



Republic of the Philippines  
**Department of Education**  
Region VII, Central Visayas  
**DIVISION OF GUIHULNGAN CITY**  
Paterno St., Poblacion, Guihulngan City, Negros Oriental



March 25, 2019

**DIVISION MEMORANDUM NO.**

126, S. 2019

**DISSEMINATION OF DEPED MEMO. NO. 24, S. 2019 ENTITLED: 2019 NATIONAL SEARCH FOR SUSTAINABLE AND ECO-FRIENDLY SCHOOLS**

TO: Assistant Schools Division Superintendent  
Chiefs of CID and SGOD  
Education Program Supervisors/Specialists  
Planning Officer  
Public School Heads and Teachers  
All Others Concerned

1. Attached is DepEd Memorandum No. 24, s. 2019 entitled **2019 NATIONAL SEARCH FOR SUSTAINABLE AND ECO-FRIENDLY SCHOOLS**.
2. All concerned are hereby advised to refer to the said Memorandum herewith attached for information and guidance.
3. Wide dissemination of this Memorandum is desired.

  
**LELANIE T. CABRERA, CESE**  
Schools Division Superintendent



Republic of the Philippines  
**Department of Education**

DepEd MEMORANDUM  
No. **024**, s. 2019

26 FEB 2019

**2019 NATIONAL SEARCH FOR SUSTAINABLE AND ECO-FRIENDLY SCHOOLS**

To: Undersecretaries  
Assistant Secretaries  
Bureau and Service Directors  
Regional Directors  
Schools Division Superintendents  
Public and Private Elementary and Secondary School Heads  
All Others Concerned

1. The Department of Environment and Natural Resources (DENR), through the Environmental Management Bureau (EMB), in cooperation with the Department of Education (DepEd), and the Commission on Higher Education (CHED), will conduct the **2019 National Search for Sustainable and Eco-Friendly Schools**. This is pursuant to Republic Act No. 9512 entitled National Environmental Awareness and Education Act of 2008, and the ASEAN Environmental Education Action Plan for Sustainable Development for 2014–2018.

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

3. The following documents are enclosed for reference:

Enclosure No. 1 - Entry Form,  
Enclosure No. 2 - Rationale, and  
Enclosure No. 3 - Proposed Timelines.

4. The deadline for submission of entries is on **April 26, 2019**. Each category is requested to submit entries to the corresponding offices:

Category	Office
Public Elementary and High Schools	Respective DepEd Schools Division Office
Private Elementary and High Schools Higher Education Institutions	Nearest DENR-EMB Regional Office

5. For more information, please contact **Ms. Maria Cristina A. Francisco** or **Mr. Niño P. Pinalva**, National Program Secretariat, 2019 National Search for Sustainable and Eco-Friendly Schools, Environmental Education and Information Division, Environmental Management Bureau, Department of Environment and Natural Resources, 2nd Floor, HRD Building, DENR Compound, Visayas Avenue, Diliman, Quezon City at telefax nos. (02) 928-4674 and (02) 376-5610 or email at [ecofriendlyschoools@gmail.com](mailto:ecofriendlyschoools@gmail.com) or [ecofriendlyschoools@yahoo.com](mailto:ecofriendlyschoools@yahoo.com).

6. Immediate dissemination of this Memorandum is desired.

  
**LEONOR MAGTOLIS BRIONES**  
Secretary

Encls.:

As stated

Reference:

DepEd Memorandum No. 195, s. 2016

To be indicated in the Perpetual Index  
under the following subjects:

ENVIRONMENTAL EDUCATION  
PRIZES OR AWARDS  
PROGRAMS  
SCHOOLS  
SEARCH

**2019 NATIONAL SEARCH FOR SUSTAINABLE & ECO-FRIENDLY SCHOOLS**  
***(Recognition Awards for Sustainable & Eco-Friendly Schools)***

**ENTRY FORM**

Name of School \_\_\_\_\_  
Address \_\_\_\_\_ Region \_\_\_\_\_  
Category \_\_\_\_\_ Contact Person/s \_\_\_\_\_  
Contact Number/s \_\_\_\_\_  
E-mail Address (Pls. write legibly) \_\_\_\_\_

