

Submission Form of 2013 SEAMEO-Japan ESD Award

I. PART I: Details of Your School

1. Name of school: **PUERTO PRINCESA PILOT ELEMENTARY SCHOOL (PPPES)**
2. Full address: **Roxas Streeet, Puerto Princesa District I, City Schools of Puerto Princesa, Palawan**
3. Postcode: **5300**
4. Country: **Philippines**
5. Telephone number: **(048) 433-3235**
6. Fax number (country code+city code+fax number): **n/a**
7. Name of the Head Master/ Principal/ School Director: **Eduardo G. Santos, Ph.D**
8. Name of Teacher Coordinator: **Imelda C. Layacan**
9. Email address: **sev_olid@yahoo.com**
10. School website (if available): **n/a**
11. Educational level (Such as Kindergarten 1 to Grade/Year 9): **Kindergarten, Grade 1 – Grade 6, Special Science Class, Alternative Learning School, Madrasah**
12. Number of teachers in your school: **96**
13. Number of students in your school: **3,454**
14. Please provide the name of teachers and students who were/have been involved in the planning and implementation of this school activity/programme on Values Education.

Teachers:

- a) **Eduardo G. Santos, Ph.D**
- b) **Imelda Layacan**
- c) **Helen Caponpon**

Students:

- a) **Rajo Christian G. Cadorna**
- b) **Jan Mathew O. Palad**

PART II: Information about the School's Values Education Activity/Programme**1) Title of the school's programme:**

This love of nature Values Education programme is titled, "Be a Nature-Lover for a Better, Greener and Safer Tomorrow".

2) Summary of the programme:

Over the past years, Palawan experienced different catastrophes that made it to the pages of the province's history book. Strong typhoons land fell in the Philippines' Last Ecological Frontier that caused landslides and floods to some areas. Typhoons were once uncommon to the province. To add, worsening wild life trade has been common to a number of Palaweños and large-scale mining decreases the lush forest areas.

Because of these instances, PPES thought of a programme that could help sustain the environment even in the time of rapid development; that could help installing to the minds even of youth the value of loving the nature. For loving our nature is like loving every living organism that depends on it. Furthermore, PPES thought that a programme to be implemented would not only be limited in loving the nature per se but would strengthen other key values to every individual as well.

After considering that majority of PPES' reach are students aged 6-12 years old, the school then came up to the simplest way of lending hand to Mother Nature yet with a strong and in-long run impact. An "educate now, apply later, enjoy forever" loving and valuing nature programme. A programme concentrated to one value but with domino effect in a way that other values would also be strengthened. To add, this value-developer/enhancer programme is not just for students but for teachers, administrator, community, stakeholders and volunteers as well.

This is done in two parts. First, by teaching environmental-concerned topics to students, their parents, teachers, support staff, community, local government units and stakeholders.

The topics being taught are the following:

- The environment as a whole (how it makes animal and human life possible).
- The vast biodiversity (the flora and fauna) of Palawan as the Last Ecological Frontier of the Philippines, the biodiversity of the Philippines and the biodiversity of the Earth.
- The natural resources of Palawan, Philippines and the Earth.
- The alarming abuses, deforestation and destruction of nature due to pollution, illegal logging, illegal mining, slash and burn farming, illegal fishing and the like.
- The effects of these abuses (landslide, flood, water and food scarcity, endangering flora and fauna or worst extinction, climate change and global warming).
- The solutions we can make (plant trees, reuse, reduce and recycle, proper waste disposal, proper consumption of natural resources, reporting of illegal activities that may destroy the environment).

After these topics are taught, the programme goes into its second part; the application of the solutions that we can do. In application, students, their parents, teachers, support staff,

community, local government units and stakeholders join hand-in-hand in the following activities: tree planting, clean-up drive, school rehabilitation, reduce, reuse, recycle scheme.

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

The reason of creating this program lies in the fact that we have only one planet, one home. This planet has an environment which makes life of people and animals possible. Thus, destroying this environment is like destroying our home or worst, destroying the human race.

Sadly, this planet is being abused by some people who don't mind destroying our only home just to fatten their pockets. Who knows, while writing this article, thousands of hectares of forest are being exploited, millions of small fishes are dying because of dynamite and cyanide fishing, hundreds of families are now homeless because of floods and landslides due to typhoons and worst many are dying because of these abuses.

