



(RESEARCH ARTICLE)



PROJECT ALIBTAK: A SCHOOL-BASED MODEL FOR ENVIRONMENTAL SUSTAINABILITY AND SOCIAL INCLUSION

Annie Rose M. Pascua *

Department of Education, San Isidro Integrated School, Luna, Apayao, Philippines.

* Corresponding Author

International Journal of Science and Research Archive, 2026, 20(03), 1030–1033

Publication history: Received on 11 February 2026; revised on 28 September 2026; accepted on 30 September 2026

Article DOI: <https://doi.org/10.30574/ijrsra.2026.20.3.0269>

Copyright © 2026 Author(s) retain the copyright of this article. This article is published under the terms of the Creative Commons Attribution License 4.0

ABSTRACT

Project ALIBTAK is a pioneering school-based initiative implemented at San Isidro Elementary School that integrates environmental education, community engagement, and social inclusivity. Anchored on the Ecological Solid Waste Management (ESWM) Program, the project promotes discipline, responsibility, and sustainable practices among learners, teachers, families, and community stakeholders. Complementary activities such as the Trashion Show, Environmental Camp with Tree Planting, and the Aeta Care Outreach Program further strengthen the project's holistic approach by combining creativity, experiential learning, and compassion. This journal documents the project's rationale, implementation, innovations, and impact, demonstrating how schools can serve as catalysts for sustainable development and inclusive community action.

Keywords: Environmental Education; Ecological Solid Waste Management; Sustainable Development; Community Engagement; Social Inclusion; School-Based Environmental Programs

1 INTRODUCTION

Environmental degradation, improper waste management, and social exclusion remain pressing concerns in many local communities. Schools, as centers of learning and social influence, play a crucial role in addressing these challenges. Project ALIBTAK was conceptualized as a proactive response to these issues, aiming to translate environmental advocacy into concrete, sustainable actions.

Implemented at San Isidro Elementary School, Project ALIBTAK goes beyond awareness campaigns by institutionalizing ecological practices and fostering inclusive participation. The project positions learners not only as recipients of knowledge but also as active agents of change who influence their families and the wider community

2 COMMUNITY CHALLENGES ADDRESSED

The community surrounding San Isidro Elementary School faces persistent issues such as improper waste disposal, limited environmental awareness, and inadequate access to inclusive programs for marginalized groups, particularly Indigenous Peoples. These challenges contribute to environmental risks and social inequities.

Project ALIBTAK directly responds to these concerns through practical and innovative interventions. The ESWM Program addresses waste-related problems by promoting segregation, composting, and the 3Rs—Reduce, Reuse, and Recycle—transforming the school into a model of eco-discipline. Other components of the project respond to the need for creativity, conservation awareness, and inclusivity, ensuring a comprehensive and community-responsive approach.

3 PROJECT DESCRIPTION AND COMPONENTS

At the core of Project ALIBTAK is the Ecological Solid Waste Management Program, which institutionalized daily waste segregation, composting, and eco-brick making within the school. Regular Information, Education, and Communication (IEC) sessions, conducted in partnership with the Municipal Environment and Natural Resources Office (MENRO), strengthened stakeholders' understanding of sustainable waste practices.

The Trashion Show complemented the ESWM program by transforming recyclable waste materials into wearable art. This activity promoted creativity while reinforcing the concept of waste as a resource rather than refuse. The Environmental Camp with Tree Planting provided learners with hands-on conservation experiences, fostering long-term environmental responsibility through outdoor and experiential learning.

The Aeta Care Outreach Program extended the project's advocacy beyond the school by supporting Aeta learners through the provision of supplies, learning materials, and ecological education. This component emphasized that sustainability is inseparable from social equity and inclusion.

4 BENEFICIARIES OF THE PROJECT

The primary beneficiaries of Project ALIBTAK were the learners of San Isidro Elementary School. Through sustained participation, they developed ecological awareness, waste discipline, creativity, leadership, and a sense of responsibility toward the environment. These learners served as conduits of change, influencing household practices and contributing to a multiplier effect within the barangay.

Aeta learners were direct beneficiaries of the Outreach Program, gaining access to educational resources and inclusive activities. Teachers, parents, and community members also benefited as they became actively engaged in environmental advocacy and sustainable practices. The project thus created an interconnected network of beneficiaries whose lives were enriched academically, socially, and environmentally.

5 STAKEHOLDER INVOLVEMENT AND ROLES

The success of Project ALIBTAK was anchored on strong collaboration among stakeholders. The Youth for Environment in Schools Organization (YES-O) and the School Elementary Learner Government (SELG) led the planning and implementation of activities, including waste management campaigns and advocacy drives.

Teachers and advisers provided guidance, supervision, and integration of environmental concepts into classroom instruction. Barangay officials and MENRO offered technical expertise, IEC sessions, and logistical support. Parents and community volunteers reinforced sustainable practices at home and actively participated in project activities. This shared leadership model ensured collective ownership and sustainability of the project.

5.1 Innovations Introduced

Project ALIBTAK introduced innovative practices that enhanced its effectiveness and replicability. The ESWM Program expanded beyond conventional waste management by incorporating composting, eco-brick production, and structured IEC activities. These initiatives transformed the school into a living laboratory for sustainability.