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

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

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

**FOR ELEMENTARY AND HIGH SCHOOL CATEGORIES:**

**1. Clear articulation and integration of social, ethical, environment and climate change dimensions in the institution's vision, mission and governance (15 pts.)**

- \_\_\_\_\_ The School Improvement Plan or its equivalent, incorporates, integrates and clearly articulates sustainability thrust, to include climate change dimensions **(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.)**
- \_\_\_\_\_ Efforts to create awareness on **any of the 17 Sustainable Development Goals** (SDGS) as shown in Annex 1 and the national level development plans among the students **(5 pts.)**

**2. Environment and Climate Change Dimensions in School Operations (30 pts.)**

- \_\_\_\_\_ 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.) **(4 pts.)**
- \_\_\_\_\_ Paper conservation program (e.g. efficient consumption of paper; presence of paper conservation trays, etc.) **(4pts.)**
- \_\_\_\_\_ Energy efficiency and conservation program (e.g. replacement of incandescent lamp with compact fluorescent lamps or LED, turning off of machine when not in use, etc) **(4 pts.)**
- \_\_\_\_\_ Water conservation program (e.g. repair of leaking faucets, retrofitting of faucets to spray type and water- efficient toilet flush, rainwater harvesting facility, etc.) **(2 pts.)**
- \_\_\_\_\_ Pollution prevention program (e.g. air and water pollution prevention program, ban on entry of smoke-belching vehicles/idling of vehicles on the campus, presence of signages, etc.) **(2 pts.)**
- \_\_\_\_\_ Greening program (presence of plants, trees, mini-gardens etc.) **(4 pts.)**
- \_\_\_\_\_ Other environmental and natural resources management program/s not mentioned above (e.g. biodiversity conservation program and management program, etc.) **(4 pts.)**
- \_\_\_\_\_ Climate Change & Disaster Risk Reduction programs **(4 pts.)**
- \_\_\_\_\_ Environmental awards received (from 2017-present) **(2 pts.)**

**3. Environment and Climate Change-related Features of the School Curriculum (10 pts.)**

- \_\_\_\_\_ Integration of environment themes into the curriculum **(3 pts.)**
- \_\_\_\_\_ Presence of climate change and disaster risk reduction themes in the curriculum **(3 pts.)**
- \_\_\_\_\_ Presence of in-service environment and climate change training for faculty members **(2 pts.)**
- \_\_\_\_\_ Presence of environment and climate change support instructional materials for use by teachers and students **(2 pts.)**

#### 4. Presence of Vibrant Eco Organizations in Campus (8 pts.)

- \_\_\_\_\_ 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.)
- \_\_\_\_\_ Allocation of financial and logistical support by the schools to the student eco-club (2 pts.)
- \_\_\_\_\_ The campus as a “living laboratory” – student involvement in environmental learning to transform to a learning environment (2 pts.)

#### 5. Presence of Environmental Partners and Linkages in Various Programs, Projects and Activities (7 pts.)

- \_\_\_\_\_ Linkages with Local and National Agencies (e.g. DENR or other agencies, LGUs, etc.) (3pts.)
- \_\_\_\_\_ Linkages with International Development Partners (e.g. United Nations Environment Programme, United Nations Development Programme, UNESCO, etc.) (1pt.)
- \_\_\_\_\_ Outreach and service to wider community, including partnerships with non-government organizations and industries (3 pts.)

#### 6. Socio-Cultural Sustainability – (25 pts.)

- \_\_\_\_\_ The prevailing values of the school and the curriculum are sensitive to issues of gender equity (Equal number or more women staff given positions/administrative roles on the school (based on qualification and merit); Female students hold leadership roles in the school (good balance/good percentage out of the total number of such positions; Presence of a Gender and Development Office or focal point; Language used in teaching /lesson plans / books (for High School and College only) is gender responsive) (8 pts.)
- \_\_\_\_\_ Students are given opportunities and skills to participate constructively in helping to solve local community problems (3 pts.)
- \_\_\_\_\_ With Existing Student Organizations/School Clubs on socio-cultural sustainability affair (2 pts.)
- \_\_\_\_\_ The prevailing values of the school and the curriculum adequately prepare students for life as citizens of a multi-cultural society and global community; Presence of global awareness program in the curriculum and Instruction (3 pts.)
- \_\_\_\_\_ The special needs of all students, especially those with physical or learning disabilities are catered for (Special Education Programs, Inclusive education, Presence of accessibility structures for Persons With Disabilities or children with special needs) (3 pts.)
- \_\_\_\_\_ The staff are skilled in conflict resolution strategies as a support for positive student behavior (3 pts.)
- \_\_\_\_\_ The school plays an active role in building support for cultural diversity both within the school and its wider community; Presence of programs for Indigenous Cultural Communities (3 pts.)

