



# 2024 SEAMEO-Japan ESD Award

Theme: Promoting Lifelong STEM Learning through Community Engagement

# **SUBMISSION FORM**

The submission deadline is <u>15 August 2024</u> Full Information: <u>https://link.seameo.org/esd2024</u>

- 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 <u>15 August 2024</u>.
- This **Submission Form** can be downloaded from the SEAMEO website: <u>https://link.seameo.org/esd2024</u> or request through email: <u>seameojapan.award@seameo.org</u>
- 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 <u>WILL NOT</u> accept the entry in hard/printed copies.
- For more information, please visit: <u>https://link.seameo.org/esd2024</u> or contact the SEAMEO Secretariat's email: <u>seameojapan.award@seameo.org</u> or Tel. +66-2391-0144.

#### PART I: DETAILS OF YOUR SCHOOL

- 1. Name of your school: <u>Laboratory High School-College of Development Education, Central Bicol State</u> <u>University of Agriculture</u>
- 2. Full address: San Jose, Pili, Camarines, Philippines
- 3. Postcode 44184. Country Philippines
- 5. School's telephone number (country code+city code+telephone number) (054) 871-5531; 871-5533
- 6. School's Email Address: op@cbsua.edu.ph
- 7. School website (if available) <u>https://w3.cbsua.edu.ph/</u>

- 8. Approximate number of teachers participated in this programme: <u>15 teachers</u>
- 9. Approximate number of students participated in this programme: 180 students

### 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

Farm Families Approach to Good Agricultural Practices (FFA to GAP)

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

The "Farm Families Approach to Good Agricultural Practices" (FFA to GAP) is a program by the Laboratory High School (LHS)-College of Development Education at Central Bicol State University of Agriculture (CBSUA). This initiative aligns with CBSUA's vision of becoming an Agricultural Research University of Global Standards and its mission to build resilient, sustainable communities. The program integrates STEM education with agricultural practices, allowing students to apply what they learn in special curriculum subjects in the LHS like Principles and Practices of Crop and Animal Production directly to their home and school gardens.

The Technology and Livelihood Education (TLE) curriculum, part of the K-12 program of the Philippines, emphasizes practical application, engaging students in authentic learning experiences that promote food security and sustainable development. The program was implemented in partnership with key partners, including the Agricultural Training Institute Region V (ATI), Extension Services Division and the uniformed personnel, 5th Army Training Group, which assist with training, garden establishment, and funding. In its 4th year, the program received a ₱100,000 grant from the ExPAND Program of ATI, with additional support from CBSUA's Extension Services Division. This funding supported research on agricultural practices and nutritional consciousness, presented at the 11th PNEE International Conference in 2018, where Mrs. Montales earned the 2nd Best Poster Presentation.

Through teaching TLE to the students, capability-building workshops with their farm families, farm visits of the students, and participatory planning, FFA to GAP equips the LHS students with their farm families with the skills to adopt sustainable agricultural practices. The program's yearend evaluations, conducted through Focus Group Discussions and SWOT analysis, ensure continuous improvement. The program's success is evident in the enhanced learning outcomes and the transformation of farm families' agricultural practices, contributing to local economies and advancing Sustainable Development Goals (SDGs).

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

- Promote lifelong STEM learning through agricultural practices.
- Enhance community engagement in sustainable agricultural practices.
- Improve nutritional awareness and healthy lifestyles.
- Ensure food security and increase family income.
- Foster a deeper appreciation of agriculture among students and their families.

The program began in April 2014 when the United Nations declared 2014 as the International Year of Family Farming.

- **1. Program Orientation:** The students and their farm families were oriented as to the program's goals and activities.
- 2. Community Organizing: The program coordinators with the partner agency formed the agricultural groups for the students. They organized the 4H club. This is the organization of the youth involved in agricultural program for the four-fold development of the head, heart, hands and health.
- **3. Participatory Project Planning:** The collaborative planning with beneficiaries was conducted. It was participated by the program coordinators, ATI, students and their farm families.
- **4. Model Farm Visits:** Students were given opportunities to learn from best practices in sustainable farming during farm visits to the Sonrisa Farm, Bicol Strawberry Farm, and ATI Model Farm in Tigaon.
- 5. Capability Training: The workshops on agricultural techniques and leadership were conducted. These trainings on different agricultural technology include vermicompost, Organic vegetable production, cacao production, urban gardening
- **6.** Farm-Garden Project Establishments: The students and their farm families developed the home and school gardens.
- **7. STEM Integration:** The STEM concepts were applied in subjects like Principles and Practices of Crop and Animal Production as part of the Technology and Livelihood Education (TLE) special curriculum of the LHS.

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

- 1. **Experiential Learning:** This approach involves students, parents, and teachers in hands-on activities such as gardening, farm visits, and project implementation. By participating in these tasks, the students and their farm families gained practical experiences and a deeper understanding of agricultural concepts. This real-world application of knowledge such as applying technologies for good agricultural practices reinforces STEM principles and enhances learning retention.
- 2. **STEM Integration:** Technologies such as urban gardening and organic vegetable production are taught in subjects Principles and Practices of Crop and Animal Production. Students apply these technologies in developing their school and home gardens. This integration ensures that students build critical STEM skills through meaningful, hands-on agricultural activities.
- 3. **Community-Based Learning:** The program engages the whole family of the students in developing their home gardens. The agricultural experts from the ATI, university and other agencies shared their expertise with the farm families while the uniformed personnel assisted in the garden establishments. This collaboration ensures that the program is tailored to the community's needs and that knowledge is shared among all participants.
- 4. **Participatory Planning:** Students and their parents and siblings, ATI, barangay/community leaders, and agricultural experts are actively involved in the planning process. This participatory approach ensures that all their needs are considered.

