

Republic of the Philippines  
**DEPARTMENT OF EDUCATION**  
Negros Island Region

**SCHOOLS DIVISION OF NEGROS ORIENTAL**  
**Office of the School Governance and Operations Division**  
Capitol Area, Dumaguete City

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SGOD Office (035) 225 - 6180

February 2, 2017

**DIVISION MEMORANDUM**

No. 38 s. 2017

**2017 NATIONAL SEARCH FOR SUSTAINABLE AND ECO-FRIENDLY SCHOOLS**

**TO:** Assistant Schools Division Superintendents  
SGOD & CID Chief Education Program Supervisors  
Division Education Program Supervisors/ Division Coordinators  
Section Heads/ Education Program Specialists  
Public School District Supervisors  
School Managers  
All Others Concerned

1. Attached is a letter-invitation dated January 18, 2017, stipulating the objectives of the National Search for Sustainable and Eco-Friendly Schools and disseminating detailed mechanics of the aforementioned contest through its brochures.
2. All schools are encouraged to participate actively on the said undertaking and please do coordinate closely with **Dr. Juliet J. Tuala, DEPS-Mapeh**.
3. For profound details, please refer to the attached brochure.
4. Widest and immediate dissemination of this memorandum is desired.
5. For guidance and compliance

**SALUSTIANO T. JIMENEZ, LI. B. CESO VI**  
*OIC-Office of the Assistant Regional Director*  
*Concurrent OIC, Schools Division Superintendent*

STJ/rbp/jcc

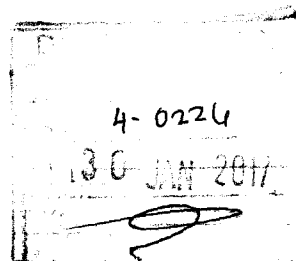


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Republic of the Philippines  
Department of Environment and Natural Resources  
**ENVIRONMENTAL MANAGEMENT BUREAU**  
DENR Compound, Visayas Avenue, Diliman, Quezon City 1116  
Telephone Nos.: 925-47-93 to 97/927-15-17/ Fax No. 9271518  
Visit us at [www.emb.gov.ph](http://www.emb.gov.ph)

January 18, 2017



**DR. SALUSTIANO JIMENEZ**

OIC, Regional Director and OIC, Schools Division Superintendent

**DEPARTMENT OF EDUCATION – DIVISION OF NEGROS ORIENTAL**

Capitol Area, Dumaguete City

Dear Dr. Jimenez:


The Environmental Management Bureau of the Department of Environment and Natural Resources is pleased to provide you 100 copies of the 2017 National Search for Sustainable and Eco-Friendly Schools Brochure.

The objectives of the National Search are to encourage schools/academic institutions to become more actively involved in environmental issues at a practical and local level; and 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 brochure features the detailed mechanics of the 2017 National Search for Sustainable and Eco-Friendly Schools. The brochure also includes the timeline and the entry form, which we hope these could be distributed to the various schools in your division.

Thank you for very much your kind cooperation.

Very truly yours,

  
MS. ELENIDA DEL ROSARIO-BASUG  
Chief, Environmental Education  
and Information Division



**2017**

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



**DepED**  
DEPARTMENT OF EDUCATION



**ONE MERALCO**  
FOUNDATION



**LANDBANK**



**Smart**

## 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 the ASEAN Environmental Education Action Plan for Sustainable Development (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 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 is part of 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 (2014-2018).

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: Penablanca 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 Higher Education. Meanwhile, for 2011 National Search for Sustainable and Eco-Friendly



Schools, the following emerged as winners: Jiranan 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 Higher Education.

In the 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 Higher Education. In the 2015 National Search for Sustainable and Eco-Friendly Schools, the following emerged as winners: Divisoria Elementary School in Santiago City, Isabela for Elementary; Birtawan National High School in Villaverde, Nueva Vizcaya for High School; and Foundation University in Dumaguete City, Negros Oriental for Higher Education. For 2017, 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 the Best Schools is planned to repeat periodically.

For the 2017 National Search for Sustainable and Eco-friendly Schools, special categories on the **Nestlé Water Leadership Award** will again be awarded 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 **LANDBANK Green Leadership Award** will recognize schools that promote overall environmental sustainability.

