

Submission Form of 2018 SEAMEO-Japan ESD Award
Theme: Applying Local Wisdom for Environmental Conservation

PART I: Details of Your School

1. Name of your school: **Pagbatangan Elementary School**
2. Full address: **Sitio Pagbatangan, Barangay Bagonbon, San Carlos City, Negros Occidental, Philippines**
3. Postcode: 6127
4. Country: Philippines (+63)
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: rollenivans.rizare@deped.gov.ph
8. Name of the Head Master/Principal/School Director: Aurelia Y. Malabo
9. Name of the Teacher Coordinator: aurelia.malabo@deped.gov.ph
10. Email address of the Coordinator: rollenivans.rizare@deped.gov.ph
11. School website (if available): **none**
12. Educational level (Such as Kindergarten 1 to Grade/Year 9): **Kindergarten to Grade 6**
13. Total number of teachers in your school: **16**
14. Approximately number of teachers participated in this programme: **16**
15. Total number of students in your school: **363**
16. Approximate number of students participated in this programme: **363**

PART II: Information about the School's Programme

1. Title of the school's programme

CISPIRE (Community Involvement to all School Programs and Initiatives in Restoring the Environment)

2. Summary of the programme

Pagbatangan Elementary School was known for its strong implementation of Republic Act 9003, otherwise known as the “Ecological Solid Waste Management Act of 2000”. Moreover, this endeavor had been continuously incorporated both in school and community wherein parents, pupils, local partners and other environmental advocates practiced shared-vision in taking care of the environment. The school is located 15 km. from the city proper. However, the school was known for its environmental programs and initiatives, energy conservation and water conservation advocacy. This institution also received numerous awards in good environmental governance not just in the locality but also within the province and in Western Visayas Region.

The Program **CISPIRE** (Community Involvement to all School Programs and Initiatives in Restoring the Environment) as conceptualized from the word **CEASEFIRE** because of the insurgency within the area for the past years. The condition of the area as to peace and order was purposely transformed into a revolution on environmental protection. Moreover, the program was envisioned and designed by the school Planning Team of Pagbatangan Elementary School headed by Jessie P. Batosin, the former principal of the school of District V, Division of San Carlos City, Negros Occidental to support Section 2, paragraph (i) of Republic Act 9003 known as “Ecological Solid Waste Management Act of 2000, states; Strengthen the integration of Ecological Solid Waste management , Resource Conservation and Recovery Topics into the academic curricula of formal and non-formal education in order to promote environmental awareness and action among citizenry and R.A 9512 also known as the “National Environmental Awareness and Education Act of 2008). The conception of this program is in response to the dilemma on global warming. Through this program, it is believed that every individual will do their share in making the environment a better place to live in. **CISPIRE** is one of the varied intervention schemes to strengthen community involvement and participation in restoring the environment. Expansion of such ideals and practices became a mission of every teacher, barangay officials as well as the parents in performing their share in ensuring the protection and conservation of natural resources. As the **CISPIRE** progressed, every family became a catalyst in spreading the knowledge and model in the neighborhood. This program created an opportunity in both internal and external stakeholders to be part of the schools’ environmental advocacies and initiatives in restoring the natural landscape.

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

Program **CISPIRE** is one of the varied intervention schemes in making the school internal and external stakeholders to participate in restoring the environment by developing good practices regarding proper waste disposal, tree planting, segregation and awareness about **Ecological Solid Waste Management** ideals and practices.

During the first three (3) months of implementation of the school's policy on environment, there is an excitement on the part of the teachers, pupils and parents to do the task which contradict to the expectation of being negative due to the fact that they were not used to do the things which are very tiresome. It is believed that with the increasing human population, there is also an increase particularly in the need for human survival. The bigger question to ask to humanity is that, are there enough natural resources to service all our needs? What if we run out of this resources, this is one thing we need to ponder upon. The school and community think of this responsibility in our community and locality. The integration of local knowledge and initiation of the school on environmental advocacy converse some of our natural resources for our generations to come.

