



Republic of the Philippines  
Department of Education  
Cordillera Administrative Region  
**DIVISION OF BAGUIO CITY**  
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Division Memorandum

No. 71,s, 2013

**2013-2014 Division Search for the Best Sustainable and Ecological-Friendly Schools.**

To: All PSDS, Elementary and Secondary School  
Principals, Administrators, Science Head Teachers and other Concerned  
(Both Public and Private Schools)

From:  **ESTELA LEON CARIÑO, CESO V**  
Schools Division Superintendent

Date: June 18, 2013

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1. This is to announce the conduct of "2013-2014 Division Search for the Best Sustainable and Ecological-Friendly Schools. This search is anchored on Republic Act No. 9512 ( Environmental Educ. Act of 2009), Republic Act No. 9729(Climate Change Act), DepEd Order no.93,s.20011 (Mandated progs, projects and Activities for Environment in Schools), and DepEd Order. No. 52, 2011 (Strengthening Environmental Educ. in the Public and Private Schs.). Sustainable and Eco-Friendly school is described, as one that have initiated and integrated in their instruction, research, extensions, and administration programs holistic environmental awareness. It is believed that, the "School System" is a vital part of basic learning and is seen as a powerful vehicle for change. As such, any program focused on environmental awareness advocacy and other multi-faceted programs / activities done within the school system need to be documented, encouraged, and recognized.
2. The objectives of this search are as follows:
  - to encourage schools to become more involved in environmental issues at a school and practical level; and
  - to develop skills and understanding among the pupils, students, teachers, school administrators, and other environmental enthusiasts in initiating active responses, and increasing community awareness and participations on environmental concerns.
3. All public and private schools are enjoined to participate in the said environmental programs. Schools will be ranked on their extent of participation as to sustainability of programs/activities and eco-friendliness according to their school category. The scheme to measure or rate that was prepared jointly by the Department of Education, DENR and some civil society will be used. For the mechanics and guidelines, please see enclosure 1-4.
4. Immediate and wide dissemination to all concerned is enjoined.

# Contest Mechanics

## I. CRITERIA FOR DETERMINING THE LEVEL OF SUSTAINABILITY OF THE SCHOOLS

### 1. Sustainability Aspects of the Schools' 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 (30 points for all categories)

- a. 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.) (5 pts.)
- b. Energy efficiency and conservation program (e.g. replacement of incandescent lamp with compact fluorescent lamps, turning off of machine when not in use, etc.) (2 pts.)
- c. Paper conservation program (e.g. efficient consumption of paper, presence of paper conservation trays, etc.) (5 pts.)
- d. Water conservation program (e.g. repair of leaking faucets, signages, etc.) (3pts.)
- e. Pollution prevention (e.g. air and water pollution prevention program, ban on entry of smoke belching vehicles on the campus, presence of signages, etc.) (5 pts.)
- f. Greening program (presence of plants, trees, mini-gardens, etc.) (4 pts.)
- g. Environmental awards received (from 2012 – present) (2 pts.) 1 national, .50 Region .30 Division .20 District
- h. 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. Environmental-related Features of the School Curriculum (30 points for all categories)

- a. Integration of environmental themes into the different learning areas (10 pts.)
- b. Presence of in-service environmental training for faculty members (10 pts.)
- c. Presence of environmental support instructional materials for use by teachers and students (10 pts.)

### 4. Presence of Vibrant Eco Organizations in campus (10 points in all categories)

- a. 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.)
- b. Presence of support eco-club or committee among the parents, teachers and other non-student sector in campus (3 pts.)
- c. Allocation of financial and logistical support by the school 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)

- a. Linkages with local and national agencies (e.g. DENR of other agencies, LGUs, etc.) (5 pts.)
- b. Linkages with international agencies (e.g. United Nations Environment Programme, United Nations Development Programme, UNESCO, etc.) (5 pts.)

### 6.1 Economic Sustainability (10 points)

- A spirit of cooperation and sharing – not competition – is modeled in the allocation of resources in the school (2 pts.)
  - Presence of Cooperative for Teachers and Staff
- Students shall learn small business skills through opportunities to organize school and community projects (6 pts.)
  - Young Entrepreneur Cooperative in School (YECS)
  - Youth for the Environment in School Organization (YES-O)
  - Income-generating Activities/Programs/Projects with financial report (at least 3)
- A culture of maintenance ensures that all school buildings and equipment are kept in good repair and maintained in good condition (1 pt.)
  - Presence of report indicating level of involvement of stakeholders in the Brigada Eskwela Program

### 6. Special Category: BWD Water Conservation Program Award

This award is established in the 2013-2014 Division Search to recognize and promote solutions, practices and initiatives of schools in water management.

Plan	Commitments on water as part of the School 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 - 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 (10 pts.)	8 pts.
Maintenance	Periodic Review of the Program/Initiatives (7 pts.)	7 pts.

### 7. Special Category: BENECO Energy Conservation Program Award

Efficiency and conservation are key components of sustainability. Thus, this award will recognize schools that promote practices and initiatives in electrical safety, energy efficiency and conservation. The following 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:	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 address?	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 maintain the program? - What are the future plans?	15 pts.

## II. REQUIREMENTS

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

- o Official Contest Entry Form (See Attached)
- o Supporting Documents. Materials that show evidence of the school's environment efforts and programs may include the following:
  - Memoranda, circulars, special orders
  - Photos of environmental programs
  - Publications and design work
  - Copies of certificates, merits awards

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

## III. SUBMISSION AND JUDGING OF ENTRIES

1. District Offices will select their Best Eco-Friendly Schools.
2. The date for submission of entries is on or before February 21, 2014 to the Division.
3. For public elementary schools, entries should be submitted to their respective District Offices. For the private elementary and all secondary schools, entries should be submitted directly to the Division Office.
4. Entries will be assessed to determine the extent of participation/ commitment to Environmental Awareness & Education.

\*Note: Only entries that will garner more than 60 points shall be included in the actual judging for the ranking of the schools.

5. Screening of entries. Each public elementary schools district shall select the top five (5) participants per category to be submitted to the Division Office for the assessment/final judging proper. Similarly, the Division Office will first select the top five (5) participants from among each of the public secondary and private schools groups to be included in the assessment/judging proper. The initial ratings of the top schools will be reset during the assessment/judging proper and final ranking by the division judges.
6. Board of Judges. The decision of the Board of Judges to be composed of individuals in the areas of environmental education, coming from the government, private sector and civil society, shall be final and unappealable.

## IV. AWARDS AND PRIZES

1. There will be five (5) Division finalists in the public big and small elementary category while there will be only three (3) finalists among each of the public big and small secondary and private schools 1 category.
2. The prizes for the competition are the following:

Elementary (Public) Big and Small Category	1 <sup>st</sup> Prize	₱25,000.00 x2 = 50,000.00
	2 <sup>nd</sup> Prize	₱20,000.00 x2 = 40,000.00
	3 <sup>rd</sup> Prize	₱15,000.00 x2 = 30,000.00
	4 <sup>th</sup> Prize	₱10,000.00 x2 = 20,000.00
	5 <sup>th</sup> Prize	₱7,500.00 x2 = 15,000.00

Secondary (Public) Big & Small Category	1 <sup>st</sup> Prize	₱25,000.00 x2 = 50,000.00
	2 <sup>nd</sup> Prize	₱20,000.00 x2 = 40,000.00
	3 <sup>rd</sup> Prize	₱15,000.00 x2 = 30,000.00
	4 <sup>th</sup> Prize	₱ 10,000.00 x2 = 20,000.00
	5 <sup>th</sup> Prize	₱ 7,500.00 x 2 = 15,000.00
Private Schools (Elementary & Secondary)	1 <sup>st</sup> Prize	₱ 25,000.00
	2 <sup>nd</sup> Prize	₱ 20,000.00
	3 <sup>rd</sup> Prize	₱ 15,000.00
		<b>Total - - - - - P350,000.00</b>

3. The prizes/certificates for the Special Awards on BWD Water Conservation and BENECO Energy Conservation Programs will be provided by the agencies concerned.

Prepared by:

  
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EPS - I, Science & Technology