


UNNUMBERED MEMORANDUM

TO : All Public and Private Elementary and Secondary School Principals
YES-O Advisers
All Others Concerned



FROM : **DR. MERTHEL M. EVARDOME**
Acting Assistant Schools Division Superintendent
OIC- Office of the SDS

SUBJECT : **2015 NATIONAL SEARCH FOR SUSTAINABLE AND ECO-FRIENDLY SCHOOLS**

DATE : January 27, 2015

In response to RA-9512 also known as National Environmental Awareness Act of 2008 and in line with DepEd Memorandum No. 133, s. 2014 dated November 25, 2014 entitled "2015 Search for Sustainable Eco-Friendly Schools", this office encourages all schools to submit entries for the said search.

The search is open to elementary, secondary, and tertiary nationwide which aims to:

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

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

Enclosed are the rationale and criteria of the Search, among other information.

All winning entries for each category, together with the selected entries will be displayed during the national awarding ceremonies to be held on November 15, 2015 in time for the celebration of National Environmental Awareness Month.

The deadline for submission of entries for elementary and secondary schools to Division Office is on or before **April 10, 2015**. Selected entries from the elementary and secondary schools should be submitted by the **Division Office to Environmental Management Bureau (EMB) Regional Office on June 1, 2015**. The Regional finalists should submit the tarpaulin designs from July 8 to 19, 2015.

For more information and inquiries, all concerned may contact Mr. Lolito A. Makiramdam, EPS I-MAPEH, In-Charge of 2015 National Search for Sustainable and Eco-Friendly Schools at office telephone number 952-4760 and cellphone number 0999-524-3452 Smart or 0915-345-8497 Globe.

Immediate dissemination of this Memorandum is desired.



Republic of the Philippines
Department of Education

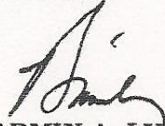
25 NOV 2014

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

2015 NATIONAL SEARCH FOR SUSTAINABLE AND ECO-FRIENDLY SCHOOLS

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

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


BR. ARMIN A. LUISTRO FSC
Secretary

Encls.:

As stated

Reference:

N o n e

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

PRIZES OR AWARDS

PROGRAMS

SCHOOLS

SEARCH

Alma/ DM 2015 national search for sustainable and eco-friendly schools
0756-November 8, 2014

2015 NATIONAL SEARCH FOR SUSTAINABLE AND ECO-FRIENDLY SCHOOLS

Rationale:

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

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

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

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

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

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

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

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

Objectives of the Program:

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

Mechanics:

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

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

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

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

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

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

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

3.1 (for elementary and high school education level)

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

3.2 (for tertiary level)

- Integration of environmental themes into the curriculum (4 pts.)
 - Presence of in-service environmental training for faculty members (7 pts.)
 - Presence of environmental support instructional materials for use by Teachers and students (10 pts.)
 - Presence of environmental degree/certificate programs being offered by the school (4 pts.)
- 4. Presence of Vibrant Eco Organizations in Campus (10 points in all categories)**
- Presence of a functioning eco-club among the students with at least one eco-project per school year over the past two years (4 pts.)
 - Presence of support eco-club or committee among the parents, teachers and other non-student sector in campus (3 pts.)
 - Allocation of financial and logistical support by the schools to the student eco-club (3 pts.)
- 5. Presence of Environmental Partners and Linkages in Various Programs, Projects and Activities (10 points for all categories)**
- Linkages with Local and National Agencies (e.g. DENR or other agencies, LGUs, etc.) (5 pts.)
 - Linkages with International Agencies (e.g. United Nations Environment Programme, United Nations Development Programme, UNESCO, etc.) (5 pts.)
- 6. Socio-Cultural Sustainability – (10 points)**
- The prevailing values of the school and the curriculum is sensitive to issues of gender equity (2 pts.)
 - Presence of a GAD Office or GAD focal point
 - Language used in teaching /lesson plans / books (for HS and College only)
 - Students are given opportunities and skills to participate constructively in helping to solve local community problems (2 pts.)
 - Existing Student Organizations/School Clubs
 - The prevailing values of the school and the curriculum adequately prepares students for life as citizens of a multi-cultural society and global community (2 pts.)
 - Presence of global awareness program in the curriculum and instruction
 - The special needs of all students, especially those with physical or learning disabilities are catered for (2 pts.)
 - SPED Programs
 - Inclusive education
 - Presence of accessibility structures for PWDs/PDAs or children with special needs
 - All staff are skilled in conflict resolution strategies as a support for positive student behavior (1 pt.)
 - Guidance counselor with record of counseling cases
 - Presence of program for conflict resolution
 - Grievance committee
 - Implementation of DepEd Child Protection Policy
 - The school plays an active role in building support for cultural diversity both within the school and its wider community (1 pt.)
 - Presence of programs for Indigenous People/Muslims/etc.

7. Economic Sustainability – (10 points)

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

8. Special Category: The Nestle Water Leadership Award

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

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

9. Special Category: The Meralco Energy Leadership Award

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

Areas can be considered for energy leadership:

- Electrical safety – programs implemented to ensure electrical safety by conducting electrical assessment and corrective measures.
- Energy efficiency and conservation programs – programs such as energy-saving 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?	20 pts.
Sustainability – How does the school to sustain the program? – What are the future plans?	15 pts.

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

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

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

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

11. SUBMISSION OF ENTRIES

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

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

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