Palawan as the Philippines' last ecological frontier is not safe against such abuses. Even though there is an existing Strategic Environmental Plan specifically for Palawan, a special law enacted by Philippine congress on 1991, side-by-side destructions are still taking place because of the province's rich and abundant natural resources – land, water and mineral resources alike.

Because of these realities, PPES thought of a plan that would strengthen or develop the values in each and every individual that the school could tap. Educating them the values of loving our nature for it is the only reason why we are still breathing.

After several considerations such as financial and human resources, PPES came into a plan which would provide vast education about the value of loving our nature. The fact that PPES holds thousands of young students, hundreds of well-educated and loving teachers, supportive local government partners and parents and generous stakeholders and partners, the school finally thought of a programme that would utilize all these resources in educating values – a programme that would use human resources (teachers, parents, students and volunteers) and financial (local government units and stakeholders) – the “Be a nature-lover for a Better, Greener and Safer Tomorrow” programme.

But before the actual implementation of the programme, PPES first sought of the feedbacks and comments of those who are part of it especially the students and their parents. Meetings were held to let everyone know about the programme and so that those who want to comment and give their opinions would be acknowledged.

After the finality of the programme's content with the approval of parents and conspiring all resources that PPES has, the school then finally released the programme on June 2008. A programme or rather “a guide for genuine values education” in inculcating the Love of Nature value not only to the minds and hearts of the students but for every individual that the school can reach as well.

4) School vision, mission and core values

Vision

Puerto Princesa Pilot Elementary School is a culture of excellence in science, mathematics and specialized education for handicapped and gifted children.

Mission

To provide Filipino leaders equipped with scientific knowledge, technological skills, mathematical abilities and socially mentored special children to become productive citizens of the community and of the country.

Core Values

- Honesty
- Courtesy
- Helpfulness and Cooperation
- Resourcefulness and Creativity
- Consideration for Others
- Sportsmanship
- Obedience
- Self-reliance
- Industry
- Cleanliness and Orderliness
- Promptness and Punctuality
- Love of God and Patriotism
- Love of Country
- Love of Nature

5) Objectives/goals of the programme

The goals of the programme are the following:

- To raise awareness about the importance of values education
- To make students, their parents, teachers, support staff, community, local government units and stakeholders conscious about the environment
- To teach them the things and the ways that we can do to help solve environmental problems
- To inculcate in their minds the value of loving the environment
- For students, to make them grow in line with sustaining the environment
- To make them part of the solutions and not of the problems
- To develop in them the value of loving the nature, the country and the fellow countrymen

6) Values that the school aims for within the programme and/or definitions

- Love of nature – PPPES aims this value in implementing the programme for this value is one of the most kept covenants of PPPES to the environment. PPPES acknowledges the worth of nature, thus respecting and loving it to the most that the school can give. We have only one earth so PPPES is trying hard to protect it. Loving nature has a domino effect. If you love the nature, you too love your country and countrymen. For our country and our fellow countrymen depend in the environment that we are protecting.
- Love of country – as mentioned above, this value has been also a part of PPPES' everyday life. PPPES wants everyone that is part of the programme to love the Philippines by protecting her natural resources and environment.
- Love of fellow countrymen – loving nature and country is like loving your countrymen. This value is one of the keys for the unity throughout the country. So, PPPES aims hard for this one, too, to be a part of everyone's life.

7) Period of the time when the programme was or has been implemented

It has been five years since the programme is implemented. That long but PPPES has no plan yet of terminating it.

8) Activities (Actions and strategies of implementation)

With an overview given in the summary of the programme, there are many activities and strategies that are being done to develop different values in the heart and mind of those who are part of the programme. But of course, the value of loving the nature is the most emphasized.

The actions done are the following:

I. Teaching environmental-related issues

First, all grade levels have their own Values Education subject. In this subject, different values are being taught so that students of PPPES will grow accordingly. One of the most emphasized values is the Love of Nature which is the main value connected in this programme. This Values Education subject is taught throughout the school year. Written and oral exams are given to test regularly the knowledge of the students in connection with the values taught. Also, teachers grade students in their behaviour in and outside the classes.

