



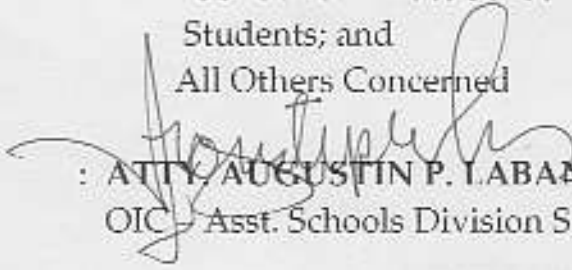
Republic of the Philippines  
DEPARTMENT OF EDUCATION  
Cordillera Administrative Region  
DIVISION OF BAGUIO CITY  
Upper Session Road, Military Cut Off, Baguio City  
Tel. No.: (074) 442-7819



**DIVISION MEMORANDUM**

No. 37, s. 2013

To : All Division Promotional Staff;  
Public Schools District Supervisors;  
Elementary School Heads (Public and Private);  
Secondary School Heads (Public and Private);  
Private School Administrators;  
Public and Private School Teachers;  
Students; and  
All Others Concerned

From :   
ATTY. AUGUSTIN P. LABAN III  
OIC - Asst. Schools Division Superintendent

Subject : 2013 NATIONAL SEARCH FOR SUSTAINABLE AND ECO-FRIENDLY SCHOOLS

Date : 19 February 2013

- 
01. This is related to the letter from ELENDA BASUG, Chief Environmental Education and Information Division, Department of Environment and Natural Resources, EMB, DENR Compound, Diliman, Quezon, informing our Division on the conduct of the 2013 National Search for Sustainable and Eco-Friendly Schools.
  02. The search is open to all public and private schools in Baguio City. Interested schools may submit their entries to DR. ESTHER Y. MELECIO, EPS - Science, DepEd, Division of Baguio City, on or before March 15, 2013.
  03. Please see posters distributed per school for more details.
  04. Widest dissemination of this Memorandum is desired.



FEB 1 9 2013

RECEIVED

January 30, 2013

**Atty. Augustin Laban III**

OIC, Schools Division Superintendent

**Department of Education - Division of Baguio City**

Baguio City

Dear Atty. Laban:

The Department of Environment and Natural Resources, through the Environmental Management Bureau (EMB), in cooperation with your Office, the Commission on Higher Education, Smart Communications, Inc., Nestle Philippines, Unilever Philippines, Petron Foundation and One Meralco Foundation will conduct the **2013 National Search for Sustainable and Eco-friendly Schools**.

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

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 2012 with a theme "Environmental Awareness through Eco-Schools", 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 relation to this, we would like to request the assistance of your office in disseminating the attached poster, mechanics, entry form, time frame and the DepEd Advisory to the various elementary and high schools in your region.

Also, we would like also to request the assistance on screening the following special categories:

1. Nestle Water Leadership Award Category
2. Meralco Energy Leadership Award

We look forward to your favorable response on this matter. Should you have any other queries, please do not hesitate to contact the National Program Secretariat, at telefax numbers (02) 9284674; (02) 3765610 or e-mail at [ecofriendlyschools@gmail.com](mailto:ecofriendlyschools@gmail.com).

Thank you very much.

Very truly yours,

**ELENIDA BASUG**Chief, Environmental Education  
and Information Division

DepEd ADVISORY No. **154**, s. 2012  
In compliance with DepEd Order No. 39, s. 2009  
this advisory is issued for the information of DepEd officials and personnel  
(visit DepEd website at [www.deped.gov.ph](http://www.deped.gov.ph))  
**March 15, 2012**

### **2013 NATIONAL SEARCH FOR SUSTAINABLE AND ECO-FRIENDLY SCHOOLS**

The Department of Environment and Natural Resources (DENR) through the Environmental Management Bureau (EMB), in cooperation with the Office of the Commission on Higher Education (CHED) and Smart Communications, Inc. will conduct the **2013 National Search for Sustainable and Eco-Friendly Schools**.

The Search aims to:

1. encourage schools/academic institutions to become more actively involved in environmental issues at a practical and local level; and
2. 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 Search is open to elementary, secondary and tertiary schools nationwide.

The deadline for the submission of school entries for elementary and secondary schools to DepEd Division Offices is on or before March 15, 2013. Selected entries from the elementary and secondary schools will then be submitted to the EMB Regional Office by the DepEd Division Office by June 15, 2013. The regional finalists should submit the exhibit-ready materials of their entries by July 19, 2013.

All winning entries for each category, together with the selected entries will be displayed during the national awarding ceremonies to be held in November 2013, in time for the National Environmental Awareness Month Celebration.

For more information, interested participants may contact:

**The National Program Secretariat**  
Environmental Education and Information Division  
EMB-DENR, 2<sup>nd</sup> Floor, HRD Building, DENR Compound  
Visayas Avenue, Diliman, Quezon City  
Telefax No.: (02) 928-4674  
Telephone No.: (02) 920-2251  
E-mail Addresses: [ecofriendlyschools@gmail.com](mailto:ecofriendlyschools@gmail.com)  
[elemidbureau@yahoo.com](mailto:elemidbureau@yahoo.com)  
Website Address: [www.emh.gov.ph](http://www.emh.gov.ph)



# 2013 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.

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, 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 2012 with a theme "Environmental Awareness through Eco-Schools", 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: 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 College. For 2013, 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 2013 National Search for Sustainable and Eco-friendly Schools, a special category, the **Nestlé Water Leadership Award** is established in order to recognize and promote solutions, practices and initiatives of schools on water.

The Philippines Environment Monitor 2003 reveals that the National Capital Region (Metro Manila), Central Luzon, Southern Tagalog and Central Visayas are the four urban critical regions in terms of water quality and quantity. Data indicates that:

- Just over a third or 36 percent of the country's river systems are classified as sources of public water supply;
- Up to 58 percent of groundwater sampled is contaminated with coliform and needs treatment
- Approximately 31 percent of illnesses monitored for a five-year period were caused by water-borne sources
- Many areas are experiencing a shortage of water supply during the dry season

Given the compounded problem on water sufficiency and water quality, all sectors need to cooperate in addressing this issue on water. The Educational Sector plays a crucial role in leading the advocacy on highlighting the importance of water and initiating ways to address the current issues.

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)**

	<b>Ecologic al</b>	<b>Social</b>	<b>Econom ic</b>	<b>Cultural</b>
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 (30 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.) (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.)
- Paper conservation program (e.g. efficient consumption of paper, presence of paper conservation trays, etc.) (4 pts.)
- Water conservation program (e.g. repair of leaking faucets, signages, etc.) (4 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.) (4 pts.)
- Greening program (presence of plants, trees, mini-gardens etc.) (4 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.) (4 pts.)

**3. Environment-related Features of the School Curriculum (30 points for all categories)**

**3.1 (for elementary and high school education level)**

- Integration of environmental themes into the curriculum (10 pts.)
- Presence of in-service environmental training for faculty members (10 pts.)
- Presence of environmental support instructional materials for use by teachers and students (10 pts.)

**3.2 (for tertiary level)**

- Integration of environmental themes into the curriculum (5 pts.)
- Presence of in-service environmental training for faculty members (10 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 (5 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. In keeping with recent initiatives of the UNESCO for the United Nations Decade of Education for Sustainable Development (2005-2014), the following criteria shall be introduced:**

**6.1 Socio-Cultural Sustainability – (5 points)**

- The prevailing values of the school and the curriculum is sensitive to issues of gender equity (1 pt.)
  - 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 pt.)
  - 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 pt.)
  - 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 pt.)
  - 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 IPs/Muslims/etc.

**6.2 Economic Sustainability – (5 points)**

- A spirit of cooperation and sharing – not competition – is modeled in the allocation of resources in the school (1 pt.)
  - Presence of Cooperative for Teachers and Staff
- Students shall learn small business skills through opportunities to organize school and community projects (1 pt.)

**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.)

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  - 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 pt.)
  - 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 IPs/Muslims/etc.

**6.2 Economic Sustainability – (5 points)**

- A spirit of cooperation and sharing – not competition – is modeled in the allocation of resources in the school (1 pt.)
  - Presence of Cooperative for Teachers and Staff
- Students shall learn small business skills through opportunities to organize school and community projects (1 pt.)



- 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 **(1 pt.)**
  - 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)

## 7. 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.

		<b>Pts</b>
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 <b>(8 pts.)</b>	<b>8 pts.</b>
Maintenance	Periodic Review of the Program/Initiatives <b>(7 pts.)</b>	<b>7 pts.</b>

## 8. 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	Pts
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.

**9. 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)"**

**10. SUBMISSION OF ENTRIES**

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

9.2 For the college category. 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 **March 15, 2013.**

9.4 All entries whether elementary, high school or college are required to log-on and fill-up an application form at **www.sustainableandeco-friendly.ph**. All entries with the application form should be filled-up completely. Only those registered OFF-LINE will be considered as OFFICIAL ENTRIES to the said search.

**11. SCREENING OF ENTRIES.** Selected entries from the elementary and high school will then be submitted to the EMB Regional Offices by the DepEd Division Offices by **June 15, 2013**. 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.

**12. 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.**

### **13. 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	=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:

College 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:

College Category	=P=20,000.00
High School Category	=P=20,000.00
Elementary School Category	=P=20,000.00

**14. PREPARATION OF MATERIALS FOR THE SCHOOL INITIATIVES.** Regional finalists should submit exhibit-ready materials of their entry by July 19, 2013, 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.

**15. AWARDING CEREMONIES.** All winning entries for each category, together with selected entries will be displayed during the national awarding ceremonies to be held in November 2013, in time for the National Environmental Awareness Month celebration.

**16. 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 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).

**17. 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 920-22-51 or via e-mail at [ecofriendlyschoools@gmail.com](mailto:ecofriendlyschoools@gmail.com)

**\*\* Previous winners who have been first prize in the 2009 and 2011 national search are no longer eligible to join.**



# The Nestlé Water Leadership Award

Water is essential for life. It represents about 60% of an adult's body weight and 75% of a new-born baby's body weight. On the average, a loss of 12% of our body water (approximately, 5 liters) can cause serious illness.

The increase in the world's population has considerably reduced the per capita availability of water resources. The World Average water resources per capita in year 2000 is 7,045 cu.m. per capita while Asia's average is 3,668 cu.m per capita. In 2010, the National Water Resources Board declared that Philippines has the lowest annual water renewable resource per capita in Asia at 1,553 m3 per capita. Areas where the per capita water supply drops below 1,700 cu.m. per year experience water stress while areas with per capita water supply below 1,000 cu.m./year are already experiencing water scarcity.

The Philippines Environment Monitor 2003 reveals that the National Capital Region (Metro Manila), Central Luzon, Southern Tagalog and Central Visayas are the four urban critical regions in terms of water quality and quantity. Data indicates that:

- Just over a third or 36 percent of the country's river systems are classified as sources of public water supply;
- Up to 58 percent of groundwater sampled is contaminated with coliform and needs treatment
- Approximately 31 percent of illnesses monitored for a five-year period were caused by water-borne sources
- Many areas are experiencing a shortage of water supply during the dry season

Given the compounded problem on water sufficiency and water quality, all sectors need to cooperate in addressing this issue on water. The Educational Sector plays a crucial role in leading the advocacy on highlighting the importance of water and initiating ways to address the current issues.

In order to recognize and promote solutions, practices and innovations of schools, a special category, the Nestlé Water Leadership Award is established in the 2013 National Search for Sustainable and Eco-friendly Schools.

## CRITERIA FOR DETERMINING THE LEVEL OF WATER LEADERSHIP OF THE SCHOOL.

The criteria below follows the Deming's Cycle of Continuous Improvement or the Plan-Do-Check-Act Framework. (ISO 14001 standards could serve as a good reference for a better understanding of the criteria.) Following this framework, it can serve as guidance for projects to become sustainable. (ISO 14004 standards can be used as a follow-up reference for the application). See <http://www.ellipson.com/files/ebooks/ISO14000.pdf> handbook for reference.

### Plan

*"Setting goals is the first step in turning something invisible into the visible."*

– Tony Robbins, motivational speaker

#### a. Long-term and short-term Objectives – (8 pts)

- Identify certain issues that concern the school and/or the community it resides in to help the environment. Then, determine what long-term and short-term objectives could be done so that these issues can be addressed sustainably.

*Examples of issues and objectives:*

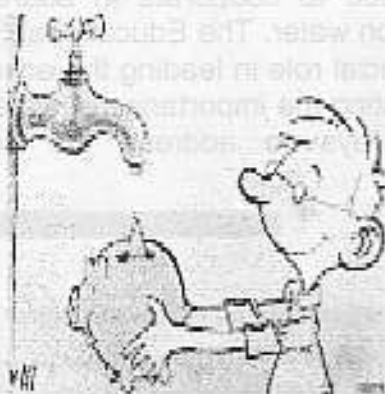
- Water pollution around the area – Short term: identify the sources of water pollution and conduct monthly clean-up initiatives; Long term: Reduce contamination by 30% in a span of one year
- Water Scarcity – Short term: using pilot rain water collection, gather rainfall every month to be used as extra supply water; Long term: less than 5 days in a year where the school or the community around experience lack of water supply

#### b. Commitments on Water as part of the School's Policy - (7 pts)

- The school may implement guidelines that are integrated as part of their institutional policies to address their issues on water.

*Examples of guidelines that can be implemented.*

- Close the faucets when not in use
- Canteen policies of no leftover drinking water (get only what you can finish)





## Do

### a. Resources, Roles, Responsibility and Leadership

- Committees, Organizations, Clubs of school administrators, teachers, students and support groups (parents, teachers and non student sectors) – (5 pts)
  - The school encourages student organizations, committees and clubs to participate in water projects such as advocacies and practices they can contribute to the scholastic community.
  - The faculty and staff have their own efforts for water awareness to set an example for the students and set the culture for the school.
- Support by the school to the committees / organizations / clubs – (5 pts)
  - The school recognizes these projects of the students regarding water as a considerable feat.
  - Assign faculty members to serve as advisers

#### *Examples:*

- Awards for best projects and execution for organizations, individuals, faculty, etc.
- Incentives could be given for students that participate in water initiative projects
- Funding for water related initiatives by the school may also be given

### b. Competence, Training and Awareness

- Faculty training on Water Education – (10 pts)
  - Educating the teachers would help raise the awareness on the importance of water and assist them in imparting knowledge.

#### *Examples:*

- Project WET (Water Education for Teachers) – Methodology of teaching about water resources through hands-on, investigative, easy-to-use activities. (Reference: <http://www.projectwet.org/>)
- Water Footprint assessment – Reference: [www.waterfootprint.org](http://www.waterfootprint.org/))

## Project WET



Project WET  
Water Education for Teachers

- Seminar participation of faculty during environmental conference.

➤ Integration of Water Education into the curriculum – (10 pts)

- Water becomes part of the various subjects as both a concept and application. This becomes embedded into the curriculum where students can base their plans of action in water conservation practices. Subjects can have centralized themes based on the grade levels:

(i.e. Grade 2 – importance of water

Grade 3 – properties of water

Grade 4 – conserving water, etc.)

*Examples:*

- Elementary Level
  - a. Earth Science – Concept: Water Cycle; Apply: simulation experiment of ice, melting to water, evaporating to air
  - b. Literature – Concept: Importance of water; Apply: Stories on calamities that happen because of improper water conservation
- High School Level
  - a. Chemistry – Concept: chemical composition; Apply: Solving of proportionalities and molecular properties
  - b. History – Concept: Historical water systems; Apply: diorama projects for water systems, civilization practices presentations
- College Level
  - a. Engineering – Concept: Water conservation using hydropower turbines; Application: civil and mechanical engineers can have joint projects to creating these
  - b. Biochemistry – Concept: Oil extraction from water; Application: water treatment initiatives



➤ Outreach to local community and other stakeholders – (10 pts)

- The school can also take part in contributing to better the water conditions of the community around them.

*Examples:*

- Water Conservation for Agricultural Sector – faculty and agronomists can conduct seminars for farmers to

teach them about modern agriculture practices that conserve water

- Water Conservation Campaign for Households/Community – faculty and students may create regular water workshops for the people in the local community
- Adopt a Watershed/River – the school can participate with the local *barangays* for community clean-up initiatives and proper segregation programs

c. Programs and Initiatives/Projects

- Initiatives on Water Efficiency and Conservation – (20 pts)

*Examples:*

**Water Conservation and Efficiency**

- Rain Water Collection – collecting the rainfall in certain areas and using these for cleaning, watering plants, etc.
- War on Leaks Program – monitoring leaks from pipes and appliances using water
- Investments - low-flow or water reducing devices or water efficient equipment
- Careful watering of plants – watering schedules or fixed amount of water allotted for watering

**Water Awareness and Advocacy**

- Cleanliness campaign –cleanest classroom contest
- Bulletin Board making contests
- Slogan and Literary writing
- Water Day Activities
- Water Monitor

- Waste water treatment initiatives – (10 pts)

*Examples:*

- Constructed wetlands for waste water treatment
- Initiatives/programs to avoid/reduce waste water
- Investments on planting and irrigation
- Environmentally-friendly cleaning agents
- Waterless urinals for less domestic waste water





## Check



- Monitoring and measurement – (8 pts)
- Collection of records are done for documentation and seeing whether the target objectives are met

### Examples:

- Water consumptions through graphs
- Regular rounds on classrooms and toilets from both student monitors and maintenance staff
- Water acidity monitoring on water being released

## Act

*"No matter how good you get you can always get better, and that's the exciting part." – Tiger Woods, Golf Player*

- Periodic Review of the Program/Initiatives – (7 pts)
- Evaluations can be conducted to gather insights and improvements so that there will be continuous development.

### Examples:

- Strengths-Weaknesses-Opportunities-Threats (SWOT) analysis
- Feedback, comments and suggestion forms

**ENTRY FORM**

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

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- II. Please check for appropriateness. Please attach 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)**

- \_\_\_\_\_ 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 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. Environment-Friendly School Operations and Presence of Environmental Programs (30 points)**

- \_\_\_\_\_ 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.) (4 pts.)  
\_\_\_\_\_ Electricity conservation program (e.g. replacement of incandescent lamp with compact fluorescent lamps, turning off of machine when not in use, etc) (4 pts.)  
\_\_\_\_\_ Paper conservation program (e.g. efficient consumption of paper, presence of paper conservation trays, etc.) (4 pts.)  
\_\_\_\_\_ Water conservation program (e.g. repair of leaking faucets, signages, etc) (4 pts.)  
\_\_\_\_\_ Pollution prevention program (e.g. air and water pollution prevention, program, ban on entry of smoke-belching vehicles in the campus, presence of signages, etc.) (4 pts.)  
\_\_\_\_\_ Greening program (presence of plants, trees, mini-gardens, organic garden, etc) (4 pts.)  
\_\_\_\_\_ Environmental awards received (from 2011-present) (2 pts.)  
\_\_\_\_\_ Other environmental programs and natural resources management programs not mentioned above (e.g. biodiversity conservation program, etc.) (4 pts)

### 3. Environment-related Features of the School Curriculum (30 points)

#### i. (for elementary and high school education level)

- \_\_\_\_\_ Integration of environmental themes into the curriculum (10 pts)
- \_\_\_\_\_ Presence of in-service environmental training for faculty members (10 pts)
- \_\_\_\_\_ Presence of environmental support instructional materials for use by teachers and students (10 pts)

#### ii. (for tertiary level)

- \_\_\_\_\_ Integration of environmental themes into the curriculum (5 pts)
- \_\_\_\_\_ Presence of in-service environmental training for faculty members (10 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 (5 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 (4 pts)
- \_\_\_\_\_ presence of a 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 school to the student eco-club (3 pts)

### 5. Presence of Partners and Linkages in Environment Programs/Projects (10 points)

- \_\_\_\_\_ Linkages with Local Agencies (e.g. DENR or other agencies, LGUs, etc.) (5 pts)
- \_\_\_\_\_ Linkages with International Agencies (e.g. UN Environment Programme, UN Development Programme, UNESCO) (5 pts)

### 6. In keeping with recent initiatives of the UNESCO for the United Nations Decade of Education for Sustainable Development (2005-2014), the following criteria shall be introduced:

- \_\_\_\_\_ Socio-Cultural Sustainability (5 pts)
- \_\_\_\_\_ Economic Sustainability (5 pts)

### 7. Special Category No. 1: The Nettle Water Leadership Award aims to recognize and promote solutions, practices and initiatives of schools in water conservation and management.

#### 7.1 Plan:

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

#### 7.2 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)



7.3 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.)

7.4 Programs and Initiatives/Projects:

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

7.5 Monitoring:

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

7.6 Maintenance:

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

8. **Special Category No. 2: The Meralco Energy Leadership Award** will recognize 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

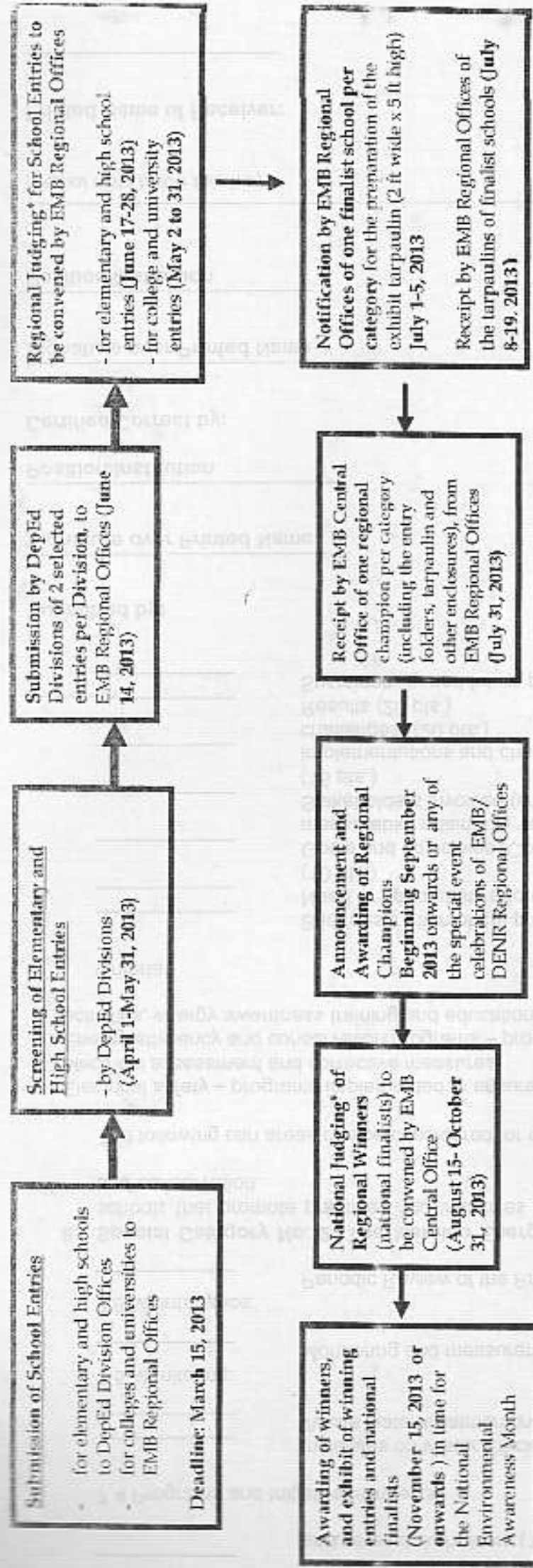
\_\_\_\_\_  
Position/Institution

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(Do not write below this line)

Printed Name of Receiver:

Date Received:

# 2013 National Search for Sustainable and Eco-friendly Schools



\* Regional/National Judging team may, at the minimum, \*\* comprise of representatives from: DepEd and SMART Communications (or private/civil society) for elementary and high school entries; CHED and SMART Communications (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