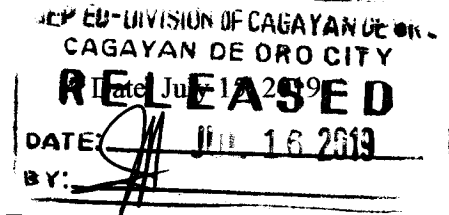




Republic of the Philippines
Department of Education
Region X

DIVISION OF CAGAYAN DE ORO CITY
Fr. William F. Masterson, S.J. Avenue,
Upper Balulang, Cagayan de Oro City
Tel. Nos. (088) 855-0049



Division Memorandum No. 536 s. 2019

**2019 NATIONAL SEARCH FOR SUSTAINABLE
AND ECO-FRIENDLY SCHOOLS**

To:

**PUBLIC SCHOOLS DISTRICT SUPERVISOR
ALL ELEMENTARY AND SECONDARY SCHOOL HEADS/ PRINCIPALS
BOTH PUBLIC AND PRIVATE SCHOOLS
This Division**

1. In view of the herein attached DepEd Memorandum No. 024 s. 2019 entitled 2019 National Search for Sustainable and Eco-Friendly Schools of the Department of Environment and Natural Resources Office, the field is hereby informed of the on-going search to be participated by all schools of this Division.
2. The said search aims to encourage schools/ academic institutions to become more actively involved in environmental issues at a practical and local level; and develop skills and understanding among students, faculty and school administrators in initiating active responses and increasing community awareness and participation on environmental concerns.
3. Attached herein also is the Entry Form with checklist to facilitate your documentary attachments needed for this search. You are to accomplish your entry based on the attached guidelines.
4. You are further directed to submit your entry to Mr. Jimboy Eugenio at the SGOD Office on or before July 16, 2019 at 10 AM. All entries submitted after the deadline will not be entertained.
5. Furthermore, the following shall compose the Division Selection Committee for this search:

Chairman: **JIMBOY S. EUGENIO**

Members:

**ELLANOR CONSEJO ROLLAN
LEAH P. MANZANO
JAIRUS JOHN M. GOCHUCO**

6. The Division Selection Committee is directed to determine the finalist (one public school, either elementary or secondary) on or before July 16, 2019 at 2PM to be endorsed by the Schools Division Superintendent to the Office of the Regional Director of the Environmental Management Bureau-Region-X (DENR-EMB-X) on the same date.
7. Please refer to the herein attached DepEd Memorandum for your reference.
8. For your information, guidance and compliance.

JONATHAN S. DELA PEÑA, Ph.D., CESO V
Schools Division Superintendent

Encl.:

As stated

Reference:

D.M. 024 s. 2019

To be indicated in the perpetual index
under the following subjects:

SCHOOL

CONTEST

ENVIRONMENT

ECO-FRIENDLY SCHOOL



Republic of the Philippines
Department of Education

DepEd MEMORANDUM
No. **024**, s. 2019

26 FEB 2019

2019 NATIONAL SEARCH FOR SUSTAINABLE AND ECO-FRIENDLY SCHOOLS

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

1. The Department of Environment and Natural Resources (DENR), through the Environmental Management Bureau (EMB), in cooperation with the Department of Education (DepEd), and the Commission on Higher Education (CHED), will conduct the **2019 National Search for Sustainable and Eco-Friendly Schools**. This is pursuant to Republic Act No. 9512 entitled National Environmental Awareness and Education Act of 2008, and the ASEAN Environmental Education Action Plan for Sustainable Development for 2014–2018.

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

3. The following documents are enclosed for reference:

Enclosure No. 1 - Entry Form,
Enclosure No. 2 - Rationale, and
Enclosure No. 3 - Proposed Timelines.

4. The deadline for submission of entries is on **April 26, 2019**. Each category is requested to submit entries to the corresponding offices:

Category	Office
Public Elementary and High Schools	Respective DepEd Schools Division Office
Private Elementary and High Schools Higher Education Institutions	Nearest DENR-EMB Regional Office

5. For more information, please contact **Ms. Maria Cristina A. Francisco** or **Mr. Niño P. Pinalva**, National Program Secretariat, 2019 National Search for Sustainable and Eco-Friendly Schools, Environmental Education and Information Division, Environmental Management Bureau, Department of Environment and Natural Resources, 2nd Floor, HRD Building, DENR Compound, Visayas Avenue, Diliman, Quezon City at telefax nos. (02) 928-4674 and (02) 376-5610 or email at ecofriendlyschoools@gmail.com or ecofriendlyschoools@yahoo.com.

