



MEXT

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

SEAMEO-Japan ESD Award



Supporting Partner:



PART I: Details of Your School

1. Name of your school: **PAARALANG SENTRAL NG MATAASNAKAHOY**
2. Full address: **F. Silva St. Bgry. IV, Mataasnakahoy, Batangas**
3. Postcode: 4223
4. Country: **PHILIPPINES**
5. School's telephone number (country code+city code+telephone number): **None**
6. School's fax number (country code+city code+fax number): **None**
7. School's email Address: **mataasnakahoycentralschool1901@gmail.com**
8. Name of the Head Master/Principal/School Director: **Dr. ELENITA D. DIMAYUGA**
9. Name of the Teacher Coordinator: **LIZA O. BRIONES**
10. Email address of the Coordinator: **lizabriones0104@gmail.com**
11. School website (if available): **None**
12. Educational level (Such as Kindergarten 1 to Grade/Year 9): **Kinder to Grade 6, SPED and ALS**
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: 1268
16. Approximate number of students participated in this programme: 1268

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

Helping Together...Making Environment Better

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

Eversince, Paaralang Sentral ng Mataasnakahoy has already its own stand in maintaining the cleanliness and orderliness of the environment through clean and green activities and proper waste segregation, until a program "***Helping Together...Making Environment Better***" was formally created last 2018. This program strengthened the school's advocacy campaign towards promoting waste management, plastic innovations and integrating initiatives into the holistic school learning experiences that brings significant impact to the learners, parents and community as well. This program was carried out in both school and throughout the local community. Different programs and activities were crafted and implemented which are anchored in RA 9003, Dep Ed Memorandum and Municipal Solid Waste Management Plan. As one of the outstanding and biggest school in the District of Mataasnakahoy, the school involved the participation of the whole school community from Kinder to Grade Six, Special Education and Alternative Learning System Classes with full support of parents, local government unit and stakeholders in public and private sectors.

Specifically, the banner program has six main objectives. To achieve each target goals, different approaches and interventions were provided and implemented. The school engaged in different municipal actions regarding environmental awareness like symposium, meetings and seminars. On the other hand, part of the parents' general assembly is the discussion of projects and related programs. These movements ensure that every member in the organization is on track, uphold concern in the environment and all activities were aligned towards achieving common goal. Furthermore, this provides the audience with different ways on how to reuse, reduce and recycle. The school also initiated clean up drive and coastal clean-up drive, a highly significant movement since it is located near Taal lake and preservation of its natural resources is on top of the municipal agenda. Learners, developing leadership were linked with community officials in planting tress both inside school premises and in some parts of the local community. This activity signifies hope to learners and helps mitigate dangerous consequences of natural disaster such as floods and landslide. Furthermore, this promotes greener environment and helps clean the air, provide food, protection and homes for many birds and mammals in the ecosystem.

Another approach which stimulates waste segregation is the Supreme Pupil Government's (SPG) project, *Bote Ko...Shoot Ko!*. This project became "in" to the school community since aside from being aware that they are helping the environment, they are also being entertained in throwing their plastic bottles in the basket just like playing basketball. Aligned also in this program is the formulation of the school policies like "*Regulating of food selling in any plastic container*" and "*Basura Ko, Responsibilidad Ko*". These policies reduced the volume of waste in school and teach learners to be responsible in their garbage/trash and at the same time, promotes healthy lifestyle to the students.

Aside from being an agent of cleanliness and promoting waste management system, the school, under its banner program also shared resourcefulness and good practices to others through innovative creations of plastics and other non biodegradable materials like throw pillow and rag making, tire-scape playground and utilizing plastic bottles as seedling laboratory in the gulayan sa paaralan project. These innovations represent positive impact to learners, parents and volunteers and tightened the relationships with families and stakeholders.

Recognizing the importance of instilling the value of 3Rs and waste segregation among learners, the school integrates all aspects and concerns in teaching and learning practices and school curricular activities. One of those event is the *Eco Waste Fashion Show*. In this, learners were given opportunities to gain self-confidence, explore imaginations within themselves, maximized their skills and engaged in collaborative team works while helping the environment.

Using its platform to educate and propagate the program's mission, this also explicit direct inclusion of family especially the parents. Teachers conducted adopt a barangay program relative to recycling and planting trees. Its target outcome is to articulate environmental awareness to learners at home with their parents and stimulate cultures of recycling to the family.

The banner program from its title, *Helping Together...Making Environment Better* kick in to the idea that the best way to solve one of the biggest problem in the whole world is to combine its individual forces regardless of the age, races and capabilities, and be together towards positive goals in finding passion through innovations and making a good act a routine.

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

“Mataasnakahoy”, even though a small town and is listed in the 4th class municipality in the province of Batangas, is well-known to have rich natural resources, famous resorts and a gateway to Taal Volcano. Because Mataasnakahoy is considered to be a rural area, most of the sources of income here are from agricultural products such as coffee (kapeng barako), coconut, banana and other crops. Since it is one of the many districts around Taal Lake, fishing is also considered as one of the main sources of living. Other families have poultry and piggery. It is evident that most of the families depend their living in the natural resources around them. Paaralang Sentral ng Mataasnakahoy is one of the 13 schools that make-up Mataasnakahoy District. This is also considered as one of the biggest populations in the whole district which composed of 1268 students from Kinder to Grade Six, Special Education Class and Alternative Learning System Class; and 45 teaching and non teaching personnel.

