



MEXT

MINISTRY OF EDUCATION,
CULTURE, SPORTS,
SCIENCE AND TECHNOLOGY-JAPAN

SEAMEO-Japan ESD Award

Supporting Partner:



United Nations
Educational, Scientific and
Cultural Organization

Bangkok Office
Asia and Pacific Regional
Bureau for Education

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: **BUKAL SUR ELEMENTARY SCHOOL**
2. Full address: **BARANGAY BUKAL SUR, CANDELARIA, QUEZON, PHILIPPINES**
3. Postcode: **4323**
4. Country: **PHILIPPINES**
5. School's telephone number (country code+city code+telephone number): **(042) 585-4203**
6. School's fax number (country code+city code+fax number): **NONE**
7. School's email Address: josephine.arquiza001@deped.gov.ph
8. Name of the Head Master/Principal/School Director: **JOSEPHINE S. ARQUIZA**
9. Name of the Teacher Coordinator: **MARICON V. ESTRELLADO**
10. Email address of the Coordinator: maricon.villamiel@deped.gov.ph
11. School website (if available): **NONE**
12. Educational level (Such as Kindergarten 1 to Grade/Year 9): **KINDERGARTEN TO GRADE 6**
13. Total number of teachers in your school: **34**
14. Approximately number of teachers participated in this programme: **34**
15. Total number of students in your school: **1271**
16. Approximate number of students participated in this programme: **1271**

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



“BSES EXCELS: The Eco-Friendly and Sustainable School Program”

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

Through the years, **Bukal Sur Elementary School** endeavors to be an eco-friendly and sustainable school. This is materialized through the various environmental programs, projects and activities planned, conducted and implemented in the school year-by-year.

These environmental efforts are fruits of collaborative works amongst the school stakeholders namely the principal, the teachers, the learners, the parents, the alumni, Local Government Units (LGUs), Non-Government Units (NGOs) and other generous sponsors.

Mrs. Josephine S. Arquiza, Principal II is the main person who ensures that every part and parcel of the eco-drives of the school are well-executed in a sustainable manner. Bukal Sur Elementary School Teachers, coordinated by Mrs. Maricon V. Estrellado, Eco-Coordinator, serve as the prime movers in the implementation of the underlying programs such as [1] **Solid Waste Management Program**, [2] **Paper Conservation Program** known as **G.W.A.P.S. or “Getting Wiser About Paper Sustentation”**, [3] **Energy Efficiency and Management Program**, [4] **Water Conservation Program** known as the **“Save the Flow...Save the H₂O,”** [5] **Pollution Prevention Program** known as **C.L.E.A.N. or “Community-Learners-Educators Advocates of Nature”**, [5] **Greening Program** known as **G.R.E.E.N.E.R. Program or “Go for Real Eco-friendly Environment and Nurture Ecosystem Reformation”**, [6] **Climate Change Adaptation and Mitigation Program**, [7] **Gulayan sa Paaralan/ Bio-Intensive Gardening**, [8] **Disaster Risk Reduction Management**, [9] **Curriculum Eco-Integration Program**, [10] **Eco-Conferences** involving teachers, learners, parents and community members, and a lot more eco-programs.

In addition, the learners led by responsible and competitive **Youth for Environment in Schools-Organization (YES-O)**, have initiated numerous projects and activities that contribute to this environmental aim of the school. Youth for Environment in Schools-Organization is the primary learners' eco-club which programs, projects and activities are environmentally caring. **YES-O** coordinates with the other learner's club such as the **Supreme Pupils' Government, Disaster Risk Reduction and Management Organization, Boy Scouts of the Philippines, Girl Scouts of the Philippines, Science Club and other Academic Clubs** in the aim of the total transformation not only of the school but also the community into an eco-friendly community.

For the parents' involvement, **General Parents-Teachers' Association (GPTA)** and **Parent for Environment in School-Organization (PES-O)** unite to boost parents' support for the school surroundings. The linkages with the external stakeholders also strengthen and widen the impact of the overall implementation of this Eco-Friendly and Sustainable School Program. Indeed, Bukal Sur Elementary School gradually and certainly transformed into a **“living laboratory”** passing the advocacy to the community through all these eco-coalitions working hand-in-hand.

This eco-programme in the school was recognized as **Candelaria West District's 2017 Runner-Up for Eco-Friendly and Sustainable Schools**, as **Candelaria West District's 2018 Champion for Eco-friendly and Sustainable Schools** and was also recognized by the **Department of Environment and Natural Resources (DENR), Region IV-A CALABARZON (2017)** for the environmental caring program of Bukal Sur Elementary School.

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

Bukal Sur Elementary School as one of the public elementary school in the Philippines, adheres to the Department of Education (DepED) Core Values which are *Maka-Diyos* (God-fearing), *Makatao* (Humanitarian), *Makakalikasan* (Environmentalist) and *Makabansa* (Nationalist). The third one which is *Makakalikasan* or being **Environmentalist** is the **core value** in which the entire eco-efforts of the school is anchored. Bukal Sur ES aims to generate Filipino citizens who are nature-loving.

In addition, Filipinos are aware of the existence of the global dilemma on **Global Warming or Climate Change**. The aftermath of this climatic change is also being experienced in the community where the school is situated. Therefore, the school educate its learners on the what's, why's and how's -related to Global Warming, especially the what can we do and how the school and its stakeholders contribute on alleviating the worsening effects of global warming.

Moreover, Philippines' **Department of Environment and Natural Resources (DENR) regularly launches its National Search for Eco-Friendly and Sustainable Schools**. Bukal Sur Elementary School as a competitive and environmentally-loving school, continuously strives for excellence not only on academics but also in eco-drives like the aforementioned national search.

4. Objectives/goals of the programme

- ➊ To intensify environmental awareness, preservation and rehabilitation among school stakeholders for sustainable development
- ➋ To create collaborative eco-partnership among the school stakeholders in support to the planning, maintenance and monitoring of proper segregation of waste and papers, recycling (such as use of paper trays, exhibit of recycled paper/crafts), composting, presence of materials recovery facility/system, curriculum integration, signages and other significant and relevant undertakings relevant to the aims of the school's various eco-programs and eco-operations
- ➌ To conserve and save for the electrical consumption and water consumption of the school and the community
- ➍ To integrate environment-related features of the school curriculum for the improvement and preservation of the natural resources
- ➎ To develop or create environment-support instructional materials for the utilization of both the teachers and the parents
- ➏ To inculcate among the school stakeholders, especially among the learners the love and care for the environment which is developed in school as a living laboratory, and be able to accustom these learners' individual homes towards eco-dynamism in a wider community
- ➐ To generate income to suffice the needs to support other eco-programs, projects and activities through trade of recyclable wastes in community junkshop
- ➑ To transform BSES campus/surrounding into a certified eco-friendly and sustainable school

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

The **Local Wisdoms** employed in the program is the [1] local practice of **vegetable backyard gardening**, [2] local notion of "**May Pera sa Basura (There is cash from trash)**," [3] the **use of rainwater and manual water pump**, [4] the innate talents of locals if it comes to **hand-made crafts** and "**Bayanihan (Communal Endeavor)**" which are passed from generations to generations especially that Barangay Bukal Sur is located in a first class municipality (Candelaria) which is kilometers away from the town proper.

5.2 From 5.1, please explain its values for environmental conservation

[1] Being in a barangay/barrio which is far from the town proper, the locals are used to do **vegetable backyard gardening** in their homes. This local practice is significantly activated in Bukal Sur Elementary School because the parents are the ones who are helping their children in school to do vegetable gardening. In fact, each of the grade levels (Kindergarten to Grade 6) has their own vegetable garden through the collaborative green thumbs of the parents, teachers and learners, with the supervision of the school principal.

[2] "**May Pera sa Basura (There is cash from trash)**" is a well-known Filipino wisdom. It is practiced in the community not only by the impecunious but also in almost every humble households. Other families are selling or giving empty glass bottles, plastic containers, tin cans and other recyclables to garbage scavengers who usually ride in their manual-tricycles roaming around the community. This local notion is highlighted in Bukal Sur Elementary School. Recyclables like used papers and plastic bottles are temporarily stored in the school's Material Recovery Facility (MRF) until its trade to the community junkshop. Youth for Environment in Schools-Organization (YES-O) also has the "Bottle Sponsors: Thursday Habit" in which each pupil brings empty glass bottles to school every Thursday. The cash obtained from trading trash is utilized to finance the operations of the school's eco-programs, projects and activities.

[3] Another norm of being from a barrio/barangay is that some areas in the community use **manual water pump** or use pails or drums to harvest **rainwater**. This practice is still evident in the community even if some households already have faucets and other motor water sources. Likewise, Bukal Sur Elementary School also promotes the use of manual water pump in fetching water to be used in watering plants and for cleaning purposes. The learners' clubs sponsor huge rainwater harvesters which also serve the same purpose.