#### 7. Economic Sustainability – (5 pts.)

- \_\_\_\_\_ A spirit of cooperation and sharing – not competition – is modeled in the allocation of resources in the school (2 pts.)
- \_\_\_\_\_ Students learn small business skills through opportunities to organize school and community projects (2 pts.)
- \_\_\_\_\_ A culture of maintenance ensures that school buildings and equipment are kept in good repair and maintained in good condition (1 pt.)

### II. FOR HIGHER EDUCATION CATEGORY:

#### A. ADMINISTRATION (10 pts.)

- \_\_\_\_\_ Clear articulation and integration of social, ethical, environment and climate change dimension in the institution's vision, mission and governance (2 pts.)
- \_\_\_\_\_ Integration of social, economic, environmental sustainability and climate change dimension across the curriculum, commitment to critical systems thinking and interdisciplinarity, sustainability literacy expressed as a universal graduate attribute (2 pts.)
- \_\_\_\_\_ Socio-cultural Domain (2pts.)
- \_\_\_\_\_ Campus planning, design and development structured and managed to achieve low carbon/water/waste, to become a regenerative organisation within the context of the local bioregion. (2 pts.)
- \_\_\_\_\_ Policies and practices which foster equity, diversity and quality of life for students, staff, and the broader community within which the university is based ( 2 pts.)

## **B. CURRICULUM AND INSTRUCTION ( 20 pts.)**

- \_\_\_\_\_ Students are given opportunities and skills to participate constructively in helping to solve local community environmental problems **(8 pts.)**
- \_\_\_\_\_ Presence of climate change and disaster risk reduction themes in the curriculum **(4 pts.)**
- \_\_\_\_\_ The school plays an active role in building support for cultural diversity both within the school and its wider community (Presence of programs for Indigenous Cultural Communities/etc) **(4 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. Presence of global awareness program in the curriculum and instruction **(4 pts.)**

## **C. ENVIRONMENTAL SUSTAINABILITY AND CLIMATE CHANGE PROGRAMS(40 pts.)**

- \_\_\_\_\_ 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.) **(6 pts.)**
- \_\_\_\_\_ Paper conservation program (e.g. efficient consumption of paper; presence of paper conservation trays, etc.) **(6 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) **(6 pts.)**
- \_\_\_\_\_ (e.g. repair of leaking faucets, retrofitting of faucets to spray type and water- efficient toilet flush, rainwater harvesting facility, etc., including prevention and/or treatment of water pollution) **(6 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.) **(6 pts.)**
- \_\_\_\_\_ Greening program (presence of indigenous plants, trees, mini-gardens etc.) **(6 pts.)**
- \_\_\_\_\_ Other environmental and natural resources management program/s not mentioned above (e.g. biodiversity conservation program, etc.) **(4 pts.)**

## **D. RESEARCH (10 pts)**

- \_\_\_\_\_ Dedicated research on sustainability topics and consideration of “quadruple bottom line” sustainability aspects in the other research programs **(10 pts.)**

**Faculty members engaged, in topics of researches on the following:**

- ✓Environment and Climate Change **(2.5 pts.)** ✓Economic **(2.5 pts.)**
- ✓Social **(2.5 pts.)** ✓Governance **( 2.5 pts.)**

## **E. EXTENSION (10 pts.)**

- \_\_\_\_\_ Outreach and service to the wider community, including partnerships with schools, government, non-governmental organizations and industry **(10 pts.)**
- \_\_\_\_\_ Framework to support cooperation among universities both nationally and globally **(3pts.)**
- \_\_\_\_\_ Linkages with Local and National Agencies (e.g. DENR or other agencies, LGUs, etc.) **(3 pts.)**
- \_\_\_\_\_ Linkages with International Development Partners (e.g. United Nations Environment Programme, United Nations Development Programme, UNESCO, etc.) **(3 pts.)**
- \_\_\_\_\_ Students are given opportunities and skills to participate constructively in helping to solve local community environmental problems **(1 pt.)**