It never became an excuse for Mataasnakahoy to get exempted from problem mainly coming from plastics and waste segregation. This may be for the reason that people depend more on using plastics in household because it is easy to use, convenient, light and flexible. It is also known to everybody that plastic has always been one of the major problems that contribute in world pollution. According to Municipal Agriculture/Environment and Natural Resources Office, an estimated of 24 cubic feet truck of unsegregated garbage are being collected to 1-2 out of 16 barangays in Mataasnakahoy every day, and part of this is being collected from Paaralang Sentral ng Mataasnakahoy. The problem on waste is one of the major concerns of the municipality, but because of the huge volume of garbage and the community’s lack of discipline, it is becoming hard for the daily garbage collectors to segregate the waste. The budget for lessening the pollution should be placed for more important projects, if only people are well-organized and eco-friendly.

Paaralang Sentral ng Mataasnakahoy strongly believes that the best solution for the waste problem and pollution is discipline. The school, together with the parents, are the first people who have to work hand in hand in disciplining students at home and at school and instilling them the importance of conserving and preserving the environment, proper waste segregation and teaching the importance of “re-use, reduce, and recycle”. Everybody has the responsibility of taking care of the environment in order to preserve it for the next generations.

Anchored in the Department of Education’s (DepEd) core values, “Makakalikasan”, and Republic Act 9003, Paaralang Sentral ng Mataasnakahoy created a program “*Helping Together...Making Environment Better*” to strengthen the school’s advocacy in preserving the environment, to spread awareness regarding proper waste management and promote innovations out of available resources. In addition, this program aims to provide safe and healthy learning environment and enable students to understand that there are a lot of things that can be made out of the non-biodegradable and biodegradable wastes. Like for example, biodegradable wastes can be used as fertilizers while non-biodegradable wastes can be recycled and make creative things that can be reused. The school aims to utilize the different environmentally-sound methods to maximize the valuable resources and encourage everyone in the resource conservation and recovery. Through this program, the school also aims to achieve all the target goals with different activities that cover the umbrella of this project. Moreover, it envisions that local government, private sectors and even parents take their participation in this agenda and being together in transforming the community. The school sees every family to practice proper waste segregation at home, learn to recycle, reduced and re use and encourage them to make a significant action that will bring changes to the ecosystem. Most especially, this program wants every student of Paaralang Sentral ng Mataasnakahoy to be more open minded, disciplined, creative and environmentally responsible.

4. Objectives/goals of the programme

In order for the school to have a clear definition of its program, the following are the general objectives:

1. To develop self-awareness and self-regulation on proper waste management through setting of guidelines and school policy in accordance with ecologically sustainable principles
2. To reduce volume of waste in school and community through minimization measures including composting and clean and green projects.
3. To encourage greater private sector participation through innovations of used plastics, tires and other non biodegradable products.
4. To strengthen the integration of ecological solid waste management and 3Rs into the academic curricular and extra curricular that promotes environmental awareness
5. To promote volunteerism towards realizing one goal in widening advocacy on war against waste
6. To unify families through collective projects from waste materials

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

The program started last 2018 up to present

6. Key knowledge, skills, attitudes/values and behaviors that the school expects to develop from this programme.

Paaralang Sentral ng Mataasnakahoy is committed to develop each learner holistically. As the primary provider of formal basic education aligned in the core values “*MakaDyos, Makatao, Makabansa at Makakalikasan*”, every teacher compels to the learner’s environment awareness and boost students’ intellectual functioning that produce significant impact. Through its banner program “*Helping Together...Making Environment Better*”, the school also aims to inculcate to the learners a sense of leadership and environmental stewardship through different initiatives that foster global citizenship. The school nurtures an atmosphere in which each learner are encouraged to partake environment friendly behaviors.

Elementary students are consider to be on their formative years and typically, children’s attitudes already become mature when they enter high school, thus it is important to educate them about environment on this level. With this, it increases the likelihood that they will grow and act while retaining pro environmentally responsible attitude. Moreover, through waste segregation and recycling education, the school expects the learners to develop and enhanced their problem solving skills or the ability to handle difficult or unexpected situations through analysis, creativity, decision making and collaboration. This problem solving ability is very important in dealing with practical life.

Through integration of the activities and strategies in different academic co curricular and curricular, it is also expected that the learners find logical connections among the things they experienced or being taught to them where they can apply in relating to others in the community.

And lastly, it is expected to develop not only to the students but to the community as a whole the concept of volunteerism, collaboration and dedication. Volunteerism in a sense of community service. All actions regardless of how big or small, were being recognized and made a real difference in the lives of people, environment and the organizations as well. Another thing is collaboration. Collaboration not just in planning, policy making and evaluation but also through innovations and effective decision making. And last is dedication. The school expects the whole community especially the learners to be dedicated in protecting the environment and encourage everyone who works meaningfully to solve environmental issues.

7. Activities (Strategies/activities of implementation)

This part is important – please clearly explain all related strategies and activities that the school has implemented and brief information of each activity). Details of each activity can be attached as a part of supporting documents.

Objective No. 1 To develop self-awareness and self-regulation on proper waste management through setting of guidelines and school policy in accordance with ecologically sustainable development principles

Name of Program/Activities	Action and Strategies Implemented
<i>Spread the Word</i>	This is a school practice wherein the school principal heightens parents’ and stakeholders’ participation in every school project relative to waste management. General assembly and meetings are done to discuss issues and concerns regarding school policy, and management plans on waste segregation, and different campaigns on environmental awareness.
SCHOOL POLICY- <i>Regulating of selling foods in any plastic container</i>	This project stared and take part in the canteen area of the school. This promotes that the foods to be sold within the school vicinity have limited, or better, regulating the use of plastic containers. The canteen personnel also make sure that the canteen provides nutritious foods for the students and teachers.
SCHOOL POLICY- <i>“Basura Ko, Responsibilidad Ko”</i>	This campaign aims that every students are responsible enough in throwing their garbage. Each student were required to bring their own container for any kind of trash they might have while in school. This is to prevent them not to throw garbage anywhere. They manage their own garbage, thus help in limiting the amount of waste that the school have. As a return, the school gives reward to the most responsible students who will abide in the school regulations.
<i>“Bote ko, Shoot Ko!” Project</i>	This is an initiative of the Supreme Pupil Government (SPG) in which through their leadership, baskets are installed in different corners of the school where the students can put their plastic bottles. The basket serves as a basketball ring where the students can shoot the plastic bottles they used. Aside from the awareness on segregation on plastic bottles, this project also aims to give joy while helping the environment.

<p>Participation in the Municipal Ecological Solid Waste Management Stakeholders' Consultative Meeting</p>	<p>District supervisor, school principals and different community stake holders get involved and talked about ecological solid waste in the “<i>municipal ecological solid waste management meeting</i>”. Because the school makes sure that every member of the organization is well informed, minutes of the meeting were being discussed to teachers and parents and use the information to improve the school’s project.</p>
<p>Objective No. 2 <i>To reduce volume of waste through waste minimization measures including composting and clean and green projects.</i></p>	
<p>Enhanced School Materials Recovery Facility (MRF) and Compost Heap</p> <p>Clean- Up Drive</p> <p>Coastal Clean- Up</p> <p>Planting Tree...Planting Hope Project</p>	<p>This action was initiated by the YES Organization (<i>Youth for Environment in School Organization</i>). Among all the other mentioned activities, this is the most important facility in the school where solid wastes are being collected and recycled by separating and processing through the help of the school maintenance personnel. In this way, materials that are recovered including plastic and papers will be compressed for recycling or eventually sold into junkshops. On the other hand, biodegradable components can be processed into compost in the school compost heap facility.</p> <p>This serves as the school trademark because Paaralang Sentral ng Mataasnakahoy has always been on top of cleaning drive (inside and outside the school). This proves that maintaining the cleanliness of the surrounding is really helpful in lessening the chance of getting sick. In one year doing this project, the school also extends this in cleaning even the nearby barangay through the help of the parents and community volunteers and local government unit. This also promotes volunteerism and encourage positive attitudes towards the result of habitual actions.</p> <p>Since the school has a huge care in the natural resources especially in Taal Lake, the school through its Alternative Learning System (ALS) class is leading the annual coastal clean-up. This aims to help in preserving Taal Lake, and let the people living around it to engage in the cleaning and clearing up of the solid wastes that cause water pollution. This also aims to bring positive mindset to the people how important it is to be responsible in taking care of the rich resources in Taal Lake.</p> <p>To help ease the effect brought by Global Warming and help in transforming the community into a greener environment, the school did a project entitled, “<i>Planting Tree, Planting Hope</i>”. Promoting inclusion in school, this project is in the leadership of the Special Education (SpEd) class with the Boy Scouts and Girl Scouts of the Philippines. The combined forces of these three groups signifies that “<i>No one should be left behind in saving the environment</i>”.</p>
<p>Objective No. 3 <i>To encourage greater private sector participation through innovations of used plastics, tires and other non biodegradable products.</i></p>	
<p>Tire Scape Playground PALARUAN PARA SA KINABUKASAN AT KALIKASAN</p> <p>Promotion of Plastic Bottles as seedling laboratory in Gulayan sa Paaralan Project</p>	<p>This is considered to be one of the highlight program of the school. Through the help and strong partnership with United Architecture of the Philippines, the school was able to make a playground with used tires. With this project, the amount of junk tires was lessen and used for the benefit of the children. This also lessens the percentage risk of students having dengue. The children will be both happy and healthy. They were given the chance to have a safe and environment friendly playground. This initiative is one of the best ways that show how to reuse or recycle for solid wastes.</p> <p>The school utilized plastic bottles that served as the nursery laboratory for the seedlings. Aside from the beauty the plastic bottles innovations bring to the school, it also promotes a greener environment since all vacant spaces in school became possible for planting crops. The school was able to hit two birds for this project. First, it reduced volume of plastic wastes and used it to a more productive way. Second, it gave the school more vegetables to harvest to be used in the feeding program for the students.</p>

<p>Rag Making Project: A Practical Way of Recycling Left Over Fabric Scraps</p>	<p>Another initiative relative to waste management, this project was initiated by the HERO-ine’s club, a school organization of volunteer parents helping together towards common goal. As part of waste management plan, parents shared ideas on how to make a rag out of “retaso” or left over fabric scraps coming from the garments factory in Mataasnakahoy. This activity promotes recycling, helps improve their literacy skills and opens opportunity for livelihood. In addition, it decreases the waste from the factory and turned them into a more functional ideas. To give impact to the community, parents involved in this activity share their learnings and trainings in other community groups like <i>Kababaihan</i> or Women’s Club</p>
<p><i>Objective No. 4 To strengthen the integration of ecological waste management and concepts of 3Rs into the academic curricula and extra curricula in order to promote environmental awareness.</i></p>	
<p>Eco Fashion Show</p> <p>Integration of Recycling and Environmental Awareness on the different class subjects</p>	<p>This activity was initiated for the pupils in the intermediate levels where they were given the chance to create dresses or anything to wear out of the non-biodegradable materials available in the surrounding. This shows the creative side of the kids which they may use to change the negative mindset about trash towards a greater and more ecological integrity and social justice. This activity does not only address fashion but more on dealing interdependent ecological system. This also enables them to be confident in making their stand for saving the environment.</p> <p>Teachers in all levels include the advocacy campaign in all subjects like arts, science, EPP and TLE. It is not just to make students realize how important and beneficial it is to save and conserve the environment but of course to develop their critical thinking as well. Some recycled outputs done in the classroom are: JUNKBOTS, Coinbank, Kites, Plastic Flower pots, Decorations, slippers and many more...</p> <p>These activities enable the students show their creative side using different non-biodegradable materials and other available resources. Intermediate learned about recycling, gardening and composting. And because the school aims for a 100% participation, the Special Education Class Teachers also teach the students on how to recycle plastic bottles and segregate wastes. These kinds of activities were included in the livelihood projects and other functional activities.</p>
<p><i>5.To promote volunteerism towards realizing one goal in widening the advocacy on war against waste</i></p>	
<p>Its Okay to Recycle- Adopt a Barangay Program</p> <p>“Kasama ako”- Practice of Volunteerism</p>	<p>Volunteer teachers of Paaralang Sentral ng Mataasnakahoy visited a barangay and encouraged learners to participate in plastic flower vase making and planting crops. This is in cooperation with barangay officials and parents in the community.</p> <p>Showing active participation in all undertakings on proper waste segregation and aiming to contribute meaningfully in transforming the community, volunteer teachers participated in the different barangay meetings. Teachers represent the school and ensure alignment of the different projects and activities. All that they shared/gained from the meetings were being discussed to the school.</p>
<p><i>6.To unify families through collective projects from waste materials</i></p>	
<p>Bonding in Recycling Project</p>	<p>This project aims to touch every household and see recycling as part of family bonding. They created stuffs such as throw pillow and pencil case out of plastic. Parents teach their children to recycle and instill in them the benefits of what are they doing. Through this advocacy campaign, parent-child relationship strengthened and they both understand that the respect and love for the environment always start and/or continue at home.</p>

8. Teaching and learning approaches/strategies that the school has integrated for this school programme.

Through the program, **“Helping Together.... Making Environment Better”**, many teaching and learning approaches are being utilized and integrated. Functional and practical living were being touched in gardening and planting crops. In addition, teachers provide age appropriate activities in different structural programs and provide learners to contribute a positive change in the environment. Learning the benefits of recycling added in the students’

curiosity level. And because of this curiosity, they became more engaged and motivated to create useful stuffs. It is also integrated in the class the possibilities that might happen if everyone will not help each other in decreasing the amount of wastes. Teachers further explain the negative effects of plastic when there is a continuous increase in its volume. This enlightens the mind of the students to be responsible and be aware on what is happening around them.

In a dynamic environment like classrooms, teachers also utilize the implementation of creativity and innovation among the students. Recognizing each student with different abilities and skills and there is no “one size fits all” solution, the teachers enable them to explore into their own imagination towards the creation of a unique masterpiece. Research found out a significant impact towards self- development of each students for it enables them to build self- confidence and develop critical thinking. Moreover, through creativity and innovation strategies, teaching and learning make more interesting, exciting and effective. This enables the students to adapt a growth mindset.

Another teaching and learning approach that is being developed in the integration of the program is cooperative learning. In class, students are encouraged to recognize their skills and abilities towards accomplishing a certain task and able to share his/her own talents/ideas to the group with mixed abilities to work together and come up with a define group output. This also enables them to express their own ideas and respond to others, helps develop self- confidence and critical thinking which are essential in life. Some activities that teachers utilized in class are worksheets relative to protecting the environment, essays, arts and crafts, making plastic flowerpots and more. During scouting activities, the students are also engaged in this kind of learning where they are able to discuss to the group the activities, they did in caring for the environment.

In a usual class scenario, when a teacher asks a students to make a unique and wonderful creation out of the plastic bottles they collected through, “Bote Ko, Shoot Ko” project, this enables students to ask questions and look for answers which help them becoming independent learners. Furthermore, this helps them investigate their own ideas and deepen understanding towards a certain concept which also improves their problem-solving skills as well. This also encourage students to express their unique subjective perspective about a certain thing.

Paaralang Sentral ng Mataasnakahoy finds holistic approach and ensures that no one is left behind in every program and projects that are being implemented. The school thus makes sure that it can accommodate all kinds of learners including the students in Special Education and Alternative Learning System classes. Realizing unique needs of learners, teachers assign classroom tasks based on the needs and skills of the students to ensure the “Education for All”. Teachers assigned tasks based on the complexity of the different group of students and make sure it accommodates all kinds of learners.

Another thing that the program gives impact to the teacher and its learning process is the implementation of behavior management. Because the school is teaching/training the students to manage their own proper waste segregation, this helps in improving their behavior through instilling them to have respect to others by means of not loitering and have respect to the environment as well. Positive behavior of students develops an atmosphere with discipline which is essential in everyday life. If the students are open minded and have positive disposition on changing the world for the better, then, it will also be easy for adults to teach them about the importance of “*Helping Together... Making Environment Better*”.

Lastly, the integration of the program is not only limited in the four corners of the classroom. The students can also enjoy while being safe in a child- friendly learning environment.

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

Paaralang Sentral ng Mataasnakahoy believes that addressing problem relative to waste cannot be resolved overnight and cannot be accomplished solely by the school. Thus, through its banner program, “*Helping Together...Making Environment Better*”, the school recognized the importance of the participation of government agencies and other stakeholders to make all the objectives achieved and materialized. After analyzing the root cause of the waste problem, the team coordinated with the local government unit, particularly in the environment and natural resources office to have brainstorming with the possible activities for the said problem. The school makes sure that all the activities/ projects being implemented were aligned and coordinated with the Municipal Ordinance and Deped Orders and ensure active participation in the different community seminars, symposiums and meetings regarding waste segregation. Moreover, all plans are based on the collective ideas of the team members to create a significant output. The school also maintains meaningful relationship to the different stakeholders by means of recognizing all the provisions of the different resources they provide.

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

Name of Partners	Roles and Contributions
Fujin Bilingual School- China	International Partner School- Provision of Cash Donations and other learning materials for the students
Mataasnakahoy Local Government Unit	The school's number 1 partner in all activities. Provision of meetings, seminars, symposiums on proper waste segregation and activities relative to this.
Municipal Agriculture Office	Provision of Trees and Seedlings to be Planted Provision of seminars, meetings, manuals and other references that can be used in reviewing and improving the program
Municipal Environment, Natural Resources Office	Provision of seminars, manuals and other references related to proper waste segregation and other provisions that can be used in reviewing and improving the program
United Architecture of the Philippines	Developed a Tire-Scape playground for the learners of Paaralang Sentral ng Mataasnakahoy
Rotary Club of Mataasnakahoy	Provide pamphlets/brochure related to solid waste management and recycling
Sangguniang Kabataan	Provision of assistance and support to all the school's projects
HERO-ine's Club	Provide trainings/workshop for rag making and other innovations
Municipal Womens' Club	Engagement with school community on the proper segregation of waste Provision of services and support to all the projects that is being implemented by the school
School Alumni Club	Provision of cash donations and support to all activities
General Parent-Teacher Association	Provision of services and support to all the projects that is being implemented by the school
Pantawid Pamilyang Pilipino Program Recipients	Provision of services and support to all the projects that is being implemented by the school especially when it is related to clean and green
Barangay Upa Officials	Provision of meetings and seminars; support to all school projects like clean up drive
Barangay Calingatan Officials	Provision of meetings and seminars ; support to all school projects like clean up drive
Barangay Bontog Officials	Provision of meetings and seminars; support to all school projects like clean up drive
Barangay Kinalaglagan Officials	Provision of assistance and support to all school projects like coastal clean up drive

10. Transformation to the community and ecosystem (Brief information of activities that the school, students, and teachers have contributed for the improvement of community/ecosystem.

The program, "*Helping Together...Making Environment Better*" has a continuous positive and significant impact not only to the learners but also extended among parents and community. It reduces plastic usage and demonstrates innovative practices through different strategic activities. The program also continues to promote cooperation and collaboration among its members towards creating a clean, green and safe environment.

Through clean-up drive projects, parents, school and barangay members were inspired to clean the environment and also contribute meaningfully in the ecosystem. Aside from the manual way or reducing wastes, this clean-up drive serves as a good initiative to instill in the minds of everyone that it is important to protect the environment. Through the lectures given by the barangay and municipal members on proper waste management and concepts of 3Rs (reduce, re use, and recycle), some households have made their own compost pits.

Align in the clean-up drive is the coastal clean-up in which the impact has said to encourage all people in the community to help in cleaning and conserving the lake since most of the people living here use fishing as the primary source of income.

The literacy program of the school that cater trainings on creating rags and making different crafts out of plastic helped the parents in enhancing their knowledge and skills on different livelihood activities while reducing the waste of factories and turning them into a functional one. With the help of this project, some parents were able to start their business on making rags that they sell as a source of daily income. Moreover, projects in "*bonding on recycling*" serve as a good avenue towards more recycling activities that will be beneficial for the ecosystem and personal lives.

Another thing is tree planting. It became evident how impactful this activity is, not only in preserving the ecosystem, but most especially their impact on the students who are practicing it. There were many trees planted as

part of the program that will contribute a lot supplying fresh air and preventing pollution. If this continues, it will only give a huge hope for everybody that there is still a chance to resolve our ecological problems including the unending pollution (land, air and water) and even the slowly thinning of earth's atmosphere.

Meanwhile, providing playground tires and "gulayan" (vegetable garden) in the school using the different plastic bottles would benefit not only the children but also the environment as more non-biodegradable materials such as bottles and tires will be re-used and it decreases the volume of waste stocked in the junk shops.

11. Programme for monitoring and evaluation mechanisms and summary of results

Monitoring and evaluation mechanisms:

Different mechanisms were used by the school to make sure that the program is always on track and being monitored for continuous improvement and sustainability. In the project paradigm created by the program coordinator, there are four steps on how the program should mobilized and materialized. It indicates connectivity and continuous process thus, it won't stop until it reaches its sustainability and expansions. There is always a need for problem analysis, planning, implementation of the activities and most especially reflections. Evaluations provided are two way process and always aim to assess each details of the project.

Teachers employed rubrics, reflections, portfolios and formative assessments for the students. Behavior and discipline of the students were being monitored through observations. For the projects where parents and other partners are involved, surveys, checklists and informal interviews are being utilized. The school identified the program's strengths weaknesses and other opportunities to ensure improvements for future revisions and implementations. Teachers as front liners discussed outcomes of its activities through meetings and focus group discussion. In these, they share their ideas, personal observations and suggested plans necessary for problem solving and decision making for continuous program innovations.

Summary of results:

Since this program was started, evidences on positive impacts were claimed by the school. First on list was the volume of waste the school generated each day decreases and proper waste segregation was established. Students, especially the intermediate class were become more discipline and were conscious about the environment. As seen on their reflections and portfolios, students become confident on sharing their ideas. Creativity and problem solving are utmost to the results of students' evaluation. On the other hand, parents and other stakeholders were happy and satisfied to the results of their volunteerism and cooperation towards accomplishing school projects. And, they are very willing to continue extending their support to the school. Relationships were built and strengthened on parents and other stakeholders. All people involved in this program became and continuously being an active players towards conserving the ecosystem.

12. Resources used for programme implementation

Paaralang Sentral ng Mataasnakahoy used the following resources to achieved the target goals of the program: **MANPOWER**- From planning to evaluation, this is consider to be the most important resources for a success of a project. All the people behind continuous progress of this program are: teachers, parents, volunteers, stakeholders, private partners, local government unit and different outside school organizations. They are all well-equipped with a variety of intelligence, hard work and determinism combined together to get something done. All efforts and contributions are highly appreciated by the school. The school believes that different environmental problems including plastic problems will not be solved solely by the machine. It needs workforce, helping together thus making the environment better.

OTHER RESOURCES-These include instructional materials, pamphlets, brochure, videos and other learning equipment necessary to educate pupils and parents regarding waste management system and ecosystem of the community. For innovations, the school used frames, paints, sewing machine and financial resources.

13. Benefits/Impacts/ positive outcomes of the programme to **students, teachers, parents and school**. Please include evidence of achievements.

(How the school's programme has transformed the behavior of students, teachers, and parents to improve the school's environment in reducing plastic usage and wastage?)

Through the program, "**Helping Together...Making Environment Better**", students were provided with clean, green and healthy learning environment. All these are always associated with positive impact in the emotional and intellectual capabilities of the students. A conducive learning environment that is clean and organized helped a lot in their study habits. Furthermore, through the different school policies, aside from it reduced the volume of plastic usage, the students became aware on conserving the environment and be more disciplined. Discipline is the most important thing that a child can learn since it also strengthened students' involvement in the local community. On the other hand, in different community activities like tree planting, these do not only help in providing fresh air for the

whole community in Mataasnakahoy, these also helped the participants realized their positive stand for the environment. Planting trees signifies planting hope that there is still a chance to bring back the beauty of the nature and contribute to the solution in the on-going global warming, climate change and other natural disasters like landslide and soil erosion. Through the integration of the program into the different school activities, students gained a positive mindset about recycling and innovations out of non-biodegradable materials like plastics. The students' creative side was leased out and they got inspired to do other worthwhile products out of wastes. Students also learned the importance of cleanliness in the environment. And since the school doesn't sell junk foods and other foods with plastic wrappers and containers, the students also practiced eating more nutritious foods. Moreover, the students were able to think of doing and creating things out of trashes which they shared with their families.

Because of the tire-scape playground, students were provided opportunity to play during their vacant hours in school and enjoy their childhood. Their physical body strength also improved and their social relationship with their fellow students was built and developed. In addition, Gulayan sa Paaralan does not only contribute in the beautification of the school, but it also provides nutritious foods like vegetables and fruits which were used in the feeding programs of the school.

On the other hand, this program has contributed mainly to the teachers' professional and personal development through the leadership they have shown in implementing different activities especially in volunteerism. Team building was also strengthened with parents as well. Both teachers and parents were able to showcase their talents and share their unique ideas to improve each projects and activities either at school or at home. Networking was also deepened through partnerships. Research, as one of the important skills was also being utilized in this program. Teachers gathered data in an empirical way and learned to search for possible activities to be taught to the students and to be implemented in the school. Above everything, whatever positive impact that this program may bring to the students and in the ecosystem, the teachers will be more satisfied since there are a lot of people who believe and trust on its importance.

Paaralang Sentral ng Mataasnakahoy having its big population, just proved that success does not solely depend in the number of population an organization has. Success of the program depends mainly on openness of each member, right planning, decision making, proper implementation of the activities with comprehensive and accurate evaluation and monitoring.

14. Benefits/Impacts/ positive outcomes of the programme to people in community, and ecosystem. Please include evidence of achievements.

(How the school's programme has transformed the behavior of people in the community in reducing the plastic usage and wastage and improve the ecosystem of the community?)

Seminars, meetings and symposiums relative to ecological solid waste management and environmental campaigns provided both by the school and local government, made the participants of the program became more open minded and more conscious about the environment particularly on proper waste segregation. People learned to segregate wastes and established the culture of reduce, re use and recycling. Barangay leaders developed and/or strengthened barangay ordinance and applied holistic approaches that made a cleaner and greener surrounding. With clean up drive, the volume of garbage was reduced and people got inspired to do the same thing in their own community areas. The coastal clean- up helps in conserving the lake species and cleaning the water which is also beneficial to the families living near to it since most of them get their income from fishing. Furthermore, through planting trees, the possibility of landslide and floods was also lessen, thus this helps in providing shade and fresh air among the people and even serve as homes to thousands of species.

Through different innovations initiated by Paaralang Sentral ng Mataasnakahoy like utilization of plastic bottles in the "Gulayan sa Paaralan" and tirescape playground, the volume of piled up plastic and tires in the MRF area and different junkshops decreased. The possibility of dengue cases was also lessened since the amount of waste was also lessen. Parents and volunteers inspired each other by means of sharing their innovative ideas and skills to create a wonderful output. Moreover, collaborative partnership among different school and community groups were also established. All these ideas became the basis for bench marking of other schools that revealed its effectiveness and welfares.

The program *Helping Together...Making Environment Better*, motivated not only the learners and parents of the school but the whole Mataasnakahoy community as well. The program provided not only a cleaner and safer environment in the locality but it also gave a sense of involvement and commitment to its people towards greater wisdom and understanding on the importance of helping together and making environment better. Because the three important concepts: collaboration, volunteerism and dedication are being established and maintain in this program, the school is confident that this program will sustain and its long term goals will be achieved.

ACHIEVEMENTS:

2018 Best Gulayan sa Paaralan Implementer- Part of the project is the utilization of plastic bottles as seedling laboratory

2018 Best Brigada Iskwela Implementer-Part of the contest is clean, green and safe environment, participation of volunteers and stakeholders

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

Plan for sustainability:

Paaralang Sentral ng Mataasnakahoy will continue its “*Helping Together...Making Environment Better*” program through reaching out other schools and communities. The school will also continue integrating the program in both academic curriculum and extracurricular activities that will urge other institutions to adapt environmental acts and projects. Through the help of the private partners and stakeholders, the school also continues to determine areas of improvement for the said program. Most importantly, the school also aims to tap all the families and engage them in different innovative ideas from plastics and other waste materials. The school also plans to provide a room for the recycled materials that will serve and showcase exhibits of all works related to recycling. This room will be used in marketing and benchmarking incorporating all relative activities of the program.

Plan for scaling-up/expansion:

The school plans to reach every school within Mataasnakahoy and whole province of Batangas with open doors in benchmarking and expand the advocacy through seminars, trainings, symposiums. Through this program, the school is also aiming that every household shall have a compost pits, and practice proper waste segregation with the help of the local government unit.

Above all, Paaralang Sentral ng Mataasnakahoy teaching force will continue to move young people in different places to become stewards of the environment through reaching them out and providing different activities related to environmental awareness and recycling that will make impactful contributions not only in their personal lives but especially in the community transformation as well. Paaralang Sentral ng Mataasnakahoy has its own vision in becoming a leader in environmental protection through creating more partnerships locally and internationally.

16. 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>)

Paaralang Sentral ng Mataasnakahoy strives a nurturing environment that helps the learners realize their unique potentials and capabilities. Its program, “*Helping Together...Making Environment Better*” instigated activities and strategies that are interrelated with several SD Goals. Recognizing adverse impact climate change may bring, the program took actions that made a fundamental changes and preservation to the ecosystem (*SDG 13*). Planting trees is one approach that lessen dangerous effects of natural disasters. It also promotes protection and restoration of the habitats of species in the forest (*SDG15*), same with the agenda in coastal cleanup which on the other hand helps protect water creatures. The school policy, “*regulating of selling foods in plastic materials*” upholds healthy lifestyle to the learners for it limits the learners’ consumption of junk foods (*SDG3*). The school canteen only sell nutritious foods like bread, fruits and tetra milk. In gulayan sa paaralan, all crops that will be harvested will be used in the school feeding program. This ensures food security and improved nutrition (*SDG2*). If the students eat nutritious foods, then this also increase significant learning outcomes.

As the school embraced inclusive education, it makes sure the participation of the whole school population. The school recognizes equitability and equity among students and parents regardless of their age, gender, religion and learning abilities (*SDG4 and SDG5*). Moreover, the school aims to make every family productive and gives opportunity for innovations and livelihood through its project, rag making and other crafts out of plastics. This kind of activity promotes job creations, creativity and encourage formation of small business (*SDG8*). The tire-scape playground awarded to the school signifies innovations and upgrade infrastructure with increased resourcefulness and efficiency towards safe and environment friendly development since the materials in the projects were all used tires (*SDG 9*). This innovation’s impact is highly evident to both students and environment. The students are enjoying and maximizing their physical abilities and at the same time, saving the environment by reducing junks. Lastly, the program seeks to mobilize additional resources to strengthen the implementation of the programs and sustainability of the plans through provisions of capacity buildings to both local and international partners (*SGD 17*).

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.

Maximum of 5 supporting documents can be submitted with this Submission Form.

- Document 1) #ABOUT the PROGRAM
- Document 2) #ACCOMPLISHMENTS
- Document 3) #TEACHING MATERIALS
- Document 4) #STUDENTS' OUTPUT
- Document 5) #DAILY LESSON LOG/MODULES

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

Photo1



“Play time!” A student enjoying her free time at the playground made of donated tirescapes.

Photo2



“Because No One Should Be Left Behind”. Special Education Class in *Planting Tree...Planting Hope Project*



“All smiles!” Primary level students showing their “junkbots” crafts made of recycled materials.

Photo 4



“I did it!” PSM students presenting their crafted recycled costumes with all confidence, art and love for nature.

Photo5



“One-of-a-Kind-Bond!” One of the many families who showed their bonding time in making recycled pillows.

Guidelines for Submission of Entries

1. Schools can submit information about the school's programme/project/activity related to the theme "**Addressing Plastic Problems for Transforming Communities**" from **10 April to 14 August 2020**.
2. The deadline of entry submissions is **Friday 14 August 2020**. (Late submission will not be accepted.)
3. Each school can submit only one entry.
4. The submission of the school's programme must be done through the template "**Submission Form of 2020 SEAMEO-Japan ESD Award**".

The Submission Form can be downloaded from the SEAMEO website:

link.seameo.org/2020SubmissionFormESDAward

The school can request the Submission Form from email: seameojapan.award@seameo.org.

5. Regarding the submission of entry, each school must adhere to the following format, as specified in the Submission Form:
 - a) Part I - Information about the school;
 - 1) School name and contact details
 - 2) Brief information about the school such as number of teachers and students and educational level
 - 3) Contact details of the coordinator
 - b) Part II - Information about the school's programme;
 - 1) Title of the school's programme
 - 2) Summary of the programme (one half-page of A4 sheet size)
 - 3) Background information or reasons why the school created the programme
 - 4) Objectives/goals of the programme
 - 5) Period of time when the programme was/has been started
 - 6) Key knowledge, skills, attitudes/values, and behaviors that the school expects to develop from this programme
 - 7) Activities (Strategies/activities of implementation, and brief information of each activity)
 - 8) Teaching and learning approaches/strategies that the school has integrated for this school programme
 - 9) Participation with the community/roles of community
 - 10) Transformation to the community and ecosystem (Brief information of activities that the school, students, and teachers have contributed for the improvement of community/ecosystem.)
 - 11) Programme for monitoring and evaluation mechanisms and summary of results
 - 12) Resources used for programme implementation
 - 13) Benefits/impacts/positive outcomes of the programme to **students, teachers, parents and school. Please include evidence of achievements** (How the school's programme has transformed the behavior of students, teachers and parents to improve the school's environment in reducing the plastic usage and wastage?)
 - 14) Benefits/impacts/positive outcomes of the programme to **people in community, and ecosystem. Please include evidence of achievements** (How the school's programme has transformed the behavior of people in the community in reducing the plastic usage and wastage and improve the ecosystem of the community?)
 - 15) Plan for sustainability and plan for scaling-up/expansion

- 16) Interrelationship of the school's programme with other Sustainable Development Goals (SDGs)
 - 17) List of attachments such as a copy of the school operational plan, action plan, learning/teaching materials, lesson plans, samples of student worksheet, manuals, etc. (Maximum of **five files** to be attached with the Submission Form)
 - 18) Photographs related to the school programme (Maximum of **five photographs** with captions written in English)
6. Information about the programme (Part II as above) **should not be over nine (9) pages of A4 in total**. The information should be written in **Times New Roma/Calibri font, 11-12 point size**. (A half-to-one page A4 sheet size about the project overview should be included.)
 7. Information about the programme and the photo captions must be in English. The teaching and learning materials can be in local languages, however a brief translation in English should be provided.
 8. All submissions should include related photos. A maximum of **five (5)** photographs with captions written in English can be attached in the Submission Form.
 9. All submissions can be attached with a maximum of **five (5)** supporting documents (Optional).
 - 10. How to Submit the Entry:** Schools can submit the completed "Submission Form of 2020 SEAMEO-Japan ESD Award" and a maximum of 5 supporting documents/materials to the following SEAMEO Secretariat's email:

Email: seameojapan.award@seameo.org

Note: To align with the ESD practices and to save the environment and energy, the Committee will NOT accept the entry in hard/printed copies.

11. All entries submitted to the SEAMEO Secretariat will be acknowledged. If the school has not received any acknowledgement of the receipt from the SEAMEO Secretariat within one week after the submission, please contact the SEAMEO Secretariat (Email: seameojapan.award@seameo.org).

Judging Criteria

The judging committee will consider the following criteria in selecting the winning schools:

1. Transformation of Community and Impacts to Community/Ecosystem

- The school's programme has demonstrated the transformation of community in reducing the plastic usage and improving the waste management system and ecosystem of the community.
- Results, during/after implementation, have revealed the effectiveness and benefits of the school's programme to students, teachers, parents, communities and ecosystems.
- The school's programme has demonstrated the change of attitudes, values, and behaviors at an individual level, including students, teachers, parents and people at community.
- Information, data, and models have been effectively compiled, documented, and shared within the schools, among schools in one community, and at the broader provincial or national level.

2. Integration of Strategies/ Modalities for Implementation

- Implementation of the school's programme is emphasized and incorporated into school policies, management plans, and teaching and learning strategies within the school.
- The school has demonstrated clear effective strategies, and programme components/activities on how to implement the school's programme.
- Appropriate and effective methods and resources are used to implement the programme.
- Monitoring and evaluation mechanisms or processes are identified to ensure the immediate and long-term outcomes.

3. Innovation and Creativity

- The school's programme has demonstrated innovative practice in reducing plastic usage and wastage in the school, community and ecosystem.

- The school has demonstrated innovative ideas for utilising available resources.

4. Teaching and Learning Approaches

- The school has demonstrated effective and innovative teaching and learning approaches that have been applied to reduce the plastic usage and improve the waste management system in its school and community environment.
- The school has embedded the proper knowledge, skills, attitudes, values, behaviors and daily practices into subject disciplines and incorporated ESD principles and pedagogical methods to ensure that students are able to connect the practices in their daily life, and community.
- The teaching and learning approaches have demonstrated the change or transformation of attitudes, values, and behaviors of teachers and student in the school.

5. Participatory Approach and Engagement of Community

- The school has demonstrated the use of participatory processes – involving students, teachers, parents, communities’ stakeholders and partners – in planning and implementing the programme.
- The school has engaged community-level partners such as community stakeholders, experts, local governors, practitioners and parents in the programme.
- The school’s programme has strengthened students’ involvement in the local community.

6. Sustainability

- The school has included the initiative/waste management practice within the school management plan and teaching and learning activities across subjects for a long-term action strategy.
- The school has demonstrated a clear future plan on how to sustain or scale up the programme.

7. Interrelationship with other Sustainable Development Goals (SDGs)

- The school has demonstrated that the school’s programme has integrated the improvement of other SDGs, not the individual pursuit of each SDG, but has interrelation with other SDGs. Therefore, the school should make a clear statement in its application on how the school’s programme connects to other SDGs.

Contact Information

For enquiry, please contact:

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