[4] One of the livelihood prevailing in the community is the **hand-made crafts-making** which showcases the skills, creativity and resourcefulness of the locals. Hence, Bukal Sur Elementary School develops this local talents as early as pre-elementary and elementary school ages through projects on making recycled hand-crafts. Actually, the school holds **Exhibit Day of Recycled Handcrafts** displaying the outputs of the learners.

[5] **Bayanihan/ Communal Endeavour** is one of the oldest custom in the Philippines in which people in the neighborhood exert efforts and spend time to accomplish one goal. Similarly, this **Bayanihan** or the spirit of communal unity, work and cooperation to achieve most of the incorporated projects and activities of BSES EXCELS: The Eco-friendly and Sustainable School Program.

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

Bukal Sur Elementary School has been doing environment-caring activities since its establishment through the help and engagement of the locals. More projects for an environmental cause was implemented when the organization of Youth for Environment in Schools-Organization (YES-O) is mandated by national law since 2003. And, it becomes more systematized, formalized and was made greatly sustainable since year 2016. "BSES EXCELS: The Eco-Friendly and Sustainable School Program" continues until present and will forever be functional for the sake of the environment and the next generations to come.

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.

STRATEGY NO. 1. Clear articulation and integration of social, ethical and environmental responsibility in the institution's vision, mission and governance:

- 🌱 The School Improvement Plan of the school incorporates, integrates and clearly articulates sustainability thrust.
- 🌱 The Policy of the school is communicated to constituents in the school (learners, teachers, parent-teachers' association and other school stakeholders).
- 🌱 A person or a committee is assigned to implement programs and projects for the school. (school memoranda or orders)

STRATEGY NO. 2. Environmental Dimensions of School Operations

- 🌱 **Eco-Program No. 1:** Solid Waste Management Program (waste segregation, recycling, composting, presence of Materials Recovery Facility/System, sale of crafts, compost and other items from waste recycling, eco-bricks making, trade of wastes to community junkshop, etc.)
- 🌱 **Eco-Program No. 2:** Paper conservation program ~ G.W.A.P.S. or "Getting Wiser About Paper Sustentation" (efficient consumption of paper; presence of paper conservation trays, recycling, etc.)
- 🌱 **Eco-Program No. 3:** Energy Efficiency and Conservation Program (use of energy-saving appliances, use of solar panels, turning off of machine when not in use, etc.)
- 🌱 **Eco-Program No. 4:** Water conservation program~ "Save the Flow...Save the H₂O" (repair of leaking faucets, use of rain water harvesters, manual water pumps, signages, etc.)
- 🌱 **Eco-Program No. 5:** Pollution prevention program~ C.L.E.A.N. or "Community-Learners-Educators Advocates of Nature" (air and water pollution prevention program, ban on entry of smoke belching vehicles on the campus, curriculum integration, presence of signages, etc.)
- 🌱 **Eco-Program No. 6:** G.R.E.E.N.E.R. Program or "Go for Real Eco-friendly Environment and Nurture Ecosystem Reformation" (presence of plants, trees, mini-gardens, vegetable gardens, etc.)
- 🌱 **Eco-Program No. 7:** Climate Change Adaptation and Mitigation Program
- 🌱 **Eco-Program No. 8:** Disaster Risk Reduction and Management Program

STRATEGY NO. 3. Environment-related Features of the School Curriculum

- 🌱 Integration of environmental themes into the curriculum as advised by the school principal which is

- supported with Daily Lesson Plans and Daily Lesson Logs
- 🌱 Presence of in-service environmental training for faculty members, leadership trainings for the eco-saver learners and eco-symposia for the parents and other stakeholders
- 🌱 Presence of environmental support instructional materials for use by teachers and students (in which Best Outputs were collected and displayed in the school exhibit of Recycled Crafts)

STRATEGY NO. 4. Presence of Vibrant Eco Organizations in Campus

- 🌱 Youth for Environment in School-Organization, a functioning eco-club among the students with eco-projects every year
- 🌱 Supreme Pupils' Government, Disaster Risk Reduction and Management Organization, Boy Scouts of the Philippines, Girl Scouts of the Philippines, Science Club and other Academic Clubs that collaborate form the environmental goal
- 🌱 Eco-Programme Teachers' Eco-Committees headed by Eco-Chairpersons and Eco-Program Coordinators
- 🌱 General Parents-Teachers' Association (GPTA) and Parent for Environment in School-Organization (PES-O) unite to boost parents' support for environmental care
- 🌱 Allocation of financial and logistical support by the school to the eco-programme
- 🌱 The campus as a "living laboratory" – student involvement in environmental learning to transform to a learning environment