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

The "Farm Families Approach to Good Agricultural Practices" (FFA to GAP) program has deep community engagement and strategic partnerships. It involves participatory planning, regular webinars, and collaborative activities that bring together students and their parents and siblings, and barangay leaders. The Agricultural Training Institute Region V plays a crucial role by providing funding, conducting training sessions, and supplying farm implements. Additionally, the uniformed personnel, the 5th Army Training Group, supports the program by helping establish the school garden. Students apply their STEM and agricultural lessons at home, where their families become active beneficiaries, producing and selling surplus crops within the community. This collaborative approach not only enhances educational outcomes but also fosters sustainable agricultural practices, strengthening the community's resilience and economic well-being.

# 8. Monitoring and evaluation mechanisms

The program employs a participatory monitoring and evaluation framework, with regular assessments through focus group discussions, feedback sessions, and annual evaluation workshops.

The monitoring and annual year-end evaluation were conducted by the Agricultural Training Institute Region V (ATI RV) and the Extension Services Division. They play a critical role by monitoring school and home gardens through on-site visitations, ensuring that the program's objectives are met effectively and sustainably.

Accomplishment reports of the program were submitted annually to the Agricultural Training Institute Region V (ATI RV) and the Extension Services Division.

- 9. Measurable achievement of the school's programme to students, teachers, parents, and wider community
  - 1. Increased nutritional awareness among students.
  - 2. Development of entrepreneurial skills through productive gardening.
  - 3. Strengthened community engagement and collaboration.
  - 4. Improvement in family income through the sale of garden produce.
  - 5. Establishment of sustainable home gardens and model school gardens.

## 10. Plan for future

The program aims to expand its reach by incorporating more families and schools, enhancing the training modules, and integrating new agricultural technologies. Future plans also include the development of a comprehensive manual to guide other institutions in replicating the program.

- 11. Interrelationship of the school's programme with other Sustainable Development Goals (SDGs) (Please refer to page 2 in the Information Note or <u>https://sustainabledevelopment.un.org/sdgs</u>)
  - **SDG 2 (Zero Hunger):** By ensuring food security and promoting sustainable agriculture.
  - **SDG 3 (Good Health and Well-being):** Through increased nutritional awareness and healthy lifestyles.
  - **SDG 4 (Quality Education):** Integrating agricultural education into the curriculum.
  - **SDG 12 (Responsible Consumption and Production):** Encouraging sustainable farming practices.
  - **SDG 13 (Climate Action):** Promoting environmental stewardship through sustainable agriculture practices.
  - **SDG 17 (Partnerships with the Goals):** By ensuring collaboration with the Agricultural Training Institute Region V (ATI RV), the Extension Services Division, 5<sup>th</sup> Army Training Group, barangay leaders and families of the students.
- 12. Link(s) to the information of school's programme in social media platforms such as facebook, website, youtube

BET ko! | FFA to GAP on Action https://www.facebook.com/watch/?v=2109966939134814&rdid=teXuDKXjXtnlO99d

SALAMAT FARM FAMILIES | Testimonials of the Beneficiaries <u>https://www.facebook.com/watch/?v=261332428575160&rdid=KCfTsJArKghDJU8R</u>

Radio Program on **Connecting the Youth to Agriculture**: **Role of Schools and Communities in Engaging Youth in Farming** 

https://www.facebook.com/story.php?story\_fbid=2372184942954935&id=607177292789051&rdid=9C Ek9sYsOfemCfqx

ESD GI | It's a DATE | Farm Families Approach to Good Agricultural Practices <u>https://www.facebook.com/watch/?v=978529605977751&rdid=RUzHVnDqs0y2igGa</u>

13. Photos related to the activity/programme (Maximum of five (5) photos with captions in English) Photo1



Needs assessment were conducted by the program coordinators with the parents of the LHS students. In the photo shows Prof. Gloria Q. Camposano and Prof. Hermilina Azanes, both teaching Technology and Livelihood Education, interviewing the parents for the possible implementation of the home garden.



fertilizer during the workshops



Laboratory High School students visited model farms for hands-on learning. Farmers provided practical lectures, offering field-based knowledge that directly complemented their classroom studies



The photo shows the improvement of the school garden which was collaboratively done by the LHS students, uniformed personnel, and college students taking Agriculture courses.



During the on-site monitoring of the Agricultural Technician from Agricultural Training Institute Region V (ATI RV) to one of the home gardens of the farm family in San Jose, Pili, Camarines Sur, Philippines.

- 1. The sharp deadline of entry submissions is **<u>15 August 2024</u>**. 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 <u>submission form of 2024 SEAMEO-Japan ESD Award</u> 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: <u>https://link.seameo.org/esd2024</u> or request through email: <u>seameojapan.award@seameo.org</u>
  - B. <u>A 3-minute video clip</u> 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
- The information about the school's programme (in Part II as follows) should not be over <u>five (5) pages</u>
  <u>of A4</u> 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)
    - Link(s) to the information of school's programme in social media platforms such as Facebook, website, and Youtube

- All submissions should include related photos. A maximum of <u>five (5) photos</u> with captions written in English can be attached with the submission form.
- 7. (Optional) All submissions can be attached with a maximum of <u>two (2) supporting documents</u> 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. <u>How to Submit the Entry</u>: 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:



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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

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