

**PART I: Details of Your School**

1. Name of your school: PAYAO ELEMENTARY SCHOOL
2. Full address: BARANGAY PAYAO, BINALBAGAN, NEGROS OCCIDENTAL, 6107, PHILIPPINES.....
3. Postcode: 6107
4. Country: PHILIPPINES
5. School’s telephone number (country code+city code+telephone number).... +63 933 878 1864
6. School’s fax number (country code+city code+fax number): NONE
7. School’s email Address: payaoelementaryschool@gmail.com
8. Name of the Head Master/Principal/School Director: ANNABELLE A. ALIPO-ON
9. Name of the Teacher Coordinator: ATHENA LOURDES S. ESMAQUILAN
10. Email address of the Coordinator: athenaesmaquilan@gmail.com
11. School website (if available): NONE
12. Educational level (Such as Kindergarten 1 to Grade/Year 9):KINDERGARTEN TO GRADE SIX
13. Total number of teachers in your school: ..... 45
14. Approximately number of teachers participated in this programme: 45
15. Total number of students in your school:.....1,355
16. Approximate number of students participated in this programme: .....1,355

**PART II: Information about the School’sProgramme**

The information of part II from no.1 to 13should be no longer than nine (9) pages longof 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 <b>P.E.A.C.E.</b> or <b>P</b> rotect the <b>E</b> cosystem <b>A</b> nd <b>C</b> onserve the <b>E</b> nvironment
---

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

<p>A clean environment is the key to a healthy life but due to bad habits and selfishness of man, our environment becomes dirty day by day. People forget that without nature, we cannot live but without men, nature can continue exist. This is an issue that everyone should know especially the young generations. Everyone should know how to protect our environment and keep it safe so that to continue the existence of life on this planet.</p> <p>With this our school started a program, the Project <b>P.E.A.C.E</b> or <b>P</b>rotect the <b>E</b>cosystem <b>A</b>nd <b>C</b>onserve the <b>E</b>nvironment. This school program was designed to promote the environmental projects, programs, activities, campaigns and advocacies of the school from simple habits of waste management to promoting community involvement for sustainable development and livelihood.</p> <p>It started three years ago with the simple habit of waste management which is Project Eco Sling Bag or E.S.B. that is promoted by our Eco Police Organization. The ESB is made up from recycled materials and is worn by every pupils anywhere they go to promote anti-littering campaign. Instead of throwing their waste anywhere, they will put it inside their ESB and later on they will put it in proper places and recycled it.</p> <p>After this, they will segregate their garbage into plastics, papers and leaves. Plastics were cut into shred to be made into stuffed pillows, or put into their plastic bottles and will be used as plastic bricks. Leaves and other biodegradable wastes were thrown in the waste bins. There are three waste bins in every classroom, one for paper, plastic and leaves. Plastics and papers that were not shredded or made into charcoal, together with the leaves and other non- bio waste, are thrown in the school’s Waste Segregation Facility. This facility has two rooms, one for non-bio waste and the other is for bio waste. Non-bio waste that can be recycled or upcycled are put into school’s MRF or Material Recovery Facility like cans, bottles and plastic containers. On the other hand, Bio waste are being shredded using the school’s shredder. The shredded waste is then brought to our Gulayan sa Paaralan (School Vegetable Garden) to be made into compost.</p> <p>Compost is an organic fertilizer that is rich in nutrients and is good for plants. Moreover, our Vegetable</p>
---

Garden blooms and becomes productive and produced not only healthy local vegetables but also Tilapia fish from our small pond and eggs from our ducks that we used to feed poor and malnourish pupils.

With the overall objective of Project P.E.A.C.E., the school implemented different habitual programs and activities that not only promote clean and healthy environment but as well as educate the pupils on how to conserve and protect the environment. This are the Project V.E.G.G.I.E.S, Green Hour and One Fruit Bearing Tree per Child program.

Environmental awareness is also integrated in the curriculum through remedial reading which is done every day from 1:00 to 1: 30 in the afternoon. Instead of reading the usual stories, they read stories containing love for the environment.