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

- o developing environmental policies for the school;
- o 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;
- o physical operations and maintenance focused on supporting and enabling enabling zero net carbon/water/waste goals including effective monitoring, reporting and continual improvement;
- o 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;
- o physical cleanliness, orderliness and beautification of the school;
- o energy conservation and efficiency and electrical safety;
- o water conservation/water management (maintenance of potable water) including prevention and/or treatment of water pollution;
- o paper conservation/paper recycling;
- o waste prevention, reduction, waste segregation, recycling and composting;
- o air, water and soil pollution control;
- o seedling production/vegetable gardening and marketing;
- o reforestation and/or nursery establishment;
- o establishment of a botanical garden;

- o herbarium;
- o establishment of bio-park;
- o environmental audits of school's operations and facilities;
- o integration of environmental themes into the school curriculum;
- o conduct of in-service environmental training for faculty members;
- o presence of environmental clubs/organization;
- o development of environmental support instructional materials;
- o offering of environmental degrees/certificate programs;
- o environment and natural resource-related research works and studies;
- o 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;
- o 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;
- o climate change mitigation and adaptation programs;
- o disaster risk reduction and management programs;
- o celebration of cultural diversity and application of cultural inclusivity; and
- o 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 and environmental responsibility in the institution's vision, mission and governance (10 points)

- The School Improvement Plan of the school incorporates, integrates and clearly articulates sustainability thrust. (4 points)
- The Policy of the school is communicated to constituents in the school (students, academic and non-academic staff, and parent-teachers' association). (3 points)
- A person or a committee is assigned to implement programs and projects for the school. (3 points)

##### 2. Environmental Dimensions of School Operations (40 points)

- 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 points)
- Paper conservation program (e.g. efficient consumption of paper, presence of paper conservation trays, etc.) (6 points)
- 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 points)
- Water conservation program (e.g. repair of leaking faucets, signages, etc.) (6 points)
- 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 points)
- Greening program (presence of plants, trees, mini-gardens etc.) (6 points)
- Environmental awards received (from 2015-present) (2 points)
- 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.) (2 points)

##### 3. Environment-related Features of the School Curriculum (20 points)

- Integration of environmental themes into the curriculum (7 points)
- Presence of in-service environmental training for faculty members (7 points)
- Presence of environmental support instructional materials for use by teachers and students (6 points)

##### 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 two years (2 points)
- Presence of support eco-club or committee among the parents, teachers and other non-student sector in campus (3 points)
- Allocation of financial and logistical support by the schools to the student eco-club (3 points)
- The campus as a "living laboratory" – student involvement in environmental learning to transform to a learning environment (4 points)

##### 5. Presence of Environmental Partners and Linkages in Various Programs, Projects and Activities (9 points)

- Linkages with Local and National Agencies (e.g. DENR or other agencies, LGUs, etc.) (2 points)
- Linkages with International Agencies (e.g. United Nations Environment Programme, United Nations Development Programme, UNESCO, etc.) (3 points)
- Outreach and service to wider community, including partnerships with non-government organizations and industries (4 points)

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

- The prevailing values of the school and the curriculum is sensitive to issues of gender equity (1 point)
  - 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 (1 point)
- 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 (1 point)
- 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 (1 point)

- o SPED Programs
  - o Inclusive education
  - o 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 point)**
    - o Guidance counselor with record of counseling cases
    - o Presence of program for conflict resolution
    - o Grievance committee
    - o Implementation of DepEd Child Protection Policy
  - The school plays an active role in building support for cultural diversity both within the school and its wider community **(1 point)**
    - o Presence of programs for Indigenous People/Muslims/etc.
- 7. Economic Sustainability – (5 points)**
- A spirit of cooperation and sharing – not competition – is modeled in the allocation of resources in the school **(2 points)**
  - Presence of Cooperative for Teachers and Staff
  - Students shall learn small business skills through opportunities to organize school and community projects **(2 points)**
    - o YECS –Young Entrepreneur Cooperative in School
    - o 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 **(1 point)**
    - o Presence of report indicating level of involvement of stakeholders in the Brigada Eskwela Program
  - o Presence of institutionalized feedback mechanism for school maintenance