## **F. STUDENT ENGAGEMENT (10 pts.)**

- \_\_\_\_\_ Presence of a functioning eco-club among the student, teachers and other non-student sector in campus with at least one eco-project per school year over the past two years **(2.5 pts.)**
- \_\_\_\_\_ Students are given opportunities and skills to participate constructively in helping to solve local community environmental problems **(2.5 pts.)**
- \_\_\_\_\_ The school plays an active role in building support for cultural diversity both within the school and its wider community **(2.5 pts.)**
- \_\_\_\_\_ Presence of programs for Indigenous Cultural Communities; Celebration of cultural diversity and application of cultural inclusivity **(2.5 pts)**

## **Special Category No. 1: The Nestle Water Leadership Award**

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

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.)

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.)

Programs and Initiatives/Projects:

\_\_\_\_\_Initiatives on Water Efficiency and Conservation (20 pts.)  
\_\_\_\_\_Waste water treatment initiatives (10 pts.)

Monitoring:

\_\_\_\_\_Monitoring and measurement (8 pts.)

Maintenance:

\_\_\_\_\_Periodic Review of the Program/Initiatives (7 pts.)

### **Special Category No. 2: The Energy Leadership Award**

\_\_\_\_\_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**

\_\_\_\_\_  
**Position/Institution**

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*(Do not write below this line)*

**Printed Name of Receiver:**

**Date Received:**

\_\_\_\_\_

\_\_\_\_\_

## **2019 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 Global Action Program of the Post United Nations Decade of Education for Sustainable Development (UNDESD) that has been declared for the years 2005-2014 and National Environmental Education Action Plan for Sustainable Development for 2018 to 2040.

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 Global Action Program of the Post 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 to the Post ASEAN Environment Year 2015 Celebration with the theme “***Empowering the Youth for a Green ASEAN Community***”, 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 (2009-2018).

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 Colleges.

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 Colleges. In 2015 National Search for Sustainable and Eco-Friendly Schools, the following emerged as winners: Divisoria Elementary School in Santiago City, Isabela for Elementary; Bintawan National High School in Villaverde, Nueva Vizcaya for High School; and Foundation University in Dumaguete City, Negros Oriental for Colleges. And in 2017 National Search for Sustainable and Eco-Friendly Schools, the following emerged as winners: Payao Elementary School in Payao, Binalbagan, Negros Occidental (Negros Island Region), Divisoria High School in Santiago City, Isabela (Region 2- Cagayan Valley) and Don Mariano Marcos Memorial State University – North La Union Campus in Bacnotan, La Union (Region 1 – Ilocos Region) for Colleges.

For 2019, another National Search for Sustainable and Eco-Friendly School is in place, to give recognition to the environmental initiatives of schools over the country. The National Search that will give recognition awards to Best Schools is planned to repeat periodically.

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

- developing environmental policies for the school;
- campus planning, design and development structured and managed to achieve and surpass zero net carbon/water/waste to become a regenerative organization with the context of the local region;
- physical operations and maintenance focused on supporting and enabling enabling zero net carbon/water/waste goals including effective monitoring , reporting and continual improvement;
- policies and practices which foster equity , diversity, and quality of life for students, staff, and the broader community within which the university/school is based;
- physical cleanliness, orderliness and beautification of the school;

- energy conservation and efficiency and electrical safety;
- water conservation/water management (maintenance of potable water) including prevention and/or treatment of water pollution;
- paper conservation/paper recycling;
- waste prevention, 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;
- celebration of cultural diversity and application of cultural inclusivity; and
- framework of support cooperation among universities/colleges/schools both nationally and globally

### **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:**

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:**

**I. FOR ELEMENTARY AND HIGH SCHOOL CATEGORY:**

**1. Clear articulation and integration of social, ethical, environment and climate change dimensions in the institution's vision, mission and governance (15 points)**

	Points
The School Improvement Plan or its equivalent, incorporates, integrates and clearly articulates sustainability thrust, to include climate change dimensions	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.
Efforts to create awareness on SDGS (on any of the 17 Sustainable Development Goals) and the national level development plans among the students	5 pts.