To further support our Project P.E.A.C.E. and its sustainability programs, we install solar panels to use as an ecofriendly energy from the sun and rain harvester to collect water that can be used for cleaning and gardening.

Sharing is better than receiving. Project P.E.A.C.E is not only limited to the four corners of the school. We are eager to share this to our community and with this we conducted Organic Gardening Training Workshop for parents and other community stakeholders to further encourage them to use local materials like rice hull in planting vegetable and the use of organic juice extracted from medicinal plants like Blue Ternatea that is being passed down through generation and use to normalize blood pressure and blood sugar. We also use Blue Ternatea to make nutritious blue rice We had also shared our vegetables seedlings and initiated Gulay Itusok sa Bawat Sulok program (Vegetable Planting in every Idle space in school and in the community) which were adopted by our community eagerly this also become one of the source of their everyday food. Another is Project R.I.S.E.(River Seeding) and R.E.ST (recruitment Structure) in which we share our Tilapia's fingerlings to our poor stakeholders as their means of livelihood and we also share it larger community by outing the fingerlings in the river. Part of the program is to conserve and preserve the ecosystem and for this reason the school also engaged in tree planting activity, mangrove planting and clean up drive.

All this happens because of initiative of the school's environmental enthusiast organizations like the Supreme Pupils Government, Eco Police, H2O clubs, Clean Air Keepers and Young Agriculturist and with the cooperation, unity and support of the teaching staff and different community stakeholders. The school also won First Place in last year National Search for the Sustainable and Eco-Friendly School. With the help, cooperation and unity of everyone, we achieve all of this because we believe that we are T.E.A.M., Together Everyone Achieves Miracle.

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

Environment is practically around us and any obstruction in the balance of nature completely affects the environment which can destroy human lives. Bad habits and selfish activities of men destroy mother nature day by day.

The most powerful eco-friendly change that we can make are often small habits. Because they are everyday actions that can really add up overtime.

With this the school came up with Project **P.E.A.C.E.** or **P**rotect the **E**cosystem **A**nd **C**onserve the **E**nvironment that was created three (3) years ago to promote to sustainability through environmental awareness and education to pupils as well as to the community. It is teaching children and community the eco-friendly habits that eventually can have a great impact over the course of their lives and can be a source of their livelihood. We believe that if we teach our children the fundamentals of living an eco-friendly life, the more complex ideas will come much easier.

### 4. Objectives/goals of the programme

Project **P.E.A.C.E.** or **P**rotect the **E**cosystem **A**nd **C**onserve the **E**nvironment aims to educate, spread and nurture pupils on sustainable ways to protect and conserve the environment through eco – friendly habits and practices and intensify our campaign through involving parents and other community stakeholders to live responsibly and integrating local wisdom in showing love and respect for natural and human communities.

### 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

Payao Elementary School has applied different ways to conserve the environment. For instance in agriculture, the school produces its own organic fertilizers through vermicomposting, and the use of carbonated rice hull and decayed rice hull. We also make our own organic pesticides through fermentation of fruit juices. Both fertilizers and pesticides are being applied in the school's vegetable garden to ensure

that the vegetables we produce are chemical free and are purely organic.

Barangay Payao, where the school is located, is the rice granary of the town and because of this we encourage community to continue using rice bale gardening. One also of the practices that is passed down to us is the use of organic juices made from medicinal plants that are use to lower down blood pressure and blood sugar. One of this medicinal plants is called Blue Ternatea which we also use to cooked blue rice that both delicious and nutritious.

The school also introduce the making and using of paper charcoals using scratch and used school papers. We also encourages We are also shredding our plastics like foils and food wrappers and use these to stuff pillows made by pupils in their Home Economics class while some are mixed with cement in making footwalks. We also made rain harvesters using empty plastic drums to collect rain water so that there will be reserved water for washing, watering of plants and even for flushing of toilets.