The Trashion Show redefined waste by showcasing its creative potential, while the Environmental Camp innovated learning delivery by integrating environmental education with experiential and outdoor activities. The Aeta Care Outreach Program was a notable innovation that merged ecological advocacy with social inclusion, ensuring that marginalized learners were active participants in sustainability efforts.

5.2 Funding and Resource Mobilization

Project ALIBTAK was sustained through a community-driven funding model rooted in bayanihan. Resources were generated through community donations, income-generating activities spearheaded by YES-O and SELG, and contributions from teachers and parents. MENRO and barangay officials supplemented these efforts by providing materials, technical assistance, and logistical support.

This collaborative approach to funding reinforced the principle that sustainability is a shared responsibility. Collective ownership not only ensured the feasibility of activities but also strengthened community pride and commitment to the project's goals.

5.3 Impact on Stakeholders

The project yielded significant positive outcomes for all stakeholders. Learners demonstrated improved environmental responsibility, creativity, leadership, and application of sustainable practices in daily life. Teachers enhanced their instructional strategies by integrating environmental education into lessons and co-curricular activities.

Parents and local leaders developed a deeper appreciation for shared responsibility, replicating eco-friendly practices within households and the community. Marginalized groups, particularly Aeta learners, experienced inclusion, support, and empowerment. Overall, the project cultivated a community where environmentalism became a lived practice rather than an abstract concept.

5.4 Highlights of Implementation

The ESWM Program emerged as the flagship component of Project ALIBTAK, institutionalizing zero-waste practices through daily discipline and community involvement. The Trashion Show, conducted for two consecutive years, became a vibrant platform for creative environmental expression. The Environmental Camp strengthened conservation values through immersive activities such as tree planting and ecological workshops. The Aeta Care Outreach Program demonstrated the project's commitment to compassion and equity by extending support beyond the school.

6 CONCLUSION

Project ALIBTAK demonstrates that schools can effectively lead environmental sustainability initiatives while promoting social inclusion and community engagement. Through its integrated programs, innovative strategies, and collaborative partnerships, the project successfully transformed environmental advocacy into meaningful action.

As a holistic model of sustainability, Project ALIBTAK offers valuable insights for educators, school leaders, and communities seeking to address environmental and social challenges. Its outcomes affirm that when education, creativity, and compassion converge, sustainable and transformative change becomes achievable.

STATEMENTS ON COMPLIANCE WITH ETHICAL STANDARDS

Acknowledgments

The author expresses sincere gratitude to the School Head, teachers, learners, parents, and community stakeholders of San Isidro Elementary School for their support and active participation in the implementation of Project ALIBTAK. Appreciation is also extended to the partner agencies and organizations that provided assistance and support to the project's environmental and community activities. The author likewise acknowledges the support of the Schools Division Office of Apayao and the local government and environmental offices for their cooperation in promoting environmental education, sustainability, and community engagement.

Funding Source

The implementation of Project ALIBTAK was supported through donations from private individuals, the school's Income Generating Project (IGP), the Parent-Teacher Association (PTA) Fund, and the School Canteen Fund. These sources provided financial support for the project's environmental education, waste management, and community-based activities.

Disclosure of conflict of interest

The authors declare no conflicts of interest regarding this manuscript.

REFERENCES

- [1] Hoang, T. T. P., & Kato, T. (2016). Measuring the effect of environmental education for sustainable development at elementary schools: A case study in Da Nang city, Vietnam. *Sustainable Environment Research*, 26(6), 274–286. <https://doi.org/10.1016/j.serj.2016.08.005>
- [2] UNESCO. (2024). Green school quality standard: Greening every learning environment. United Nations Educational, Scientific and Cultural Organization.

- [3] Macintyre, T., Tilbury, D., & Wals, A. (2025). Education and learning for sustainable futures: 50 years of learning for environment and change. Routledge.
- [4] Department of Education. (2011a). DepEd Order No. 52, s. 2011: Strengthening environmental education in public and private schools. Department of Education, Philippines.
- [5] Department of Education. (2011b). DepEd Order No. 93, s. 2011: Mandated programs, projects and activities, various forms, and targets pertinent to the Youth for Environment in Schools (YES) Program. Department of Education, Philippines.
- [6] Hoang, T. T. P., & Kato, T. (2016). Measuring the effect of environmental education for sustainable development at elementary schools: A case study in Da Nang city, Vietnam. *Sustainable Environment Research*, 26(6), 274–286. <https://doi.org/10.1016/j.serj.2016.08.005>
- [7] Macintyre, T., Tilbury, D., & Wals, A. (2025). Education and learning for sustainable futures: 50 years of learning for environment and change. Routledge.
- [8] United Nations Environment Programme. (2025). UNEP strategy for environmental education and training for sustainable development. United Nations Environment Programme.
- [9] UNESCO. (2017). Education for Sustainable Development Goals: Learning objectives. United Nations Educational, Scientific and Cultural Organization.
- [10] UNESCO. (2024). Green school quality standard: Greening every learning environment. United Nations Educational, Scientific and Cultural Organization.
- [11] UNESCO. (2026). Greening every school. United Nations Educational, Scientific and Cultural Organization.
- [12] UNESCO. (2026). What you need to know about green schools. United Nations Educational, Scientific and Cultural Organization.