



Republic of the Philippines
Department of Education



DIVISION OF CEBU PROVINCE

February 16, 2015

DIVISION MEMORANDUM
No. 108, s. 2015

**ADDENDUM TO DIVISION MEMORANDUM NO. 706, S. 2014
(2015 National Search for Sustainable and Eco-friendly Schools)**

To : Assistant Superintendent
Education Supervisors/Coordinators
District Supervisors/OICs
Elementary and Secondary Schools Heads

1. Attached is a letter from the Chief, Environmental Education and Information Division of the Department of Environment and Natural Resources (DENR) which is an Addendum to Division Memorandum No. 706, s. 2014, re: 2015 National Search for Sustainable and Eco-Friendly Schools.
2. Immediate and wide dissemination of this Memorandum is directed.

ARDEN D. MONISIT, Ed.D
Schools Division Superintendent

A handwritten signature in black ink, appearing to read "Arden D. Monisit".



January 5, 2014

DR. ARDEN MONISIT

Schools Division Superintendent

DEPARTMENT OF EDUCATION – DIVISION OF CEBU PROVINCE

Sudlon, Lahug, Cebu City

Dear Dr. Monisit:

The Environmental Management Bureau (EMB) of the Department of Environment and Natural Resources (DENR), in cooperation with the Department of Education, the Commission on Higher Education and private sector partners will conduct the **2015 National Search for Sustainable and Eco-Friendly Schools**.

The search which is open to elementary, secondary, and tertiary nationwide aims (1) to encourage schools/academic institutions to become more actively involved in environmental issues at a practical and local level; and (2) to develop skills and understanding among the students, faculty and school administrators in initiating active responses and increasing community awareness and participation on environmental concerns.

The promotion of this search for the establishment and/or strengthening of sustainable and eco-friendly schools in the country had been enshrined as a priority in the ASEAN Environment Year 2015 with the theme "*Empowering the Youth for a Clean and Green ASEAN*", and likewise in the Road Map for the Implementation of Republic Act No. 9512 also known as the National Environmental Awareness and Education Act of 2008.

In relation to this, we would like to request the assistance of your office in disseminating the attached poster, mechanics, entry form, time frame and the DepEd Memorandum No. 133, Series of 2014 (2015 National Search for Sustainable and Eco-Friendly Schools) to the various public and private elementary and high schools in your division.

For school entries from your division, we would like to request for a master list of the same, if possible on or before April 30, 2015.

We look forward to your favorable response on this matter. Should you have any other queries, please do not hesitate to contact the National Program Secretariat, at telefax numbers (02) 9284674; (02) 3765610 or e-mail at ecofriendlyschoools@gmail.com.

Thank you very much.

Very truly yours,

MS. ELENIDA DEL ROSARIO-BASUG

Chief, Environmental Education



Republic of the Philippines
Department of Education


25 NOV 2014

DepEd MEMORANDUM
No. **133**, s. 2014

2015 NATIONAL SEARCH FOR SUSTAINABLE AND ECO-FRIENDLY SCHOOLS

To : Bureau Directors
Directors of Services, Centers and Heads of Units
Regional Directors
Schools Division Superintendents
Heads, Public and Private Elementary and Secondary Schools
All Others Concerned

1. The Department of Environment and Natural Resources (DENR), through the Environment Management Bureau (EMB), in cooperation with the Department of Education (DepEd) and other government and private sector partners, will conduct the **2015 National Search for Sustainable and Eco-Friendly Schools**. The Search is in response to Republic Act No. 9512 also known as the *National Environmental Awareness and Education Act of 2008*.
2. The Search aims to:
 - a. encourage schools/academic institutions to become more actively involved in environmental issues at a practical and local level; and
 - b. develop skills and understanding among the students, faculty and school administrators in initiating active responses and increasing community awareness and participation in environmental concerns.
3. Enclosed are the rationale and criteria of the Search, among other information.
4. The deadline for submission of entries for elementary and secondary schools to DepEd Schools Division Offices (SDOs) is on or before **April 10, 2015**. Selected entries from the elementary and secondary schools should be submitted by the SDOs to EMB Regional Office on **June 1, 2015**. The regional finalists should submit the tarpaulin designs from **July 8 to 19, 2015**.
5. All winning entries for each category, together with the selected entries, will be displayed during the national awarding ceremonies to be held on **November 15, 2015**, in time for the celebration of *National Environmental Awareness Month*.
6. For more information and inquiries, all concerned may contact **Ms. Elenida Basug**, Chief of the Environmental Education and Information Division, Environment Management Bureau (EMB), Department of Environment and Natural Resources (DENR), DENR Compound, Visayas Avenue, Diliman, Quezon City at telefax nos.: (02) 928-4674 and (02) 376-5610, through email addresses: ecofriendlyschoools@gmail.com and emb@emb.gov.ph, or visit the website at: <http://www.emb.gov.ph>.
7. Immediate dissemination of this Memorandum is desired.