5.2 From 5.1 please explain its values for environmental conservation

The use of organic fertilizers and pesticides in growing vegetables is a great help to avoid pollutants in the land and air, also in the proper management of our wastes. Biodegradable wastes are turned into organic fertilizers and pesticides, while plastics are being reused and recycled instead of being thrown and disposed. The use of shredded plastics in stuffing pillows and footwalks do not only eliminate the build up of plastic wastes that can pollute the land and water but also serve as an innovative way to create useful products out of them. The use of paper charcoals in cooking does not only conserve fuel but also eliminate paper wastes. Rain harvesters are also of great help in reducing the amount of our water bill payments and in water conservation since rain water is being utilized instead of being wasted. Thus, the said practices of the school conserves the environment by not polluting it. These practices are being integrated in our lessons and are very beneficial to our pupils for them to conserve and value the environment by applying these practices not only in school but in their homes as well.

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

Programs, advocacies, campaigns, and projects about environmental protection and conservation in school and in the community was started since June, 2015 up to the 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.

To promote environmental conservation and transformation, our school had organized

1. **Tree planting activity** with 150 trees every semester were planted together with the indigenous peoples and has planted a total of 750 indigenous trees in one of the mountains of Binalbagan.

2. **Mangrove Planting activity** every semester in a three-hectare island mangrove and wildlife sanctuary with the teachers and pupils and we had planted a total of 22,500 mangroves in 3 consecutive years. We continue to make a significant change in preserving marine life for the future generations.

3. **1 fruit-bearing tree per child** is a school campaign for the propagation of fruit-bearing trees in the community. This is our way to encourage the parents to plant more fruit trees as a source of food, oxygen, medicine, and shelter.

4. **Green hour program** is our own little way of conserving energy. Each day, from 7:00-9:30 a.m, we turn off all electrical appliances and lights unless it is needed. We also installed 2 solar panels as a source of sustainable, free, and non-polluting energy.

5. **Gulay Itusok sa Bawat Sulok Program (Vegetable Planting in Every Idle Space in School and in the Community)** is our way of promoting vegetable gardening in every available space in school, homes, and community as a whole. This program also sustains food security among families and encourages children to eat fresh, organic, and free vegetables from their backyard.

6. **Project RiSe & ReSt (RiSe-River Seeding ReSt- Recruitment Structure)** our school's response to fresh fish insufficiency of the community. Teachers and pupils joined hand in hand in releasing the fingerlings in all rivers of the barangay and community dwellers helped in caring and watching against intruders so that months later all the rivers will become source of barangay's fresh fish supply.

7. **Project V.E.G.G.I.E.S. (Vertical Garden Gains Intervention on El Nino Shocks)** was a breakthrough to promote water conservation and plant propagation in limited space. . In our little way to help the world, we teach the children how to conserve water by creating a project through recycling plastic bottles to be used as pots in vertical gardening.

8. **Organic Training on the making of organic fertilizer and pesticides** -this training workshop for the parents as well as farmers realized the beauty and importance of organic farming and growing their own vegetable to ensure freshness and sustainability. Parents, pupils and farmers were trained with different organic fertilizers like Fermented Fruit Juice, Fermented Plant Juice and OHN. They are also encourage to

continue using rice bale which is abundant in the place in gardening. We also support the use of medicinal plants like BlueTernatea in making juices and cooking blue rice that has many health benefits. Parents were excited and eager to learn because they realized how useful and beneficial are the organic way of growing vegetables.

**9. Organization and Mobilization of Environment- Enthusiast Pupils** -Air Keepers Club, H2O Club, Eco-Police, Young Agriculturists Club, and The Upcyclers Club that promotes waste segregation, waste recycling and upcycling, and most all environmental sustainability programs of the school and community.

**10.Environmental Awareness Stories in Big Books-** teachers made big books which contain stories about good environmental practices and awareness.

**11.Remedial Reading Activity-** Environmental education is a vital part of their child's upbringing and an extremely important part of their future. Teachers want to ensure that our pupils are able to enjoy the best education through a remedial reading of environment-related stories.

**12.Paper recycling as alternative charcoal and instructional materials in teaching** –all discarded papers were collected by our recyclers and upcyclers pupils and converted it into charcoal for our school feeding program.