## II. FOR HIGHER EDUCATION CATEGORY:

### ADMINISTRATION (10 points)

1. **Clear articulation and integration of social, ethical and environmental responsibility in the institution's vision, mission and governance**
  - HEI strategic plan clearly articulates environmental sustainability thrust
  - 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.
2. **Integration of social, economic and environmental sustainability across the curriculum, commitment to critical systems thinking and interdisciplinarity, sustainability literacy expressed as a universal graduate attribute**
  - Integration of social, economic and environmental sustainability 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
3. **Campus planning, design and development structured and managed to achieve and surpass zero net carbon/water/waste, to become a regenerative organisation within the context of the local bioregion.**
  - Allocation of financial and logistical support by the schools to the student eco-club
  - Environmental awards received (from 2015-present)
4. **Policies and practices which foster equity, diversity and quality of life for students, staff, and the broader community within which the university is based**
  - The prevailing values of the school and the curriculum is sensitive to issues of gender equity
    - o Presence of a Gender and Development (GAD) Office or GAD focal point
  - Gender-sensitive language used in teaching lesson plans, books and other forms of media
  - The special needs of all students, especially those with physical or learning disabilities are catered for
    - o Special Education Programs
    - o Inclusive education
  - o Presence of accessibility structures for persons with disabilities or children with special needs



- All 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

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

### **5. 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
- 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

## **SUSTAINABILITY PROGRAMS (40 points)**

### **6. Physical operations and maintenance focused on supporting and enabling environmental 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.)
- Paper conservation program (e.g. efficient consumption of paper, presence of paper conservation trays, etc.)
- Energy efficiency and conservation program (e.g. replacement of incandescent lamp with compact fluorescent lamps, turning off of machine when not in use, etc)
- Water conservation program (e.g. repair of leaking faucets, signages, etc.), including prevention and/or treatment of water pollution
- 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.)
- Greening program (presence of indigenous plants, trees, mini-gardens, etc.)
- 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.)

## **7. Celebration of cultural diversity and application of cultural inclusivity**

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## **RESEARCH**

### **8. Dedicated research on sustainability topics and consideration of "quadruple bottom line" sustainability aspects in all other researches (10 points)**

- Number of faculty engaged, including the concepts researched and impacts
- Environment (2.5 points)
  - Economic (2.5 points)
  - Social (2.5 points)
  - Governance ( 2.5 points)

## **EXTENSION**

### **9. Outreach and service to the wider community, including partnerships with schools, government, non-governmental organisations and industry (10 points)**

- Frameworks to support cooperation among universities both nationally and globally (5 points)
- Linkages with local and National Agencies (e.g. DENR or other agencies, LGUs, etc.) (4 points)
- Linkages with International Agencies (e.g. United Nations Environment Programme, United Nations Development Programme, UNESCO, etc.) (4 points)
- Students are given opportunities and skills to participate constructively in helping to solve local community problems (2 points)

## **STUDENT ENGAGEMENT**

- Presence of a functioning eco-club among the students, teachers and other non-student sector in campus with at least one eco-project per school year over the past two years
- 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/Muslims/etc.

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III. THE SPECIAL CATEGORY LEADERSHIP AWARDS:

A. The Nestlé Water Leadership Award

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

B. The Meralco Energy Leadership Award

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

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

**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:

### Higher Education 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:

Higher Education 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:

Higher Education Category **=P=20,000.00**  
High School Category **=P=20,000.00**  
Elementary School Category **=P=20,000.00**

**13. PREPARATION OF MATERIALS FOR THE SCHOOL INITIATIVES.** Regional finalists should submit exhibit-ready materials of their entry by **July 31, 2017** 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 15, 2017**, in time for the National Environmental Awareness Month celebration.