Second, these environmental-related issues are also being taught to the parents of the students and to the community. The school calls homeroom meetings to provide lectures for the parents and a general meeting for the community. The school sees this as a powerful tool to develop not only the values of the students but their parents and community as well. In return, in these meeting, several concerns are raised by the students, parents and community about the problems they see in the environment which is a good way to find a way in solving it. In these meetings, local and national laws and policies are discussed for everyone to follow.

Third, students and teachers are sent to different contests to show and be mimicked how PPPESians value the nature. Furthermore, forums and seminars are attended to have some new ideas about the environment. These new ideas are introduced to the programme to consider some changes for its betterment.

II. Application

After the issues are taught, students, their parents and the community together with the teachers will now go apply what they have learned.

For students, to start, they make gardens in the school. In this way, the students learn how to be obedient, industrious and nature lover for they work hard in making gardens and growing up vegetables. They also make compost pits to practice proper segregation of garbage. They do this in their homes too, thus, developing the value they have learned and also sharing it to others. Other people connected in the programme are doing this.

Everyone joins different nature-services. These include the following:

- Pista Y ang Cagueban (Feast of the Nature) – this is an exuberant water shed tree planting activity facilitated by the local government of Puerto Princesa City. The PPPES family together with the other nature-loving individuals and organizations passionately plant trees for sustaining the city’s water shed.
- Love Affair with nature (a Mangrove tree planting activity) – another tree planting activity facilitated by the local government. Here, PPPES family goes to a coastal area to plant Mangrove trees. PPPES family knows how valuable planting trees is that is why students, their parents, teachers, support staff and community don’t mind the cost of travelling to a distant mountain/coast just to lend a hand to Mother Nature
- Brigada Eskwela – this project is being done before the opening of a new school year, usually in the month of May or June. Students, their parents, teachers, support staff, community, local government units and stakeholders, hand-in-hand, help PPPES by donating needed materials and volunteering in the rehabilitation and repair of the school.
- Oplan Linis and Coastal clean-up – a cleaning project on selected areas such as market grounds, coastal areas near PPPES and the streets bordering the school. Aside from that, it becomes a habit of PPPES family to extend and apply this project on their everyday lives by simply picking-up trashes whenever they see one.
- Making personal gardens at home and at school – making such is one of the simple ways in helping the environment. Here, every part of the programme especially the students are required to make and take good care of their personal gardens at home while having such project also at school. They are taught, at one point, of the proper way of growing vegetables while, at the other point, taught of valuing every member of the ecosystem even it is a small vegetable.
- Make use of compost pits – garden making project make use of organic fertilizer. Students, with the supervision of their teachers, gather biodegradable waste materials in compost pits in the school’s vacant lot. After several months or years, these materials will be degraded in a natural way, thus, having an organic fertilizer for the gardens.
- Reusing and recycling of materials – on the contrary to the compost pit concept, non-biodegradable materials are recycled or reused. For example, plastic bags can be used as planting bags where small leafy vegetables can be planted like *Pechay* (Chinese Cabbage) and *Alugbati* (*Basella alba*, or Malabar spinach). Other non-biodegradable materials are sold like glass bottles and soft drink cans. Proceeds from sold materials are for the maintenance of the Materials Recovery Facility. In this way, PPPES lessens its waste materials that are dumped on the city’s landfill.
- To add, the programme compelled everyone to obey the Republic Act 9003, a solid waste management law. This law requires everyone to segregate solid waste and to make a materials recovery facility where garbage that can be reused or recycled is placed.

Because of the fact that majority of the part of the programme are young pupils that are vulnerable to some accidents due to the application of the programme, PPPES divided the students according to the application of the programme with respect to their ages.

Preparatory, Grade 1, 2 and 3	They are not required to join tree planting and Oplan Linis activities. However, they are expected to pick-up little trashes that are not
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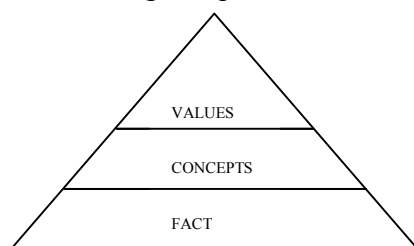
	in the right place. To add, they are taught to help their elders in garden making and caring. In other words, at this stage, pupils are trained well for the coming a-little-bit-hard work.
Grade 4, 5 and 6 and students of Alternative Learning School	Here, students are required to participate in every application of the programme provided that they are healthy enough to do so.
Youth for Environment in School Organization (YES-O)	Members of this organization also required to participate in the application of the programme because members of YES-O are usually grade 4-6. To add, they help in the education part of the programme by disseminating important information about the environment and the programme.
Parents, support staff, community, local government and stakeholders	They, too, are required to participate. However, they are not fully expected to participate in tree-planting and Oplan Linis considering their personal works/jobs.
Teachers, school head	They facilitate and supervise the over-all implementation of the programme.