BR. ARMIN A. LUISTRO FSC
Secretary

2015 NATIONAL SEARCH FOR SUSTAINABLE AND ECO-FRIENDLY SCHOOLS

Rationale:

“Overcoming poverty, gender equality, health promotion, environmental conservation and protection, rural transformation, human rights, intercultural understanding and peace, sustainable production and consumption, cultural diversity, and information and communication technologies – these are the key themes under the United Nations Decade of Education for Sustainable Development (UNDESD) that has been declared for the years 2005-2014 and the ASEAN Environmental Education Action Plan (AEEAP) for the years 2014-2018.

Education for sustainable development centers on awareness of sustainable development issues, enhancing knowledge, influencing values and attitudes, and encouraging responsive behavior and learning that leads to action. Information is a major component of education and a continuous campaign for massive environmental awareness is indeed necessary.

Under the country’s local response to the UNDESD and AEEAP, included in the National Environmental Education Action Plan for Sustainable Development is a national program that would encourage schools to establish sustainable and eco-friendly schools. The school system is a vital part of our basic learning and is seen as a powerful vehicle for change. The school population, comprising of the students, teaching and non-teaching personnel, constitute a sizeable percentage of the national population. As such, any program focused on advocacy and other multi-faceted program of activities done within the school system especially relating to environmental concerns needs to be documented, encouraged, and recognized.

Sustainable and Eco-Friendly Schools may be described as environment-friendly schools that have initiated and integrated in their instruction, research, extension and/or administration, programs which are environment-related. The promotion of this program for the establishment and/or strengthening of sustainable and eco-friendly schools in the country had been enshrined as a priority in the ASEAN Environment Year 2015 with a theme “**Empowering the Youth for a Clean and Green ASEAN**”, and likewise in the Road Map for the Implementation of Republic Act No. 9512 also known as the National Environmental Awareness and Education Act of 2008 under the National Environmental Education Action Plan for Sustainable Development (2009-2014).

In 2009, the National Search for Sustainable and Eco-Friendly Schools was launched, as a partnership program among the Department of Environment and Natural Resources, thru the Environmental Management Bureau, the Department of Education, Commission on Higher Education, with Smart Communications Inc. Nine schools were declared as national champions, with the best being the following: Peñablanca East Central School in Cagayan for Elementary; La Castellana National High School in Negros Occidental for High School; and Palawan State University in Palawan for College. Meanwhile, for 2011 National Search for Sustainable and Eco-Friendly Schools, the following emerged as winners: Iliran Elementary School in Negros Occidental for Elementary; Camarines Sur National High School in Naga City for High School; and De La Salle University-Dasmariñas in Cavite for College. In 2013 National Search for Sustainable and Eco-Friendly Schools, the following emerged as winners: Dubinan Elementary School in Santiago City, Isabela for Elementary; Ateneo De Davao University-High School in Davao City for High School; and Visayas State University in Baybay City, Leyte for College. For 2015, another National Search for Sustainable and Eco-Friendly School is in place, to give recognition to the environmental initiatives of

For the 2015 National Search for Sustainable and Eco-friendly Schools, special categories on the **Nestlé Water Leadership Award** is established in order to recognize and promote solutions, practices and initiatives of schools on water. The **Meralco Energy Leadership Award** will recognize schools that promote practices and initiatives in electrical safety, energy efficiency and conservation.

The following can be adopted in pursuit of sustainable and eco-friendly schools:

- developing environmental policies for the school
- physical cleanliness, orderliness and beautification of the school
- energy conservation and efficiency
- water conservation/water management (maintenance of potable water)
- paper conservation/paper recycling
- waste reduction, waste segregation, recycling and composting
- air, water and soil pollution control
- seedling production/vegetable gardening and marketing
- reforestation and/or nursery establishment
- establishment of a botanical garden
- herbarium
- establishment of bio-park
- environmental audits of school's operations and facilities
- integration of environmental themes into the school curriculum
- conduct of in-service environmental training for faculty members
- presence of environmental clubs/organization
- development of environmental support instructional materials
- offering of environmental degrees/certificate programs
- environment and natural resource-related research works and studies
- linkages and exchanges on the environment with the following sectors: national government agencies, non-government organizations, religious organizations, local government units, business and industry sector, among others
- environmental awareness and community education, holding of green fairs and environmental exhibits/sale of green products, holding of seminars and/or conferences/symposia, holding of eco-tours or ecological destinations, healthy lifestyle campaigns
- climate change mitigation and adaptation programs
- disaster risk reduction and management programs

Objectives of the Program:

1. To encourage schools/academic institutions to become more actively involved in environmental issues at a practical and local level; and
2. To develop skills and understanding among the students, faculty and school administrators in initiating active responses and increasing community awareness and participation on environmental concerns.

Mechanics:

1. A scheme of rating the extent of sustainability and eco-friendliness of school had been jointly drawn up by the Environmental Management Bureau of the Department of Environment and Natural Resources, with the Department of Education, Commission on Higher Education, and some civil society and private sector groups.

CRITERIA FOR DETERMINING THE LEVEL OF SUSTAINABILITY OF THE SCHOOLS ARE GIVEN BELOW:

1. Sustainability Aspects of the School’s Policy (10 points for all categories)

	Ecological	Social	Economic	Cultural
The vision/mission statement of the school incorporates sustainability thrust. (4 pts.)				
The Policy of the school is communicated to constituents in the school (students, academic and non-academic staff, and parent-teachers’ association). (3 pts.)				
A person or a committee is assigned to implement programs and projects for the school. (3 pts.)				

2. Environmental Dimensions of School Operations (25 points for all categories)

- Waste management program (e.g. waste segregation, recycling, composting, presence of Materials Recovery Facility/System, sale of crafts, compost and other items from waste recycling, etc.) **(3 pts.)**
- Energy efficiency and conservation program (e.g. replacement of incandescent lamp with compact fluorescent lamps, turning off of machine when not in use, etc) **(3 pts.)**
- Paper conservation program (e.g. efficient consumption of paper; presence of paper conservation trays, etc.) **(3 pts.)**
- Water conservation program (e.g. repair of leaking faucets, signages, etc.) **(3 pts.)**
- Pollution prevention program (e.g. air and water pollution prevention program, ban on entry of smoke belching vehicles on the campus, presence of signages, etc.) **(3 pts.)**
- Greening program (presence of plants, trees, mini-gardens etc.) **(3 pts.)**
- Environmental awards received (from 2011-present) **(2 pts.)**
- Other environmental and natural resources management program/s not mentioned above (e.g. biodiversity conservation program, climate change adaptation and mitigation program, disaster risk reduction and management program, etc.) **(3 pts.)**

3. Environment-related Features of the School Curriculum (25 points for all categories)

3.1 (for elementary and high school education level)

- Integration of environmental themes into the curriculum **(9 pts.)**
- Presence of in-service environmental training for faculty members **(9 pts.)**
- Presence of environmental support instructional materials for use by teachers and students **(7 pts.)**

3.2 (for tertiary level)

- Integration of environmental themes into the curriculum **(4 pts.)**
- Presence of in-service environmental training for faculty members **(7 pts.)**
- Presence of environmental support instructional materials for use by Teachers and students **(10 pts.)**
- Presence of environmental degree/certificate programs being offered by the school **(4 pts.)**

4. Presence of Vibrant Eco Organizations in Campus (10 points in all categories)

- Presence of a functioning eco-club among the students with at least one eco-project per school year over the past two years **(4 pts.)**
- Presence of support eco-club or committee among the parents, teachers and other non-student sector in campus **(3 pts.)**
- Allocation of financial and logistical support by the schools to the student eco-club **(3 pts.)**

5. Presence of Environmental Partners and Linkages in Various Programs, Projects and Activities (10 points for all categories)

- Linkages with Local and National Agencies (e.g. DENR or other agencies, LGUs, etc.) **(5 pts.)**
- Linkages with International Agencies (e.g. United Nations Environment Programme, United Nations Development Programme, UNESCO, etc.) **(5 pts.)**

6. Socio-Cultural Sustainability – (10 points)

- The prevailing values of the school and the curriculum is sensitive to issues of gender equity **(2 pts.)**
 - Presence of a GAD Office or GAD focal point
 - Language used in teaching /lesson plans / books (for HS and College only)
- Students are given opportunities and skills to participate constructively in helping to solve local community problems **(2 pts.)**
 - Existing Student Organizations/School Clubs
- The prevailing values of the school and the curriculum adequately prepares students for life as citizens of a multi-cultural society and global community **(2 pts.)**
 - Presence of global awareness program in the curriculum and instruction
- The special needs of all students, especially those with physical or learning disabilities are catered for **(2 pts.)**
 - SPED Programs
 - Inclusive education
 - Presence of accessibility structures for PWDs/PDAs or children with special needs
- All staff are skilled in conflict resolution strategies as a support for positive student behavior **(1 pt.)**
 - Guidance counselor with record of counseling cases
 - Presence of program for conflict resolution
 - Grievance committee
 - Implementation of DepEd Child Protection Policy
- The school plays an active role in building support for cultural diversity both

