



Republic of the Philippines
Department of Education
Cordillera Administrative Region
SCHOOLS DIVISION OFFICE- IFUGAO
Lagawe



DIVISION MEMORANDUM

No. 142 s. 2016

TO: ALL PSDSs, ELEMENTARY AND SECONDARY SCHOOL HEADS
This Division

FROM: JACQUELINE C. LUNAG
SGOD-Chief

DATE: August 4, 2016

SUBJECT: 2016 DIVISION SEARCH FOR SUSTAINABLE & ECO-FRIENDLY SCHOOLS

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 are conducting the search for Sustainable and Eco-Friendly Schools every other year. 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 to become more actively involved in environmental issues at a practical and local level;
 - 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.
 - c. Prepare schools for the national search early next year.
3. The deadline for the submission of entries is on or before December 9, 2016.
4. All winning entries for each category will be given Certificate of Recognition during the School Closing Program. Winners will also be the division entry for the national search early next year.
5. For information, guidance, and proper action.

nna/8/5/2016

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

Entry Form

Name of school: _____
 Address: _____
 Contact person/s: _____
 Contact Numbers: _____
 E-mail Address: _____

- I. Brief Description of the Environmental Projects or programs of the school (not to exceed 200 words)
- II. Please check for appropriateness. Please attached 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).

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

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 forma of waste recycling, etc.) **(4pts)**
- _____ Energy conservation program (e.g. replacement of incandescent lamp with compact florescent lamps, turning off of machine when not in use, etc.) **(4pts)**
- _____ Paper conservation program (e.g efficient consumption of paper, presence of paper conservation trays, etc.) **(4pts)**

- Water conservation program (e.g. repair of leaking faucets, signages, etc.) (3pts)
 - 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.) (3pts)
 - Greening program (presence of plants, trees, mini-gardens, organic garden, etc.) (3pts)
 - Environmental awards received (from 2013-present) (2pts).
 - other environmental programs and natural resources management programs not mentioned above (e.g. biodiversity conservation program, etc.) (3pts)
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3. Environment-related Features of the School Curriculum (25 points)

(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)
- ### 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 (4pts)
 - Presence of a support eco club or committee among the parents, teachers and other non-student sector in campus (3pts)
 - Allocation of financial and logistical support by the school to the student eco-club (3pts)
- ### 5. Presence of Partners and Linkages in Environment Programs/Projects (10 pts)
- Linkages with Local Agencies (e.g. DENR or other agencies, LGUs, etc. (5pts)
 - Linkages with international Agencies (e. g. UN Environment Programme, UN Development Programme, UNESCO) (5pts)
- ### 6. Socio-Cultural Sustainability (10 pts)
- The prevailing values of the school and the curriculum is sensitive to issues of gender equity (2pts)
 - Students are given opportunities and skills to participate constructively in helping to solve local community problems (2pts)

- _____ The prevailing values of the school and the curriculum adequately prepares students for life as citizens of a multi-cultural society and global community (2pts)
- _____ The special needs of all students, especially those with physical or learning disabilities are catered for (2pts)
- _____ All staff are skilled in conflict resolution strategies as a support for positive student behavior (1pt)
- _____ The student plays an active role in building support for cultural diversity both within the school and its wider community (1pt)

7. Economic Sustainability (10pts)

- _____ A spirit of cooperation and sharing- not competition- is modeled in the allocation of resources in the school (3pts)
 - *presence of Cooperative for Teachers and Staff
- _____ Students shall learn small business skills through opportunities to organize school and community projects (4pts)
 - *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 (3pts)
 - *Presence of report indicating level of involvement of stakeholders in the BE program.

8. Special Category: The Nestle Water Leadership Award

	Criteria	Points
Plan	Commitments on water as part of the school's policy (7pts) Long-term and short-term objectives (8pts)	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) (5pts) –Support by the school to the committee/organizations/ clubs (5pts) b. B. Competence, Training and Awareness - Faculty training on Water Education (10pts) - Integration of Water Education into the curriculum (10pts) - Outreach initiatives on Water Awareness to local community and other stakeholders (10pts)	70 pts

	c. Programs and Initiatives/Projects - Initiatives on Water Efficiency and conservation (20pts) - Waste water treatment initiatives (10pts)	
Monitoring	Monitoring and measurement (8pts)	8 pts
Maintenance	Periodic Review of the Program/Initiatives (7pts)	7 pts
TOTAL		100

9. Special Category: the Meralco Energy Leadership Award

Areas to be considered:

- ✓ 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	Points
A. Brief description of the program -Discuss briefly what the program is all about	10
B. Need or opportunity addressed by the project/program -What need or opportunity in the school does the program or project addresses	10
C. Goals and Objectives -Objectives should be SMART (specific, measurable, attainable, realistic and time-bound)	10
D. Stakeholders Involve - Who are the different stakeholders involved? - How were the stakeholders involved? - What are their roles?	10
E. Implementation and Challenges - State how you implemented the program. - What challenges did you encounter? - What did you do to overcome the challenges?	10
F. results - What results were achieved?	10
G. Sustainability - How does the school to sustain the program? - What are the future plans?	10
Total	100

10. Participating Schools should submit the following documents:

- Contest Entry Form
 - 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
- (Please be selective with the supporting documents. Pick work samples that best represent your school, rather than sending every item.

Submitted by:

Signature over printed name

Position/ Institution

Certified Correct by:

Signature over printed name

Position/ Institution

(Do not write below this line)

Printed Name of Receiver:

Date Received:
