



**SOLAR VILLAGE  
FOUNDATION**

*Development with Dignity*

2/F State Condominium Building  
186 Salcedo, Legazpi Village  
Makati City, Philippines 1229

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## **EMPOWERING EDUCATION in the Philippines**

According to the Philippine Department of Education, there are about **9,000 last mile schools (LMS)** that cater to the education of those in geographically isolated, disadvantaged and conflict-affected areas (GIDCA). These schools are reachable with difficult trek or travel for 2-8 hours, have makeshift or below standard classrooms, and do not have access to electricity and communications. For most last mile schools, classes are interrupted when the day-sky turns dark with overcast skies or the frequently increasing weather disturbances. Teachers are limited with the most basic of instructional materials due to lack of electricity to power their gadgets that might be used to share audio-visual learning materials or even just to provide proper lighting for other creative learning activities.

For Filipinos living in isolation, life stands still at the setting of the sun. Work and learning are put on hold as soon as the night falls. Teachers prepare lesson plans in the dark, inhaling fumes from kerosene lanterns.

Imagine leaving the comforts of your home and the warmth of family on Monday morning, to teach and facilitate learning for 4-5 days in communities that not only do not have light and electricity, but also have limited access to the most basic of needs. These are the weekly realities of Last Mile School teachers.

To make matters worse, the COVID-19 Pandemic has forced the Philippine educational system to evolve and implement multiple strategies to be able to continuously nurture the minds of the young. Various teaching and/or learning modalities are currently being designed, piloted and pivoted: online, radio-based delivery, modular, and blended, among others. Face-to-face classroom sessions, however, are either not allowed, or greatly minimized.

Teachers assigned to Last Mile Schools face greater challenges now, requiring more time and effort from them. This pandemic further widened the gap to last mile education faced with low adult literacy (community's inability to support modular learning) and plummeting household income (inability to acquire materials to support self-paced learning).



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To help bridge the widening education gap, teachers need to print hundreds of modules for each child, deliver these to the school-communities, and visit the homes of delayed or challenged learners, to focus-teach one student at a time.

## **Program Concept**

Empowering Education aims to bridge the increasing gap of accessing quality rural education by helping small, remote schools adapt to the evolving normal in the delivery of Philippine education through solarization of education and learning facilities within these marginalized institutions.

These PV systems shall not only provide light to the schools, but also enable them to operate the school's printer-system as well as enable the teachers to charge mobile phones and other low-powered gadgets/equipment.

### **For 2021, the Solar Village Foundation specifically aims to:**

- Empower ten (10) remote schools from the isolated and disadvantaged areas of Eastern Visayas, Philippines through sustainable access to solar energy systems. This means brighter work areas for teachers as they print and prepare modules and complementary learning support kits while in the schools and/or in their catered communities.
- Directly or indirectly benefit the learning and education of about 1,500 Filipino students from disadvantaged communities.

To qualify, schools not only need to meet the criteria but shall have to complete a series of sustainability-driven meetings and trainings. Qualifying schools shall go through a one (1) year custodianship arrangement to showcase their commitment to education, as well as to the proper management and sustainability of the program (and its benefits). Permanent turn-over of solar ownership is subject to the school's consistency in transparency and reporting, as well as proper management of the received system.



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### **For sustainability:**

- Partner-teachers are to be trained on proper use and management of the PV Systems
- School shall provide for the maintenance and repair needs of PV systems under their stewardship
- Relevant technical orientations and trainings are to be provided to equip identified local, frontline technical support with necessary knowledge and skills
- Quarterly reports and feedback are expected from the schools

*Help us spread the light of hope. Help us power the light of learning, and wonderful possibilities for children enduring the darkness of illiteracy.*

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