7. Economic Sustainability – (10 points)

- A spirit of cooperation and sharing – not competition – is modeled in the allocation of resources in the school **(3 pts.)**
 - Presence of Cooperative for Teachers and Staff
- Students shall learn small business skills through opportunities to organize school and community projects **(4 pts.)**
 - YECS –Young Entrepreneur Cooperative in School
 - Income- generating Activities/Programs/Projects with financial report (at least 3)
- A culture of maintenance ensures that all school buildings and equipment are kept in good repair and maintained in good condition **(3 pts.)**
 - Presence of report indicating level of involvement of stakeholders in the Brigada Eskwela Program (ES/HS)
 - Presence of institutionalized feedback mechanism for school maintenance (college)

8. Special Category: The Nestle Water Leadership Award

The **Nestlé Water Leadership Award** is established in the 2013 National Search to recognize and promote solutions, practices and initiatives of schools in water management.

		Points
Plan	Commitments on Water as part of the School's Policy (7 pts.) Long-term and short-term Objectives (8 pts.)	15 pts
Program	a. Resources, Roles, Responsibility and Leadership - Committees, Organizations, Clubs of school administrators, teachers, students and support groups (parents, teachers and other non-student sector) (5 pts.) - Support by the school to the committees / organizations / clubs (5 pts.) b. Competence, Training and Awareness - Faculty training on Water Education (10 pts.) - Integration of Water Education into the curriculum (10 pts.) - Outreach initiatives on Water Awareness to local community and other stakeholders (10 pts.) c. Programs and Initiatives/Projects - Initiatives on Water Efficiency and Conservation (20 pts.) - Waste water treatment initiatives (10 pts.)	70 pts.
Monitoring	Monitoring and measurement (8 pts.)	8 pts.
Maintenance	Periodic Review of the Program/Initiatives (7 pts.)	7 pts.

9. Special Category: The Meralco Energy Leadership Award

Efficiency and conservation are key components of sustainability. Thus, the Meralco Energy Leadership Award will recognize schools that promote practices and initiatives in electrical safety, energy efficiency and conservation.

Areas can be considered for energy leadership:

- Electrical safety – programs implemented to ensure electrical safety by conducting electrical assessment and corrective measures.
- Energy efficiency and conservation programs – programs such as energy-saving

7. Economic Sustainability – (10 points)

- A spirit of cooperation and sharing – not competition – is modeled in the allocation of resources in the school **(3 pts.)**
 - Presence of Cooperative for Teachers and Staff
- Students shall learn small business skills through opportunities to organize school and community projects **(4 pts.)**
 - YECS –Young Entrepreneur Cooperative in School
 - Income- generating Activities/Programs/Projects with financial report (at least 3)
- A culture of maintenance ensures that all school buildings and equipment are kept in good repair and maintained in good condition **(3 pts.)**
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Areas can be considered for energy leadership:

- Electrical safety – programs implemented to ensure electrical safety by conducting electrical assessment and corrective measures.
- Energy efficiency and conservation programs – programs such as energy-saving

Criteria for selecting the school to be given Energy Leadership Award Entries will be judged based on the following criteria:

Criteria	Points
Brief description of the program – Discuss briefly what the program is all about	10 pts.
Need or opportunity addressed by the project/program – What need or opportunity in the school does the program or project addresses	10 pts.
Goals and objectives – Objectives should be SMART (specific, measurable, attainable, realistic and time-bound)	10 pts.
Stakeholders involved – Who are the different stakeholders involved? – How were the stakeholders involved? – What are their roles?	15 pts.
Implementation and challenges – State how you implemented the program. – What challenges did you encounter? – What did you do to overcome the challenges?	20 pts.
Results – What results were achieved?	20 pts.
Sustainability – How does the school to sustain the program? – What are the future plans?	15 pts.

10. REQUIREMENTS. Participating schools are required to submit the following documents in THREE (3) sets:

- Official Contest Entry Form (See attached entry form for reference)
- Supporting Documents (Consist of all the supporting materials that show evidence of the school's environment efforts and programs.) They can include the following:
 - memoranda, circulars, special orders
 - photos of environmental programs of the school
 - publications and design work
 - copies of certificate, merit awards for environment programs

Be selective with the supporting documents. Pick work samples that best represent your school, rather than sending every item.

