SEAMEO-Japan ESD Award

Supporting Partner:

UNESCO Bangkok Office
Asia and Pacific Regional Bureau for Education
United Nations Educational, Scientific and Cultural Organization

Submission Form of 2018 SEAMEO-Japan ESD Award
Theme: Applying Local Wisdom for Environmental Conservation

The last day for submission of entries: 3 September 2018

- To participate in the 2018 SEAMEO-Japan ESD Award, please submit the information of your school's project/programme on "Applying Local Wisdom for Environmental Conservation" by using this Submission Form.
- The **digital format of this Submission Form** can be downloaded from the SEAMEO website: www.seameo.org or requested by sending an email to: seameojapan.award@seameo.org.
- The **guidelines for submission of entries** and the **judging criteria** are detailed in page 11-13 of this document.
- Schools must ensure that the SEAMEO Secretariat receives their entries by **Monday, 3 September 2018**.
- More information, please contact the SEAMEO Secretariat, Bangkok (telephone number: +66-2391-0144, fax number: +66-2381-2587 and email address: seameojapan.award@seameo.org)

PART I: Details of Your School

1. Name of your school: KONGKONG ELEMENTARY SCHOOL
2. Full address: KONGKONG, KASIBU, NUEVA VIZCAYA
3. Postcode: 3703
4. Country: PHILIPPINES
5. School's telephone number (country code+city code+telephone number): 057151486/09175400803
6. School's fax number (country code+city code+fax number): NONE
7. School's email Address: zeidxavier@gmail.com
8. Name of the Head Master/Principal/School Director: MORENCIO S. PACIO
9. Name of the Teacher Coordinators: MELOWIN S. SADINAS, GLAYSA S. GUIAOAN MELCHOR S. GUIAOAN & MINDA R. CAJIMAT
10. Email address of the Coordinator: zeidxavier@gmail.com
11. School website (if available): None
12. Educational level: Kindergarten, Grade1 to Grade 6

13. Total number of teachers in your school: 13

14. Approximately number of teachers participated in this programme: 13

15. Total number of students in your school: 423

16. Approximate number of students participated in this programme: 214 (Grades 4-6)

PART II: Information about the School's Programme

The information of part II from no.1 to 13 should be no longer than nine (9) pages long of A4 in total. The information should be written in Times New Roman font, 11-12 point size.

1. Title of the school's programme

Project **A.P.P.L.I.C.A.T.I.O.N.** (**A**pplying **P**ro-environment **P**ractices and **L**ocal **I**deas: A **C**ollective **A**dvocacy **T**owards an **I**ntimate Care for **O**ur **N**ature)

2. Summary of the programme (one half to 1 page of A4 sheet size)

Project **A.P.P.L.I.C.A.T.I.O.N.** which started in 2013 covers the four (4) major school programmes of Kongkong Elementary School. These innovations/programmes value the transfer of local wisdom and practices to the new generations that are helpful particularly in the conservation of the environment in our today's fast-changing world. These programmes were also collaboratively made or innovated by the teachers, parents and pupils with the help of Mr. Domie M. Minte (Indigenous Peoples Elder). These include:

1. ORGANIC "PARTAHELABANG" INSECTICIDE. An insecticide made from the five basic ingredients which locally known in Kalanguya (an Indigenous Peoples Group) as

	Local Name	**Tagalog Name**	**English Name**	**Scientific Name**
PAR	-Parya	Ampalaya	Bitter Gourd	*Momordica charantia L. Amargoso*
TAP	-Tapayya	Papaya	Papaya	*Carica papaya L.*
HE	-Helle	Sili	Hot Pepper	*Capsicum annuum L.*
LA	-Lannah	Mantika	Coconut Oil	
BANG	-Bangbangsit	Marigold	Marigold	*Calendula Officinalis*

Ampalaya helps to kill insects and pests due to its bitter taste. Extracted Papaya Leaves contain toxic compound such as papain and Alkaloids atcyanogenic Glycocides which kills insects and pests effectively. Hot pepper has capsaicin compound which resulted to membrane damage metabolic disruption on the part of the insects. The coconut oil helps in the fermentation of the mixture for at least 4-5 days. The Marigold extract helps to kill insects due to its suffocating aroma.