**2. Environment and Climate Change Dimensions in School Operations**

**Environmental Domain (30 pts)**

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.)	4 pts.
Paper conservation program (e.g. efficient consumption of paper; presence of paper conservation trays, etc.)	4 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)	4 pts.
Water conservation program (e.g. repair of leaking faucets, retrofitting of faucets to spray type and water- efficient toilet flush, rainwater harvesting facility, etc.)	2 pts.
Pollution prevention program (e.g. air and water pollution prevention program, ban on entry of smoke belching vehicles/idling of vehicles on the campus, presence of signages, etc.)	2 pts.

Greening program (presence of plants, trees, mini-gardens etc.)	4 pts.
Other environmental and natural resources management program/s not mentioned above (e.g. biodiversity conservation program and management program, etc.)	4 pts.
Climate Change and Disaster Risk Reduction programs	4 pts.
Environmental awards received (from 2017-present)	2 pts.

### **3. Environment and Climate Change-related Features of the School Curriculum (10 points for all categories)**

Integration of environment themes into the curriculum	3 pts.
Presence of climate change and Disaster Risk Reduction themes in the curriculum	3 pts.
Presence of in-service environment and climate change training for faculty members	2 pts.
Presence of environment and climate change support instructional materials for use by teachers and students	2 pts.

### **4. Presence of Vibrant Eco Organizations in Campus (8 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.
Allocation of financial and logistical support by the schools to the student eco-club	2 pts.
The campus as a “living laboratory” – student involvement in environmental learning to transform to a learning environment	2 pts.

### **5. Presence of Environmental Partners and Linkages in Various Programs, Projects and Activities (7 points for all categories)**

Linkages with Local and National Agencies (e.g. DENR or other agencies, LGUs, etc.)	3 pts.
Linkages with International Agencies (e.g. United Nations Environment Programme, United Nations Development Programme, UNESCO, etc.)	1 pt.
Outreach and service to wider community, including partnerships with non-government organizations and industries	3 pts.

## 6. Socio-Cultural Sustainability – (25 points)

<p>The prevailing values of the school and the curriculum is sensitive to issues of gender equity</p> <ul style="list-style-type: none"> <li>• Equal number or more women staff given positions/administrative roles on the school (based on qualification and merit)</li> <li>• Female students hold leaderships roles in the school (good balance /good percentage out of the total number of such positions)</li> <li>• Presence of a GAD Office or GAD focal point</li> <li>• Language used in teaching /lesson plans / books (for HS and College only) is gender responsive</li> </ul>	8 pts.
Students are given opportunities and skills to participate constructively in helping to solve local community problems	3 pts.
Existing Student Organizations/School Clubs	2 pts.
<ul style="list-style-type: none"> <li>• The prevailing values of the school and the curriculum adequately prepare students for life as citizens of a multi-cultural society and global community</li> <li>• Presence of global awareness program in the curriculum and instruction</li> </ul>	3 pts.
<ul style="list-style-type: none"> <li>• The special needs of all students, especially those with physical or learning disabilities are catered for <ul style="list-style-type: none"> <li>o Special Education Programs</li> <li>o Inclusive education</li> <li>o Presence of accessibility structures for Persons With Disabilities/PDAs or children with special needs</li> </ul> </li> </ul>	3 pts.
<ul style="list-style-type: none"> <li>• The staff are skilled in conflict resolution strategies as a support for positive student behavior <ul style="list-style-type: none"> <li>o Guidance counselor with record of counseling cases</li> <li>o Presence of program for conflict resolution</li> <li>o Grievance committee</li> <li>o Implementation of DepEd Child Protection Policy (including anti-bullying)</li> </ul> </li> </ul>	3 pts.
<ul style="list-style-type: none"> <li>• The school plays an active role in building support for cultural diversity both within the school and its wider community</li> </ul> <p>Presence of programs for Indigenous Cultural Communities</p>	3 pts.

## 7. Economic Sustainability – (5 points)

A spirit of cooperation and sharing – not competition – is modeled in the allocation of resources in the school	2 pts.
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<p>Students shall learn small business skills through opportunities to organize school and community projects</p> <ul style="list-style-type: none"> <li>• Such as a Young Entrepreneur Cooperative in School or its equivalent</li> <li>• Environment-friendly Income- generating Activities/Programs/Projects with financial report</li> </ul>	2 pts.
<p>A culture of maintenance ensures that all school buildings and equipment are kept in good repair and maintained in good condition</p> <ul style="list-style-type: none"> <li>• Presence of report indicating level of involvement of stakeholders in the Brigada Eskwela Program</li> <li>• Presence of institutionalized feedback mechanism for school maintenance</li> </ul>	1 pt.

