



Republic of the Philippines
Department of Education

DepEd MEMORANDUM
No. **195**, s. 2016

16 NOV 2016

2017 NATIONAL SEARCH FOR SUSTAINABLE AND ECO-FRIENDLY SCHOOLS

To: Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary Schools Heads
All Others Concerned

1. The Department of Environment and Natural Resources (DENR), in cooperation with the Department of Education (DepEd), the Commission on Higher Education (CHED), and other government and private sector partners, will conduct the **2017 National Search for Sustainable and Eco-Friendly Schools**, in response to Republic Act No. 9512 also known as *National Environment Awareness and Education Act of 2008*, and the ASEAN Environmental Education Action Plan for Sustainable Development for 2014-2018.
2. The Search aims to:
 - a. encourage schools or academic institutions to become more actively involved in environmental issues at 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 entry form, rationale and criteria of the Search, among other documents.
4. Entries for the public elementary and secondary schools categories shall be submitted directly to their respective schools division offices, while the private elementary, secondary and college categories shall submit their entries to the nearest Environmental Management Bureau (EMB) Regional Office.
5. All entries whether elementary, secondary or college are required to log-in and fill-out an application form at www.sustainableschools.ph. All items in the application form should be filled-out completely. Only those registered online will be considered as official entries. Deadline for submission of entries is on or before **April 28, 2017**.
6. 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, 2017** during the celebration of *National Environmental Awareness Month*.

7. For more information and inquiries, all concerned may contact either **Ms. Elenida Basug**, Chief of the Environmental Education and Information Division–Department of Environment and Natural Resources (EMB–DENR), 2nd Floor, HRD Building, DENR Compound, Visayas Avenue, Diliman, Quezon City at telefax nos. (02) 928-4674 and (02) 376-5610, or through email at ecofriendlyschoools@gmail.com, or visit the Website at www.sustainableschools.ph or **Ms. Jing Llana** or **Mr. Eric Mendoza** of the External Partnerships Service–Government and Community Partnerships Unit, Department of Education (DepEd) Central Office, DepEd Complex, Meralco Avenue, Pasig City at telephone nos. (02) 637-6463 or (02) 637-6462.

8. Immediate dissemination of this Memorandum is desired.


LEONOR MAGTOLIS BRIONES
Secretary

Encl.:

As stated

Reference:

DepEd Memorandum No. 133, s. 2014

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

ENVIRONMENTAL EDUCATION
PRIZES OR AWARDS
PROGRAMS
SCHOOLS
SEARCH

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.

III. For Elementary and High School Category:

1. Clear articulation and integration of social, ethical and environmental responsibility in the institution's vision, mission and governance (10 pts.)

_____ The School Improvement Plan of the school incorporates, integrates and clearly articulates 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. Environmental Dimensions of School Operations (40 pts.)

_____ 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.) (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.)
_____ Water conservation program (e.g. repair of leaking faucets, signages, etc) (6 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.) (6 pts.)
_____ Greening program (presence of plants, trees, mini-gardens, organic garden, etc) (6 pts.)
_____ Environmental awards received (from 2015-present) (2 pts.)
_____ Other environmental programs and natural resources management programs not mentioned above (e.g. biodiversity conservation program, climate change adaptation and mitigation program, disaster risk reduction and management program, etc.) (2 pts.)

3. Environment-related Features of the School Curriculum (20 pts.)

- _____ Integration of environmental themes into the curriculum (7 pts.)
- _____ Presence of in-service environmental training for faculty members (7 pts.)
- _____ Presence of environmental support instructional materials for use by teachers and students (6 pts.)

4. Presence of Vibrant Eco-Organizations in Campus (10 pts.)

- _____ Presence of a functioning eco-club among the students with at least one eco project per school year over the past 2 years (2 pts.)
- _____ Presence of a support eco club or committee among the parents, teachers and other non-student sector in campus (2 pts.)
- _____ Allocation of financial and logistical support by the school to the student eco-club (3 pts.)
- _____ The campus as a "living laboratory" – student involvement in environmental learning to transform to a learning environment (4 pts.)

5. Presence of Partners and Linkages in Environment Programs/Projects (9 pts.)

- _____ Linkages with Local Agencies (e.g. DENR or other agencies, LGUs, etc.) (3 pts.)
- _____ Linkages with International Agencies (e.g. UN Environment Programme, UN Development Programme, UNESCO) (3 pts.)
- _____ Outreach and service to wider community, including partnerships with non-government organizations and industries (3 pts.)