8.1 Digital information – Save digital copies of the Summary Sheet and the Supporting Documents on a CD-ROM. Label properly. Assemble your school initiatives (Summary Sheet and the Supporting Documents) in a folder and label “**Sustainable and Eco-friendly Initiatives of (NAME OF SCHOOL)**”

11. SUBMISSION OF ENTRIES

9.1 For public elementary and high school categories. Entries should be submitted directly to **their respective DepEd Division Offices.**

9.2 For the private elementary and high school and college categories. Entries should be submitted to the **nearest EMB Regional Office.**

9.3 Deadline of submission. The deadline for the submission of entries is on or before **April 10, 2015.**

9.4 All entries whether elementary, high school or college are required to log-on and fill-up an application form at www.sustainableschools.ph website. All items in the application form should be filled-up completely. **Only those registered ON-LINE will be considered as OFFICIAL ENTRIES to the said search.**

12. SCREENING OF ENTRIES. Selected entries from the public elementary and high school will then be submitted to the EMB Regional Offices by the DepEd Division Offices by **June 1, 2015**. Entries will be screened by a core group consisting of representatives from EMB, DepEd, CHED and/or other partners at the regional level. The core group will also handle actual assessment and other documentation for the schools that will be shortlisted. Representatives from the core group may also check the veracity of documentation submitted.

13. BOARD OF JUDGES. The decision of the Board of Judges to be composed of noted individuals in the areas of environmental education, coming from the government, private sector and civil society at the regional and national levels, shall be final and unappealable. **The EMB Central and Regional Offices shall serve as program secretariat and not as member of the board of judges.**

14. AWARDS AND PRIZES

12.1 Regional Level. There will be one regional finalist per category. Each will be awarded a Certificate of Recognition and **=P= 15,000.00** prize in cheque.

12.2 National Level. Regional finalists shall compete at the National level. Judging will be held at the EMB Central Office.

12.3 Prizes for the competition, at the national level are the following:

College Category

First Prize	=P= 50,000.00
Second Prize	=P= 40,000.00
Third Prize	=P= 30,000.00

High School Category

First Prize	=P= 50,000.00
Second Prize	=P= 40,000.00
Third Prize	=P= 30,000.00

Elementary School Category

First Prize	=P= 50,000.00
Second Prize	=P= 40,000.00
Third Prize	=P= 30,000.00

12.4 Special Awards for the Nestle Water Leadership Award shall also be given at the regional and national levels.

12.5 Regional special awards for the Nestle Water Leadership Award shall be as follows:

=P=10,000 and a Certificate of Recognition for all categories (elementary, high school and college)

12.6 Special Awards for the Nestle Water Leadership Award at the National Level shall be as follows:

College Category	=P=20,000.00
High School Category	=P=20,000.00
Elementary School Category	=P=20,000.00

12.7 Regional special awards for the Meralco Energy Leadership Award shall be as follows:

=P= 10,000 and a Certificate of Recognition for all categories (elementary, high school and college)

12.8 Special awards for the Meralco Energy Leadership Award at the National Level shall be as follows:

College Category	=P=20,000.00
High School Category	=P=20,000.00
Elementary School Category	=P=20,000.00

15. PREPARATION OF MATERIALS FOR THE SCHOOL INITIATIVES. Regional finalists should submit exhibit-ready materials of their entry by July 19, 2015 on the format below:

- Material: Tarpaulin. Dimension 2 feet wide x 5 feet high tarpaulin, eyelets at the four edges.
- Content: Tarpaulin design should feature the environment efforts and programs of the school. Design should include the title "**Sustainable and Eco-friendly Initiatives of (NAME OF SCHOOL)**". Contents of the tarpaulin should follow the highlights of school accomplishments in accordance with sequence of the Search criteria. The tarpaulin should also refrain from focusing on firing squad/portrait photos of political leaders, government officials, school, youth leaders, etc.

16. AWARDING CEREMONIES. All winning entries for each category, together with selected entries will be displayed during the national awarding ceremonies to be held on November 2015, in time for the National Environmental Awareness Month celebration.

17. PROGRAM WEBSITE. A program website containing the schools' initiatives and important information will be periodically uploaded at the sustainable schools website (www.sustainableschools.ph), so that it can be venue for continuing exchange of information for initiatives of sustainable and eco-friendly schools in the country.

To facilitate fasten uploading of your school initiative, please prepare a one-page description of your environmental programs and projects, and two photos with caption and email to ecofriendlyschoools@gmail.com.

18. CONTACT INFORMATION. For inquiries, please contact the National Program Secretariat at the Environmental Education and Information Division, EMB-DENR, 2nd Floor, HRD Building, DENR Compound, Visayas Avenue, Diliman, Quezon City, telefax nos. 928-46-74 and 376-56-10 or via e-mail at ecofriendlyschoools@gmail.com

ENTRY FORM

Name of School _____
Address _____

Region _____ Category _____
Contact Person/s _____
Contact Number/s _____
E-mail Address (Pls. write legibly) _____

I. Brief Description of the Environmental Projects or Programs of the school (not to exceed 200 words)

II. Please check for appropriateness. Please attach corresponding documents/evidence to the items checked. These documents can be photos, or text or videos.