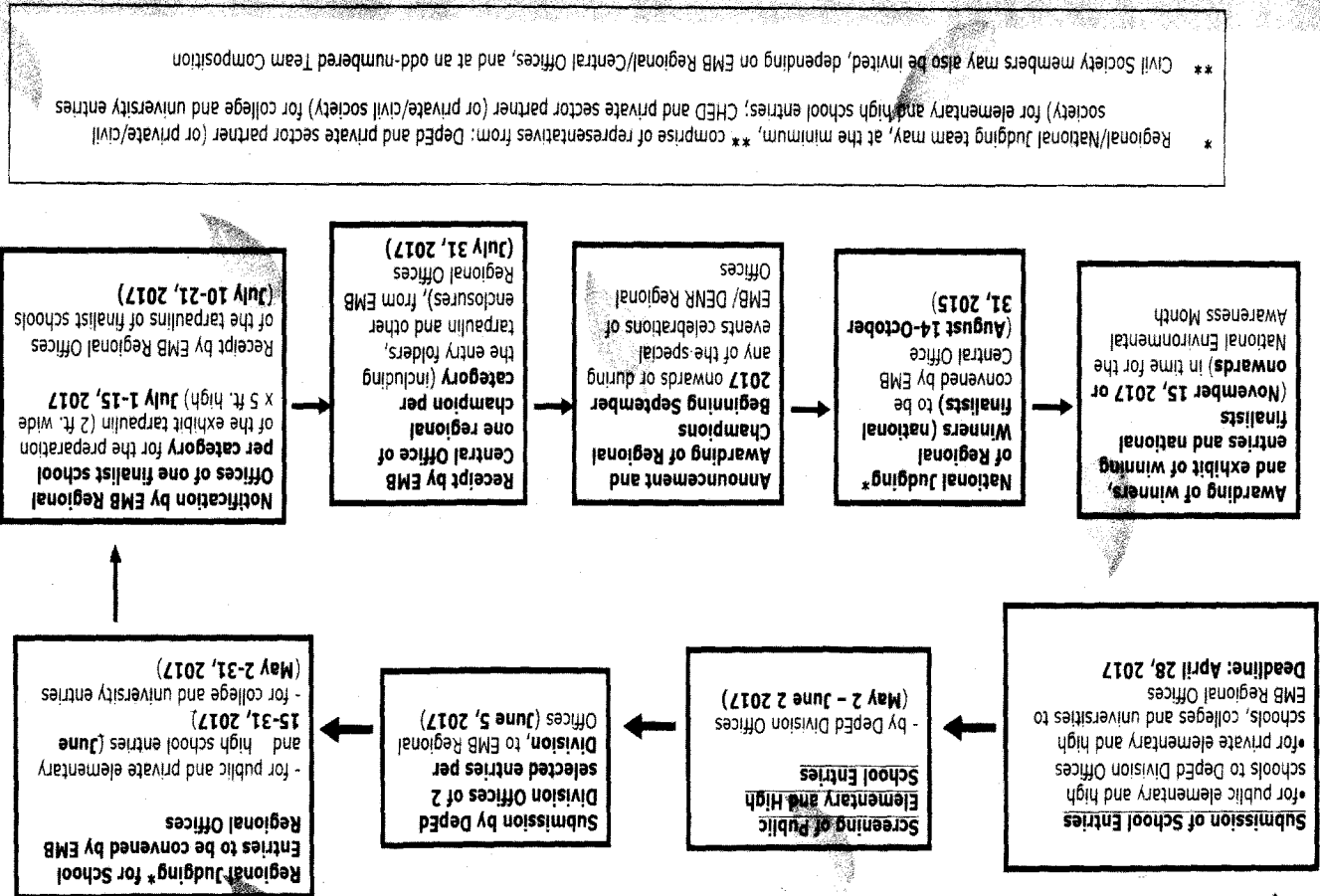
**15. PROGRAM WEBSITE.** A program website containing the schools' initiatives and important information will be periodically uploaded at the sustainable schools website ([www.sustainableschools.ph](http://www.sustainableschools.ph)), so that it can be venue for continuing exchange of information for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

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

**\*\* Previous national winners (first, second and third) in the 2009, 2011, 2013 and 2015 Search are no longer eligible to join.**

# 2017 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

## 2017 NATIONAL SEARCH FOR SUSTAINABLE & ECO-FRIENDLY SCHOOLS (A Recognition Awards for Sustainable & Eco-Friendly Schools) ENTRY FORM

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

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

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

II. For Elementary and High School Category:

1. Clear articulation and integration of social, ethical and environmental responsibility in the institution's vision, mission and governance (10 pts.)

