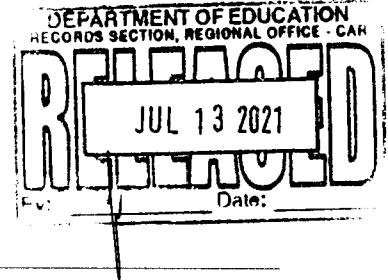




Republic of the Philippines
Department of Education
Cordillera Administrative Region



13 Jul 2021

REGIONAL MEMORANDUM

NO. 292-2021

SEARCH FOR EDUKASYONG SAPAT AT DAPAT (ESD) PARA SA BATA AWARD

To: OIC-Assistant Regional Director
Chiefs of RO Functional Divisions
School Division Superintendents
All divisions
All others concerned

1. The Department of Education- Cordillera Administrative Region takes on the endeavor towards equitable services and quality learning delivery whereby adhering to the principle of transformative education to provide the right information and practices encouraging adaptability on sustainable lifestyles.

2. In this regard, the regional office announces the **Edukasyong SAPAT at DAPAT (ESD) para sa Bata Project: Search for Education's Sustainable Development (ESD) Award** with the theme "*Securing Educational Opportunities in COVID-19 Crisis*".

3. The search is in line with the region's initiative **Sustainable Actions Pursuing Active Transformation and Developmental Activities with Pressing Attributes Towards Quality Education (Edukasyong Sapat at Dapat para sa Bata)** in collaboration with Southeast Asian Ministers of Education Organization (SEAMEO)-Japan Education Sustainable Development.

4. Each Schools Division Offices shall submit three (3) entries for the search from July 14, 2021 to August 6, 2021. Submission forms is downloadable from the link <https://tinyurl.com/SEAMEOform>. Attached is the rationale, objectives, guidelines and list of management team for the search.

5. Announcement of winners shall be done through DepEd Tayo Cordillera Facebook page on August 11, 2021 and shall be forwarded to the Search for 2021 SEAMEO -Japan ESD Award Committee on the same date.

6. Immediate dissemination of this communication is highly desired.


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Director IV/Regional Director



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MANAGEMENT SYSTEMS SOLUTIONS

ISO 9001:2015 Certified
Quality Management System
DE-50500784 QM15

**Edukasyong SAPAT at DAPAT (ESD) para sa Bata Project:
Search for Education's Sustainable Development (ESD) Award**

*(Sustainable Actions Pursuing Active Transformation and Developmental Activities
with Pressing Attributes Towards Quality Education)*

**A Regional Initiative in Collaboration with Education Sustainable
Development SEAMEO-Japan**

I. Rationale

The aspiration for a life balance is true in a work and learning places. We desire a life that depicts a comfortable, secure, and peaceful environment. This could be long terms, yet a realistic ambition as reflected in the National 2030 Agenda for Sustainable Development, and eventually found in the Philippine Development Plan 2017-2022. We then realized the need to transform ourselves, in a given work environment ensuring sustainable development and leaving no one behind for us to live the life we desire. This aspiration is supported by sustainability and inclusivity goals and principles that guide our development strategies. Engaging stakeholders is necessary for an initiative to gain action and be owned by a broad section of society who are driven to make it work and succeed.

Synergies between government and non-government actions are required to ensure inclusiveness and equality to achieve the desired results. While government is both catalyst and mobilizer of the policy framework for the SDGs, even non-government stakeholders have taken on the responsibility for the agenda and delivering the services to the rights-holders.

The Department of Education- Cordillera Administrative Region (DepEd-CAR) takes on that endeavor and moves towards equitable services and quality learning delivery. DepEd-CAR adheres to the principle that transformative education is the answer and providing the right information can change people's values and behaviors, encouraging adaptability on sustainable lifestyles. This can also break the cycle of malnutrition and diseases that affects learning performance. It shall continually improve by aligning all initiatives and efforts to Education Sustainable Development (ESD) goals.

II. Background

In 2002, the United Nations (UN) general assembly adopted Resolution 57/254 and declared the period 2005-2014 as the "United Nations Decade of Education for Sustainable Development (DESD)". In its declaration, ESD is defined as a "learning process (or approach to teaching) based on the ideals and principles that underline sustainability and is concerned with all levels and types of learning to provide quality education and foster sustainable human development – learning to know, learning to be, learning to live together, learning to do and learning to transform oneself and society."

At the end of the DESD in 2014, the United Nations Educational, Scientific and Cultural Organization (UNESCO) announced the Global Action Program (GAP) on ESD during its world conference in Japan. The GAP aimed at generating and scaling up ESD actions at all levels and in all areas of education, training and learning to accelerate progress towards sustainable development to the post-2015 agenda.

The ESD for 2030 emphasizes on education's contribution to the achievement of the Sustainable Development Goals (SDGs). It aims to review the purposes and values that underpin education and reorient all levels of education and learning to contribute to sustainable development and to strengthen education and learning in all activities that promote sustainable development.