The school also encouraged environmental partners not just in the locality but internationally. Furthermore, the strong support of the parents, local agencies, various sectors and even the armed group (**Revolutionary Proletarian Army**) within the area have shared their part in making a stand in environmental protection.

4. Objectives/goals of the programme

The Program **CISPIRE** aims to:

- a. Create an opportunity to the community stakeholders and local agencies to take part in the environmental advocacies, programs and initiatives of the school;
- b. create organizations to help promotes environmental protection and implement programs and practices and to support school activities related to environmental conservation;
- c. allow parents to impart their ideas and skills in making products made from recycled materials to eradicate waste materials in school.
- d. integrate environmental innovations of the school with the community stakeholders ;
- e. strengthens community linkages in the implementation of Environmental Programs and Initiatives.

5. Brief details about the local wisdom the school aims for within the programme and its values for environmental conservation.

5.1 Brief information about the local wisdom that the school has applied in the programme

The integration of environmental awareness and protection is academically present in classroom instructions. Most of the time, teaching-learning process do exist between teacher and pupils as to the deliberation of competencies towards the attainment of the desired learning outcome. However, "Parents' Involvement on Paper Recycling and Industrial Innovation" (**PIPaRIN- Inn**) is within the umbrella of the program **CISPIRE** which offers an opportunity to showcase community stand in promoting ecological solid waste management in the form of creative industrial innovations. Not all teachers have the idea in making recycled products and creative outputs made from indigenous materials. This initiative will allows the parents to take part as advocates of R.A. 9003 and

significantly impart their ideas in transforming recycled materials into a useful products which utilize less raw material.

To strengthen environmental awareness and protection, the school also encouraged local environmental agencies to conduct symposium, City Environment Management Office (**CEMO**), City Agriculture Office who the maintains the “Gulayan sa Paaralan” (Vegetable-Garden in School) which also served as one of the sources for School Feeding Program. Farmers in the community also supported and maintained the School Garden through monitoring by the respective parents’ environmental clubs.

5.2 From 5.1, please explain its values for environmental conservation

This school was blessed with the untiring support and cooperation from various stakeholders with one vision: “to make this world a better place to live in”. The school plays an important role in the community in disseminating information regarding on how to take care our environment. The program has also brought positive impact on the attitudes of the pupils and parents as to waste management and environmental conservation. As based on the result from the Household Profiling and Monitoring on Environmental Practices conducted by the school in partnership with the Sitio Coordinators, it was revealed that parents and pupils were able to plant trees in their own backyard. Furthermore, the program has been able to eradicate the practice of dumping waste in creeks, open burning, cutting of trees. Moreover, this program was able to organize various organizations with shared-vision for environmental conservation and protection.

The school and community positively abide the local ordinance on no plastic policy. They opted to use paper bags, leaves and fish net in packing foods rather than the use of plastics. Instead of buying disposable items, the school purchased reusable, recyclable and compostable products. Furthermore, the school maximized the purchasing of environment-friendly products such as school supplies, cleaning materials and building improvements.

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

The Program **CISPIRE** (Community Involvement to all School Programs and Initiatives in Restoring the Environment) as envisioned and designed by the school Planning Team of Pagbatangan Elementary School, District V, Division of San Carlos City, Negros Occidental was implemented in the year **2011** and continuously adopted up to the present as the root for all environmental advocacies and programs implemented by the school in partnership with the local and international organizations.

7. Activities (Actions and strategies of implementation) This part is important – please clearly explain all related strategies and activities that the school has implemented. Details of each activity can be attached as a part of attachments.

a. **PIPaRIn-Inn (Parents’ Involvement on Paper Recycling and Industrial Innovation)**

The integration of environmental awareness and protection is academically present in the classroom instructions. Most of the time, teaching-learning process do exist between teacher and pupils as to the deliberation of competencies towards the attainment of the desired learning outcome. However, Project “ PIPaRIn– Inn” will create an opportunity to showcase community stand in promoting ecological solid waste management in the form of creative industrial innovations. This initiative also allow

parents to take part as advocates of R.A. 9003 and significantly impart their ideas in transforming recycled materials into a useful products with less raw material used.