The School Improvement Plan of the school incorporates, integrates and clearly articulates 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. Environmental Dimensions of School Operations (40 pts.)

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.) (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,



preventive program, parking of smoke-belching vehicles in the campus, presence of signages, etc.) (6 pts.)

Greening program (presence of plants, trees, mini-gardens, organic garden, etc.) (5 pts.)

Environmental awards received (from 2015-present) (2 pts.)

Other environmental programs and natural resources management programs not mentioned above (e.g. biodiversity conservation program, climate change adaptation and mitigation program, disaster risk reduction and management program, etc.) (2 pts.)

### 3. Environment-related Features of the School Curriculum (20 pts.)

Integration of environmental themes into the curriculum (7 pts.)

Presence of in-service environmental training for faculty members (7 pts.)

Presence of environmental support instructional materials for use by teachers and students (6 pts.)

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

Presence of a functioning eco-club among the students with at least one eco project per school year over the past 2 years (2 pts.)

Presence of a support eco club or committee among the parents, teachers and other non-student sector in campus (2 pts.)

Allocation of financial and logistical support by the school to the student eco-club (3 pts.)

The campus as a "living laboratory" – student involvement in environmental learning to transform to a learning environment (4 pts.)

### 5. Presence of Partners and Linkages in Environment Programs/Projects (9 pts.)

Linkages with Local Agencies (e.g. DENR or other agencies, LGUs, etc.) (3 pts.)

Linkages with International Agencies (e.g. UN Environment Programme, UN Development Programme, UNESCO) (3 pts.)

Outreach and service to wider community, including partnerships with non-government organizations and industries (3 pts.)

### 6. Social Gender Sustainability (6 pts.)

The prevailing values of the school and the curriculum is sensitive to issues of gender equity (1 pt.)

Students are given opportunities and skills to participate constructively in helping to solve local community problems (1 pt.)

The prevailing values of the school and the curriculum adequately prepares students for life as citizens of a multi-cultural society and global community (1 pt.)

The special needs of all students, especially those with physical or learning disabilities are catered for (1 pt.)

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 (5 pts.)

A spirit of cooperation and sharing – not competition – is modeled in the allocation of resources in the school (2 pts.)

Students shall learn small business skills through opportunities to organize school and community projects (2 pts.)

A culture of maintenance ensures that all school buildings and equipment are kept in good repair and maintained in good condition (1 pt.)

### III. For Higher Education Category:

#### 1. Administration (10 pts.)

Clear articulation and integration of social, ethical and environmental responsibility in the institution's vision, mission and governance (3 pts.)

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

Campus planning, design and development structured and managed to achieve and surpass zero net carbon/water/waste, to become a regenerative organization within the context of the local bioregion (2 pts.)

life for students, staff, and the broader community within which the university is based (2 pts.)

## 2. Curriculum and Instruction (20 pts.)

The campus as a "living laboratory" - student involvement in environmental learning to transform the learning environment (20 pts.)

## 3. Sustainability Programs (40 pts.)

Physical operations and maintenance focused on supporting and enabling environmental goals, include effective monitoring, reporting and continual improvement (30 pts.)  
Celebration of cultural diversity and application of cultural inclusivity (10 pts.)

## 4. Research (10 pts.)

Dedicated research on sustainability topics and consideration of "quadruple bottom line" sustainability aspects in all other research (10 pts.)

## 5. Extension (10 pts.)

Outreach and service to the wider community, including partnerships with schools, government, non-government organizations and industry (10 pts.)

## 6. Student Involvement (10 pts.)

Presence of a functioning eco-club among the student, teachers and non-other student sector in campus with at least one eco-project per school year over the past two years (5 pts.)  
The school plays an active role in building support for cultural diversity both within the school and its wider community (5 pts.)

to recognize and promote solutions, practices and initiatives of schools in water conservation and management.

## 1. Plan:

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

## 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.)

## 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.)

## 4. Programs and Initiatives/Projects:

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

## 5. Monitoring:

Monitoring and measurement (8 pts.)

## 6. Maintenance:

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



...and 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

Position/Institution

Printed Name of Receiver:

Date Received: