



MEXT

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



SEAMEO-Japan ESD Award

Supporting Partner:



Submission Form of 2020 SEAMEO-Japan ESD Award Theme: Addressing Plastic Problems for Transforming Communities

The last day for submission of entries: 14 August 2020
www.seameo.org

- To participate in the 2020 SEAMEO-Japan ESD Award, please submit the information of your school's project/programme on "Addressing Plastic Problems for Transforming Communities" by using this template of Submission Form before 14 August 2020.
- The **digital format of this Submission Form** can be downloaded from the following link or requested by sending an email to: seameojapan.award@seameo.org.

link.seameo.org/2020SubmissionFormESDAward

- The guidelines for submission of entries and the judging criteria are detailed in page 9-12 of this document.
- How to Submit the Entry: Schools can submit the completed "Submission Form of 2020 SEAMEO-Japan ESD Award" and maximum of 5 supporting documents/materials to the following SEAMEO Secretariat's email address:

Email: seameojapan.award@seameo.org

- Important Note: To align with the ESD practices and to save the environment and energy, the Committee will not accept the entry in hard copies.
- More information, please visit:

www.seameo.org
link.seameo.org/2020SEAMEOJapanESDAward

or contact the SEAMEO Secretariat, Bangkok: Email: seameojapan.award@seameo.org or Tel. +66-2391-0144.

PART I: Details of Your School

- Name of your school: **PUERTO ELEMENTARY SCHOOL**
- Full address: **Puerto Highway, Cagayan de Oro City**
- Postcode: **9000**
- Country: **Philippines**

5. School's telephone number (country code+city code+telephone number): **+639553327331**
6. School's fax number (country code+city code+fax number):
7. School's email Address: **puerto127952@gmail.com** **NONE**
8. Name of the Head Master/Principal/School Director: **ROSEMARIE H. DULLENTE**
9. Name of the Teacher Coordinator: **ROSELYN L. JAMERO**
10. Email address of the Coordinator: **roselyn.jamero@deped.gov.ph**
11. School website (if available): **NONE**
12. Educational level (Such as Kindergarten 1 to Grade/Year 9): **SPED, Kindergarten, Grades 1-6**
13. Total number of teachers in your school: **57**
14. Approximately number of teachers participated in this programme: **57**
15. Total number of students in your school: **PUERTO ELEMENTARY SCHOOL**
16. Approximate number of students participated in this programme: **1950**

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

**Pursuing Unity for Environmental Restoration with Timeliness and Optimism
(**PUERTO**)**

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

Our Planet is the last frontier of human existence. That is why we give so much regard to solve our problem in global pollution. Plastics and any form of waste materials threatened our environment and have reached the peak of its limit existed million years ago. Underlying the main cause of this problem, we adhere to cope by unity and by lifting the best way we can.

As workers for this challenge, may have impulsive mind to solve as quick as possible but we must scientifically organize the next step of planning. Restoring our environmental issues like pollution and these wastes can be crucial because it does not happen now, but we consider this as an accustomed behavior of many people both urban and rural areas. Time can be unprecedented but we must take a big leap to harness the time, it may took longer or might be sooner to resolve the issue.

Cleaning and restoring the environment takes more time and commitment in every step of the way, we must be keen and we should not forget to know the effect of our action. Doing more positive action may benefit the time to finish and realize the effect of the program. The more we socially engaged to our purpose, we could augment the possible positive responses. We need to profound vision for a brighter future of our planet. Optimism is the key that we can do more and less to what we cannot do.

Rectifying our actions by this proven and anchored environmental system in many R's. Recycling, Reducing, Reusing, Refusing and Rot (compost what's left.)
source (*Cotton Analytics Terry Townsend*)

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

The local government of Cagayan de Oro City together with the concerned authorized agencies like the Department of Environment and Natural Resources (DENR) through City Local Environment & Natural Resources Office (CLENRO) and related environmental protection organizations conducted a program called Oro Kalimpyo Awards. Their program aims to promote environmental cleanliness and protection. Schools are one of their recipients to join the competition. For this reason, they call the attention of the elementary and high school levels to become partners of this environmental protection and restoration program.

Subsequently, our school has always been responsive to our government's call. Moreover, Puerto Elementary School participated on this local competition in dealing with the environmental issues like pollution and waste problems. Among our best practices, Clean Up Drive is one of the usual activity in our school and in our local community.

Therefore, we have already established the system but still a neophyte in terms of compliance and needs to be improved. Hence thereafter, we have come to discover opt solutions to our recent problem. Minimizing waste material would mean hard work to everyone but we have seen a potential machinery or a technique to help us keep those waste materials driven and struck-out.

In our way of improving such program, we conducted information dissemination, created our own flyers for our participants just awareness by holding seminars and seek the support of our community and stakeholders to make better solutions on how we will improve our works in dealing with our waste management.

Our school needs support from our community that is why we need to align our program our objectives to a wider platform in reducing waste. This program is a runway to a better OPTIC solution to solve global problem of WASTE MANAGEMENT.

ORO KALIMPYO AWARDS



4. Objectives/goals of the programme

1. Inculcating the minds of our young children to participate in the proper waste segregation
2. Preserving wastes and turning into organic fertilizers
3. Recycle plastics into different useful materials
- 4 Accept the challenge of finding absolute solution to the plastic waste problem through proper management.
- 5 Maximize potential practices and advocacy on plastic waste reduction
- 6 Resolve existing waste problem through community awareness and information

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

The activity had started long time ago yet the program P.U.E.R.T.O itself was just initiated and started last SY 2019-2020

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

Addressing plastic waste collection and innovating it play an extremely important role in the global cleanliness and sustainability drive, with people's health and the conservation of resources being the responsibility of every government. To ease the pressure on government agencies, numerous private management organizations also play a part on these waste management and recycling programs.

In a way that the teaching staff of Puerto Elementary School can help this cause, we held some information drive and we even gave flyers to parents during our assemblies.

The following key knowledge, skills, attitudes/values and behaviors that the school develop upon addressing plastic problems:

1. Learners were trained to be responsible in managing their plastic waste in school and even at home.
2. Teachers were tap to integrate lessons, which focuses on value formation of proper management of solid waste.
3. Doing and applying the proper management of plastic waste in our school..
4. It helps in keeping the environment very clean.
5. Solid waste management conserves energy.
6. Waste management helps in the reduction of air pollution.
7. Employment opportunities are generated.
8. Waste management encourages sustainability in resources use.
9. Health benefits.
10. Waste management helps keep the future generations in mind.
11. It saves the earth.
12. Conserves the natural resources.

Lastly, addressing plastics and recycling of collected items can help conserve our planet's natural beauty, which can be flawed by thoughtless disposal of waste, fly-tipping and senseless littering. Landscapes can be ruined through littering and places can lose their attraction. Natural beauty is a legacy and a right for future generations and conserving it, as well as our natural resources, for their benefit is our responsibility today.

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.

Activities (Strategies / activities of Implementation)

1. CLEAN UP DRIVE/MONTHLY PAHINA

✚ is a perennial activity throughout school year. We conducted this environmental duty to help eliminate the volume of waste in our local barangays. We have these in our school, the Monthly Pahina as we call it. This is an initiative of the school to be conducted monthly by our respective parents. They are our partners in maintaining the cleanliness and way of protecting our children's health while staying in school.

✚ COASTAL CLEAN UP/INTERNATIONAL COASTAL CLEAN UP

Our coastal area is the catch basin of wastes dropped off by people from hinter places. Our City and Local Government unit has its initiative to give importance to coastal areas who also been the primary concern in protecting our water creatures. These wastes could harm them and the people. Because of this, Puerto Elementary School wholeheartedly participate this cause and become warriors of wastes. This happens at the bayside or shorelines of Barangay Puerto, Cagayan de Oro City. Teachers and students in coordination with our local barangay have initiated to collaborate to one another by cleaning the area of the shorelines in Puerto Cagayan de Oro City as well as in the nearby barangay- Brgy. Bugo, Cagayan de Oro city. Often done during weekends as scheduled and with permission of the Department of Education (DepEd).

2. MATERIAL RECOVERY FACILITY (MRF) / SHOOT THAT PLASTIC BOTTLE

✚ Material Recovery Facility (MRF) is built upon the collaboration of parents and teachers of Puerto Elementary School. Due to high demand of this facility we ask our partners especially the parents through GPTA (General Parent Teachers association) to build a functional MRF wherein we can collect and housekeep all the collectible plastics , bottles , papers , metals , dangerous items like broken glasses and electric bulbs in the school. A segregated compartment of the MRF is fully provided and designed to make these waste materials to be kept properly and cannot harm the environment and safety of the people surrounding our school.

3. LESSON INTEGRATION

✚ Most of our subjects can be integrated in different lessons. Assimilating cleanliness, waste management, types of garbage in the various manners is our primary concern. Along with this, Values formation or Edukasyon sa Pagpapakatao were frequently discussed every day, we are inculcating values in every child that having a clean environment, we are helping to save mother earth and since they are the future generation who will take part of these challenges, in their young minds, they are trained to participate in this global cause. To be knowledgeable in different kinds of waste and segregating it accordingly can be the simplest way they can partake the responsibility as human and as Filipino citizen. We as teachers are digging deeper, making research, conduct innovations and doing everything, we can in any way to find our possible solution to be of help of this worldwide problem. Science, which natures and characteristics of matters interrelated to most type of waste materials, are given attention into the subjects matter. Most of the integration is part of the lesson plan and have given attention during the discussion.

4. SCHOOL BEAUTIFICATION

✚ The school has always been advocate to a cleaner and greener environment; we do our cleaning, planting, gardening, landscaping and painting. Innovating our surroundings into beautiful scenery for all our children. However, our school always encountered floods we always have the challenge to cope the place back to life and its beauty

5. ECO FASHION SHOW

- ✚ Throughout our celebration in Science month, Fashion Show is one of the highlights. Children and parents are encourage to join the event. This aims to teach them many things that can be done out of waste and can be a source of living too. Many earnestly join the activity by collecting waste or any recyclable materials in their homes to create an idea or design by making use of these waste materials into a fashionable dress or costumes and wearing these creations into the ramp. Winning participants have the chance to join the fashion show to the city to display their creations.

6. SCHOOL FLYERS/WALL PAINTING OF SWM INFO

- ✚ It is our initiative to design our own School flyers as our means of information dissemination pertaining to School Solid Waste Management Program. Even it was integrated in our lessons but still we provided these flyers in order for them to be informed. This flyer has some necessary information that everyone should know including the penalty clause for violators. Parents were also given copies to implement not just in school but also to practice it at home.

7. IMPROVISED COMPOST PIT

- ✚ This initiative was put into realization purposely for the fallen dried leaves. Every day, dried leaves fall without any specific time. It was imposed in the school in order to segregate certain waste from any other wastes. At the same time, as it decomposed it can become an organic fertilizer of the tree where it was put up.

8. PARENTS VOLUNTEER BRIGADE

- ✚ These are group of parents who volunteered to help the school in maintaining cleanliness. As they are waiting their children, they make use of their time helping promote the program and projects of the school - the clean and green program.

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

To be able to integrate this program on the day-to-day basis classroom instruction as well as lesson integration, we motivate children during values formation lesson in ESP (Edukasyon Sa Pagpapakatao, by cleaning and organizing classrooms in their daily routine. We explain further the importance of cleanliness. We presented the different way of keeping ones clutter and garbage through proper segregation. The use of different garbage collector such us the reusable big cans and cartoon boxes , labeled as Biodegradable (MALATA) Non-biodegradable (DILI-MALATA) , Reusable (MAGAMIT PA) and Delikado (/ HAZARDOUS .) In science subjects, there are many ways to integrate the aspects of the program, examples are the lessons which talk about matters , kinds of matters , classifications of matter determining the groups of matter and many others , giving them concrete examples through observations and applications . By proper segregation, we bump up unto the purpose of this program, which is segregation, proper disposal and recycling specially plastics.

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

School's program in dealing with waste problem is always been present throughout the year. With the Continuity Plan designed to follow .We conducted different orientation to emphasize the importance of community involvement in minimizing the presence of garbage. One way of involving community into the program is the homeroom meetings where parents and teachers discussed on how to help our teachers to maintain orderliness and cleanliness of their classroom. What has been agreed with the parents and the teacher should be honored and practiced during the year. From classroom meetings we choose on a bigger venue for our meetings with the presence of GPTA (General Parents Teachers Association)

along with the participation of our barangay council and parents as local participants , to discuss mostly of our plans. The programmed in **Brigada Eskwela** where parents and stakeholders are the most common participants in helping school beautification and waste management. We also uphold the local participation in cleaning our shorelines taking all waste and plastics, which is overwhelming due to big volumes and capacity. It happened during the school year by the arrangement of our school head and Barangay council. In addition, this year, the local Barangay just provided a simple shredder machine to keep the leaves organized and maintain the cleanliness of the school zone. We shredded leaves in order to avoid bulky accumulations of natural waste such as weeds and leaves.

Puerto Elementary School always link with our local government. We are involved in their activities especially concerning with environment.

Our local government annually designed a Barangay Improvement Plan indicating proposed programs and activities for the schools. With this, Puerto Elementary School also formulate a Learning continuity plan stipulating programs on Solid Waste Management and all possible activities

Aside from it, as a coordinator of School's Solid Waste Management, I was invited to judge a certain barangay's activity in promoting cleanliness and zone gardening I am also present during the awarding ceremony of the winners and I did received a certificate of recognition.

**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
Teachers	Teachers are contributors and implementer on how to run the program.
Parents/Parents Volunteer Brigade	Parents are the sub-performer and Implementer
Local Barangay Council	Implementer , financial supporter, Law enforcer provider
Stakeholders	Implementer , financial contributory such as proprietors, individuals
Community	Implementer, performer, financial Contributory

(Please add more row if it is necessary)

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.)

Our community as part of the organizational work force and enforcer of the program. Without the community, schools, street dwellers, cleaners, garbage collector, parents and officials can amazingly transform our environment into most progressive and a wide range of stable community wastage management collaborator. Like the aforementioned, we had several activities that contributes to the welfare of our environment. The integration of waste management to our classroom such as proper segregation and disposal (biodegradable, non-biodegradable, reusable, and dangerous) can be one of the factors of minimizing garbage problem. Outdoor activities like gardening, landscaping through Brigada Eskwela , parent volunteerism by the active 4 P's members and non- profitable organization have helped one another to rescue the overwhelming waste problem in the school and society . In fact, we are also an awardee of the recent contest which is the ORO KALIMPYO AWARDS held in our city where we accepted the challenge of showing how we organized and re – organized the system waste management that has been followed throughout the year. In addition, the Coastal Clean –Up in our local barangay (Puerto Cagayan de Oro city) has also been helping to clean our shorelines participated by students, teachers and the community.

Amazingly showed up positive effects, good output, and efficient strategies of the program that we applied during this event.

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

Monitoring and evaluation mechanisms:

Our local officials have evaluated our output through regular follow-up meetings and school heads like the Principal. We are given commendations and suggestions on how to improve our activities and strategies. We are always linking to the city's ordinance and local board to continue and maintain our programmed through a city evaluation team. We are able to improve and stabilize our continuity plan through their commendations and recommendations.

Summary of results:

Base on their actual observation our program and labor is very commendable almost 71.103 (%) percent of the program is fully complied and performed. The actual observation helps to prove that the program is functional programmed, in fact we garnered the second most awarded school in the reduction of waste in the city specially in the school level. We reached our expectations but we need some collaborative effort to improve our works in the future. In total, we have performed our best collaborative and collective effort and it showed a good result.

12. Resources used for programme implementation

The implementation of this program is by the initiative of the school. The active and solid commitment of the people behind this program. The coordinator, teachers, school head and the local barangay unit. By the help of our stakeholders and responsive individuals who are committed to help in realizing this program. Giving flyers as reading materials to disseminate the information to everyone who wanted to know and embrace this program. Parent consultation is also done as it gives awareness to them. The positive result comes from simple steps we initiated.

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.)

Our world resonate its impact to the society we lived by the way we react and divulging it. What we do to our environment surely affects our lives.

Our program in waste management has been giving benefits to all of us. First, our safety and health is extremely a priority to this program. We are assured we live in a clean and green society, free of harm from garbage and most especially plastic pollution. Second, aside from giving good health to all of us, we can change the way we look plastics as our enemies but a help to an advance society. Plastics are used for a good packaging and not to harm our ecosystem. If we used them right, they can be an advantage to a proper usage. This program teaches our children to be aware and to practically dealing with wastage by just think before throwing, decide before segregating, reuse before disposing and recreate into new purpose. The positive outcomes comes in many ways , can you imagine a world without floating plastics in the oceans and no clogging in our stream ways are achievement already. Since we started in our school we already eliminated plastics in our ground, children are aware that they should throw plastics in proper disposal unit like garbage cans, MRF (Material Recovery Facility) and the plastic bottle collector unit. Through this program, teachers would be able to facilitate the Continuity Plan smoothly and make many interventions out of this project. Also the consume hours of cleaning can be lessen into more productive hour and a day. Parents also would be taught on how to segregate garbage from their homes and guide

their children effectively. Most of all, our school would be a safe haven for children, it is the school of the future and nothing less a part of a balance ecosystem.

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?)

The interventions of the program is benefited by the local inhabitants , they heard and learned by proper handling and disposal of garbage specially plastic can ultimately change the problem. In our homes plastic are naturally part of our daily lives, they are easily thrown away. However, this program could help and simply dispose them. Is it by throwing elsewhere? or by burning them? or might be kept for a future use. Our program is a constant reminder to have a full awareness on plastic garbage can harm our environment, therefore manage them right. The use of the 5 R's like **REDUCE , REFUSE , RE-USE, RECYCLE** and **RE –THINK** can be the tool on how to manage plastic from our home and our society. By this, we keep the balance from our ecosystem. Our program can really change the mindset of the old behavior of the community ,when they see plastic it isn't a waste at all but an important material that needs proper disposal or a purposive material to reuse and not become a menace in our society.

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

Plan for sustainability

To sustain this program, our school has always been pursuing to find and improve the collections of garbage. Our journey in improving our waste management could be too young at this age but at least, we are now in the doorstep towards discovery. We are anticipating change, growth and development. We are looking forward to create more advance technique and technology to eradicate waste problems inside the school towards outside world our society. By the use of research, workshop, seminars if available and possibly affiliations to international waste management expert, we are aiming for those medium to improve. We are also developing localize program and garbage collection facility an improve MRF (Material Recovery Facility) collector and a separate plastic bottle collector facility. As possible, we can call emergency meetings and workshop for parents and teachers to facilitate the need of garbage collection and development of facility. In addition, a new era of accepting the challenge of no plastic policy inside the school campus is being practice little by little, we are hoping that we can address the solution of this challenge. Nevertheless, we cannot eradicate the use plastic totally, only minimizing it and finding solutions of how to use plastic in a most friendly way.

Plan for scaling–up expansion

To make this program more acceptable and functional. We need to have a massive information drive around our society , We need our parents , teachers and local officials and perhaps invite NGO's to listen to our plan. We are open for suggestions and we are accepting donations of facilities to our school. We are also aiming that in the local area in our barangay they could also be the satellite of our practices, what we do in our school should also be present outside the school and in some other areas. We need to communicate the adjacent sub-local areas to have their own facility in collecting garbage specially plastics. We must also have a machinery to recycle plastic, which is a child friendly and informative. We should call the attentions of our street dwellers, executives, market vendor and other stakeholder to participate on this program.

16. Interrelationship of the school programme with other Sustainable Development Goals (SDGs)
(Please refer to page 2 in the Information Note or)

Quality Education

Is the key to a progressive country. If all the people were educated, there would be a big leap of change. Everything will follow. The importance of quality education means all of the graduates possesses quality learning will have a brighter future and possess good values and manners too.

Climate on Action

With this global change of climate condition, this should be one of the priority of our fight and advocacy. Hence, our children are the inheritance of this climate change. We must act now before it is going late. Our eyes and ears must focus on the call of environmental restoration activities.

Peace, justice and strong Institution

Peace is the most expensive commodity on the uncertain world in our times and our future. We are bombarded with chaos and misunderstanding. If we can afford to see bloods flowing on the streets due to war and injustices then we cannot afford to see our children growing without resilience of mind and heart. Justice should prevail and apply to everyone and no status of life will put under the law. Lastly, a strong institution is what the government should provide for a better leadership and implementation in our community and our country as a whole.

Partnership for the Goals

To have many linkages , sponsors and partnership would alleviate the possibility of realizing plans. We need to network to our stakeholders and partners to make our dreams known and be heard . The more people will help and show support would strongly reach the goal of success. Goals that centers the prime priorities . In our school we positively developed partnership with our locals and a supportive community

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) Solid Waste Management Policy

Document 2) SWM Action Plan

Document 3) Lesson Plan

Document 4) Learning/Teaching Materials

Document 5) Sample Student Worksheet

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

INTERNATIONAL COASTAL CLEAN-UP



Puerto Elementary School joined the mandate in relation to the International Coastal Clean Up at Lower Bantiles, Bugo, Cagayan de Oro Per DepEd Memorandum issued by the Division of Cagayan de Oro on November 9, 2019

ECO FASHION SHOW



Eco Fashion Show is a rampage of various designs made of plastics, papers, straw, plastic spoon, plastic cellophane and the like during the science month culmination at Limketkai Mall, Cagayan de Oro City.