The 2021 SEAMEO-Japan ESD Award is in line with the region's quest for quality environment of our learners. With this, the region launches the **Regional Search for 2021 SEAMEO-Japan ESD Award** with the theme "Securing Educational Opportunities in COVID-19 Crisis" under the Edukasyong Sapat at Dapat para sa Bata project.

III. Objectives

The objectives of the search are to:

1. raise awareness of ESD in schools and communities,
2. promote ESD best practices in schools and communities,
3. share and exchange knowledge and best practices on ESD in schools,
4. encourage networking among schools and communities which implement ESD practices, and
5. support the DepEd's efforts on the achievement of SGDs.

IV. Schedule of Activities

The following are the schedule of activities:

Activities	Date	Person/s Involved
Submission of entries to the regional level	July 14-August 6	SDOs/schools
Judging of entries	August 9	Judges
Awarding of winners-regional level	August 11	Management Team and Participants
Submission of entry to SEAMEO	On or before August 15	Management Team and FTAD Staff

V. Participants

The participants for the search are the public and private kindergarten, elementary, secondary, vocational, and technical (equivalent to Grade 12) schools.

VI. Guidelines of Submission

- a. Each SDO shall select and submit **three (3) entries (1 private school and 2 public schools)** to the Field Technical Assistance Division (FTAD). Deadline of entry submission is on **August 6, 2021**.
- b. SDOs must submit the following requirements:
 - Completed Submission Form (Form can be downloaded through the link <https://tinyurl.com/SEAMEOform>)
 - **A short video clip of 3-5 minutes** presenting about the school initiative/programme in MP 4 format. The language of the video clip should be in English. If in a local language, please make sure that it has subtitle.
- c. Regarding the Submission Form, the information of school initiative

(In Part II) **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**.

- d. 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
- e. Part II - Information about the school's programme;
 - 1. Title of the school's initiative
 - 2. Summary of the initiative (a half page of A4 sheet size)
 - 3. Objectives/goals of the school's initiative
 - 4. Period of time when the initiative has been started
 - 5. Activities (strategies/activities of implementation, and brief information of each activity)
 - 6. Teaching and learning approaches/strategies that the school has integrated for this school initiative
 - 7. Participation of community and parents in the school initiative
 - 8. Monitoring and evaluation mechanisms
 - 9. Effectiveness of the school initiative to learners, teachers, families, and 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 initiative in social medias such as facebook, website, youtube
- f. All submissions should include related photos. A maximum of **five (5) photos** with captions written in English can be attached in the Submission Form.
- g. All submissions can be attached with a maximum of **three (3) supporting documents** (Optional). The teaching and learning materials can be in local languages, however a brief translation in English should be provided.
- h. **How to Submit the Entry:** SDOs can submit the completed "Submission Form " and a "video clip of 3-5 minutes" together with supporting documents/ materials to **ftad.depedcar@gmail.com**. .
*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**.*
- i. All entries submitted to the will be acknowledged. If the SDO and school has not received any acknowledgement of the receipt within three days after the submission, please contact the FTAD through cellphone numbers 0918-065-9179 and 0910-805-7805.

VII. Judging Criteria

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

- 1. **Effectiveness of the School's Initiative to Teachers, Students, Students' Families, and Communities**
 - o The school's initiative has demonstrated the effectiveness that create positive impacts to the community, teachers, students, and families of

students.

2. **Integration of Strategies/Modalities for Implementation**
 - Implementation of the school's initiative is emphasized and incorporated into school policies, management plans, and teaching and learning strategies within the school.
 - The school has demonstrated clear effective strategies, and programme components/activities on how to implement the school's initiative.
 - Appropriate and effective methods and resources are used to implement the initiative.
 - Monitoring and evaluation mechanisms or processes are identified to ensure the immediate and long-term outcomes.
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. **Teaching and Learning Approaches**
 - The school has demonstrated effective and innovative teaching and learning approaches that have been applied for securing educational opportunities for all learners.
5. **Participatory Approach and Engagement of Community**
 - The school has demonstrated the use of participatory processes – involving teachers, parents, students, communities' stakeholders, and partners – in planning and implementing the initiative.
 - The school has engaged community-level partners such as community stakeholders, experts, local governors, practitioners, and parents in the programme.
6. **Sustainability**
 - The school has demonstrated a clear future plan on how to sustain or scale up the initiative.
7. **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.

VIII. Management Team and Panel of Judges

Chairman	Estela L. Cariño	Regional Director
Co- Chairman	Florante E. Vergara	OIC- Assistant Regional Director
Members	Ethielyn E. Taqued	CES, FTAD
	Carmel F. Meris	CES, CLMD
	Aida L. Payang	CES, PPRD
	Edgar H. Madlaing	CES, ESSD
	Sebastian G. Tayaban	CAO, Finance Division

	Jennifer P. Ande	OIC, NEAPR
	Maksim A. Botilas	OIC, QAD
	Sasha Joseph L. Daganos	OIC, HRDD
	Edgardo T. Alos	CAO, Administrative Division