**13. Wearing of Eco Sling Bag inside the school** –pupils, teachers, and even parents are required to wear their own eco sling bag where they put their wastes while inside the school premise. These wastes are cut into smaller pieces and put inside the plastic water bottles to be used as plastic plant boxes inside our school. Some plastic wastes are shredded and mixed with cement for pathwalks and reading area.

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

Teachers in Technology and Livelihood Education (TLE) are using explicit instruction in teaching to assist their learners to succeed in learning, mastery & applying of vital skills.

Teachers see to it that their instructions are clear about what they want their learners to know and be able to do by the end of their lessons. This is made by telling learners what they need to know and show them how to do what they need to know. After which they are given time to practice what they have learned. For example in Agriculture, the teacher models and demonstrates how to make organic fertilizers and pesticides, then allow the pupils to help in making them during a guided practice and finally letting the pupils make their own fertilizers and pesticides independently. Same steps are also applied in making paper charcoals and stuffed pillows in Home Economics.

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

Payao Elementary School has intensified our campaign about nature preservation, rehabilitation, and protection through Project P.E.A.C.E. Our school is attuned to its advocacy to promote and enhance our waste management program and good environmental practices for a clean and healthy environment. Our active principal, Ms. Annabelle A. Alipoon, together with our dedicated teachers, P.T.A Officials, Brgy. Officials, and supportive internal and external stakeholders signed a memorandum of agreement to support all environmental programs initiated by the school.

Teachers, pupils, parents, PTA Officials, and stakeholders were all encouraged to become stewards of nature through information awareness campaign during Parents-Teachers Association meeting. We also organized a walk for the environment which were participated by Barangay Officials, Parents-Teachers Association Officers, supportive parents, stakeholders, teachers, and Local Government Unit to encourage people in the community to become catalyst of good environmental practices and transformation. They become more aware and compassionate about our nature and the cycle of life because of our free film showing for children and parents in school and in the community. To walk our talk, we give free vegetable seeds and fruit-bearing trees seedlings from our school nursery to promote green revolution for the entire community.

Moreover, we participated in mangrove planting to provide food, shelter, and environmental protection for marine organisms, nest dwellers, and even human beings living near seashore together with the support of the Department of Agriculture. Along with this, we had our tree planting activity at So. Binadlan, Brgy. Biao with the support of Department of Environment and Natural Resources. We wanted to relay the message to everybody that trees are vital to give life to the world's wildlife.

Lastly, being a sustainable and eco-friendly school has encouraged more and more stakeholders, local government agencies, active volunteers, parents, and pupils who volunteered to support our school's programs and advocacies because of its positive impact to the community.

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

<b>Name of Partners</b>	<b>Roles and Contributions</b>
1.Department of Environment and Natural Resources	Helped in facilitating in the tree planting activity every semester of our school.
2.Department of Agriculture	Helped in facilitating mangrove planting in a 3-hectare area
3.Department of Interior and Local Government	Supported the construction of rain harvesters and installation of solar panels
4.Municipal Officials	Helped in constructing our school plant nursery and eco-pocket park
5.Community Officials	Joined in every school's programs and advocacies
6.Environment Management Bureau	Donated indigenous tree seedlings and provided training in making organic fertilizers and pesticides.
7.Provincial Environment Management Office	Conducted seminar-workshop on the value of high value fruit trees as a source of food and income.

(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

11. Payao Elementary School perform its function not only inside the campus but at the same time it serves as an active school in the community by promoting the activities that can help to conserve and protect the ecosystem and balance of nature of the ecosystem in the community. It is done by conducting an activities that can help to protect and preserve our natural environment such as clean up drive, Mangrove Planting and Tree planting, the school also helps the people to appreciate the value of nature as a means of food sources by sharing and applying the advocate of "Gulay Itusok sa Bawat Sulok" (planting vegetable in idle space) where in the school encourage everyone to plant vegetables and edible plant whenever there is an available space in their surroundings.