PUERTO ELEMENTARY SCHOOL

School Solid Waste Management Project

SHOOT THAT PLASTIC BOTTLE

"Shoot that Plastic Bottle" is anchored in MRF intended for plastic bottles only. This is one way of segregating waste from different recyclables.

CHILDREN'S OUTPUT



An innovative output of the students of Puerto Elementary School during the conduct of Science Month using plastics as the main recyclable materials.

Ecological Solid Waste Management

Republic Act 9003 otherwise known as "Ecological Solid Waste Management Act of 2000" defines a systematic, comprehensive and ecological solid waste management process.

WHAT IS SOLID WASTE? (DEFINITION)
Any material or substance not liquid, gas or steam, petroleum-based, dissolved or dissolved gas, sludge or slurry, or incinerator, agricultural, or other waste product or by-product, residue or other material, any other waste.

CLASSIFICATION OF WASTE UNDER RA 9003

COMPOSTABLE/BIODEGRADABLE (IN MALALA)
Animal and vegetable wastes, human feces, food processing/peeling in solid form (not in liquid).

RECYCLABLE/NOT-BIODEGRADABLE (IN MALALA)
Paper, carton, glass-bottle, plastic, metal, aluminum.

SPECIAL WASTE
Acid, alkali, organic, inorganic, caustic, flammable, toxic, corrosive, irritant, gaseous, solid, liquid, sludge, radioactive, infectious, dangerous, explosive, volatile, inflammable, corrosive.

NON-RECYCLABLE/UNUSABLE
Household wastes, debris, solid, liquid, sludge, inflammable, corrosive.

Conceptual Framework of RA 9003

PENAL PROVISIONS (Prohibited Acts and Penalties) Chapter 4

SPECIFICATION VIOLATIONS	FINES	PENAL TIES
1. Violation of Section 15 (a) (1) and (2) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
2. Violation of Section 15 (a) (3) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
3. Violation of Section 15 (a) (4) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
4. Violation of Section 15 (a) (5) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
5. Violation of Section 15 (a) (6) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
6. Violation of Section 15 (a) (7) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
7. Violation of Section 15 (a) (8) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
8. Violation of Section 15 (a) (9) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
9. Violation of Section 15 (a) (10) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
10. Violation of Section 15 (a) (11) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
11. Violation of Section 15 (a) (12) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
12. Violation of Section 15 (a) (13) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
13. Violation of Section 15 (a) (14) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
14. Violation of Section 15 (a) (15) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
15. Violation of Section 15 (a) (16) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
16. Violation of Section 15 (a) (17) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
17. Violation of Section 15 (a) (18) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
18. Violation of Section 15 (a) (19) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
19. Violation of Section 15 (a) (20) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
20. Violation of Section 15 (a) (21) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
21. Violation of Section 15 (a) (22) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
22. Violation of Section 15 (a) (23) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
23. Violation of Section 15 (a) (24) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
24. Violation of Section 15 (a) (25) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
25. Violation of Section 15 (a) (26) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
26. Violation of Section 15 (a) (27) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
27. Violation of Section 15 (a) (28) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
28. Violation of Section 15 (a) (29) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
29. Violation of Section 15 (a) (30) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
30. Violation of Section 15 (a) (31) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
31. Violation of Section 15 (a) (32) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
32. Violation of Section 15 (a) (33) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
33. Violation of Section 15 (a) (34) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
34. Violation of Section 15 (a) (35) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
35. Violation of Section 15 (a) (36) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
36. Violation of Section 15 (a) (37) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
37. Violation of Section 15 (a) (38) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
38. Violation of Section 15 (a) (39) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
39. Violation of Section 15 (a) (40) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
40. Violation of Section 15 (a) (41) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
41. Violation of Section 15 (a) (42) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
42. Violation of Section 15 (a) (43) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
43. Violation of Section 15 (a) (44) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
44. Violation of Section 15 (a) (45) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
45. Violation of Section 15 (a) (46) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
46. Violation of Section 15 (a) (47) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
47. Violation of Section 15 (a) (48) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
48. Violation of Section 15 (a) (49) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
49. Violation of Section 15 (a) (50) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
50. Violation of Section 15 (a) (51) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
51. Violation of Section 15 (a) (52) of RA 9003	Not more than ₱10,000.00	Not more than 6 months
52. Violation of Section 15 (a) (53) of RA 9003		

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