



LOCALIZING SUSTAINABLE DEVELOPMENT PROGRAMS: THE CASE OF CAMANAVA ELEMENTARY SCHOOLS

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ABSTRACT – This study analyzes how sustainable development (SD) is localized through programs in selected public elementary schools in CAMANAVA. The objective is to describe how these ESD programs are mainstreamed in the locale, and to determine their relevance to the setting. Anchored on the principle of localization as mainstreaming and promotion of SD in terms of programs, this case study is focused on four purposively selected schools in each of the four cities. Similarly, using a selection criteria, 13 purposively chosen administrators and 28 teachers were surveyed and interviewed. Results showed that six SD programs were localized, namely: Disaster Risk Reduction and Management campaign, Eco-savers Program, Search for Sustainable and Eco-friendly School, *Gulayan sa Paaralan Program* (School Vegetable Garden), Green School Program and Climate Change adaptation. However, implementation of the programs varies depending on the needs of the schools, available resources, awareness and skills of the respondents and institutional support. Based on the four themes that emerged, they were found to be relevant as vehicles in transforming individuals; developing opportunities, anchoring local initiatives to national goals and harboring benefits. Thirteen (13) identified categories may serve as indicators of programs that are deemed instrumental in the localization of SD in the public schools. The study concludes that there is diversity in program implementation, various levels of commitment in mainstreaming SD through relevant programs. The study provides insights to educators on how programs can serve as tools to foster sustainability in the elementary schools.

Keywords: Education for Sustainable Development, elementary schools, localization, programs, sustainable development



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