

SCHOOL: Pines City National High School- Senior High School

Innovation Name: PCNHS-SHS Ubboan Di GINAWANG (PCNHS-SHS Market of Creation)

EQUITY/QUALITY



Explain your innovation briefly.

GINAWANG stands for Generating, Income, Nurturing, Artistry, With, Authentic, Native, Goods which captures the essence of creativity, cultural heritage, and economic empowerment. The school will establish a marketplace of creations called Ubboan Di GINAWANG wherein learning experience of the 223 learners from the different specializations of Technical Vocational Livelihood, particularly grade 12 Bread and Pastry Production and Food and Beverage Services, grade 11 cookery and food processing, grade 12 tailoring and Grade 12 Electronics Production Assembly and Servicing will be enhanced and showcased their skills and creativity by selling their products like bread and cookies, expertly processed foods using local products and handmade crafts. Organized in groups or per specialization each learner will have the chance to participate effectively applying their knowledge and skills in a real-world setting. This initiative not only enhances their educational experience but also fosters entrepreneurship and community bayanihan. By supporting GINAWANG, you are investing in the future of these young talents, helping them build confidence and generate income.

Problem Statement: What problem does the innovation seek to address?

The lack of opportunities for learners to apply their Technology and practical settings, combined with limited physical space to showcase and sell their products, hinders their ability to gain entrepreneurial experience and apply classroom concepts in real-world scenarios. The “Ubboan di GINAWANG” project seeks to bridge this gap by providing a marketplace where students can develop and implement business plans, apply their entrepreneurship knowledge, and earn income through the scale of their creations.

How does the project demonstrate a clear understanding of the needs of school community?(Enumerate the pain points and needs here)

- 1.Limited Practical application of skills: Learners are learning valuable skills in the different areas of TVL, but they lack opportunities to apply these skills in real-world scenarios, which is essential for reinforcing learning and boosting confidence.
Need: Practical application of knowledge and skills through real-life scenarios.
2. Lack of Entrepreneurial Experience: The school recognizes the importance of entrepreneurship education, but learners currently have few chances to experience what it’s like to market and sell products, limiting their preparation for future business endeavors.
Need: Entrepreneurial experience and learning.
3. Insufficient space for showcasing Creations: The school does not have an extra classroom or space for marketplace where students can display and sell their handmade crafts, processed foods, and baked goods.
Need: Space for showcasing and selling of products.
4. Desire for Enhanced Student Engagement: The school wants to increase learners engagement by making learning more interactive and relevant to real-life situations, which this project directly addresses.
Need: Interactive and relevant learning experience.
5. Online Integration: With the limitations on physical space, there is a need to explore online platforms for selling products, catering to modern trends and providing students with digital literacy in e-commerce.

What makes the project unique, different, and worthy of emulation?

The project is unique because it combines hands-on learning with real-world entrepreneurial experience, giving students a platform to showcase and sell their creations. Unlike typical classroom activities, it extends learning beyond classroom into a practical business environment, preparing for future careers. The integration of both physical and online marketplaces sets it apart, offering flexibility and modern relevance. It also foster community involvement, as a student can engage with local customers and promote local products. This innovative approach is worthy of emulation because it empowers learners with skills that are both educational marketable.

What are your key challenges and how do you plan to overcome them?

1. Limited Physical space
Strategy: Utilize outdoor areas temporarily and develop an online marketplace to showcase and sell products.
2. Resource Constraints:
Strategies:
-Seek partnerships with local businesses for materials and funding and encourage community donations.
-Allocate funds from the School MOOE or Canteen Fund
3. Student Engagement:
Strategy: Collaborate with the Entrepreneurship and TVL teachers to assist and extend classroom activities to the real-life situation and offer incentives like grades or recognition to motivate participation.
4. Marketing and Customer Reach:
Strategy: Leverage social media and local community networks to promote the marketplace and attract customers.
5. Maintaining Product Quality
Strategy: Provide ongoing training and quality checks to ensure consistent and high-standard products from learners.