This practices is a big help in the people in the community not only for beatification of their surroundings but it can help them also to save money for by means of this they can have their food sources which are already available in their surroundings. The school has also a project called Rise and Rest that started on June, 2016 where in the school give an opportunity to the people in the nearby community to culture a fish by giving them fingerlings to take care until it will become a big fish which is capable for reproduction and to be used as food. Then they when give a fingerlings again to the school and the school when share it again to the other people in the community who are willing also to take care those fingerlings. The tree planting and mangrove planting activities are also conducted twice a year since May 2016, where in the school adopted an area in the Sitio Nabuswang to take of it is a small island in the municipality of Binalbagan. The Payao Elementary school scheduled to visit the area every quarterly of the year. They conduct activities such as clean up drive and mangrove planting in their adopted area. These activities are really helpful in preserving our nature and serving as a model in the community by appreciating the value and importance of the product of nature. The school also participates in promoting the proper waste management in the community of Brgy. Payao by participating the Clean-up Drive activities of the barangay where in the school allot a time for cleaning the surrounding of Brgy. Payao at the same time influencing he people in the community to apply the 5R's of waste management which are the Reuse, Reduce, Recycle, Repair and Recover. The presence of MRF or Materials Recovery Facilities and Waste segregation is also practice in the school and the people in the community follow and adopt these best practices also. The school also conduct tree planting twice a year in the mountain part of the town in sitio Nasanagan, Bulwang and Binadlan to preserve the forest ecosystem. It is done and become a part of the program Brigada Eskwela since 2015 where in the teachers and the parents together with some Brgy. Officials conduct a tree planting activities in the mountain parts of the town of Binalbagan.

12. Monitoring and evaluation mechanisms and summary of results

Monitoring and evaluation mechanisms:

Every year we had monitored and evaluate the effectiveness of the program through inviting experts to check and inspect its implementation. After that, the evaluators will give their feedbacks and the school make sure to follow the experts' suggestion for the improvement of our program.

Summary of results:

Ever since that program started three years ago, there is a remarkable improvement and accomplishment that is very visible in our institution. The school becomes clean because the pupils are now

used to eco-friendly habits like recycling, reusing and upcycling. As you go around the community you'll see a visible evidence of the implementation of the program because of the cooperation and unity of the people. In conclusion, based on monitoring and evaluation, Project PEACE is effective and a success.

### 13. Resources used for programme implementation

The school used the available resources such as human resources to facilitate and perform the community related activities by sharing their time and efforts to materialized the essence of the program and activities. The LGU or Local Government Unit also give their share as a part of such programs and activities such as providing the participants of the activities the vehicles and some other materials needed for the activities. The Bayanihan system as one of the best character of the Filipino is also apply where in every one is contributing and offering whatever help and resources they can give to support the Program and Activities of the school and the community as a whole.

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

Payao Elementary School initiated Project P.E.A.C.E. that has brought recognitions and awards to our school. With these, our parents, stakeholders and community dwellers from all walks of life were motivated to promote nature preservation, rehabilitation and protection.

Teachers, pupils, parents, Parents-Teachers Association Officers, internal and external stakeholders were all motivated to become stewards of nature. They become more aware and compassionate about our nature and the cycle of life. They were now well-informed about the importance of our Mother Nature and the adverse effects of nature's destruction that eventually has a boomerang effect to us.

Our school becomes now a living laboratory that meets our pupils' needs, interests, and behaviors. It becomes now a venue and structure for ecological resource, learning, nature appreciation and environmental studies for pupils, parents, and teachers. It further serves as a living museum for herbal plants, organic fertilizers and pesticides, anturiums and our modern way of soiless gardening; hydroponics and aquaponics.

In order to cope with the fast changing and globalized world, our school is essential to make a meaningful impact to our school and to the community as a whole. Payao Elementary School's success has always been doing and developing a novel idea and create something different from what we have been doing in a transformative and unique way.

Ultimately, after a long and toilsome effort of information campaign and various activities about nature protection and preservation, a big realization on their part has taken place. They all vowed to become a catalyst of environmental transformation. The whole community are attuned to become catalyst of environmental transformation for the good of our school, community, and most of all, for the children.