STRATEGY NO. 5. Presence of Environmental Partners and Linkages in Various Programs, Projects and Activities

- 🌱 Linkages with Local and National Agencies (Department of Agriculture, Department of Environment and Natural resources, Municipal Disaster Risk Reduction and Management Commission, Bureau of Fire and Protection, Barangay Health Office, Sangguniang Barangay/Barangay Council, Girl Scouts of the Philippines National Council)
- 🌱 Linkages with International Agencies (Walt Disney Company Pte Ltd-South East Asia, International Institute of Rural Reconstruction)
- 🌱 Outreach and service to wider community, including partnerships with non-government organizations and industries (Fun Run for the Environment, Tree Planting, Feeding Program and Community Clean-Up Drives)

STRATEGY NO. 6. Socio-Cultural Sustainability

- 🌱 The prevailing values of the school and the curriculum is sensitive to issues of gender equity (Presence of a GAD Office or GAD focal point)
- 🌱 Students are given opportunities and skills to participate constructively in helping to solve local community problems (Existing Student Organizations/School Clubs)
- 🌱 The prevailing values of the school and the curriculum adequately prepares students for life as citizens of a multi-cultural society and global community (Presence of global awareness in the curriculum and instruction)
- 🌱 The special needs of all students, especially those with physical or learning disabilities are catered for (Presence of accessibility structures for PWDs/PDAs or children with special needs)
- 🌱 All staff are skilled in conflict resolution strategies as a support for positive student behavior (Guidance counselor with record of counseling cases, Guidance Program Handbook, Child Protection Committee, Implementation of DepEd Child Protection Policy)
- 🌱 The school plays an active role in building support for cultural diversity both within the school and its wider community (Presence of activities for Indigenous People)

STRATEGY NO. 7. Economic Sustainability

- 🌱 A spirit of cooperation and sharing – not competition – is modeled in the allocation of resources in the school
- 🌱 Students shall learn small business skills through opportunities to organize school and community projects (SPG & YES-O Small Enterprises, Income- generating Activities/Programs/Projects with financial report)
- 🌱 A culture of maintenance ensures that all school buildings and equipment are kept in good repair and maintained in good condition (Presence of report indicating level of involvement of stakeholders in the Brigada Eskwela Program)

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

Environment-related Features of the School Curriculum

The Local Wisdoms: [1] local practice of vegetable backyard gardening, [2] local notion of “May Pera sa Basura (There is cash from trash),” [3] the use of rainwater and manual water pump, [4] the innate talents of locals if it comes to hand-made crafts and “Bayanihan (Communal Endeavor)”

-  Integration of environmental themes into the curriculum as advised by the school principal which is supported with Daily Lesson Plans and Daily Lesson Logs: Local Wisdoms are integrated in the 8 subjects taught in Elementary Level so that it will continuously be passed from generations to generations through words, actions and value infusion.
-  Presence of in-service environmental training for faculty members, leadership trainings for the eco-saver learners and eco-symposia for the parents and other stakeholders that provide comprehensive discussions and actual workshops of the useful tips on how to maximize the efficiency of the local practices, wisdoms, customs, and talents.
-  Presence of environmental support instructional materials for use by teachers and students (in which Best Outputs were collected and displayed in the school exhibit of Recycled Crafts) which highlights the innate talents of the locals if it comes to hand-made crafts

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

Bukal Sur Elementary School is blessed for having committed environmental partners and linkages in the various programs, projects and activities incorporated in the “BSES EXCELS: The Eco-friendly and Sustainable School Program.” The school and community, which includes Department of Agriculture, Department of Environment and Natural resources, Municipal Disaster Risk Reduction and Management Commission, Bureau of Fire and Protection, Barangay Health Office, Sangguniang Barangay/Barangay Council, Girl Scouts of the Philippines National Council to name a few, are involved in the planning and implementation of the aforementioned eco-programme. Some of the activities teamed-up were Fun Run for the Environment, Tree Planting, Feeding Program and Community Clean-Up Drives.

- 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
Walt Disney Company Pte Ltd (South East Asia)	Recognizes girl scouts who are exemplary on living out the GSP promise and law which includes the care for the surroundings/environment through Search for Disney Princess Awardees
International Institute of Rural Reconstruction	Includes the school as one of the lighthouse of Gulayan sa Paaralan/School Vegetable Gardening linked to the School-Based Feeding Program
Department of Agriculture	Opens their Agricultural Experiment Station that serves as the laboratory for learning about agriculture, poultry, swine, and others
Department of Environment and Natural Resources	Continuously provides the school the guidelines on how to make the school an eco-friendly and sustainable school
Municipal Disaster Risk Reduction and Management Commission	Personnel are regularly visiting the school to provide talks about precautionary measures for the different calamities
Bureau of Fire and Protection	Staffs are quarterly visiting the school to conduct Fire Drills and talk about precautionary measures
Barangay Health Office	Provides symposia on how to boost healthy lifestyle in which vegetable gardening is one of the highlights
Barangay Council (Sangguniang Barangay)	Actively engaged themselves in the implementation of the school’s eco-programs
Girl Scouts of the Philippines National Council	Recognizes girl scouts who are exemplary on living out the GSP promise and law which includes the care for the surroundings/environment

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

Some of these activities are Fun Run for the Environment (every September), Tree Planting (community-based any time of the year), Feeding Program, Community Seminars (once a year), Trade with the community Junkshop (monthly) and Community Clean-Up Drives (quarterly or depending on the organizing learners' club).

11. Monitoring and evaluation mechanisms and summary of results

Monitoring and evaluation mechanisms:

Annually, Candelaria West District Monitoring and Evaluation Committee on Eco-Friendly and Sustainable Schools convened at the end of the school year. The M&E Team is guided with the criteria provided by the Department of Environment and Natural Resources. It has seven (7) principles with thirty (30) criterion which detail how the school should be continuously environment-caring.

Summary of results:

For SY 2016-2017, Bukal Sur Elementary School ranked five (5) out of the eleven (11) schools of Candelaria West District's M&E for Eco-Friendly and Sustainable School. A year after, there was a great improvement because for SY 2017-2018, Bukal Sur Elementary School is recognized as ranked one (1) out of the eleven schools of the district with 94.74% of accomplishment towards total transformation into an eco-friendly and sustainable school.

12. Resources used for programme implementation

Financial resources came from the Youth for Environment in Schools-Organization (YES-O) Fund and other learners' club funds which is generated from the trade/sell of recyclables to the community junkshop, Parents-Teachers' Association Donation, School Canteen Fund allotted for School Eco-Operations and other sponsors through the Department of Education's Adopt-A-School Program.

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

For the students, the learners are equipped with knowledge, skills and values relevant to be eco-warriors and they are given the opportunity of taking part in worthwhile activities at young age.

For the school, Bukal Sur Elementary School is leaning towards the total transformation into becoming a certified eco-friendly and sustainable school being recognized in the district, in the municipality and even to the regional level.

For the wider community, the locals are being educated about the proper care and treatment for the environment so that it will still be a fit-place to live-in for the next generations to come. Community and out-reach programs are also catered and the school is open for benchmarking of its best practices.

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>)

Sustainable Development Goals (SDGs)	Interrelationship to the Programs, Projects and Activities of "BSES EXCELS: The Eco-Friendly and Sustainable School Program"
SDG 1. No Poverty	Trade of recyclables to junkshop, Curriculum Integration, Livelihood Seminars and Workshop
SDG 2. Zero Hunger	School-Based Feeding Program linked to <i>Gulayan sa Paaralan</i> / School Vegetable Gardening
SDG 3. Good Health and Well-Being	School-Based Feeding Program linked to <i>Gulayan sa Paaralan</i> / School Vegetable Gardening, Curriculum Integration, Symposia
SDG 4. Quality Education	Curriculum Integration, In-Service Trainings, Pupils' Training, Symposia and Conferences
SDG 5. Gender Equality	Gender and Development Activities

SDG 6. Clean Water and Sanitation	“Save the Flow...Save the H2O”/ Water Conservation Program, Curriculum Integration, Clean-Up Drives
SDG 7. Affordable and Clean Energy	Energy Conservation and Management Program (Curriculum Integration, Use of Solar Panels, use of energy-saving bulbs, campaign)
SDG 8. Decent Work and Economic Growth	Economic Sustainability Principle
SDG 9. Industry, Innovation and Infrastructure	Innovative Environmental-Support Material, Eco-Bricks to replace hollow blocks
SDG 10. Reduced Inequalities	Socio-Cultural Sustainability Principle
SDG 11. Sustainable Cities and Communities	Economic Sustainability Principle and Socio-Cultural Sustainability Principle
SDG 12. Responsible Consumption and Production	Energy and Water Conservation Programs, Solid Waste and Paper Management Programs, Recycled Handmade Crafts-making
SDG 13. Climate Action	Climate Change Adaptation and Mitigation Program, Curriculum Integration, Symposia
SDG 14. Life Below Water	Curriculum Integration, Water Conservation and Management Program
SDG 15. Life on Land	Pollution Prevention Program, Curriculum Integration
SDG 16. Peace, Justice and Strong Institutions	Curriculum Integration, Leadership Trainings, Community and Outreach programs
SDG 17. Partnerships for the Goals	Presence of Environmental Partners and Linkages in Various Programs, Projects and Activities

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

<p>Plan for sustainability: “BSES EXCELS: The Eco-Friendly and Sustainable School Program” of the school is included in the School Improvement Plan (SIP), Annual Improvement Plan (AIP), School Monitoring and Evaluation Plan Adjustment (SMEPA).</p> <p>Plan for scaling-up/expansion: Bukal Sur Elementary School aspires to radiate the goals of the program in wider radius of the community giving emphasis on local wisdom and works on achieving the national and international standards of eco-friendly and sustainable schools.</p>

16. Achievements from the school’s programme “Applying Local Wisdom for Environmental Conservation”

<p>Fifth Place – 2017 Candelaria West District Search for Eco-Friendly and Sustainable Schools 2017 Recognition – by the Department of Environment & Natural Resources–Region IV-A CALABARZON Champion – 2018 Candelaria West District Search for Eco-Friendly and Sustainable Schools Brigada Eskwela 2018 Runner-Up – in the Division of Quezon Province Search for Brigada Eskwela Best Implementer</p>

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.

<p>Document 1) ... BSES 1 Clear articulation and integration of social, ethical and environmental Document 2) ... BSES 2A Solid Waste Management Program Document 3) ... BSES 2B Paper Conservation Program Document 4) ... BSES 2C Energy Efficiency And Conservation Program</p>

- Document 5) ... BSES 2D Water Conservation Program
- Document 6) ... BSES 2E Pollution Prevention Program
- Document 7) ... BSES 2F Greening Program
- Document 8) ... BSES 2G Climate Change Adaptation and Mitigation Program
- Document 9) ... BSES 2H Disaster Risk Reduction and Management Program
- Document 10) ... BSES 2I Eco-Achievements
- Document 11) ... BSES 3 Environment-related Features of the School Curriculum
- Document 12) ... BSES 4 Presence of Vibrant Eco Organizations in Campus
- Document 13) ... BSES 5 Presence of Environmental Partners and Linkages
- Document 14) ... BSES 6 Socio-Cultural Sustainability
- Document 15) ... BSES 7 Economic Sustainability
- Document 16) ... BSES 5minute video Eco-friendly

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



(ECO-BRICKS as replacement for hollow blocks: This strategy not only provides cheaper materials for the construction of plant boxes and walls but also aids in reusing non-biodegradable wastes like the plastic bottles, plastic wrappers of food, used foils, used papers, and other-related wastes. This also supports the LOCAL WISDON which is crafts-making that showcases the skills, creativity and resourcefulness of the locals.)



(The use of SOLAR PANELS: This is just one of the various efficient ways of conserving energy incorporated in the school's Energy Efficiency and Conservation Program. This strategy educates the locals that there are other alternative sources of energy, like the Biogas Power Plant in the community.)



(BY-GRADE VEGETABLE GARDENING: Each of the grade levels (Kindergarten to Grade 6) has their own vegetable garden through the collaborative green thumbs of the parents, teachers and learners, with the supervision of the school principal. This supports the two LOCAL WISDOMS which are the custom of backyard vegetable gardening and the Filipino tradition of Bayanihan or Communal Effort to achieve the environmental task.)



(ECO-LIVING LABORATORY. The school surroundings exhibits how the school stakeholders can reuse and recycle wastes like plastic bottles, old tires and other non-biodegradable wastes. This also supports the LOCAL WISDOM which is craftsmanship which showcases the skills, creativity and resourcefulness of the locals. Also, it proves the LOCAL NOTION of “May Pera sa Basura/ There’s Cash From Trash” because of the money being saved while beautifying the school surroundings.)



(INTACT ECO-FILES TO PRESERVE LOCAL WISDOM. The supporting documents and evidences that support the “BSES EXCELS: The Eco-Friendly and Sustainable School Program” are systematically kept in seven file boxes in the school principal’s office. It is in order to ensure preservation and sustainability of the LOCAL WISDOMS applicable for Environmental Conservation.)