

**PROJECT PERA-SAFE (PARTNERS ENGAGEMENT IN BRINGING RECYCLED MATERIALS  
AMIDST THE PANDEMIC IN SCHOOL'S ADVOCACY ON FLOOD AND OTHER DISASTERS IN THE  
ENVIRONMENT)**



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**ABSTRACT**

A school-based recycling program is a major undertaking. Researchers can choose to coincide recycling start-up with the beginning of the school year. For big school, it might be necessary to phase in a recycling program by scheduled of bringing recyclables materials. This is an educational effort, including the engagement of stakeholders or the community to participate actively in school project.

Success was measured in various ways. The most common metric by determine the percentage rate of participation of stakeholders during the period of implementation. The rationale was to offer a better understanding of what constitutes waste, recycling, and how the school project should be designed and presented to make recycling more captivating attitude of stakeholders to bring recycled materials.

As a result, this study explored the roles as well as the importance of a holistic approach in designing recycling program, the money generated from these materials once they are brought and then sold to junk shop. It used to help the school for beautification and building an innovative material for safety workplace and it also strengthen the grade 6 teachers to motivate the stakeholders to participate actively in school project to become supportive during its implementation.

**Keywords:** *attitudes; program; communication; recycling; waste*

## INTRODUCTION

The Department of Education is committed to find ways for learning opportunities to be provided while ensuring the health, safety and welfare of all learners, teachers and personnel as stated in Deped Order No. 014, s 2020.

As we assess our school, recycling and securing school safety is the most significant for ensuring a child-friendly and safe environment. Solid waste management is one of the environmental challenges that many communities are struggling to contain and it is really true in barangay Dela Paz. This is consistent with Republic Act 9003, otherwise known as the New Solid Waste Management Act of 2003.

Garbage, refuses and wastes such as papers, plastics, glasses, bottles, tin cans and others that community generates, as the results of its activities are not really waste but resources waiting to be reused, recovered, or recycled, then kept/ stored in the Material Recovery Facility (MRF). In addition, it saves a lot of resources too. Moreover, it reduces the burden of the environment. Also, Money can be generated from these materials once they are brought and then sold to junk shop. Yes, there's money in garbage. It can help the school for beautification and restoration of school garden and building an innovative material for safety workplace.

This was where the idea of PROJECT PERASAFE ((Partners Engagement in bringing Recycled materials Amidst the pandemic in Schools Advocacy on Flood and other disasters in the Environment) came about. Thus, this study aims to strengthen the grade 6 teachers to motivate the stakeholders to participate actively in school project to become supportive during its implementation this SY. 2021-2022.

## METHODOLOGY

The participants of this research were the Grade VI learners, teachers and parents/stakeholders. They were engaged in this school project of bringing recycled materials to be sold and to produce or procure materials or safety tools that can be used in Dela Paz Main Elementary School for SY 2021-2022.

The grade VI teachers together with the stakeholders were informed and asked their consent to voluntarily participated in the research, were the data gathered is for the success of stakeholder's engagement in the school project.

The researcher asked permission of the School Head, teachers and stakeholders of grade VI to conduct the study.

The researcher made the monitoring and checklist tool. They presented it to six (6) grade VI teachers for their consent and for some suggestions and explain how to accomplished the form.

Data gathering instruments on the respondents' level of engagement to the school procedures before and after the study; for the tracking it start and end line of every procedure; and for the effectiveness of the process or intervention which employed in this research.

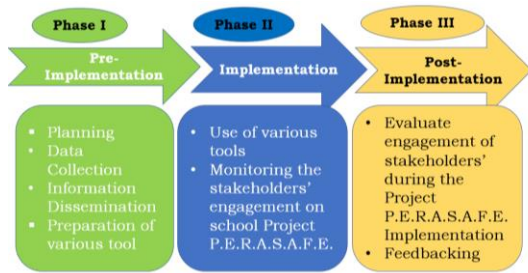
Respondents also interviewed to verify their responses in these data collection instruments. The data collected in this study were organized and classified based on the research design and the problems formulated. The data encoded, were tallied and tabulate to facilitate the presentation and interpretation of results using the following:

**Percentage Method**- used in determining the percent or part of a variable. It

follows the formula;

$$P = \frac{F \times 100}{N}$$

Where: P=Percentage  
F = Frequency  
N = Sample Size



We have three phase in this study: Phase 1 which is the Pre-Implementation Stage under that we have the Planning , Data Collection, Information Dissemination and Preparation of various tool