b. In-service Training on Environmental Conservation and Protection

This initiative aims to involve various stakeholders in the implementation of environmental programs of the school in partnership with the City Environment Management Office (CEMO), Barangay Officials, teachers, and sitio coordinators. This in-service training included the discussion on **R.A 9512**, Elements and Principle of Environmental Conservation, School Programs and **Projects, R.A. 9003** and its Implementing Rules, School Policies and Guidelines, Barangay Involvement in Environmental Advocacies.

c. Organization of Functional ECO-CLUBS

In order to cope, the wider scope of the school programs and projects, the school delegates the responsibilities to pupils and community in the implementation and dissemination of environmental programs and initiatives, the school organized set of officers, members and at the same time a teacher adviser for every projects as stated in the eco-projects of the school. The school was able to organized community members to be involved in various clubs.

d. School Program :BANTAY-GUBAT,

This initiative jotted down the number of trees being planted by individual household and monitors whether these trees are still alive or not because of the Monthly Monitoring done by the Parent Coordinators in every sitios.

This **BANTAY-GUBAT** (Guardians of the Forest) is different from government's Bantay-Gubat because the objective of the School **BANTAY-GUBAT** is to see to it that individual household has a participation in restoring the environment. The top ten households with the most number of trees planted and alive will receive an award "certificate of recognition and goods" out of school's solicitation and proceeds of the recyclables from the different sitios.

e. Waste Segregation

Pagbatangan Elementary School practices proper waste disposal and 3RS which are very evident in the school. Dried leaves of trees are being placed and contained around the trees, biodegradable and others such as but not limited to left over foods and fruit peelings are placed and mixed with soil in the flower pots and compost pit or compost pile.

The staff of Pagbatangan Elementary School positively adheres to the School Memorandum No. issued by the school principal. All garbage bins were re-painted and labelled as well for easy detection of the school children. Furthermore, it was noticed by the Waste Managers Team (WaMaTe) that based on their records, the residuals transported to the landfill significantly decrease in volume. This positive result signifies the impact of recycling activities and awareness of each individual to R.A. 9003.

Moreover, the school initiated Parent-Pupil Tandem which showcased parent's innovation and creativity of outfit/costume made from recycled material and indigenous products. This is one way of eradicating waste material at home.

f. Energy efficiency and conservation program

Pagbatangan Elementary School proudly integrate its environment-friendly source of electricity which is the solar-energy panels. This supports the school's audio-

visual instruction, instructional devices and the integration of Information and Communication Technology (**ICT**) for effective teaching-learning process.

All light bulbs were replaced with LED bulbs to minimize energy consumption stored in the solar battery. The acquisition of the solar panel set is beneficial to the part of the teachers in preparation of their lessons and instructional materials to come up with quality teaching and learning. With the advent of technology, the integration of multimedia-aided instruction in classrooms becomes possible. Moreover, the teachers are now updated with the daily news through the use of television set.

The school also tapped parents in checking and monitoring electrical supply and consumption within the school.

g. Commitment On Water Conservation

Pagbatangan Elementary School strives for maximum conservation of water through closing of faucets when not in use, use of water tub when cleaning one's feet, using of sprinkler or water hose in watering the plants and using of empty bottled mineral water in drinking, using of water controller to control the flow of water and immediately repairing of leaking pipelines when discovered. The availability of improvised hand-washing facilities and utilization of rain-water harvester help a lot in conservation of water.

The use of rain-water harvester was also maximized by the school. The stored water in the harvester was used by the children in watering the plants. Mural and different signages were also placed in the strategic location to remind pupils the importance of water. The school and community stakeholders also developed the "Improved Water Sanitation Facility" which functions as water-source in maintaining the school garden and the "Gulayan sa Paaralan".

