




**CITY SCHOOLS DIVISION OFFICE OF ANTIPOLO**

**MEMORANDUM**

TO : OIC-Office of the Asst. Schools Division Superintendent  
Chiefs, CID and SGOD  
Unit and Section Heads  
All Other Concerned

FROM :  **DR. ROMMEL C. BAUTISTA, CESO V**  
Schools Division Superintendent

SUBJECT : **2019 SEARCH FOR SUSTAINABLE AND ECO-FRIENDLY SCHOOLS**

DATE : March 6, 2019

The Department of Education in Partnership with the Nestle Philippines, LandBank, Commission on Higher Education and the Environmental Management Bureau – DENR under the country's local response to the Global Action Program of the Post UNDES and AEEP, 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 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.





As a priority program 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. 9152 also known as the National Environmental Awareness and Education Act of 2008 under the National Environmental Awareness Education Action Plan for Sustainable Development (2009-2018).

In line with this, a National Search for Sustainable and Eco-Friendly Schools is in place with the following objectives:

1. To encourage schools/academic institutions to become more actively involved in environmental issues at a practical and local level and;



"EDUKASYONG TAPAT AT SAPAT PARA SA LAHAT"

 New Bldg - Sports Educational Hub, Sen. L. Sumulong Memorial Circle, Brgy. San Isidro, Antipolo City  
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Republic of the Philippines  
Department of Education  
Region IV-A CALABARZON

## CITY SCHOOLS DIVISION OFFICE OF ANTIPOLO



2. To develop skills and understanding among students, faculty and school administrators in initiating active responses and increasing community awareness and participation on environmental concerns.





In support to this we are encouraging schools to join. Attached herewith are the criteria, mechanics and entry form to be submitted to the Division Office not later than April 10, 2019.

Immediate dissemination of this memorandum is desired.

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**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)**

\_\_\_\_\_

\_\_\_\_\_

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 administrators, teachers, students and support groups (parents, teachers and other non-student sector) (5 pts.) school
- \_\_\_\_\_ 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, time-bound) (10 pts.) realistic and
- \_\_\_\_\_ 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

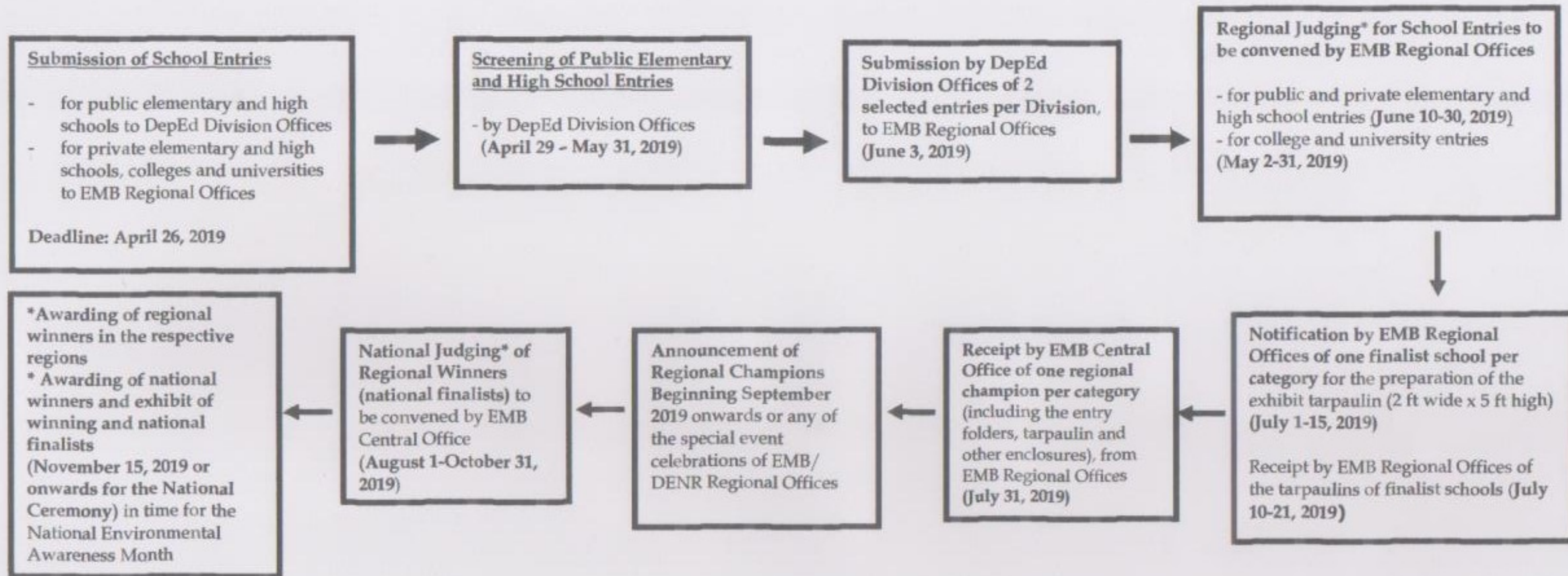
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Date Received:



## 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