What resources would you need? How would you source them?

1. Materials for products and Product label: (e.g.baking ingredients, craft supplies)
Sourcing: Request donations from local businesses, allocate a portion of the school MOOE and Canteen fund.
2. Physical Space for marketplace:
Sourcing: Utilize existing school facilities like outdoor spaces, or collaborate with local businesses to host-up markets.
3. Online Platform for selling
Sourcing: Use free or low-cost e-commerce platforms (e.g. Facebook Marketplace, Instagram) or seek tech-savvy volunteers to help set up a simple website.
4. Marketing and Promotional Materials:
Sourcing: Team up with the ICT Teachers and learners to design posters, and leverage social media for free promotion.
5. Training and workshops:
Sourcing: Invite local entrepreneurs or experts to conduct workshops, or work in partnership with local colleges or universities (Benguet State University) for student-led training sessions.



PCNHS-SHS

UBBOAN DI GINAWANG

(MARKET OF CREATIONS)

SOLEDAD E. COPSIYAN

PCNHS-SHS

District 6



THE PROBLEM

- The innovation addresses the lack of opportunities for the 223 TVL learners to apply their skills in real-world settings and gain entrepreneurial experience.
- It also tackles the challenge of not having a dedicated physical space to showcase and sell their creations.



THE CONTEXT



GRADE 12 BPP & FBS



GRADE 11 COOKERY &
FOOD PROCESSING



GRADE 12 TAILORING



GRADE 12 EPAS

PCNHS-SHS Ubboan di GINAWANG aims to showcase and enhance students and teachers skills and creativity. Their outputs from their TVL classes like bread, cookies, fruit jams, tea, sandwich, chili paste, wine, tailored products like jewelries, toot bag, lie, extension cords and others using local products and handmade crafts will be displayed in the marketplace for sale. Our learners will bring their classroom learning to life and will give them the opportunity to apply their skills in real-life setting gaining experience in entrepreneurship while contributing to the school's community spirit.

The project begins with disseminating information to teachers, parents, and external stakeholders. TVL classes will function as workshops where learners create their products, which will be sold through the Ubboan di GINAWANG marketplace, both physically and online. Partnerships with local businesses and nearby Barangays will be strengthened, while marketing strategies and product innovation will be encouraged to meet market demands, with ongoing monitoring and evaluation for continuous improvement.

By supporting GINAWANG, you're not just buying a product—you're investing in the future of these young talents of PCNHS –SHS, helping them **generate income** and build confidence in their abilities.

STAKEHOLDERS PAIN POINTS

LEARNERS:

Pain Points: Limited opportunities to apply TVL skills in real-world situations; lack of experience in entrepreneurship

Needs: Practical Experience in selling and marketing products; hands-on application of learned skills; opportunities for creative expression and business practice.

TEACHERS:

Pain Points: Difficulty providing real-world applications for classroom lessons; limited resources for enhancing student engagement.

Needs: Effective methods to integrate practical experiences into the curriculum; additional resources and support for implementing hands-on projects; tools for showcasing and assessing student work

PARENTS:

Pain Points: Limited visibility into their children's learning experiences; concerns about practical outcomes from academic subjects.

Needs: Opportunities to see and support their children's practical skills and achievements; involvement in community projects; assurance that educational activities provide real-world value.

BARANGAY OFFICIALS:

Pain Points: Need for community engagement and development projects; limited resources for supporting local educational initiatives.

Needs: Opportunities to collaborate with schools for community enrichment; support for local educational projects that benefit the youth and local economy; visibility of positive impacts of educational programs on the community.

THE SOLUTION



LEARNER

During Parents-Teachers General assembly, Homeroom meetings/conferences and after class parents can see and purchase learner’s creations, and provide them with regular updates on the project’s progress and learners’ achievements. Engage parents through brochures or online platforms showcasing student’s works.