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

Parents' Involvement on Paper Recycling and Industrial Innovation (**PIPaRIIn-Inn**) is one of the best practices in **CISPIRE** where individual from the community shared their part in educating children in terms of industrial innovation emphasizing the importance of recycling of waste materials. Pagbatangan Elementary School was known for its strong implementation of Republic Act 9003, otherwise known as the "Ecological Solid Waste Management Act of 2000". This institution also received numerous awards and distinctions for its environmental advocacies and strong linkages. This endeavor had continuously incorporated both in school and community wherein parents and their children practiced simple ways in eradicating and segregating waste materials at home. Parents were invited to demonstrate innovative ways of making creative products made from recycled and indigenous products. It's a non-formal and practical skill demonstration with the pupils as audience participant with the purpose of learning from the community. Parents were given certificate of recognition for the sharing their expertise in making innovative products.

Moreover, personnel from the City Agriculture Office and City Environment Management Office (**CEMO**) conducted symposium on Environmental Conservation, Climate Change Adaptation, and Biodiversity Protection where pupils, parents, and teachers as the key participants to further impart awareness on environmental conservation and protection.

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

The School Governing Council (**Parents' Orgs.**) was tasked in crafting rules and regulations concerning environmental conservation at school level to further strengthen the school memorandum made by the school head.

The crafted environment rules and regulations was signed by the internal and external partners for implementation. Together with the functional clubs/pupil organizations and parent's environmental club, planning and monitoring were conducted to align the school activities and programs into the school environmental perspectives.

Various organizations were strongly encouraged in the planning and implementation process. The school PTA Officials and the School Governing Council worked hand-in-hand in crafting resolutions asking the support of the Barangay Council in the protection of the water shed, illegal logging, open dumping and other illegal activities within the area.

The school also invited individual from the community to be a part of the initiative in recycling through industrial innovations.

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

Name of Partners	Roles and Contributions
Community Stakeholders	Involvement on environmental organizations, partners in the implementation of environmental initiatives and household monitoring on environmental practices.
RPA (Revolutionary Proletarian Army)	Maintain Peace and Order within the community and support the school in the implementation of environmental advocacies.
Barangay Officials	Donated four tons of sand to the school. Also support the school through the Memorandum of Agreement which emphasized their strong cooperation for whatever initiatives of the school in the betterment of the environment.
LGU (Local Government Unit of San Carlos)	Local Government Unit of San Carlos City through the City Engineering Office with the pre-assessment of CDRRMO, the demolition of high-risk classrooms and the construction of new four-classroom building inaugurated last September 4, 2017.
City Environment and Management Office	Initiated the City Annual Search for Sustainable and Eco-Friendly Schools in the city. Also support the school in all environmental initiatives.
City Agriculture's Office	City Agriculture Office as partner in the discussion animal raising and crop production to the parents in Sitio Pagbatangan initiated by the school.
Provincial Environment and Management Office (PEMO)	Initiated the Provincial Search of Good Environmental Governance within the Province of Negros Occidental.
Mr. and Mrs. David and Helen Sheats Missionary and Environmentalist from Florida, United States of America (2011)	Help promote the Green Peace to the people. They gave CD's entitled "Our created Solar System and Climate Change in Coastal Areas.

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

The school conducted trainings and sessions as part of the information dissemination activity towards the full implementation of Environmental Conservation and sharing of ideals and practices not only within the school but to the community as well.

As the school year start, the ball starts to roll for Environmental Programs. The first training conducted was the Stakeholders' Re-Orientation on R.A 9003 and R.A 9512 by the school principal and, the school coordinator on the implementation of programs and initiatives. The school was also able to tapped alumni of Pagbatangan Elementary School who are now experts in recycling and making organic fertilizers, industrial innovations, crop production and even animal raising. Other related trainings were conducted by the teachers addressed to the people in the community of the nearby sitios through the invitation of the barangay officials.