## II. FOR HIGHER EDUCATION CATEGORY:

### A. ADMINISTRATION (10 points)

#### **Clear articulation and integration of social, ethical, environment and climate change dimension in the institution's vision, mission and governance (2 pts)**

- Higher Education Institution strategic plan or its equivalent, incorporates, integrates and clearly articulates sustainability thrust, to include climate change dimensions
- The Policy of the school is communicated to constituents in the school (students, academic and non-academic staff, and parent-teachers' association, budget allocation).
- A person or a committee is assigned to implement programs and projects for the school.
- Efforts to create awareness on anyone or a combination of the 17 Sustainable Development Goals and the national level development plans among the students

#### **Integration of social, economic, environmental sustainability and climate change dimension across the curriculum, commitment to critical systems thinking and interdisciplinarity, sustainability literacy expressed as a universal graduate attribute (2 pts)**

- Integration of social, economic, environmental sustainability and climate change dimension themes into the curriculum
- Presence of in-service environmental training for faculty members

- Presence of environmental support instructional materials for use by teachers and students
- Presence of environmental degree/certificate programs being offered by the school

### **Socio-cultural Domain ( 2pts)**

- Integration on peace and inclusiveness into the curriculum
- Presence of instructional materials to support peace and inclusive societies education for use by teachers and students
- The prevailing values of the school and the curriculum adequately prepares students for life as citizens of a multi-cultural society and global community

### **Campus planning, design and development structured and managed to achieve low carbon/water/waste, to become a regenerative organisation within the context of the local bioregion. ( 2 pts)**

- Allocation of financial and logistical support by the schools to the student eco-club
- Poverty awareness & assistance programs/Bayanihan Programs (donation drives, dissemination of values (caring & sharing society), soup kitchen , assistance for under privileged students other than food)
- School garden program (from which students benefit from the harvest or sales of the produce)

### **Policies and practices which foster equity, diversity and quality of life for students, staff, and the broader community within which the university is based ( 2 pts)**

- The prevailing values of the school and the curriculum is sensitive to issues of gender equity
  - Presence of a Gender and Development (GAD) Office or GAD focal point
  - Language used in teaching lesson plans, books and other forms of media is gender sensitive

- The special needs of all students, especially those with physical or learning disabilities are catered for
  - Special Education Programs
  - Inclusive education
  - Presence of accessibility structures for Persons with Disability or children with special needs
- Staff are skilled in conflict resolution strategies as a support for positive student behavior
  - Guidance counselor with record of counseling cases
  - Presence of program for conflict resolution
  - Grievance committee
- Implementation of Student Protection Policy
- Life skill classes offered to the community ( based on local community needs)
- The school plays an active role in building support for cultural diversity both within the school and its wider community (Presence of programs for Indigenous People/Peripheral Communities/etc)

## **B. CURRICULUM AND INSTRUCTION ( 20 points)**

**The campus as “living laboratory”– student involvement in environmental learning to transform the learning environment**

- Students are given opportunities and skills to participate constructively in helping to solve local community problems **( 8 pts)**
- Presence of climate change and disaster risk reduction themes in the curriculum **( 4 pts)**
- The school plays an active role in building support for cultural diversity both within the school and its wider community (Presence of programs for Indigenous People/Peripheral Communities/etc) **( 4 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. Presence of global awareness program in the curriculum and instruction**( 4 pts)**



### **C. ENVIRONMENTAL SUSTAINABILITY AND CLIMATE CHANGE PROGRAMS (40 points)**

**Physical operations and maintenance focused on supporting and enabling environment and climate change goals, including effective monitoring, reporting and continual improvement**

- 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.) (6 pts)
- Paper conservation program (e.g. efficient consumption of paper; presence of paper conservation trays, etc.) (6 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) (6 pts)
- Water conservation program (e.g. repair of leaking faucets, retrofitting of faucets to spray type and water- efficient toilet flush, rainwater harvesting facility, etc., including prevention and/or treatment of water pollution) (6 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.) (6 pts)
- Greening program (presence of indigenous plants, trees, mini-gardens etc.) (6 pts)
- Other environmental and natural resources management program/s not mentioned above (e.g. biodiversity conservation program, etc.) (4 pts)