The mixture was tested and found effective in killing insects and pest at the school vegetable garden. Since it is made up of natural ingredients, harvested vegetables are good for the health. Harvested vegetables are consumed by the identified undernourished pupils under the School Feeding Program and or sold to the locality as an Income Generating Project.

2. ORGANIC VEGETABLE FLOWER BLOOMER. In order to have good yield from the school vegetable garden, an organic vegetable flower bloomer was also innovated. It is a mixture of Kakawate Extract(Madre Cacao/*Gliricidia sepium)* and small amount of Coconut Oil that helps in the fermentations process of at least 2-3 days. This was found effective after a year-round use in 2016 and 2017.Likewise, since it is made up of natural ingredients, harvested vegetables are good for the health. Harvested vegetables are consumed by the identified pupils under the School Feeding Program and or sold to the locality as an Income Generating Project.

3. ORGANIC SOIL SAVER. Due to the continuous use of inorganic fertilizer now a days, soil acidity became a big problem. As the level of acidity of the soil increases, it resulted to a low yield or harvest. In addition, the high cost of inorganic fertilizers is also one of the major problems of the farmers. With this scenario, it is a need to conserve our soil and reduce its acidity for better yields. Thus, it was decided collaboratively by the teachers, parents and pupils with the help of Mr. Domie M. Minte (IP Elder) to practice the use of organic fertilizer just like the old days. With a touch of study and innovation, rice stalks are compiled in an area with shed with proper aeration. Banana stalks are chopped

into small pieces and mixed with the compiled rice hay. Kitchen vegetable and fruit waste products may also be added. Faster decomposition takes place because of the watery banana stalks. It is a need also to water also the mixed compiled waste products to maintain its moisture. With today's touch of innovation, soil worms may also be added in the compilation to help in the decomposition process. This practice then is combination of the old ways and the so-called "Vermi-culture". Yes, it is therefore an effective way to conserve and save the soil from acidity due to chemicals.

After the decomposition process, decomposed organic soil serves as organic fertilizer to vegetable or ornamental plants. Harvested vegetables from the organic way of farming are consumed by the identified pupils under the School Feeding Program and or sold to the locality as an Income Generating Project.

4. ORGANIC MUSHROOM PRODUCTION. This was accomplished by compiling rice hay in an area with proper aeration. An old way of mushroom production. Pupils are required to submit every other day rice water put in a mineral water bottle. Rice water is used in watering regularly or as the need arise the compilation of rice hay. After 3 weeks to one month, rice hay mushroom began to grow. Mushroom maybe gathered early in the morning or late in the afternoon. Edible rice hay mushroom are consumed for their nutritional value and they are occasionally consumed for their supposed medicinal value. Rice hay mushroom according to studies are good source of energy, carbohydrates, vitamins and minerals. Thus, harvested rice hay mushrooms are consumed by the identified undernourished pupils under the School Feeding Program and or sold to the locality as an Income Generating Project.

3. Background information or reasons why the school created this programme

Said programs were initiated and practiced until at present to promote organic farming. Beyond local values or ethics and money, organic farming discourages environmental exposure to inorganic pesticides, insecticides and chemicals. Harvests are safe to consume (health benefits) Organic farming builds healthy soil. This kind of farming fights the effects of global warming and helps combat erosion.

In Kongkong Elementary School, organic farming essentially supports the School Feeding Program for the undernourished and severely wasted pupils. School Feeding Program in the improvement of academic performance of the pupils.

4. Objectives/goals of the programme

1. To promote and practice Organic Farming;
2. To raise awareness on the Conservation of the Environment;
3. To encourage and strengthen the transfer of local wisdom, values, traditions, culture and practices to the pupils by the elders of both majority and Indigenous Peoples Community with the support of the parents, stakeholders, government and private agencies and organizations;
4. Provide equitable access of all learners towards quality and basic education through relevant Environment Conservation practices.
5. To encourage and strengthen linkaging and networking;
6. To share and exchange knowledge and best practices across schools, communities and countries.
7. To support Sustainable Development Goals of the Organizations and Groups where the Kongkong Elementary School affiliated;

5. Brief details about the local wisdom the school aims for within the programme and its values for environmental conservation

5.1 Brief information about the local wisdom that the school has applied in the programme

a. The school utilized the local plants in producing organic insecticides, pesticides, foliar spray and fertilizer as taught by the old folks. The effectiveness of the products before were based on the taste and smell or aroma of the plants used.

b. The use of rice hay, banana stalks and kitchen biodegradable waste materials in making organic fertilizer was practiced during the old days. But at present, touch of vermin-culture is applied so decomposition will takes place faster.

c. Mushroom were discovered as an edible exotic food before, so as today. These were consumed for their nutritional and medicinal value.

5.2 From 5.1, please explain its values for environmental conservation

a. Ingredients in producing organic insecticides (Partahelabang!), pesticides, foliar spray and fertilizer (Vegetable Flower Bloomer) are all organic. Said products helps fight the effects of global warming.
b. The Organic Fertilizer (Soil Saver) helps to reduce the acidity of the soil.
c. Besides environmental conservation are the health benefits acquired in the programmes/projects.

6. Period of the time when the programme was/has been started

Project **A.P.P.L.I.C.A.T.I.O.N.** (**A**pplying **P**ro-environment **P**ractices and **L**ocal **I**deas: A **C**ollective **A**dvocacy **T**owards an **I**ntimate Care for **O**ur **N**ature) has been started on June 2013 and continued upto present.

7. Activities (Actions and strategies of implementation)
   This part is important – please clearly explain all related strategies and activities that the school has implemented. Details of each activity can be attached as a part of attachments.

1. Crafted Action Plan for the Programmes
2. Organized Pupils Clubs in relation to the programme
3. Conducted Science and Technology Month Program with focus on Environment Conservation
4. Conducted Parade Around the Town with Focus on Environment Conservation
5. Invited Resource Speakers (Indigenous Peoples Elders) on Environment Conservation Workshop for Pupils, Teachers and the Community focusing on Local Wisdom Transfer to new generations.
4. Integrate Environment Conservation in the lessons
6. Launched and Conducted Search for the Best Class Integrating and Implementing Local Wisdom Practices related to Environment Conservation
7. Launched and Conducted the Best Lesson Plan with Integration of Local Wisdom/Practices on Environment Conservation for Teachers
9. Launched "Adopt Another School Program" with focus on Local Wisdom/Practices on Environment Conservation
10. Seek support from inside and outside stakeholders/Linkaging/Networking
11. Community Immersion/Information dissemination through Distribution of Flyers and posting of pamphlets emphasizing the related programs of the school.

8. Teaching and learning approaches that the school has integrated the local wisdom (as identified in point 5) for environmental conservation.

The school applies the following teaching and learning approaches in teaching "Saving Energy".

1. Lesson Plans Integrating Local Wisdom/Practices on Environment Conservation (Thematic Approach)
2. Local Wisdom/Practices on Environment Conservation Symposia with the invited elder speakers of the Indigenous people community.
3. Learning by doing approach. Pupils individually produce the organic "Partaphelabang!" insecticide and the vegetable flower bloomer. Pupils in groups perform the making of organic soil saver and organic mushroom production.
4. Search for the Best Class Integrating and Implementing Programmes particularly Local Wisdom/Practices on Environment Conservation
5. Best Lesson Plan with Integration Local Wisdom/Practices on Environment Conservation for Teachers.
6. Survey on the number of organic farmers in the locality.
7. Pupils' round table discussions on the importance of Local Wisdom/Practices on Environment Conservation Local Wisdom/Practices on Environment Conservation

7. Pupils' essays and reflection papers on Energy Conservation
8. Organization of Local Wisdom/Practices on Environment Conservation House/School Rules

9. A) Participation with the community (How the school and community work together in planning and implementing the school programme)

Success of the School's project A.P.P.L.I.C.A.T.I.O.N. reflected likewise in the community where Kongkong Elementary School belongs. Like a yarned product, every thread is important. Thus, as hands extended, spells a difference!

"**Adopt Another School**". Kongkong Elementary School had chosen and adopted Logpond-Sabungan Primary School, neighboring sitio school located on a remote area. Said schools is also headed by the school principal of Kongkong Elementary School. Kongkong Elementary School continuously shares all its best practices on Local Wisdom/Practices for Environment Conservation to the said school for the common objectives as stated earlier..

"Parade for a Cause". September is marked as the Science and Technology Month in the Philippines. With this, the school annually conducted a "Parade for a Cause" around the barangay for the embracing new technologies and likewise highlighting Local Wisdom/Practices on Environment Conservation Campaign. School's Agents for Environment Conservation (SAEC) spearheaded said annual activity in order to educate the people in the community on their important roles on Local Wisdom/Practices for Environment Conservation wisely. Pupils of all levels have their placards emphasizing the importance of Local Wisdom/Practices on Environment Conservation.

"Community Immersion through Environment Conservation Flyers Posting and Distribution." As to action plan, School's Agents for Environment Conservation (SAEC) conducted its community immersion through distribution of flyers highlighting Local Wisdom/Practices on Environment Conservation and other concerns and advocacies in the barangay, or nearby barangay.

"Search for Eco-Friendly Schools". The school affiliated on the said search year 2013. Said search has related advocacies particularly on environment conservation.

"Philippine Society of Youth Science Clubs". The school affiliated on the said national organization year 2015. Said organization likewise conducts annually the Search for the Most Outstanding Science Club with related advocacy on Energy Conservation. School's Agents for Environment Conservation (SAEC) is a **sub-club** of the School's Science Club- The Mother Club. On the same year 2015, the school was hailed as the **national champion** as the Most Outstanding Science Club of the Philippines with the Harribon Scout Award.

"The PTA Hour". PTA stands for Parents-Teachers Association. During PTA General Assembly. School's Agents for Environment Conservation (SAEC) officers and advisers have their short talks on science concerns including the best practices of the school like the Local Wisdom/Practices on Environment Conservation (Organic Farming)

B) Engagement of partners in community and their roles/contribution (Please provide the name of your partners in this programme and their roles/contributions)

Name of Partners	**Roles and Contributions**
1. Department of Environment and Natural Resources	-Conducted soil test acidity in the School Vegetable Garden
2. Department of Agriculture	-Donated vegetable seeds for the School Organic Vegetable Garden
3. Logpond-Sabungan Primary School	-Adopted School on Local Wisdom/Practices on Environment Conservation (Organic Farming Program); helped in the realization of the programmes
4. Search for Eco-Friendly Schools Committee	-helped in strengthening the advocacy on Local Wisdom/Practices on Environment Conservation (Organic Farming) Programmes through the Eco-Friendly Schools Search

5. Philippine Society of Youth Science Clubs (PSYSC)	-helped in strengthening the advocacy on Environment Conservation Programs through the Search for the Most Outstanding Science Club of the Philippines
6. Search for the Best School Vegetable Garden(Municipal Level) Search Committee	-helped in strengthening the advocacy on Local Wisdom/Practices on Environment Conservation (Organic Farming) Programmes through the Search for the Best School Vegetable Garden. Hailed as champion among the 36 schools in the municipality.
7. Municipal and Barangay Local Government Unit of Kasibu, Nueva Vizcaya	-supported the Community Immersion through Environment Conservation Flyers Posting and Distribution/Dissemination and Parade for a Cause
8. The Parents-Teachers Association	Supported the School's Environment Conservation (Organic Farming Program)
9. Municipal/Rural Health Unit	Supported the School Feeding Program
10. Kasibu Farmers Development Cooperative	Supported the School's Environment Conservation (Organic Farming Program)
11. The Indigenous Peoples Group	Resource Speakers for the transfer of Local Wisdom

(Please add more row if it is necessary)

10. Activities that the school has contributed to the community related to the school programme and when

"Parade for a Cause". September is marked as the Science and Technology Month in the Philippines. With this, the school annually conducted a "Parade for a Cause" around the barangay for the environment concerns campaign and likewise highlighting Local Wisdom/Practices on Environment Conservation Campaign. School's Agents for Environment Conservation (SAEC) spearheaded said annual activity in order to educate the people in the community on their important roles on Local Wisdom/Practices for Environment Conservation wisely. Pupils of all levels have their placards emphasizing the importance of Local Wisdom/Practices on Environment Conservation.

"Community Immersion through Saving Energy Conservation Flyers Posting and Distribution." School's Agents for Environment Conservation (SAEC) conducted its community immersion through distribution of flyers highlighting Local Wisdom/Practices on Environment Conservation and other concerns and advocacies in selected barangay.