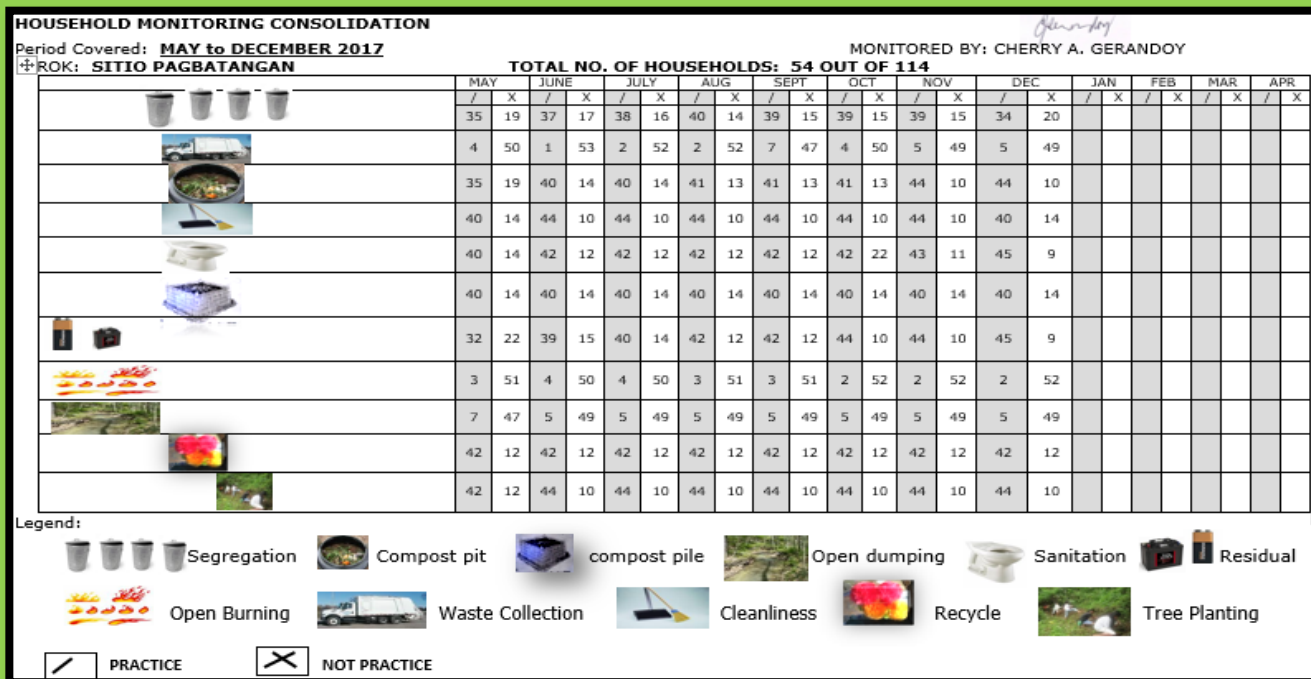
The school were able to integrate community partnership, local organizations and agencies in the monthly activities with much emphasis on the preserving the mother-nature. It was then realized the contest on Material Recovery Facility (MRF) Making, Kite Making Contest made from recycled and Indigenous Materials, Parent-Pupil Tandem with the outfit/costumes made form recyclable materials, Exhibits of Best Recycled Products from the community partners as participants.

In non-formal instruction, TLE (Technology and Livelihood Education) teachers were able to invite individual from the community to share and demonstrate their expertise in making creative products from recycled materials.

Reforestation was also initiated by the school through the support of functional eco-clubs both pupils and parents joined by the different sectors of the locality.

11. Monitoring and evaluation mechanisms and summary of results

Monitoring and evaluation mechanisms:



Summary of results:

The data in Figure 11 shows the household profile of Sitio Pagbatangan, Brgy. Bagonbon, San Carlos City, Negros Occidental from May to December 2017. The data in Figure 11 represents the number of households monitored based on the different category such as: Segregation, Waste

Collection, Compost Pit, Cleanliness, Sanitation, Compost Pile, Residual, Open Burning, Open Dumping, Recycle and Tree Planting. It shows that out of 114 households, 54 households were monitored with a percentage of 47%.

On the category of segregation, 74% of the households responded and said that they practice segregation while 26% of the households said that they don't practice it.

On the category of waste collection, 7% of the households said that their wastes were collected by the City due to the fact that their area is accessible to transportation while 93% of the households said that their wastes were not collected.

On the category of compost pit, 81% of the households responded and said that they practice composting while 19% of the households said that they don't practice it.

On the category of cleanliness, 81% of the households responded and said that they have clean surroundings while 19% of the households said that they don't mind cleanliness.

On the category of sanitation, 83% of the households have comfort rooms while 17% of the households said that they don't have comfort rooms.

On the category of compost pile, 74% said that they practice it while 26% of the households said that they don't practice composting.

On the category of residual, 81% of the households responded and said that they collected residual while 19% of the households said that they don't mind residual.


On the category of open burning, 5% of the households responded that they practice open burning while 95% of the households said that they don't practice open burning at home.

On the category of open dumping, 10% of the households responded that they practice open dumping while 90% of the households said that they don't practice open dumping at home.

On the category of recycle, 78% of the households responded and said that they practice recycling activity while 22% of the households said that they don't mind recycling at all.

On the category of tree planting, 81% of the households responded and said that they practice tree planting activity while 19% of the households said that they don't practice tree planting.

On the profile of the households at Sitio Pagbatangan, it shows that the school implementation of environmental programs and initiatives showed an impact to parents as to environmental practices at home.

Prepared by: 
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ESWM Parent Coordinator

Noted: 
VILMA P. QUEZON
School Principal

12. Resources used for programme implementation

The absence of financial support may be a drastic problem in any organization. Hence, every organization has to be supported by an institution or from any sources/stakeholders.

The eco-club has its support from the PTA, the community, proceeds from recyclables and solicitations. It also has generated income through fund raising activities like solicitations from Environmental Advocates, income generating "Gulayan sa Paaralan" (School Vegetable Garden)

and SEARCH FOR “LAKAN AND LAKAMBINI” (Prince and Princess) in which every contestant put up an amount for a project.

The money is in the custody of the School Environmental Club Treasurer and the other organization will just ask budget as the need arises.

In the creation of some projects like compost piles, pits, ESWM BOOTH, MRF, RCA, NURSERY and other school needs, parents and some members of the community helped by donating bamboos, posts and other needed materials.

It has been a big deal to work with the people who showed concern to the school programs and projects. With the instigation of ESWM (Ecological Solid Waste Management) personnel and the city government, the school came up with such a strong collaboration with the stakeholders that bridged good relationship and tossed a sweet success of the school.

The availability of Gulayan ng Paaralan (Vegetable Garden in School) where it yields bountiful vegetables and root crops helps as the source of materials for the homeroom-based feeding program. The community benefited as well for they buy vegetables from the school to feed their families. Moreover, the children were encouraged to buy local foods which are nutritious instead of buying junk foods for their snacks.

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

The initiatives made by the school has a positive impact on the attitudes of the pupils and parents towards the preservation of the environment and also in proper waste management. They were able to plant trees in their own backyard, slowly eradicating the dumping of waste on creeks, slowly eradicating open burning, slowly eradicating the cutting of trees and the pupils were able to learn how to recycle their waste in school and at home.

14. Interrelationship of the school programme with other Sustainable Development Goals (SDGs)

Education for Sustainable Development means including key sustainable development issues into teaching and learning like climate change, disaster risk reduction, biodiversity, poverty reduction and sustainable consumption. It also requires participatory teaching and learning methods that motivate and empower learners to change their behavior and take action for sustainable development. Education for Sustainable Development consequently promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way.

Pagbatangan Elementary School, was able to train pupils in terms of disaster preparedness and introduced the effects of climate change to crops and humanity through film viewing, teach them to recycle waste like plastic and turned them into useful materials.

Through teaching them the importance of green campus, they were also able to apply and teach their parents the value of green community by helping the local government plant trees and protect the forest.

The **CISPIRE** Program initiated by the school with the formulation of the household monitoring using the household monitoring form to track the practices and malpractice of the different household in the community with the backup support of the Barangay Officials and Sitio Coordinators is of great help in environmental conservation.

While the concept of economic sustainability is straightforward, there are potential obstacles that may be found in the mind of the people such as resistance to change can often lead to failure of the program. But because the school initiated such program, the community participated trying to use in their own way.

The program was made possible by the school in partnership with the local stakeholders and environmental advocates for the purpose of conserving our environment by taking good care of the natural resources.

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

Plan for sustainability:

The school is already conducted the quarterly monitoring of the environmental initiatives in to find out the effect and to plan out effective measures should be done so that school plans and initiatives will be sustained.

The school Science Coordinator crafted an action plan for the school-year 2018-2019 with the evaluation tool to improve the monitoring checklist and tied up with the ESWM Program Coordinator to have a collaborative in saving our Mother Earth.

The School Governing Council is on the process of crafting rules and regulations concerning environmental conservation and protection, water conservation, energy conservation at school level to further strengthen the school memorandum made by the school head.

Plan for scaling-up/expansion:

The school sustainability plan for environmental conservation and protection was included in the 3-year improvement plan of the school. The implementation of school initiatives and environmental programs linked with the internal and external stakeholders in the locality was structured and incorporated within the calendar of activities of the school.

Various organizations were strongly encouraged in the planning and implementation process. The school PTA Officials and the School Governing Council worked hand-in-hand in crafting resolutions asking the support of the Barangay Council in the protection of the water shed, illegal logging, open dumping and other illegal activities within the area.

During the Brigada Eskuwela (**School-Brigade**) May 20 – 24, 2017, a joint meeting of all officers, (PTA Officers, SGC Officers, Faculty Officers and Supreme Pupil Government Officers) is set to review the school plans and initiatives.

16. Achievements from the school's programme "Applying Local Wisdom for Environmental Conservation"

Year	Name of Award	Giving Body/Office
2015	Regional Winner in Nestle Water Leadership Award	Nestle
2015	Regional Winner in MERALCO Energy Leadership Award	One MERALCO Foundation
2015	Silver Seal of Good Environmental Governance	PEMO, Province of Negros Occidental
2016	Gold Seal of Good Environmental Governance	PEMO, Province of Negros Occidental

2016	Certificate of Recognition for the support of 6 th Localized Environment Week	CEMO, San Carlos City
2016	Plaque of Recognition for the support of DepEd's Program	DepEd, Division of San Carlos City
2017	Champion in City Search for Sustainable and Eco-friendly Schools Year III	CEMO, San Carlos City
2017	PLATINUM SEAL of Good Environmental Governance	PEMO, Province of Negros Occidental
2018	PLATINUM SEAL of Good Environmental Governance (Sustainability Category)	PEMO, Province of Negros Occidental

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.

- Document 1: Sustainability Aspects of the School
- Document 2: Waste Management Program
- Document 3: Energy Efficiency and Conservation Program
- Document 4: Water Conservation Program
- Document 5: Pollution Prevention Program
- Document 6: Greening Program
- Document 7: School Environmental Awards
- Document 8: Awards and Recognition Received by the School
- Document 9: Parents' Involvement on Paper Recycling and Industrial Innovation
- Document 10: Integration of Environmental Themes into the Curriculum
- Document 11: Presence of environmental support instructional materials for used by teachers and pupils
- Document 12: Presence of Functional Eco-Clubs in school
- Document 13: Narrative Report on Allocation of Financial and Logistical Support by the School to the Student Eco-Club
- Document 13: Narrative Report on Local Linkages for Environmental Conservation
- Document 14: Community Outreach Program
- Document 15: Water Conservation Program
- Document 16: Resources, Roles, Responsibility and Leadership Committee, Organization, Clubs of school administrators, teachers and support groups
- Document 17: Support by the school to the committees/organizations/clubs

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



PIPaRIIn-Inn - Parents' Involvement on Paper Recycling and Industrial Innovation
(Recycled Products made by the parent as they demonstrated their skill to the pupils.



Mr. Juanito Mendoza from the City Agriculture Office of San Carlos City distributed a good variety of Sweet Potato to the parents.



Armed Group in the Area (Revolutionary Proletarian Army) showed their support in school environmental programs and initiatives by making sure that the school is safe and motivating to the learners.



Functional Organization were given opportunities to participate constructively in solving local community problems by showing their care to the environment.



Household Profiling and Monitoring of Environmental Ways and Practices initiated in So. Pagbatangan, Brgy. Bagonbon, San Carlos City, Negros Occidental by the teachers.