After such activities are done, an assessment is followed to monitor everybody's work. This helps the school in revising obsolete approaches of the programme and changing it with new.

9) Teaching strategies or pedagogies used for teaching values in the school

Integrated Teaching – The three level strategies

- Popularized by advocates of value clarification like Charles Merrill
- Teaching – learning process should touch the:
Facts level – learn isolated facts
Concepts level – fragmented and meaningless facts are viewed and organized into concepts
Values level – knowledge acquired are related to students life



Brain-Compatible Instructional Strategies

- Involving students in real-life or authentic problem solving
- Simulations and role plays as meaning makers
- Classroom strategies using visual processing (Use graphic organization)
- Songs, jingles, slogans and raps (Content can be easily understood when students give it a tune or rhyme)
- Writing strategies
- Peer teaching (“The best way to learn something is to teach it”)

- Active review (Students conduct the review)
- Hands-on-activities

Useful Teaching Devices

- Representation or replicas (Globes, Maps, Diorama)
- Prepared Set-ups
- Simulations
- Real objects, articles, chemicals, electrical tools, construction materials, garden tools, live pets, potted plants and other living organisms.
- Exhibits
- Collections
- Laboratory equipment

Teaching with media

- Audio recording (Audio recordings include tapes, records and compact discs)
- Overhead Transparencies
- Bulletin Boards
- Chalkboards
- Charts (Charts may be in form of maps, graphs, photographs and cut-outs)
- Mock-ups (A mock-up is a replica of an object that may be larger or smaller scale)
- Realia (Realia stands for the real things that are to be studied like using real insects or plants)
- Video Tapes/Films
- Models (Models are scaled replicas of real objects)
- Pictures
- Books

Though this programme/the value of loving the nature is not formally part of every curriculum of every subject being taught at PPES, implementing officials made sure that its application would be seen in every class.

Teachers, before and after class ask their students to pick-up trashes inside the classroom they are in. That way, the “loving the nature” value still can be done. Also, every teacher of any subject is instructed to explain, in one way or another, the value of loving the nature and other values that are strengthened by it like being honest, respectful and courteous. It is up to the teacher how he/she will do it. PPES has a big trust and confidence in the ability and attitude of its teachers in imparting such. The students are the manifestation of it.

On the other hand, educational field trips are always a part of subjects that are environmentally and values-related such as Science and Values Education. Students are exposed to the value and worth of every part of the environment for them to appreciate it more, thus loving the nature more.

10) Programme monitoring and evaluation mechanisms and summary of results

First, the principal heads the over-all general monitoring team. He inspects that every topic is taught well and the activities done really improve the value in the hearts of the students and others who are related in the program.

Second, teachers of PPPES make sure that their students follow the school policy about the program by calling a meeting with the students and their parents to update their status concerning the programme.

Third, different written and oral achievement tests are done to measure the students' learning.

Fourth, teachers also surprise the students with different situational exams to test their learned value.

All the data gathered in these monitoring activities are being discussed properly in a meeting between the principal and teachers to continue or develop the part of the programme that give good outcomes but enhances, if not terminated, the parts of the programme that give bad outcomes.

In this manner, the programme are being updated and enhanced always for the betterment of value-developing activities of the school.

11) Resources used for programme implementation

Human resources	Students, teachers, community, parents, volunteers (Police and Armed Forces, staff of different private entities, members of religious groups, personnel of different entities
Financial resources	Fund allocation from school budget, donations from partners and private entities, donation from the local government units and other non-government organizations

12) List of partners, local government bodies, companies or development agencies who have participated in the planning and implementation, including their roles in the activity/programme.