"Promoting Organic Farming Practices in the Barangay." Local Government Officials adopted the school programmes particularly on Organic Farming Practices in the barangay or in the community. Last September 2017, the barangay unit launched **the Search for the Best Backyard Garden through Organic Farming Practices**. Every family paved the way in having and implementing organic backyard garden for health purposes. They were likewise encouraged to practice other organic farming innovations.

"Effective transfer of Local Wisdom and Practices". Through the programmes of the school, elders of the community served as resource speakers and taught the young generations to preserve and continue to perform the local wisdom and practices handed down by the folks that are beneficial in this era particularly in the conservation of the environment.

11. Monitoring and evaluation mechanisms and summary of results

Monitoring and evaluation mechanisms:

Project A.P.P.L.I.C.A.T.I.O.N. (Focusing on Organic Farming Practices and Innovations) was monitored and evaluated through:

1. Launching of the Search for Best Class /Implementer of Organic Farming Practices and Innovations)
2. Launching of the Search for Best Class integrating Organic Farming Practices and Innovations
3. Search for the Best Backyard Garden through Organic Farming Practices in the Barangay

Effectiveness in carrying out of the programmes was through the help of the Department of

Agriculture and Department of Environment and Natural Resources personnel who monitored the school and community programmes particularly the organic farming practices ; tested the acidity/fertility of soil and the effectiveness of the organic insecticide (Partaphelabang!) and the vegetable flower bloomer.

Summary of results:
-The Organic "Partaphelabang!" and the Organic Vegetable Flower Bloomer were found safe to people. Yields are likewise safe to consume and free from chemicals according to the Department of Agriculture and Department of Environment and Natural Resources personnel due to organic ways of growing them. Soil were saved from acidity within the more or less 2 years of practicing organic farming.
-In school, 97% from Grades 4-6 carried out effectively the programmes.
-From the 10% undernourished pupils record of the school decreased to at least 2% this year. Harvests from the organic gardens are used/ consumed in the School Feeding Program.
-In the community, 94% of the number families participated and carried out effectively the organic backyard gardening adopting the school's organic farming practices and innovations

12. Resources used for programme implementation

A. Fund Resources
1. School's Maintenance Operation and Other Expenses (MOOE)
2. Canteen Fund funded the different related programs like the Science and Technology Month Celebrations, Youth for Enviromental Science Programs and Environment Conservation Symposia for the past 3 years.
3.Voluntary donations from stakeholders
B. Human Resources
1. Elders from the Kalanguya (Indigenous Peoples) Group and Ilocanos (Majority Group) for the transfer of local wisdom and practices.
2. Personnel from the Department of Agriculture and Department of Environment and Natural Resources
3. Parents, Local Government Officials, Stakeholders and Donors

13. Benefits/Impacts/ positive outcomes of the programme to students, school and the wider community

-Local wisdom and practices particularly on organic farming practices were shared and transferred to the new generations and across the communities with the touch of pro-environment innovations
- Project **A.P.P.L.I.C.A.T.I.O.N.** (**A**pplying **P**ro-environment **P**ractices and **L**ocal **I**deas: A **C**ollective **A**dvocacy **T**owards an **I**ntimate Care for **O**ur **N**ature) which focuses on the organic farming practices has been carried out and valued by the school and community
-Health benefits from organic farming were achieved
-Continuous School Feeding Program for the undernourished pupils were strengthened
-Strengthened the awareness on environment conservation
-Values and ethics on the part of the pupils were instilled, treasured and lived-by.
-Through Organic Farming, Entrepreneurship and income Generating Project were introduced.
-Strengthened the school linkages of the school locally to internationally. Government and private organizations continuously supported the school advocies.
-developed the 21st Century learners.

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

1. No Poverty. Pupils at young age and the people in the community were taught about entrepreneurship and engaging to Income generating project.
2. Zero Hunger. Through the organic farming practices of the school and the community and the School Feeding Program, hunger undernourishment problems were achieved.