PCNHS-SPTA



Physical



Online

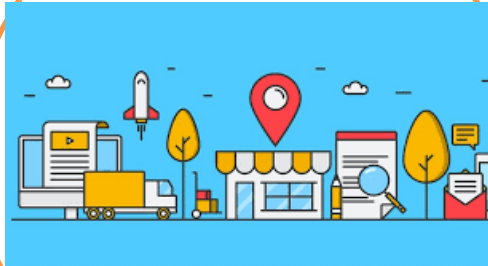
Create a physical and online Ubboan di GINAWANG for students to sell their products, providing practical experience in entrepreneurship and showcasing their skills.



PARTNERSHIP



Integrate the Ubboan di GINAWANG project in their Entrepreneurial subject, training for effective implementation. Use the project to create real-world assessments and feedback mechanisms.



Curriculum Integration



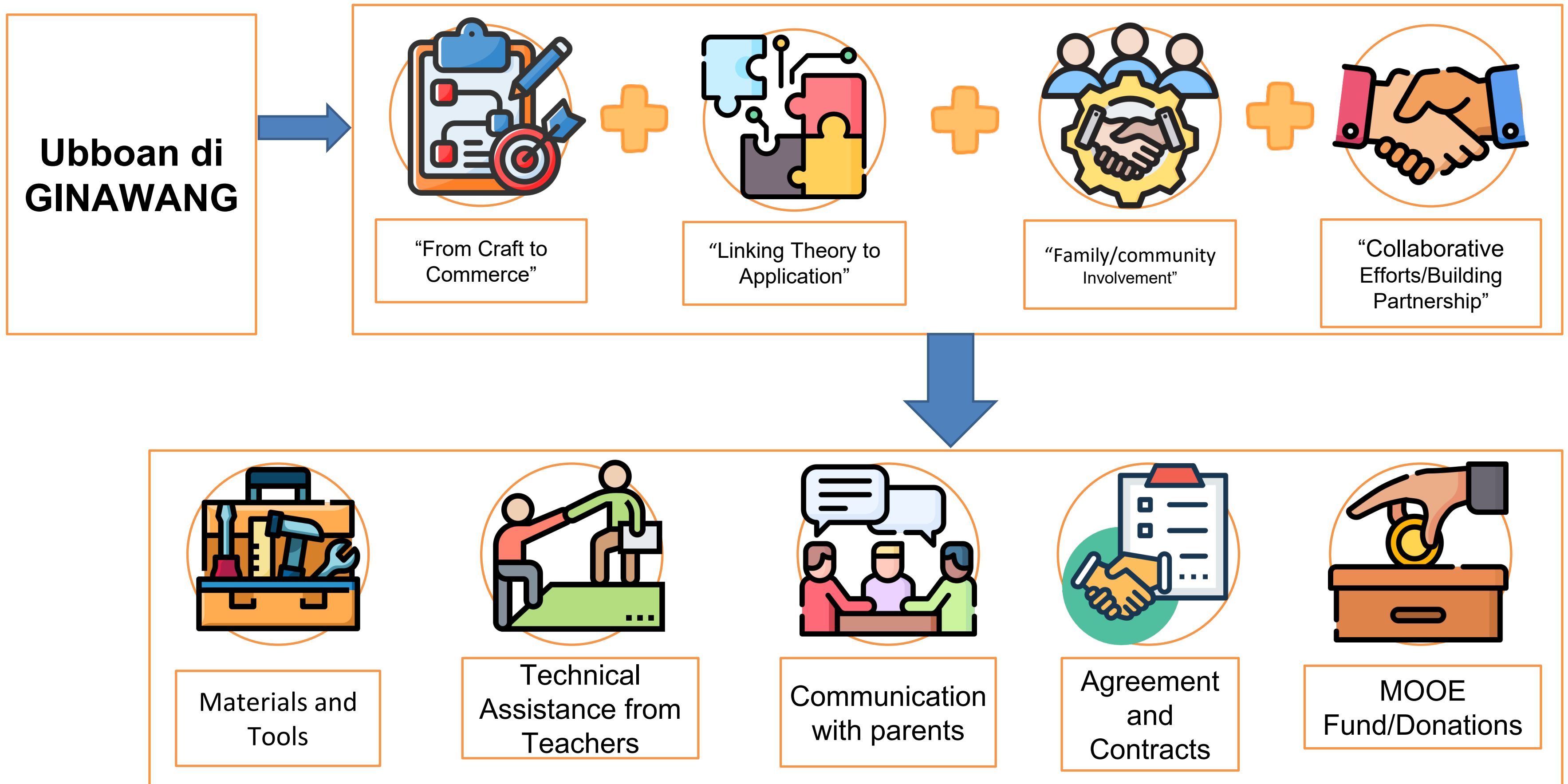
Collaborate with the school on community events and projects, and leverage local government resources or partnerships to support marketplace initiative. Promote the project as a community development effort, highlighting its benefits for local, youth, and economy.