### 15. 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>)

The universal objectives of Sustainable Development Goals (SDGs) of United Nation is to end poverty, protect the environment, and ensure that all people enjoy peace and prosperity which is similar to the objective of Project P.E.A.C.E that is sustainable development through environmental awareness and education. Though education we develop ecofriendly habits to pupils like recycling, reusing and upcycling their waste in which we can promotes proper Sanitation and protect Life on Land. Using solar energy and rainwater harvester we can achieve affordable and clean energy. We had teach not only pupils but also the community stakeholders to take up a Climate action by planting fruit bearing trees that purifies the air and can reduce global warming and planting mangroves to conserve life below water . Through also "Gulay Itusok sa Bawat Sulok"(planting vegetables in every idle space) we had impart the value of sharing and sustainable food for every family and soon, with this we can achieve zero hunger. Furthermore, training and workshop about organic gardening/farming and Project RI.SE and RE.ST. provides community the opportunity of sustainable livelihood. All this happen because the school and the community develop strong partnership with common goals. And just like the SDGs, we believe that if we further work together we can develop peace, justice and equality for all.

### 16. Plan for sustainability and plan for scaling-up/expansion

Plan for sustainability:

The school is planning to sustain and continue the project P.E.A.C.E. of the school with the integration of our local wisdom in its implementation. Also, continue to incorporate environmental practices in

teaching daily lessons so as to inculcate these values and wisdom to our children.

**Plan for scaling-up/expansion:**

School environmental practices are planned to be adopted by the community and be imposed in every zones of Barangay Payao through encouraging barangay leaders to support project P.E.A.C.E. and teach these practices to their constituents in the barangay level. Thus ensuring that these environmental practices will have positive impact not only in school but to the whole community as well, and hopefully will become a way of living of every people in Payao.

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

Project P.E.A.C.E. with all its related activities has been recognized to be beneficial and environment friendly. For these, the school was awarded as the National winner for the most Sustainable and Eco-friendly School in the whole Philippines. Where the school has won the Nestle Water Leadership Award and Meralco Energy Award.

The school was also recognized as the Division winner for the SBM-WInS or School Based Management-Wash In School Program and its water conservation practices for the health and sanitation of our pupils and teachers. Also the school got 3<sup>rd</sup> place in the Division Gulayan sa Paaralan Contest in back-yard gardening category which showcased our organic way of farming.

**18. 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) Environmental Selection (Sample)
- Document 2) Environmental Plan of Payao ES
- Document 3) Gulay Itusok sa Bawat Sulok (Planting Vegetables in every Idle land)
- Document 4) Lesson Plan
- Document 5) Project RISE and REST
- Document 6) Project VEGGIES
- Document 7) School Improvement Plan

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



Every pupils has their own Eco-Sling bag made from recycled materials. They bring this anywhere they go and placed their trashes in it to avoid littering. Eventually, they will segregate their waste into bio and non bio. Their non-bio waste like plastics are cut into shred and use to make pillows or



One of the program under project P.E.A.C.E. is the “Gulay Itusok sa Bawat Sulok Program”(Planting vegetables on idle lands available at home) where we shared vegetable seedlings from our plant nursery to our stakeholders to encourage them to grow vegetables in their own backyard so they can enjoy fresh, nutritious, & pure organic food in their table.



Tree is life. We always remain true to our advocacy to have an active involvement in preserving, protecting and rehabilitating our Mother Nature. We need to make the first step so that our pupils will emulate the positive values we want them to possess. Through tree planting we can help reduce global warming and decrease climate change.



The school's agriculture teacher imparted the new innovation of our local wisdom on organic gardening using organic fertilizer and pesticides for an environment friendly sustainability and livelihood. The school also encourage community to continue using juices from medicinal plants like blue Ternatea which has many health benefits like lowering blood pressure and blood sugar.



Project RI.SE and RE.ST. is one of the program under Project PEACE that helps in maintaining food sustainability and give livelihood to the community.