6. Socio-Cultural Sustainability (6 pts.)

- _____ The prevailing values of the school and the curriculum is sensitive to issues of gender equity (1 pt.)
- _____ Students are given opportunities and skills to participate constructively in helping to solve local community problems (1 pt.)
- _____ 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.)
- _____ The special needs of all students, especially those with physical or learning disabilities are catered for (1 pt.)
- _____ All staff are skilled in conflict resolution strategies as a support for positive student behavior (1 pt.)
- _____ The school plays an active role in building support for cultural diversity both within the school and its wider community (1 pt.)

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 shall learn small business skills through opportunities to organize school and community projects (2 pts.)
- _____ A culture of maintenance ensures that all school buildings and equipment are kept in good repair and maintained in good condition (1 pt.)

IV. For Higher Education Category:

1.Administration (10 pts.)

- _____ Clear articulation and integration of social, ethical and environmental responsibility in the institution's vision, mission and governance (3 pts.)
- _____ Integration of social, economic and environmental sustainability across the curriculum, commitment to critical systems thinking and interdisciplinarity, sustainability literacy expressed as a universal graduate attribute (2 pts.)
- _____ Campus planning, design and development structured and managed to achieve and surpass zero net carbon/water/waste, to become a regenerative organization 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.)

2.Curriculum and Instruction (20 pts.)

- _____ The campus as a "living laboratory" – student involvement in environmental learning to transform the learning environment (20 pts.)

3.Sustainability Programs (40 pts.)

- _____ Physical operations and maintenance focused on supporting and enabling environmental goals, include effective monitoring, reporting and continual improvement (30 pts.)
- _____ Celebration of cultural diversity and application of cultural inclusivity (10 pts.)

4.Research (10 pts.)

- _____ Dedicated research on sustainability topics and consideration of "quadruple bottom line" sustainability aspects in all other research (10 pts.)

5.Extension (10 pts.)

- _____ Outreach and service to the wider community, including partnerships with schools, government, non-government organizations and industry (10 pts.)

6.Student Involvement (10 pts.)

- _____ Presence of a functioning eco-club among the student, teachers and non-other student sector in campus with at least one eco-project per school year over the past two years (5 pts.)
- _____ The school plays an active role in building support for cultural diversity both within the school and its wider community (5 pts.)

V. Special Category No. 1: The Nestle 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.)

VI. 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

(Do not write below this line)

2017 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 Global Action Program of the Post 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 for Sustainable Development (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 Global Action Program of the Post 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 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. 9512 also known as the National Environmental Awareness and Education Act of 2008 under the National Environmental Education Action Plan for Sustainable Development (2009-2018).

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. In 2015 National Search for Sustainable and Eco-Friendly Schools, the following emerged as winners: Divisoria Elementary School in Santiago City, Isabela for Elementary; Bintawan National High School in Villaverde, Nueva Vizcaya for High School; and Foundation University in Dumaguete City, Negros Oriental for College. For 2017, 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 2017 National Search for Sustainable and Eco-friendly Schools, special categories on the **Nestlé Water Leadership Award** will gain be awarded 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 **LANDBANK Green Leadership Award** will recognize schools that promote overall environmental sustainability programs.

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

- developing environmental policies for the school;
- campus planning, design and development structured and managed to achieve and surpass zero net carbon/water/waste to become a regenerative organization with the context of the local region;
- physical operations and maintenance focused on supporting and enabling enabling zero net carbon/water/waste goals including effective monitoring , reporting and continual improvement;

- policies and practices which foster equity , diversity, and quality of life for students, staff, and the broader community within which the university/school is based;
- physical cleanliness, orderliness and beautification of the school;
- energy conservation and efficiency and electrical safety;
- water conservation/water management (maintenance of potable water) including prevention and/or treatment of water pollution;
- paper conservation/paper recycling;
- waste prevention, 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;
- celebration of cultural diversity and application of cultural inclusivity; and
- framework of support cooperation among universities/colleges/schools both nationally and globally

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:

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:

I.FOR ELEMENTARY AND HIGH SCHOOL CATEGORY:

1.Clear articulation and integration of social, ethical and environmental responsibility in the institution's vision, mission and governance (10 points)

- The School Improvement Plan of the school incorporates, integrates and clearly articulates 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 (40 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.) **(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.)**
- Water conservation program (e.g. repair of leaking faucets, signages, etc.) **(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 plants, trees, mini-gardens etc.) **(6 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.) **(2 pts.)**

3.Environment-related Features of the School Curriculum (20 points for all categories)

- Integration of environmental themes into the curriculum **(7 pts.)**
- Presence of in-service environmental training for faculty members **(7 pts.)**
- Presence of environmental support instructional materials for use by teachers and students **(6 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 **(2 pts.)**
- Presence of support eco-club or committee among the parents, teachers and other non-student sector in campus **(2 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 **(4 pts)**

5.Presence of Environmental Partners and Linkages in Various Programs, Projects and Activities (9points for all categories)

- Linkages with Local and National Agencies (e.g. DENR or other agencies, LGUs, etc.) **(3 pts.)**
- Linkages with International Agencies (e.g. United Nations Environment Programme, United Nations Development Programme, UNESCO, etc.) **(3 pts.)**
- Outreach and service to wider community, including partnerships with non-government organizations and industries **(3 pts.)**

6.Socio-Cultural Sustainability – (6 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 **(1pt.)**
 - 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 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 **(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 Indigenous People/Muslims/etc.

7.Economic Sustainability – (5 points)

- A spirit of cooperation and sharing – not competition – is modeled in the allocation of resources in the school **(2 pts.)**
- Students shall learn small business skills through opportunities to organize school and community projects **(2 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 **(1 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

II.FOR HIGHER EDUCATION CATEGORY:

ADMINISTRATION (10 points)

- 1. Clear articulation and integration of social, ethical and environmental responsibility in the institution's vision, mission and governance (3 pts.)**
 - HEI strategic plan clearly articulates environmental sustainability thrust
 - The Policy of the school is communicated to constituents in the school (students, academic and non-academic staff, and parent-teachers' association, budget allocation).
 - A person or a committee is assigned to implement programs and projects for the school.
- 2. Integration of social, economic and environmental sustainability across the curriculum, commitment to critical systems thinking and interdisciplinarity, sustainability literacy expressed as a universal graduate attribute (2 pts.)**
 - Integration of social, economic and environmental sustainability themes into the curriculum
 - Presence of in-service environmental training for faculty members
 - Presence of environmental support instructional materials for use by Teachers and students
 - Presence of environmental degree/certificate programs being offered by the school
- 3. Campus planning, design and development structured and managed to achieve and surpass zero net carbon/water/waste, to become a regenerative organisation within the context of the local bioregion (2 pts.)**
 - Allocation of financial and logistical support by the schools to the student eco-club
 - Environmental awards received (from 2015-present)
- 4. 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.)**

- The prevailing values of the school and the curriculum is sensitive to issues of gender equity
 - Presence of a Gender and Development (GAD) Office or GAD focal point
 - Language used in teaching lesson plans, books and other forms of media
- 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 PWDs/PDAs or children with special needs
- All staff are skilled in conflict resolution strategies as a support for positive student behavior
 - Guidance counselor with record of counseling cases
 - Presence of program for conflict resolution
 - Grievance committee
- Implementation of Student Protection Policy

CURRICULUM AND INSTRUCTION (20 points)

5. **The campus as “living laboratory”– student involvement in environmental learning to transform the learning environment**
 - Students are given opportunities and skills to participate constructively in helping to solve local community problems
 - 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

SUSTAINABILITY PROGRAMS (40 points)

6. **Physical operations and maintenance focused on supporting and enabling environmental goals, including effective monitoring, reporting and continual improvement (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.)
 - Paper conservation program (e.g. efficient consumption of paper; presence of paper conservation trays, etc.)
 - Energy efficiency and conservation program (e.g. replacement of incandescent lamp with compact fluorescent lamps, turning off of machine when not in use, etc)
 - Water conservation program (e.g. repair of leaking faucets, signages, etc.), including prevention and/or treatment of water pollution
 - 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.)
 - Greening program (presence of indigenous plants, trees, mini-gardens etc.)
 - 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.)
7. **Celebration of cultural diversity and application of cultural inclusivity (10 pts.)**

RESEARCH

8. **Dedicated research on sustainability topics and consideration of “quadruple bottom line” sustainability aspects in all other research (10 points)**

Number of faculty engaged, including the concepts researched and impacts

- Environment(2.5 pts)
- Economic(2.5 pts)
- Social(2.5 pts)
- Governance(2.5 pts)

EXTENSION

9. **Outreach and service to the wider community, including partnerships with schools, government, non-governmental organisations and industry (10 points)**

- Frameworks to support cooperation among universities both nationally and globally **(3 pts.)**
- Linkages with Local and National Agencies (e.g. DENR or other agencies, LGUs, etc.) **(2 pts.)**
- Linkages with International Agencies (e.g. United Nations Environment Programme, United Nations Development Programme, UNESCO, etc.) **(2 pts.)**
- Students are given opportunities and skills to participate constructively in helping to solve local community problems **(2 pts.)**

STUDENT ENGAGEMENT

- 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 **(5 pts.)**
- The school plays an active role in building support for cultural diversity both within the school and its wider community **(5 pts.)**
 - Presence of programs for Indigenous People/Muslims/etc.

III. THE SPECIAL CATEGORY LEADERSHIP AWARDS:

A. The Nestle Water Leadership Award

The **Nestlé Water Leadership Award** was 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	70 pts.