### **D. RESEARCH (10 points)**

**Dedicated research on sustainability topics and consideration of “quadruple bottom line” sustainability aspects in all other research**

**Faculty members engaged, in topics of research on the following:**

- Environment and Climate Change (2.5 pts)
- Economic (2.5 pts)
- Social (2.5 pts)
- Governance ( 2.5 pts)

## **E. EXTENSION (10 points)**

### **1. Outreach and service to the wider community, including partnerships with schools, government, non-governmental organisations and industry**

- Frameworks to support cooperation among universities both nationally and globally **(3 points)**
- Linkages with Local and National Agencies (e.g. DENR or other agencies, LGUs, etc.) **(3 pts.)**
- Linkages with International Agencies (e.g. United Nations Environment Programme, United Nations Development Programme, UNESCO, etc.) **(3 pts.)**
- Students are given opportunities and skills to participate constructively in helping to solve local community problems **(1 pt.)**

## **F. STUDENT ENGAGEMENT (10 points)**

- Presence of a functioning eco-club among the student, teachers and other non-student sector in campus with at least one eco-project per school year over the past two years (2.5 pts)
- Students are given opportunities and skills to participate constructively in helping to solve local community problems (2.5 pts)
- The school plays an active role in building support for cultural diversity both within the school and its wider community (2.5 pts)
- Presence of programs for Indigenous Cultural Communities, Celebration of cultural diversity and application of cultural inclusivity (transfer to Student Engagement) (2.5 pts)

### III. THE SPECIAL CATEGORY LEADERSHIP AWARDS:

#### A. The Nestle Water Leadership Award

The **Nestlé Water Leadership Award** was 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 <b>(7 pts.)</b> Long-term and short-term Objectives <b>(8 pts.)</b>	<b>15 pts</b>
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) <b>(5 pts.)</b> - Support by the school to the committees / organizations / clubs <b>(5 pts.)</b>  b. Competence, Training and Awareness - Faculty training on Water Education <b>(10 pts.)</b> - Integration of Water Education into the curriculum <b>(10 pts.)</b> - Outreach initiatives on Water Awareness to local community and other stakeholders <b>(10 pts.)</b>  c. Programs and Initiatives/Projects - Initiatives on Water Efficiency and Conservation <b>(20 pts.)</b> - Waste water treatment initiatives <b>(10 pts.)</b>	<b>70 pts.</b>
Monitoring	Monitoring and measurement (reduction in water consumption, etc.)	<b>8 pts.</b>
Maintenance	Periodic Review of the Program/Initiatives	<b>7 pts.</b>

## B. The 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 activities, energy awareness training and education, etc.

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?	<b>20 pts.</b>
Sustainability – How does the school to sustain the program? – What are the future plans?	<b>15 pts.</b>

### **C. The LANDBANK Green Leadership Award**

**The LANDBANK Green Leadership Award will be given to the three National First Prize Winners per Category**

**8. 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.

- 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)”**

## 9. 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 26, 2019.**

**10. 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 28, 2019.** 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.

**11. 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.**

## 12. 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	<b>=P= 50,000.00</b>
Second Prize	<b>=P= 40,000.00</b>
Third Prize	<b>=P= 30,000.00</b>

### **High School Category**

First Prize	<b>=P= 50,000.00</b>
Second Prize	<b>=P= 40,000.00</b>
Third Prize	<b>=P= 30,000.00</b>

### **Elementary School Category**

First Prize	<b>=P= 50,000.00</b>
Second Prize	<b>=P= 40,000.00</b>
Third Prize	<b>=P= 30,000.00</b>

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

12.5 The Nestle Water Leadership Award at the regional level 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	<b>=P=20,000.00</b>
High School Category	<b>=P=20,000.00</b>
Elementary School Category	<b>=P=20,000.00</b>

12.7 The Energy Leadership Award at the regional level shall be as follows ::

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

12.8 The Energy Leadership Award at the National Level shall be as follows:

College Category	<b>=P=20,000.00</b>
High School Category	<b>=P=20,000.00</b>
Elementary School Category	<b>=P=20,000.00</b>

### **12.8 The LANDBANK Green Leadership Award**

National level

Elementary	P25,000.00
High school	P25,000.00
Tertiary	P25,000.00

**13. PREPARATION OF MATERIALS FOR THE SCHOOL INITIATIVES.** Regional finalists should submit exhibit-ready materials of their entry by **July 31, 2019** 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.**

**14. 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 2019**, in time for the National Environmental Awareness Month celebration.