1. Sustainability Aspects of the School's Policy (10 points)

_____ The vision/mission statement of the school incorporates sustainability thrust (4 pts)
_____ The policy of the school is communicated to constituents in the school (students, academic and non-academic staff and parents-teachers association (3 pts.)
_____ A person or a committee to implement environmental programs and projects for the school. (memorandum or order) (3 pts)

2. Environment-Friendly School Operations and Presence of Environmental Programs (25 points)

_____ Waste management program (e.g. waste segregation, recycling, composting, presence of Materials Recovery Facility/ System, sale of crafts, compost and other forms of waste recycling, etc.) (4 pts.)
_____ Electricity conservation program (e.g. replacement of incandescent lamp with compact fluorescent lamps, turning off of machine when not in use, etc) (4 pts.)
_____ Paper conservation program (e.g. efficient consumption of paper, presence of paper conservation trays, etc.) (4 pts.)
_____ Water conservation program (e.g. repair of leaking faucets, signages, etc) (4 pts.)
_____ Pollution prevention program (e.g. air and water pollution prevention, program, ban on entry of smoke-belching vehicles in the campus, presence of signages, etc.) (4 pts.)
_____ Greening program (presence of plants, trees, mini-gardens, organic garden, etc) (4 pts.)
_____ Environmental awards received (from 2011-present) (2 pts.)
_____ Other environmental programs and natural resources management programs not mentioned above (e.g. biodiversity conservation program. etc.) (4 pts)

3. Environment-related Features of the School Curriculum (25 points)

i. (for elementary and high school education level)

- _____ Integration of environmental themes into the curriculum (10 pts)
- _____ Presence of in-service environmental training for faculty members (10 pts)
- _____ Presence of environmental support instructional materials for use by teachers and students (10 pts)

ii. (for tertiary level)

- _____ Integration of environmental themes into the curriculum (5 pts)
- _____ Presence of in-service environmental training for faculty members (10 pts)
- _____ Presence of environmental support instructional materials for use by teachers and students (10 pts)
- _____ Presence of environmental degree/certificate programs being offered by the school (5 pts)

4. Presence of Vibrant Eco-Organizations in Campus (10 points)

- _____ presence of a functioning eco-club among the students with at least one eco project per school year over the past 2 years (4 pts)
- _____ presence of a support eco club or committee among the parents, teachers and other non-student sector in campus (3 pts)
- _____ allocation of financial and logistical support by the school to the student eco-club (3 pts)

5. Presence of Partners and Linkages in Environment Programs/Projects (10 points)

- _____ Linkages with Local Agencies (e.g. DENR or other agencies, LGUs, etc.) (5 pts)
- _____ Linkages with International Agencies (e.g. UN Environment Programme, UN Development Programme, UNESCO) (5 pts)

6. Socio-Cultural Sustainability (10 pts)

- _____ The prevailing values of the school and the curriculum is sensitive to issues of gender equity (2 pts)
- _____ Students are given opportunities and skills to participate constructively in helping to solve local community problems (2 pts)
- _____ The prevailing values of the school and the curriculum adequately prepares students for life as citizens of a multi-cultural society and global community (2 pts)
- _____ The special needs of all students, especially those with physical or learning disabilities are catered for (2 pts)
- _____ All staff are skilled in conflict resolution strategies as a support for positive student behavior (1 pt)
- _____ The school plays an active role in building support for cultural diversity both within the school and its wider community (1 pt)

7. Economic Sustainability (10 pts)

- _____ A spirit of cooperation and sharing – not competition – is modeled in the allocation of resources in the school (3 pts)
- _____ Students shall learn small business skills through opportunities

- _____ Integration of environmental themes into the curriculum (5 pts)
- _____ Presence of in-service environmental training for faculty members (10 pts)
- _____ Presence of environmental support instructional materials for use by teachers and students (10 pts)
- _____ Presence of environmental degree/certificate programs being offered by the school (5 pts)

4. Presence of Vibrant Eco-Organizations in Campus (10 points)

- _____ presence of a functioning eco-club among the students with at least one eco project per school year over the past 2 years (4 pts)
- _____ presence of a support eco club or committee among the parents, teachers and other non-student sector in campus (3 pts)
- _____ allocation of financial and logistical support by the school to the student eco-club (3 pts)

5. Presence of Partners and Linkages in Environment Programs/Projects (10 points)

- _____ Linkages with Local Agencies (e.g. DENR or other agencies, LGUs, etc.) (5 pts)
- _____ Linkages with International Agencies (e.g. UN Environment Programme, UN Development Programme, UNESCO) (5 pts)

6. Socio-Cultural Sustainability (10 pts)

- _____ The prevailing values of the school and the curriculum is sensitive to issues of gender equity (2 pts)
- _____ Students are given opportunities and skills to participate constructively in helping to solve local community problems (2 pts)
- _____ The prevailing values of the school and the curriculum adequately prepares students for life as citizens of a multi-cultural society and global community (2 pts)
- _____ The special needs of all students, especially those with physical or learning disabilities are catered for (2 pts)
- _____ All staff are skilled in conflict resolution strategies as a support for positive student behavior (1 pt)
- _____ The school plays an active role in building support for cultural diversity both within the school and its wider community (1 pt)