	<ul style="list-style-type: none"> - 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.) <p>c. Programs and Initiatives/Projects</p> <ul style="list-style-type: none"> - Initiatives on Water Efficiency and Conservation (20 pts.) - Waste water treatment initiatives (10 pts.) 	
Monitoring	Monitoring and measurement (8 pts.)	8 pts.
Maintenance	Periodic Review of the Program/Initiatives (7 pts.)	7 pts.

B.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	10 pts.

addresses	
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.

C.The LANDBANK Green Leadership Award

8. 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.

- 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)”**

9. 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 28, 2017.**

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

10.SCREENING OF ENTRIES. Selected entries from the public elementary and high school will then be submitted to the EMB Regional Offices by the DepEd Division Offices by **June 8, 2017.** 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.

11.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.**

12.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

13.PREPARATION OF MATERIALS FOR THE SCHOOL INITIATIVES. Regional finalists should submit exhibit-ready materials of their entry by July 31, 2017 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.**

14.AWARDING CEREMONIES. All winning entries for each category, together with selected entries will be displayed during the national awarding ceremonies to be held on November 15, 2017, in time for the National Environmental Awareness Month celebration.

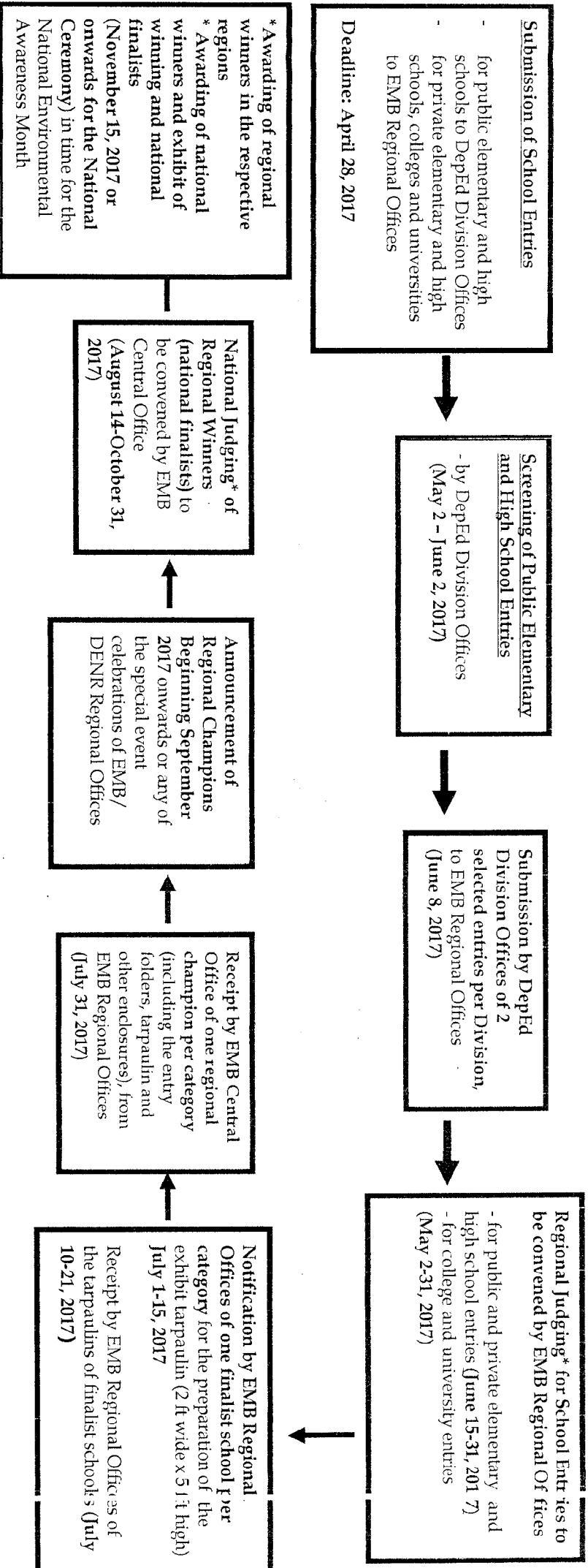
15.PROGRAM WEBSITE. A program website containing the schools’ initiatives and important information will be periodically uploaded at the sustainable schools website (www.sustainableschools.ph),so that it can be venue for continuing exchange of information for initiatives of sustainable and eco-friendly schools in the country.

To facilitate fasten 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.

16.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 376-56-10 or via e-mail at ecofriendlyschoools@gmail.com

**** Previous national winners (first, second and third) in the 2009, 2011, 2013 and 2015 national search are no longer eligible to join.**

Proposed Timelines for the 2017 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