Australian Aid

PBE_d PHILIPPINE BUSINESS for EDUCATION

G & LEAD

DIFFERENTIATED APPROACH



THE CHALLENGES



Limited Physical Space



Resource Constraints



Student Engagement



Marketing and Customer Reach



Maintaining Product Quality

NEEDED RESOURCES



Materials for products: (e.g.baking ingredients, craft supplies)



Physical space for marketplace



Online Platform for selling

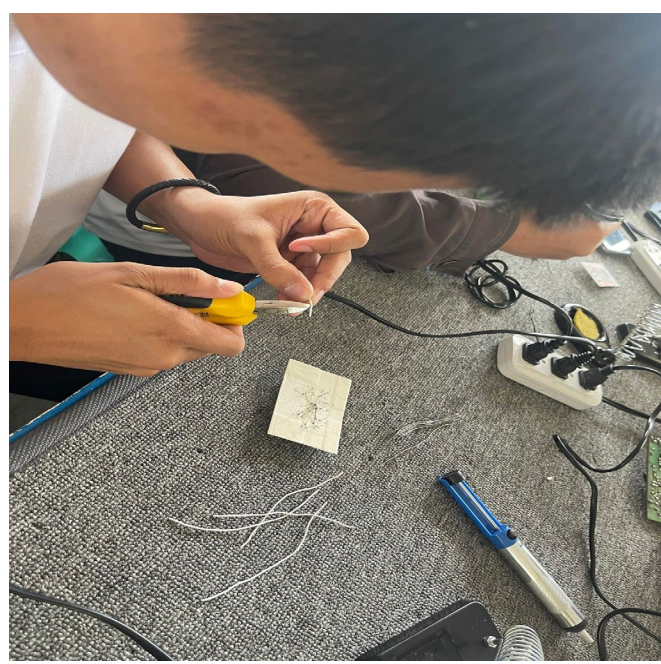


Marketing and Promotional Materials

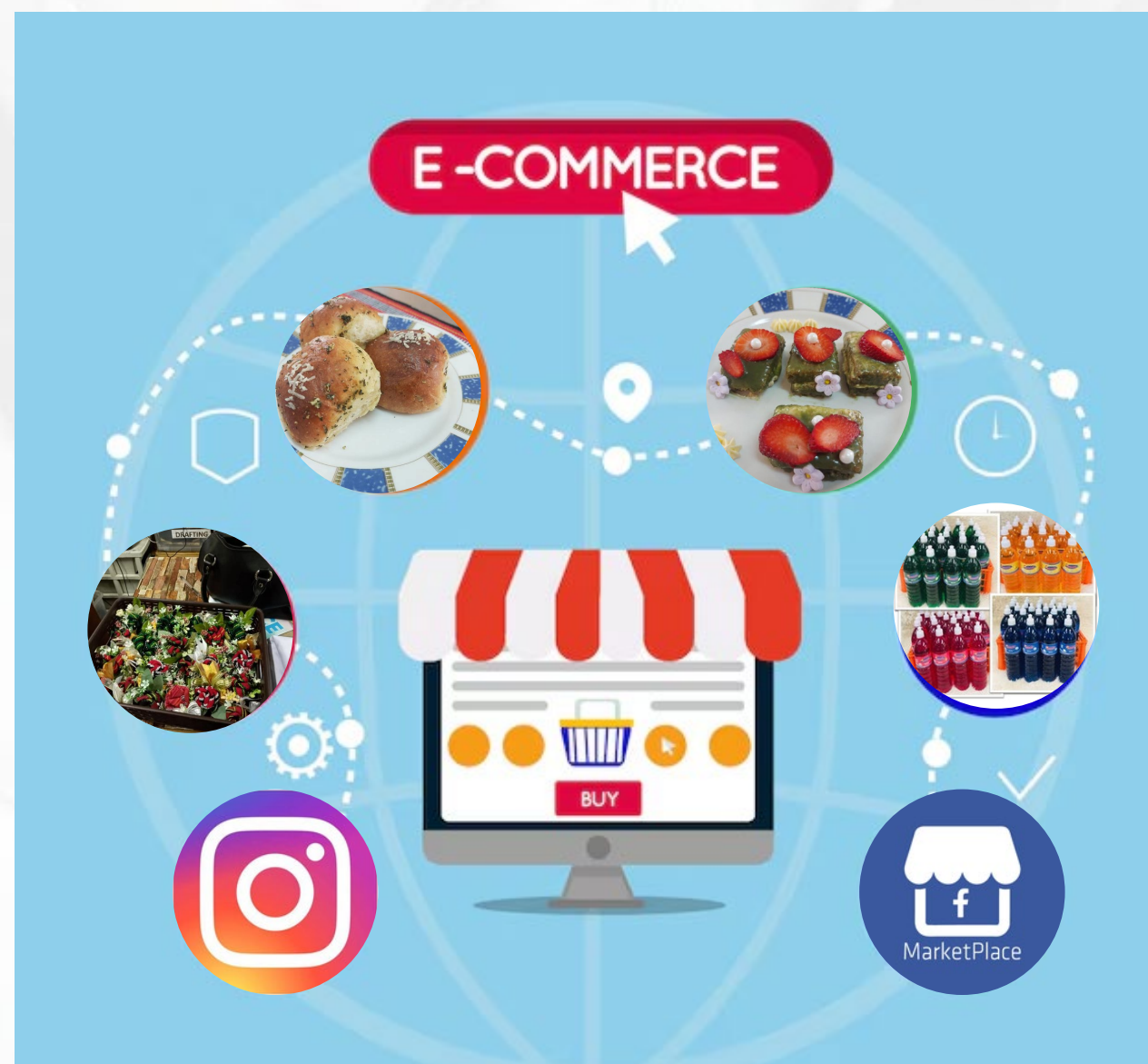


Training and workshops

MONITORING AND EVALUATION



To monitor the progress of the “Ubboan di GINAWANG” project, a monitoring tool crafted by the proponent will be used. Consistent monitoring will be conducted by the school head with the help of the 5 master teachers in the school. The content of the monitoring tool to be used are check-ins, assessments, and feedback mechanisms. This also includes tracking the completion of tasks, and evaluating both learner performance and project outcomes. Regular updates and evaluations will ensure that the innovation stays on track, meets its objectives, and provides valued learning experiences for TVL Learners of PCNHS-SHS.



“Bringing classroom
creations to life:
Empowering PCNHS-SHS
TVL learners with real-
world skills and
Entrepreneurship through
innovative **Ubboan Di
GINAWANG.**”

CRITICAL VISUAL NARRATIVE