3. Good Health and Well-being. In organic farming, no harmful chemical were used so health and wellbeing were achieved.
4. Quality Education. The transfer of values and skills by the elders and through the integration of the programmes in the different learning areas.
5. Gender Equality. There's no bias in the carrying out of the programmes. Everyone regardless of gender were involved.
6. Clean Water and Sanitation. In organic farming, no harmful chemical were used to protect the clean water, the atmosphere and promotes good sanitation.
7. Decent Work and Economic Growth. Pupils at young age and the people in the community were taught about decent work, entrepreneurship and engaging to Income generating project for economic growth.
8. Industry and Innovation. Safe Organic Innovations were employed along with the Local wisdom and practices.
9. Reduced Inequalities. Regardless of gender, religion, status in life and other variables, the programmes helped reduce inequalities.
10. Sustainable Communities. Environment are conserved through organic farming. Organic farming practices and innovations helped people to sustain development goals.
11. Responsible Consumption and Production. "All Organic". Programmes promote Responsible Consumption and Production.
12. Climate Action. Since there were no harmful chemicals used in the programmes, global warming is reduced.
13. **Life below water.** Since no there were no harmful chemicals used in the programmes, life below water is protected.
14. Life on land. Since no there were no harmful chemicals used in the programmes, life on land is protected.
15. Peace, justice and strong institutions. Through the networking/linkaging programmes, sharing and peace in the school and among institutions were strengthened.
16. Partnership for the Goals. Through the networking/linkaging programmes, partnerships for the goals were established. Public and private institutions are now showing support to the goals of the schools.
17. Affordable and clean energy. Since there were no harmful chemicals used in the programmes

15. Plan for sustainability and plan for scaling-up/expansion

Plan for sustainability:
-Annual implementation of the programmes
-strengthen linkages and sustainability for the programmes
-Publish innovations to other publications for iformation dissemination

Plan for scaling-up/expansion:
-Adopt more schools to carry out the programmes
-further strengthen linkages for scaling-up and expansion and asks supports from other agencies and organization.
-develop more innovations related to organic farming practices
-Asks supports from other agencies and organizations

16. Achievements from the school's programme "Applying Local Wisdom for Environmental Conservation"

- Municipal Best Vegetable Garden Implementer (Organic Farming)
-District Best Implementer in Feeding Program
-Local wisdom and practices particularly on organic farming practices were shared and transferred to the new generations and across the communities with the touch of pro-environment innovations
- Project A.P.P.L.I.C.A.T.I.O.N. (Applying Pro-environment Practices and Local Ideas: A Collective Advocacy Towards the Improvement of Our Nature) which focuses on the organic farming practices has been carried out and valued by the school and community
-Health benefits from organic farming were achieved
-Continuous School Feeding Program for the undernourished pupils were strengthened

-Strengthened the awareness on environment conservation
-Values and ethics on the part of the pupils were instilled, treasured and lived-by.
-Through Organic Farming, Entrepreneurship and income Generating Project were introduced.
-Strengthened the school linkages of the school locally to internationally. Government and private organizations continuously supported the school advocies.
-developed the 21st Century learners.

17. 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.

    If the supporting documents are in the local language, please provide a brief description in English language.

Document 1) Project Proposal Related to the Programmes
Document 2) School Publication
Document 3) Organization of School Agents for Environment Conservation Club
Document 4) Lesson Plans and Pupils' Sample Outputs
Document 5) Feeding Program and IGP Record
Document 6) PowerPoint Presentation

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

Photo1

Transfer of Local Wisdom! Mr. Domie M. Minte, Kalanguya Elder, serves as resource speaker in the conduct of annual school symposium on Organic Farming Practices and Innovations.

Photo 2

The Organic Vegetable Flower Bloomer! Making and application of the Organic flower bloomer at the school vegetable garden with the guidance of the teachers. The Flower bloomer is made up of kakawate (Madre Cacao) extract with small amount of coconut oil.

Photo 3

The Organic (PARTAPHELABANG) INSECTICIDE! Making and application of the Organic insecticide at the school vegetable garden with the guidance of the teachers. The insecticide is made up of Bitter Gourd, Papaya, Hot Pepper, Marigold extracts with coconut oil that helps in the fermentation. Found effective in killing vegetable insects and pests.

Photo 4

The making and application of the amazing organic soil saver and rice hay mushroom production! The organic soil saver is made up of rice hay, chopped banana stalks, kitchen biodegradable products with a touch of vermi culture. Mush room production is done by compiling rice hay. Rice water is watered regularly that helps in growing mushrooms.

Photo 5

Harvesting from the School Organic Vegetable farm for the Feeding Program! Vegetable are served to undernourished children in the feeding program.