7. Economic Sustainability (10 pts)

- _____ A spirit of cooperation and sharing – not competition – is modeled in the allocation of resources in the school (3 pts)
- _____ Students shall learn small business skills through opportunities to organize school and community projects (4 pts)
- _____ A culture of maintenance ensures that all school buildings and equipment are kept in good repair and maintained in good condition (3 pts)

8. Special Category No. 1: The Nestle Water Leadership Award aims to recognize and promote solutions, practices and initiatives of schools in water conservation and management.

7.1 Plan:

Commitments on Water as part of the School's Policy (7 pts.)
Long-term and short-term Objectives (8 pts.)

7.2 Program:

Resources, Roles, Responsibility and Leadership Committees, Organizations, Clubs of school administrators, teachers, students and support groups (parents, teachers and other non-student sector) (5 pts.)
Support by the school to the committees / organizations / clubs (5 pts.)

7.3 Competence, Training and Awareness:

Faculty training on Water Education (10 pts.)
Integration of Water Education into the curriculum (10 pts.)
Outreach initiatives on Water Awareness to local community and other stakeholders (10 pts.)

7.4 Programs and Initiatives/Projects:

Initiatives on Water Efficiency and Conservation (20 pts.)
Waste water treatment initiatives (10 pts.)

7.5 Monitoring:

Monitoring and measurement (8 pts.)

7.6 Maintenance:

Periodic Review of the Program/Initiatives (7 pts.)

9. Special Category No. 2: The Meralco Energy Leadership Award will recognize schools that promote practices and initiatives in electrical safety, energy efficiency and conservation.

The following can areas can be considered for energy leadership:

- Electrical safety – programs implemented to ensure electrical safety by conducting electrical assessment and corrective measures.
- Energy efficiency and conservation programs – programs such as energy-saving activities, energy awareness training and education, etc.

Criteria:

Brief description of the program (10 pts.)
Need or opportunity addressed by the project/program (10 pts.)
Goals and objectives (Objectives should be SMART: specific, measurable, attainable, realistic and time-bound) (10 pts.)
Stakeholders involved (who, how, what are their roles?) (15 pts.)
Implementations and challenges (and ways to overcome the challenges) (20 pts.)
Results (20 pts.)
Sustainability and future plans (15 pts.)

Submitted by:

Signature over Printed Name

Position/Institution

Certified Correct by:

Signature over Printed Name

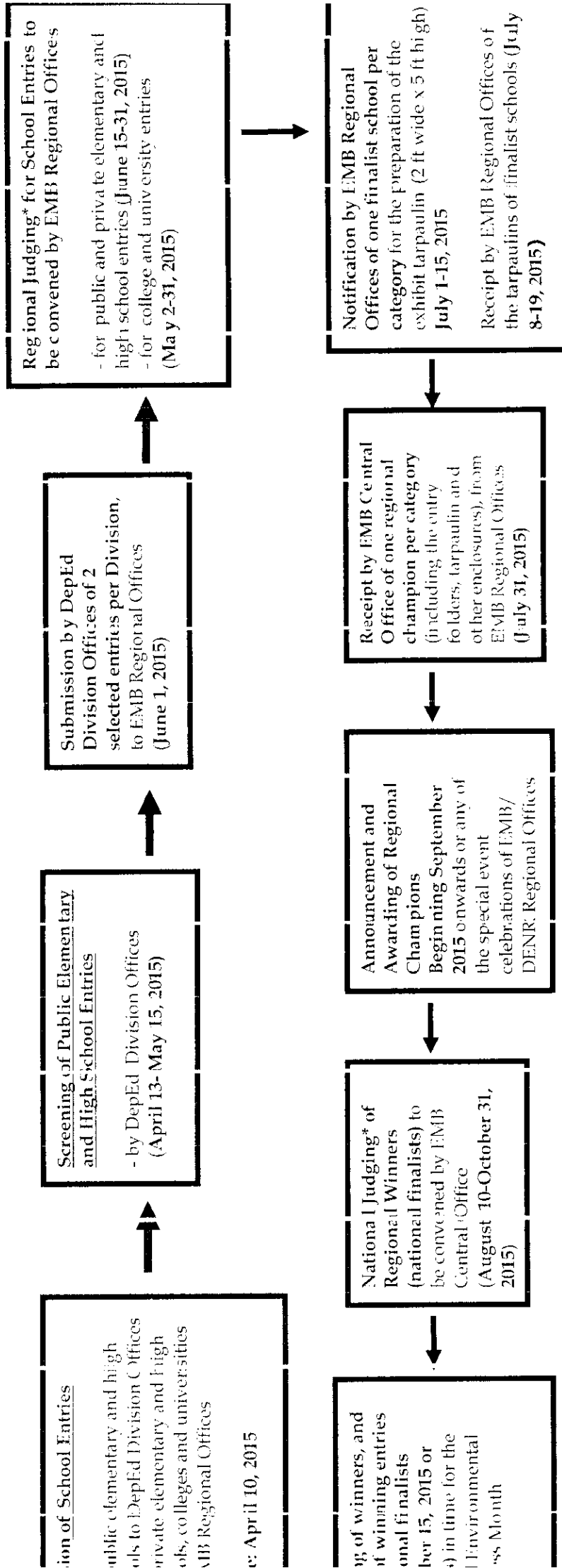
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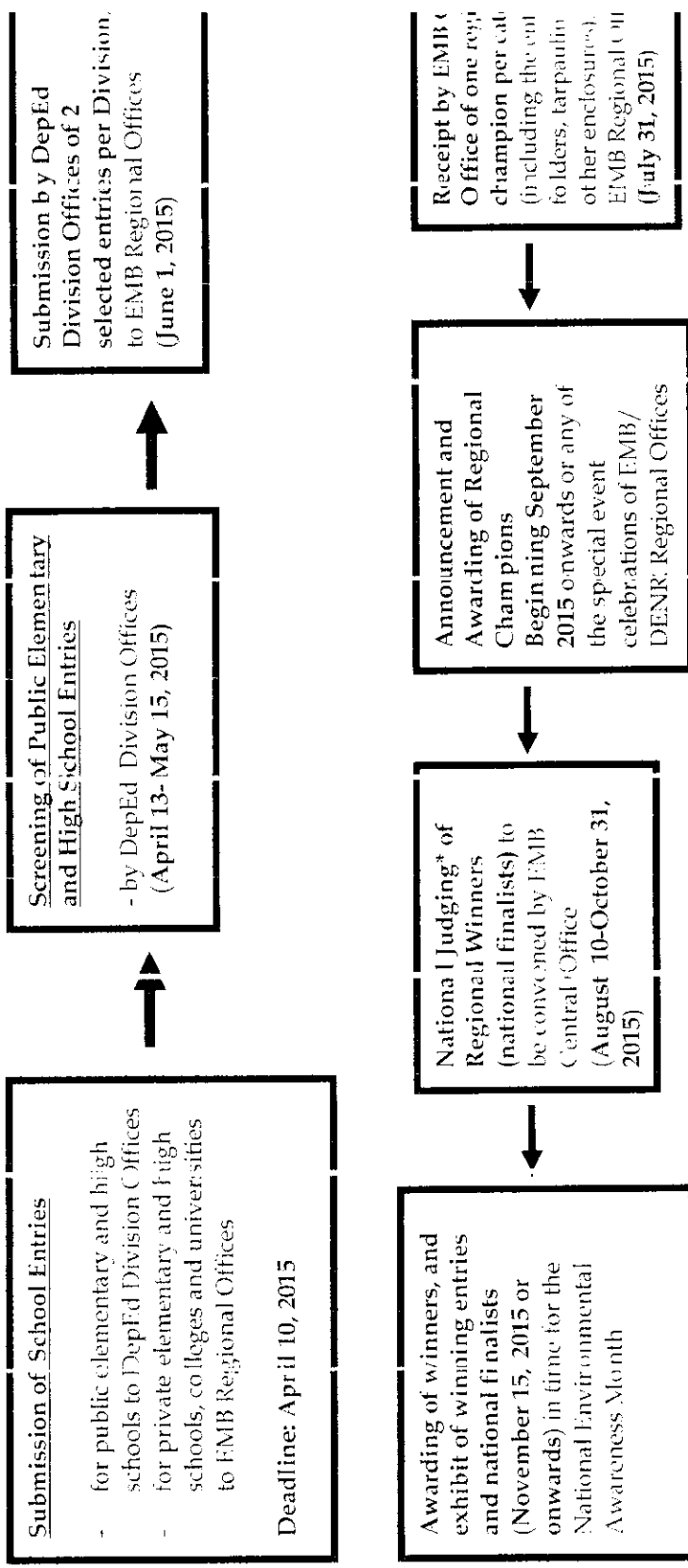
2015 National Search for Sustainable and Eco-friendly Schools



* Regional/National Judging team may, at the minimum, ** comprise of representatives from: DepEd and private sector partner (or private/ civil society) for elementary and high school entries; CHED and private sector partner (or private/ civil society) for college and university entries

** Civil Society members may also be invited, depending on FMB Regional/Central Offices, and at an odd-numbered Team Composition

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