



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](http://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](mailto:seameojapan.award@seameo.org).

[link.seameo.org/2020SubmissionFormESDAward](http://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](mailto: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](http://www.seameo.org)  
[link.seameo.org/2020SEAMEOJapanESDAward](http://link.seameo.org/2020SEAMEOJapanESDAward)

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

### **PART I: Details of Your School**

1. Name of your school: **PUNONG ELEMENTARY SCHOOL**
2. Full address: **BARANGAY PUNONG, SANTA CRUZ, MARINDUQUE, PHILIPPINES**
3. Postcode: **4902**
4. Country: **PHILIPPINES**
5. School's telephone number (country code+city code+telephone number): **+63927-855-7151**

6. School's fax number (country code+city code+fax number): **NONE**
7. School's email Address: **punonges@gmail.com**
8. Name of the Head Master/Principal/School Director: **MARILYN R. ALARAS**
9. Name of the Teacher Coordinator: **CATHERINE D. RODRIGUEZ**
10. Email address of the Coordinator: [catherine.rodriguez010@deped.gov.ph](mailto:catherine.rodriguez010@deped.gov.ph),  
[emeraldgem1137@yahoo.com](mailto:emeraldgem1137@yahoo.com)
11. School website (if available): **NONE**
12. Educational level (Such as Kindergarten 1 to Grade/Year 9): **KINDERGARTEN TO GRADE 6**
13. Total number of teachers in your school: **9**
14. Approximately number of teachers participated in this programme: **9**
15. Total number of students in your school: **98**
16. Approximate number of students participated in this programme: **100**

## **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

<b>FREE FROM PLASTIC: FREE FOOD PROGRAM (FFP)</b>
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2. Summary of the programme (one half to 1 page of A4 sheet size)

This program aims to simultaneously take action on the instillation of the value of proper plastic disposal to the whole school community and teach the pupils of Punong Elementary School the hazard that improper plastic disposal may bring to the environment while valuing and giving attention to the nutrition status of each of its pupils.

The program, in partnership with the SANGGUNIANG BARANGAY OF PUNONG and PESAA (Punong ES Alumni Association), and SMASH PHILIPPINES-MARINDUQUE CHAPTER encourages everyone (especially the pupils) to participate in the said program by surrendering their accumulated plastic use for a day in exchange of food (either porridge or soup or rice dish in a daily basis variety) cooked in the school HE building. 1 small ecobag of plastic can be exchanged to one small bowl of the featured food which they can consume during their snack time. The collected plastic will then be forwarded to the barangay officials which will then be forwarded to the local town junkshop in exchange of cash in a weekly basis. The equivalent cash will then again be used for the purchasing of cooking ingredients and materials needed for the implementation of the program for the next two weeks. Pupils from the different grade levels are motivated to have with them an eco-bag where they store their collected plastic. PESAA donated several cooking materials and Smash Philippines-Marinduque donated soup bowls that are used for the project.

The teacher/adviser is the one in-charge of collecting the eco-bag containing the accumulated plastic of his/her pupils. All eco-bags will be sent to the designated area of the school which is collected daily by a barangay official. The name of the pupils for each grade level will then be forwarded by the adviser to the project coordinator for consolidation of the final list of pupils that will be given a free

snack. The project coordinator records each grade level's list on the designated logbook and coordinates with the assigned cooks for the day (usually a parent and the home economics teacher) for the total number of soup that will be prepared for each grade level. The soups will be delivered by two intermediate pupils assigned as canteen helper for the day, 10 minutes before snack time, to each classroom.

On its first month of implementation, the project coordinator together with the school head, tapped several stakeholders to help in coming up with a cash capital needed for the project. They started with an approximately Php10, 000.00 capital, with the inclusion of materials donated, for the 1<sup>st</sup> quarter of the school year 2018-2019. This was used to feed 100 pupils which gladly participated in the pilot quarter of the program. As of now, the school is utilizing around Php16, 000.00, with the inclusion of other equipment, for the project's continuous implementation.

The program has been running for 2 school years now. It has been running smoothly since all the school's stakeholders are involved and are willing to participate. Parents of each pupils are well informed of the program's whereabouts in terms of program capacity and other aspects. These were discussed every PTA (Parent-Teacher Association) meeting which is done quarterly after the monitoring and evaluation phase. Motivation from both the community officials, alumni association and school personnel are highly appreciated by both parents and learners since they saw that this school's program bring positive result on their child's value for proper waste disposal.

The barangay residents are involved in the project by supporting their child and practicing the 3Rs in their homes in a creative way which is monitored in cooperation with the barangay officials.

The school as project implementer hopes to sustain the program's implementation and expansion towards other nearby community through benchmarking and extensive research in the coming months.

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

Plastic has been one of the consistent waste problem in Punong Elementary School. From the wrapper of biscuits and candies, which the students consume during their snack time, up to the cover of materials purchased and used for the school's overall operation. For the past years, though the school has been practicing the "no to plastic use" policy, it still consistently think of ways on how this problem would be solved because this internal policy seems to be not enough. Past school administrations resulted to digging out pits in the school backyard just to bury the plastics that the school accumulated every day. However, despite efforts, the present administration can still see that there is a problem as they see that the pits were always overflowed with plastic every day and some pupils even resulted to burning these wastes which of course is not good for our ozone layer. In addition, most of the pupils were observed to always consume their packed biscuits and candies during snack time which were not deemed nutritious and healthy.

Upon meeting with the community officials, the same problem has been raised which concerns some of the pupils of the school. The issue that reportedly said some of these pupils were always seen throwing their plastic garbage, accumulated in school, on their way home every afternoon.

With an intense brainstorming with the stakeholders, the present school personnel agreed that there is a need for an internal system of discipline and value formation among the pupils in order to solve the problem on plastic disposal not only in school but also on the community. All the stakeholders agreed that an intense motivation in the form of a reward system can be applied to the present problem, thus, the project emerged. The FFP program's objective of providing a systematic solution to the plastic disposal problem of the community while providing a free nutritious food for the entire school community is whole-heartedly welcomed by the stakeholders.

### 4. Objectives/goals of the programme

The program aims to:

- Provide a solution to the problem on plastic disposal not only in school but also in the community
- Motivate each pupils of the school, their parents and the whole community to embody an internal value on the benefits of proper plastic disposal to the community
- Improve the nutritional status of each pupil of the school

- Work hand in hand with different stakeholder towards the success of the project

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

August 2018 to present

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

Pupils must be able to:

- Learn that plastic disposal is a must, not only for beautification purposes but also for health and sanitation purposes.
- Exemplify an internal system of discipline on the importance of proper waste disposal as a whole.
- Recognize the hazard and harm that improper plastic disposal may do in the environment.
- Embody a simple system of 3Rs (reduce, re-use and recycle) in their homes.
- Realize that their health is at the centermost focus of the project.

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.

Daily Activities	Weekly Activities	Quarterly Activities
Collection of Eco-bag per classroom	Forwarding of collected eco-bags to the barangay and to the local town junkshop	Reporting of the status of the project to the different stakeholders thru PTA meetings
List of classroom snack recipients	Meal Planning	Search for Most Free from Plastic Area
Food preparation	Purchasing of cooking ingredients	Search for Healthy Kid 2019
Food deliveries per classroom		

Daily Activities:

- Collection of Eco-bag per classroom is done daily. Each classroom adviser is tasked to collect the accumulated plastic usage of each child in their homes. Each collected eco-bag will be weigh in and listed on the logbook assigned per classroom. At around 8:00 in the morning, each adviser will coordinate with the project coordinator to remit the collected eco bags and the list. The collected eco-bags will all be gather together and will be put to the designated area.
- The final list of each classroom snack recipients will then be prepared and forwarded by the project coordinator to the assigned parent (based on the PTA meeting) and to the HE teacher.
- The HE teacher will task the assigned pupil-helpers to prepare the materials needed for the cooking of food based on the estimations made by the assigned parent-cook and HE teacher. After cooking, the preparation of food in assigned color-coded soup bowl will also be done by the parent-cook and the HE teacher.
- After all foods were prepared, the HE teacher will coordinate with the project coordinator for the delivery of food per classroom, 5 minutes before the snack time. Together with the assigned canteen-helpers, they will distribute each food per classroom which will be entrusted to the teacher adviser. The teacher-implementer checks her list of overall daily food recipient while the delivery is on-going to ensure that no one will be left behind.

- After snack time, used bowls will then be collected and wash in the designated washing area by the same pupils assigned for the day.

#### Weekly Activities:

- Every Friday afternoon, the project coordinator will coordinate with the chairman of the committee on health of the barangay council for the turn-over of the collected eco-bags of plastics of the school. The chairman, together with his members will pick up these collection and forwards them to the contacted local junkshop for the buying and pick up at the barangay level every Sunday afternoon. All cash equivalent will be forwarded again to the school for the continuous implementation of the project.
- Meal planning is done after the project coordinator received the cash equivalent of the collected plastics. Present during planning are; one parent-representative, student/pupil organization president, the HE teacher, the school teacher/nurse, the project coordinator and the school head. This is where the project coordinator will report all cash gathered during the week's implementation. The rest of the body plans for the future food recipe that they will prepare and is conformed to the following week's budget. The food must come in a variety. The president of the student/pupil organization was always asked for suggestions and so as the school nurse when it comes to the health benefits of each food.
- Purchasing of cooking materials needed for the following week will be done by the HE teacher. The budget was given to her ahead of time so that she can purchase it in a one-time basis only to save time and money, since the school is more than 4km from the local town's market.

#### Quarterly Activities:

- PTA meetings which are done quarterly is the venue where the school head, together with the project coordinator, reports the status of the project to the different stakeholders. This is to keep the parents abreast with the latest development of the school's self-initiated project. This is also where the school gets the important feedback of the community for a more organized implementation of the project.
- During the 1<sup>st</sup> quarter of the school year 2018-2019, the school implemented the "Search for most plastic-free area" where each grade level is enjoined to participate. This made each of the students/pupils become aware of the cleanliness of their surrounding not only from plastic but also on other wastes. The search is continuously implemented up to now.
- On July 2019, the school decided to launch the Search for Healthy Kid award, the pool of kids participated in the search are those that continuously received the free food meal from the project. The representatives from Kindergarten level emerged as the winner. The school decided to make it a quarterly search to intensify pupils' participation even more.

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

The school practiced a socio-critical and problem-based oriented approach to teaching.

- Pupils are presented different contextualized pictures that shows the community's current struggle with the elimination of plastic. This allows pupils to reflect on their current ways of plastic use and disposal. In their own ways, through brainstorming and sharing with the class, they realized that they need to improve and practice more efficient ways of eliminating and disposing such. Each lesson has an output of essay and poster where each of the pupils share and suggest safe ways on how they can contribute on solving the community's problem in their own ways.
- Science and Technology and Home Economics, among other subjects are most of the subjects that further inculcate the value of the 3R's as a solution to the community's problem on plastic. Each subject teacher introduced that there are plenty of ways in which plastics can be used again in variety of ways. As a result, pupils come up with different products made of plastic that can be used either as a decoration or as a personal organizer.

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

The school and the community of Punong worked hand in hand in the implementation of the school's FFP program.

- Before crafting the project, the school head did a courtesy call to the barangay captain to ask for his thoughts on the project. The barangay chairman respond positively saying that he will present the idea of the project on their next barangay session where it also gained an approval.
- Upon approval at the barangay level, both parties (school and community officials) agreed to practice the current trend, where the school entrusts all the collected eco-bags to the barangay level on a weekly basis for them to forward it to the local town junkshop.
- As a supplement to the school's FFP program, the barangay also approved and furnished its own resolution of the "PROPER PLASTIC DISPOSAL POLICY" where residents are directed to avoid throwing any kind of plastic anywhere in the barangay along with consequent punishments if done so.

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)

<b>Name of Partners</b>	<b>Roles and Contributions</b>
SANGGUNIANG BARANGAY OF PUNONG	- Responsible on the weekly collection of accrued plastic of the school and forwarding them to the local town junkshops
PESAA (Punong ES Alumni Association)	- Financial support on a quarterly basis and additional marketing of the project on the school's alumni organization website
SMASH PHILIPINES-MARINDUQUE CHAPTER	- Donation of the soup bowl and other tools which the project needs

(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.)

It can noted that each of the members of the school community of Punong (from the pupils/students, teachers) are now practicing an internal discipline when it comes to plastic use. Each grade level has their own version of proper plastic disposal included in their classroom rules. They intensify this by providing an internal merit system where each and every one can receive a recognition by religiously adhering to the policy. The value of improving the ecosystem and the quality of air they breathe by not burning plastics is one of the value each pupil learned.

The community meanwhile, assigned a designated area in the barangay where everyone can put their plastic use, to be picked-up by the contacted junk shop. All proceeds will be used for the mowing services of each sitio/street where people need not to potluck money which they previously practice.

Since almost each household of the barangay has a child which is a pupil/student of the school, each family is now expected to adhere to the existing policy of the school, and the barangay as well, when it comes to plastic disposal.

Meanwhile, teachers themselves, aside from integrating the FFP's objectives into each classroom's rules, they also used several instructional materials made out of recycled plastics. They have also integrated the value of proper waste disposal into their lessons every day.

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

Monitoring and Evaluation Mechanisms:					
<b>FFPMonEF (FREE FROM PLASTIC: FREE FOOD PROGRAM Monitoring and Evaluation Framework)</b>					
	Indicator	Target	Data Source	Frequency	Person Responsible
Goal	Percentage of pupils who participated in the collection of plastic	100%	Overall list of pupils who participated daily	Weekly	FFP Coordinator
	Percentage of pupils who achieved normal health nutrition status	100%	Nutritional status report	Quarterly	Teacher-School Nurse and FFP Coordinator
Outputs	Number of pupils who actively participated in the program	100%	Quarterly list of program recipient	Quarterly	FFP Coordinator

Summary of results:							
School Year	Quarter	Target number of pupils who will actively participate in the program	Actual number of pupils who actively participated in the program	Percentage	Target number of pupils who has normal health nutritional status	Actual number of pupils who achieved normal health nutritional status	Percentage
2018-2019	1 <sup>st</sup>	100	80	80%	100	90	90%
	2 <sup>nd</sup>	100	83	83%	100	93	93%
	3 <sup>rd</sup>	100	89	89%	100	95	95%
	4 <sup>th</sup>	100	85	85%	100	100	100%
2019-2020	1 <sup>st</sup>	98	90	91.83%	98	90	91.83%
	2 <sup>nd</sup>	98	94	95.92%	98	93	94.90%
	3 <sup>rd</sup>	98	93	94.90%	98	96	97.96%
	4 <sup>th</sup>	98	95	96.94%	98	98	100%

## 12. Resources used for programme implementation

Summary of Resources used in the FFP Implementation				
Man	Machinery	Money		
Teacher-Implementer	Weighing scale	Year	Quarter	Amount
Home Economics Teacher	Eco-bags	2018-2019	1 <sup>st</sup> Quarter	P10,000.00
Parent	Soup bowls		2 <sup>nd</sup> Quarter	P 12,000.00
External and internal stakeholders	Gas stove		3 <sup>rd</sup> Quarter	P14, 000.00
	Gas tank (full)		4 <sup>th</sup> Quarter	P15,000.00
		2019-2020	1 <sup>st</sup> quarter	P15, 000.00
			2 <sup>nd</sup> quarter	P15,000.00
			3 <sup>rd</sup> quarter	P15,000.00
			4 <sup>th</sup> quarter	P16,000.00



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.?)

Benefits of the FFP Programme			
Students/ Pupils	Teachers	Parents	School
<ul style="list-style-type: none"> <li>- Internal discipline on the plastic disposal system not only in school but also on their respective homes</li> <li>- Reflection of the benefits of proper plastic disposal on their work outputs and projects</li> <li>- Increased student/pupils awareness on the community's position regarding the problem</li> <li>- Recognizing the benefits of nutritious food over biscuits and candies</li> </ul>	<ul style="list-style-type: none"> <li>- Inculcation of the values they want students/pupils to learn regarding plastic use and disposal on their lessons plans, outputs and daily routine</li> <li>- Initiative to adapt the said practice in their own classrooms and in their homes as members of the community.</li> </ul>	<ul style="list-style-type: none"> <li>- Increased awareness on the hazards that improper plastic wastage and usage may bring for their family and their community.</li> <li>- Increased cooperation on this joint project of the school and the community.</li> <li>- Practiced a more creative way of 3Rs in their homes.</li> </ul>	<ul style="list-style-type: none"> <li>- Sustainability of being a center of excellence in plastic wastage and usage.</li> <li>- Increased advocacy and initiative drives to make the whole community unite in dealing and solving the problem on plastic.</li> <li>- Vision of expansion of the project.</li> </ul>

Evidence of Achievement:



Cleaning and checking the school grounds, before the flag raising ceremony, became a part of the daily routine of all the pupils in the different grade levels. The pupil organization also crafted their own way of waste management to be followed by all pupils.





The school personnel, community officials, external stakeholders, parents and pupils vowed to work hand in hand towards the success of the implementation of the FFP.

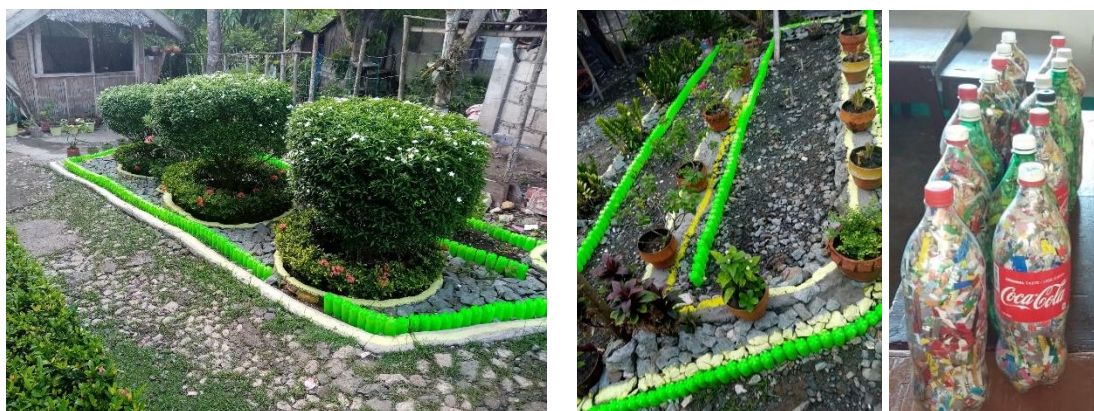


Reflection of the value that the project aims to inculcate to the pupils in their work outputs and school projects.

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 programme was endorsed primarily to the residents of the barangay through attending of formal barangay session where the school head and the teacher-implementer introduced and report the current status of its implementation. The officials gladly welcomed the idea and brought in a barangay resolution as a support to the program. Residents of the barangay are then instructed to have their own way of practicing the reduction of plastic usage and wastage. As regards, the barangay councilor for each sitio religiously reported and monitors the households under their jurisdiction on their cooperation in the implementation of the program. Based on the quarterly general assembly report, each sitio implemented the following;

- Collect waste such as plastic bottle and the likes to be stocked to the barangay MRF (materials recovery and facility) station and weekly transported to the local junkshops.
- Shiny and colorful sachets of curls are then cut into tiny pieces and put into a plastic bottles to be used as bricks for plants.
- Instead of burning the plastic bottles, these are used by the residents as pots to their plants or as a decoration for their gardens.



Some of the residents of the barangay practice this kind of recycling where they use the plastic bottles as a design instead of bricks in their gardens.

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

##### Plan for sustainability:

Activities	Person Responsible	Time Frame
Clarify sustainability goals, create a more specific program objectives, and identify more precise measures to track progress and outcomes	Whole School Community	Succeeding Months 1-3
Solicit ideas from other schools, communities and other stakeholders who share the same interests with the program	Project Coordinator School Head	Succeeding Months 1-3
Prepare hand-outs for potential stakeholders outlining the program's purpose and vision.	Project Coordinator	Succeeding Month 4
Develop financing strategies, evaluate options, and develop recommendations that will contribute primarily to the sustainability of the program	Whole School Community	Succeeding Month 4
Offer opportunities for participants in their continued involvement in shaping the program through consistent meetings and dialogue	Project Coordinator	Succeeding Month 4
Prepare a fundraising plan with objectives and timelines	Project Coordinator	Succeeding Month 5 ongoing until the following years
Launch and execute fundraising efforts	Whole School Community	



Plan for scaling-up/expansion:

Activities	Person Responsible	Time Frame
Improve the program objectives	Project Coordinator	Succeeding Months and ongoing until the following years of implementation
Introduce the successful implementation of the project to other schools by inviting them for bench-marking	Project Coordinator School Head	
Do an extensive research if necessary to ensure program efficiency	Project Coordinator	
Prepare a more suitable marketing plan to introduce the project	Project Coordinator School Head	
Tap possible investors and stakeholders that will help in the expansion of the project	Project Coordinator School Head	
Review, plan and present the financial needs of the project for expansion	Project Coordinator School Head	
Welcome the idea and support of the internal and external stakeholders	Project Coordinator	
Redesign the project if necessary to allow growth and expansion	Project Coordinator	

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>)

The FREE FROM PLASTIC: FREE FOOD PROGRAM (FFP) of Punong Elementary School is interconnected with good health and well-being as one of the Sustainable Development Goals (SDGs) of SEAMEO. The program personally aims to develop the school and community's waste management system while improving the nutritional status of the pupils of the school by offering a nutritious food for snacks instead of the usual biscuits and candies that they consume. Instead of resorting to burning of plastic and other related waste, the project aims also to turn these wastes into either becoming a more creative materials which can be used in most households or cash which is primarily used in the project's implementation. With the project's implementation, all the stakeholders involved learned that improper plastic disposal is one of the common problems that the environment is facing and that joint effort is needed to help solve it.

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) .....	Kindergarten Worksheet on Waste Management
Document 2) .....	Kindergarten Lesson Plan on Waste Management
Document 3) .....	Kindergarten Teaching Material on Waste Management
Document 4) .....	FFP Action Plan
Document 5) .....	School Management Plan

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

Photo1



The HE teacher monitors the consumption of the distributed free food to the third batch of pupils from Grade 3. The children enjoyed a cup of rice paired with *ginisang monggo*.

Photo 2



The assigned parent for the day prepares the meal for the day in plastic cups donated by SMASH PHILIPPINES-Marinduque Chapter. The parent ensures that the food that will be served is nutritious enough.

Photo 3



The school nurse facilitate the quarterly checking of weight of the pupils. This is to come up with the school's nutritional status that will be re

Photo 4



The assigned pupils prepare the collected eco-bags in the designated area and count and check them, one by one, if the plastic collected are ready to be transferred to the community designated area for local junkshop's pick up.

Photo 5



The members of the Smash Philippines-Marinduque Chapter are preparing the soup bowls that they are going to donate for the implementation of the FFP Project. These bowls are color-coded per grade level.