For Phase 2 the Implementation Stage we have the Use of various tools and Monitor the stakeholders' engagement on school Project P.E.R.A.S.A.F.E

And for Phase 3 the Post Implementation stage we Evaluate engagement of stakeholders' during the Project P.E.R.A.S.A.F.E. Implementation Feedbacking which will be our basis for improvement

## RESULT

Section	Enrolment (First Quarter)	No. of Parent who bring recycled materials	%
Opal	38	15	39 %
Topaz	38	18	47 %

Garnet	39	24	63 %
Pearl	38	26	68 %
Jade	36	15	39 %
Diamond	38	18	47 %
<b>Sub-Total</b>			
<b>Total</b>	<b>227</b>	<b>116</b>	<b>51 %</b>

## Legend:

No. of stakeholders per section	Percentage (%)	Level of stakeholders' engagement
29-39	75%-100%	Supportive
28-20	50%-74%	Partially Supportive
19-below	49%-below	Not Supportive

Table 1 represents the percentage of Grade 6 stakeholders' engagement on School Project PERASAFE. They got 51% this shows that they are Partially supportive. This is the result during the first monitoring.

Section	Enrolment (Second Quarter)	No. of Parent / stakeholders who bring recycled materials	%	Enrolment (Third and Fourth Quarter)	No. of Parent / stakeholders who bring recycled materials	%	No. of Parent / stakeholders who bring recycled materials	%	Total
		Second Quarter			Third Quarter		Fourth Quarter		
Opal	38	30	79%	38	33	87%	35	92%	
Topaz	38	30	79%	38	32	84%	34	89%	
Garnet	39	33	85%	39	34	87%	36	95%	
Pearl	38	34	89%	38	35	92%	36	95%	
Jade	36	30	83%	36	31	86%	32	89%	
Diamond	38	32	84%	38	34	89%	36	95%	
Sub- Total									
Total	227	189	83%	227	199	88%	209	93%	88%

Table 2 shows during the implementation period of the studies, the grade 6 advisers, used the self-made monitoring tool to track the progress of their parents' engagement during the scheduled of bringing recycled materials. They also used different strategies for their parents to be involved.

As we can see in the Second Quarter, we can see a big difference it increases to 32%. During the Third and Fourth Quarter the improvement is evident. This period of implementations shows a great impact on partners engagement of grade 6, which result to 88% of their engagement in school project this shows that they are Supportive.

## DISCUSSION

In this research, the need for coherent and all-encompassing waste-recycling information was discussed and presented. Using the research participants' survey and findings from the literature, provides opportunities for the proponent to design effective intervention that may be more attractive in encouraging stakeholders participation. This study presented recycling as a technical activity that could be performed by waste management with appropriate facilities or capacities for recycling. In support of these, it was identified different factors that may influence engagement behaviours and offered support to this study that have demonstrated that constant communication and good relationship

established an effective strategy in influencing stakeholders increase participation in school project.

The findings in this action research project show the positive impact on stakeholders engagement with the implementation of Project PERA-SAFE and the positive impact on achieving the objectives. It also means including routines in collaboration time throughout the year with the stakeholders results to Supportive Level of engagement in school project.

## ACKNOWLEDGEMENT

The researchers acknowledge their lives, academic, and professional achievement, and personal accomplishments as given by the **Lord Almighty**, the source of all wisdom and from whom all blessings flow. They praised and thanked wholeheartedly.

Profound gratitude and deep appreciation are hereby conveyed to those significant people whose support, assistance, care and attention during the preparation which led to completion of this study;

**Mrs. Myrna G. Palma**, Principal III, Dela Paz Main Elementary School for her official and personal support to pursue this study.

**Mr. Reynante M. Sofera**, Public School District Supervisor, District II for his encouragement to improve this study.

**Mr. Edward R. Manuel**, Senior Education Program Specialist, for sharing his expertise, time and effort in providing direction in the completion of this study;

The **Principal, Grade Six Teachers, Learners, Parents and Stakeholders** who shares their time and effort, which provide the baseline data for this study;

The striving for greater academic heights was made possible through the life

span of our professional growth because of all love, encouragement, inspiration and strong moral support of our family.

Again, to our **LORD JESUS CHRIST**, the researchers owe everything.

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