Principal and teachers	– they plan, develop and enhance the programme. They are also responsible in implementing the programme and monitoring it.
Local government of Puerto Princesa City and eight Barangays (small village) circling PPPES	– they provide funds for the programme, gives needed supplies such as seedlings for tree planting.
Private entities such as Jollibee Corporation, ABS-CBN – Palawan (a media corporation), Palawan Pawnshop, Chowking Food Company, Pure Gold Supermarket	– they also provide financial assistance.
Volunteers from private entities, Police and Armed Forces, Bureau of Fire Protection, National Red Cross, and other volunteers	– they help implementing the programme as human resources.

from different government agencies and non-government organizations	
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13) Benefits/Impacts/ positive outcomes of the activity/programme to teachers, students, parents and the community

- This programme develops students into a well-mannered person starting at young age
- This programme makes students, their parents, teachers, support staff, community, local government units and stakeholders aware to the destructions that are being done to the environment. Through awareness, people become conscious to the problem and help solving it.
- Students as young as elementary grade already know the impact on human race if we keep on destroying the environment. This goes on as they grow up, forming a nature-lover persons.
- Knowing it, students become more vigilant on the environment; one of the reasons of lesser environmental-crimes.
- Students win in different contests about environment such as environmental quiz bee and poster making contest.
- Teachers, too, are excelling in environmental-related fields, which is a product of the value they are teaching.
- School-based environmental organizations such as Youth for the Environment in School Organization (YES-O) are empowered.
- Students, their parents, teachers, support staff, community, local government units and stakeholders go closer with each other forming networks of environment advocate citizens, the main ingredients in the recipe of the solution in solving environmental problems.
- Communities become cleaner because of cleaning activities.
- Deforested areas have been reforested.
- Last but definitely not the least, people under this programme are already loving the nature which also at the same time, become:
 - Honest – for they report the people who destroy the environment.
 - Courteous – for they are well-mannered in terms of connecting with the environment and of other people.
 - Helpful – for they help other people in solving environmental problems or sometimes, they help other people in their personal problems.
 - Resourceful – for they find ways to even simple is living in accordance with nature.
 - Considerate – for they think not only of themselves but for other people as well.
 - Obedient – for they follow laws, policy, rules and regulation.
 - Industrious – for helping solving the problems of the environment is really a hard job.
 - Clean – for cleaning is one of what they are doing.
 - Lover of God – for they love nature which is created by God.
 - Lover of Country – for loving nature is for the benefit of the entire nation.

14) Proof of achievement from students, teachers and the community

- The school is becoming cleaner since the implementation of this programme. Everyone who is inside the campus works together for good.
- Students and teachers win in different contests
- Students behave well inside and outside the school premises. Extending what they have learned and applying it wherever they are
- The community also applies what they have learned in school: making compost pit, regular cleaning and tree planting

These prove that the programme is working and its goals are being achieved. The value of loving the nature became the stepping stone for them to develop more values.

15) Plan for sustainability and plan for the future

- PPPES plans for greater dissemination of information about environmental-concerned issues. The school acknowledges the power of education that is why it tries hard for a wider coverage of teachings.
- PPPES plans to have an extension program where teachers under the programme will go to different schools throughout the province to disseminate information and awareness. Through it, the environment will be having more concerned people to help sustain her.
- PPPES wants to tap more non-government organizations and local government of other barangays (small villages) and municipalities and other government and private institutions for a wider and more powerful protection of the environment.
- PPPES plans to conduct surveys to areas within Palawan where there are environmental problems and natural resources are rapidly abused for early planning of resolution.
- PPPES will send more teachers in different forums and seminars in values education, especially in loving the nature.
- PPPES wants to consult specialist for the programme to be enhanced.

16) List of attachments such as a copy of the school plan, learning/ teaching materials, samples of student worksheet, manual, etc. If the attached materials are in the local language, please provide a brief description in English language.

- Annex A. Sample certificates given to one of the teachers of PPPES from different contests and seminars. One of the products of the school's Values Education programme.
- Annex B. A City Council's Resolution commending two students of PPPES for winning contest related to the programme.
- Annex C. Sample report card of a 2nd grade student showing that values are part of their grading system. In this way, teachers can monitor their students' character; a major part of implementation of the programme.
- Annex D. Samples of Values Education lessons (teachers' guide). This unit 1 of the lesson, which is in Filipino, the national language of the Philippines, the main topic is Self Responsibilities and Being a part of the Family. In unit 3, the main topic is Loving the Philippines and Being a Part of Worldwide Unity.
- Annex E. School Plan.

17) Photos related to the activity/programme (Maximum of 10 photos with captions in English)

- Photos are attached at Annex F.