**15. ECO FRIENDLY SCHOOL FACEBOOK PAGE.** A Facebook page containing the schools’ initiatives and important information will be periodically uploaded at the Eco-friendly School Facebook page so that it can be venue for continuing exchange of information for initiatives of sustainable and eco-friendly schools in the country.

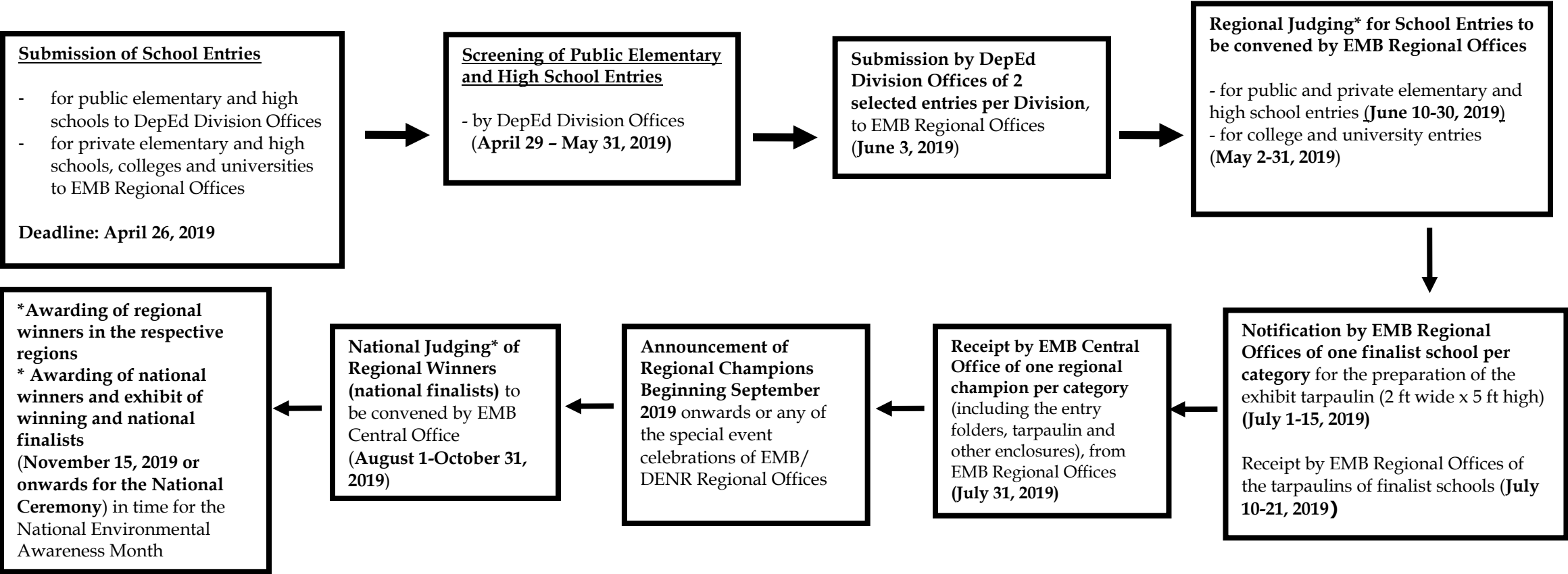
To facilitate faster uploading of your school initiative, please prepare a one-page description of your environmental programs and projects, and two photos with caption and email to [ecofriendlyschoools@gmail.com](mailto:ecofriendlyschoools@gmail.com).

**16. 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](mailto:ecofriendlyschoools@gmail.com)

**\*\* Previous national winners (FIRST PRIZE) in the 2009, 2011, 2013, 2015, and 2017 national search are no longer eligible to join.**



Proposed Timelines for the 2019 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 EMB Regional/Central Offices, and at an odd-numbered Team Composition