



**Balanga City, Philippines**

# **G.L. David Memorial Integrated School**

**Taking a village to raise a child**



**WORLD'S  
BEST SCHOOL**  
Community  
Collaboration

FUNDAÇÃO  
**Lemann**



**WORLD'S  
BEST SCHOOL  
PRIZES**

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# Introduction

G.L. David Memorial Integrated School is a public school in Balanga City, the Philippines. The school believes that no child should be left behind and brought the whole community together to ensure their welfare. Inspired by the African proverb “it takes a village to raise a child”, the school has brought parents, community members, local government, and businesses together to cultivate pupils’ social, intellectual, and emotional wellbeing and to tackle barriers to their education.





# Profile:



**Country:**  
Philippines



**Region:**  
Balanga City



**School type:**  
Public school



**Location area:**  
Rural



**Student population:**  
501 to 1000



**Prize Category:**  
Community Collaboration

**“We really believe that an educated mind helps in building a nation. That is why we want our learners to improve their education because we know youth is the hope of our motherland – that is why we really invest in education.”**

– Ana Maria I. Garcia, Principal,  
G.L. David Memorial Integrated School





# In-depth look

## CONTEXT AND CHALLENGE


The school has faced many challenges over the years – the scarcity of resources and funds, and the lack of equipment and additional personnel have often left the faculty and community feeling demoralised. One of the major problems has been that most of its students come from low-income backgrounds, with families being in financial difficulty and many students being malnourished.

The school was therefore compelled to foster the aim of education: “No Child Left Behind”. In addition to the learners’ physiological needs, the isolation during the pandemic brought up a considerable amount of emotional stress.

Moreover, the lack of materials to support at-risk learners in reading and numeracy brought on more weight. Despite the school’s strong relationships with the Department of Education, city and local officials, private sector organisations, and even the parents, the school still had to squeeze all its available resources to support its student population.







**“Our partners truly believe in the importance of health. Donors implementing this project all agree on the importance of creating resilient pathways to last and sustain benefits through project impact.”**

**- Ana Maria I. Garcia, Principal,  
G.L. David Memorial Integrated  
School**





# EXPERTISE AND APPROACH

In addition to special literacy and emotional development programmes, the school launched the KAIN PA project to help provide daily free meals to its students. Primarily through the help of a foundation, the school was able to run the programme for five years, reaching 155 pupils. By the end of that period, the number of pupils who needed those services was reduced to 15 children. “Not only the food,” says the school’s Principal, Ana Maria I. Garcia, “but they also helped in the psychological development of our learners. It has a great impact on our learners.”

The food programme operated daily, providing students with healthy and nutritious school meals that ultimately helped them focus on their learning and eased the burden of malnutrition. Parents played a strong role, in preparing and cooking meals and, in some cases, even buying ingredients straight from the market. And while the Department of Education provided bread, fruit, and other goods, local officials also helped whenever the school requested their assistance, acting as financial sponsors and ensuring the school could acquire whatever produce they needed. Finally, as part of the school’s gardening programme, faculty members helped plant and grow vegetables, which also taught students more about the nutritional value of different foods.

All the 3-year programme’s activities and projects were carefully planned and collaboratively crafted according to the Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis, limitations, and experience of all the people involved. The school knew it couldn’t do it all without the help of the community and other stakeholders,






who provided services and donations annually during the “Brigada Eskwela” Literacy and Numeracy programmes.

The school has no cases of bullying and has achieved this by developing a strong social-emotional programme that focuses on emotional intelligence and encouraging a strong sense of responsibility and mutual respect. “We believe that a strong emotional foundation will increase the pupil’s performance,” Garcia said. “We do hope the pupil’s emotional development will help in improving the system in our school.” Several stakeholders help support the initiative by sometimes running seminars on child protection, along with religious organisations that focus on mental health.

During the pandemic, the school worked with the parents, community, and other stakeholders to make education accessible to students despite the numerous challenges. School and community leaders worked collaboratively to provide meaningful and substantial instruction, youth development, and community progress. This, in turn, enriched the culture of partnership between the school and its community.



The background image shows an outdoor school event. In the foreground, a person in a red and white striped shirt is writing on a piece of paper on a table covered with a blue plastic sheet. On the table are several boxes of instant noodle cups and a white plastic crate filled with bread. To the left, a person is sitting on a yellow plastic chair. In the background, other people and a school building are visible under a large metal structure.

**“Because of the strong support of our stakeholders, the mental and emotional development of our learners were developed through their help.”**

- **Ana Maria I. Garcia, Principal,  
G.L. David Memorial Integrated  
School**





# OUTCOMES AND RESULTS

G.L. David Memorial saw a considerable improvement in the students' grades as a result of the KAIN food programme, especially in literacy and numeracy, and saw malnutrition rates fall from 12.11% in 2019 to 2.13% in 2020.

The school was also able to build efficient learning facilities such as the Learning Hat, the rehabilitation of LR Room, a library, and an E-Classroom. All these led to greater exploration, safety, learning, and the development of imagination. The seminars on emotional and social development improved student's self-confidence as well as their behaviour, critical thinking, and even academic performance.

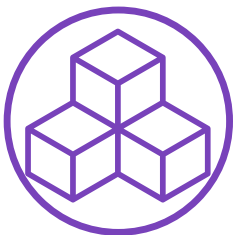


# Key Steps



## OUTLINING GOALS

The first step was engaging in partnerships for educational success. The school, parents, community members, local government, and business establishments each took a share of the responsibility to cultivate pupils' social, intellectual, and emotional well-being.

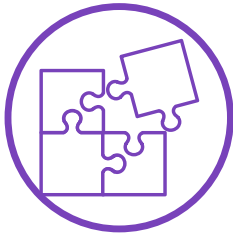


## ESTABLISHING A SOLID SUPPORT SYSTEM

A solid support system is made up of three main groups: family, friends, and professional colleagues. Along these lines, the school executed a Learn, Enhance, Teach-Reading Advocacy (LETRA) project. Parents, known as “super nanay” (“outstanding mothers”) helped the students with their reading skills. Also, General Parent-Teacher Association (GPTA) Officers provided a learning support programme to help improve the learners' numeracy and literacy skills.







## **BUILDING UP FACILITIES**

In addition to its support system, the school went to great lengths to provide the facilities to execute the acquired initiatives. In their view, “a school’s facilities have an impact on the whole learning process as well as the kids’ mental and physical development.”



## **STUDENT WELLBEING**

The fourth step was to take into consideration the pupils’ physiological and psychological health, acknowledging that problems might be due to burnout, emotional triggers, and even malnutrition. To assure mental and physical wellness, the school came up with the KAIN PA project (Katawan, Ingatan, Pahalagahan) and project BEPS (Balik-Eskwela Psychosocial Support).





## EVALUATION

To maintain the developing initiative, the school personnel attend year-round seminars, webinars, and training, and took part in different contests. The seminars and webinars kept the attendees up to date. This not only equipped teachers, students, community members, and other stakeholders with knowledge but also stimulated their engagement and participation.





# Advice and Guidance

Partnerships are the most important aspect of this initiative because the students' education and development come from both the partners and the school teachers. "We want to share to the world that school-community partnerships are strong alliances that serve as essential components to educational success," Garica said. The school recommends that institutions should continue to pursue their goals and to be ambitious in what they want to achieve. It is also important to understand that community partners can be found almost anywhere, and schools should be open-minded when they seek support from organisations and community members.

## More information

 **GLdavid Memls**

 **<http://gldavid.cityofbalanga.gov.ph/>**

Learn more about their work by watching their event at 2022's T4 World Education Week: [watch here](#)

