has demonstrated a clear future plan on how to sustain or scale up the initiative.

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 to other SDGs.

CONTACT INFORMATION

Mr Garry Pawitandra Poluan
Learning Innovation and Information Specialist
SEAMEO Secretariat
Bangkok, Thailand
Email: seameojapan.award@seameo.org
Website: www.seameo.org