6. Immediate dissemination of this Memorandum is desired.


LEONOR MAGTOLIS BRIONES
Secretary

Encls.:
As stated

Reference:
DepEd Memorandum No. 195, s. 2016

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

ENVIRONMENTAL EDUCATION
PRIZES OR AWARDS
PROGRAMS
SCHOOLS
SEARCH

(Enclosure No. 1 to DepEd Memorandum No. 024, s. 2019)

2019 NATIONAL SEARCH FOR SUSTAINABLE & ECO-FRIENDLY SCHOOLS
(Recognition Awards for Sustainable & Eco-Friendly Schools)

ENTRY FORM

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

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

Please check for appropriateness. Please attach corresponding documents/evidence to the items checked. These documents can be photos, or text or videos.

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

FOR ELEMENTARY AND HIGH SCHOOL CATEGORIES:

1. Clear articulation and integration of social, ethical, environment and climate change dimensions in the institution's vision, mission and governance (15 pts.)

- _____ The School Improvement Plan or its equivalent, incorporates, integrates and clearly articulates sustainability thrust, to include climate change dimensions (4 pts.)
- _____ The Policy of the school is communicated to constituents in the school (students, academic and non-academic staff, and parent-teachers' association) (3 pts.)
- _____ A person or a committee is assigned to implement programs and projects for the school (3 pts.)
- _____ Efforts to create awareness on any of the 17 Sustainable Development Goals (SDGS) as shown in Annex 1 and the national level development plans among the students (5 pts.)

2. Environment and Climate Change Dimensions in School Operations (30 pts.)

- _____ Waste management program (e.g. waste segregation, recycling, composting, presence of Materials Recovery Facility/System, sale of crafts, compost and other items from waste recycling, etc.) (4 pts.)
- _____ Paper conservation program (e.g. efficient consumption of paper; presence of paper conservation trays, etc.) (4pts.)
- _____ Energy efficiency and conservation program (e.g. replacement of incandescent lamp with compact fluorescent lamps or LED, turning off of machine when not in use, etc) (4 pts.)
- _____ Water conservation program (e.g. repair of leaking faucets, retrofitting of faucets to spray type and water- efficient toilet flush, rainwater harvesting facility, etc.) (2 pts.)
- _____ Pollution prevention program (e.g. air and water pollution prevention program, ban on entry of smoke-belching vehicles/idling of vehicles on the campus, presence of signages, etc.) (2 pts.)
- _____ Greening program (presence of plants, trees, mini-gardens etc.) (4 pts.)
- _____ Other environmental and natural resources management program/s not mentioned above (e.g. biodiversity conservation program and management program, etc.) (4 pts.)
- _____ Climate Change & Disaster Risk Reduction programs (4 pts.)
- _____ Environmental awards received (from 2017-present) (2 pts.)

3. Environment and Climate Change-related Features of the School Curriculum (10 pts.)

- _____ Integration of environment themes into the curriculum (3 pts.)
- _____ Presence of climate change and disaster risk reduction themes in the curriculum (3 pts.)
- _____ Presence of in-service environment and climate change training for faculty members (2 pts.)
- _____ Presence of environment and climate change support instructional materials for use by teachers and students (2 pts.)

4. Presence of Vibrant Eco Organizations in Campus (8 pts.)

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

5. Presence of Environmental Partners and Linkages in Various Programs, Projects and Activities (7 pts.)

- _____ Linkages with Local and National Agencies (e.g. DENR or other agencies, LGUs, etc.) (3pts.)
- _____ Linkages with International Development Partners (e.g. United Nations Environment Programme, United Nations Development Programme, UNESCO, etc.) (1pt.)
- _____ Outreach and service to wider community, including partnerships with non-government organizations and industries (3 pts.)

6. Socio-Cultural Sustainability – (25 pts.)

- _____ The prevailing values of the school and the curriculum are sensitive to issues of gender equity (Equal number or more women staff given positions/administrative roles on the school (based on qualification and merit); Female students hold leadership roles in the school (good balance/good percentage out of the total number of such positions; Presence of a Gender and Development Office or focal point; Language used in teaching /lesson plans / books (for High School and College only) is gender responsive) (8 pts.)
- _____ Students are given opportunities and skills to participate constructively in helping to solve local community problems (3 pts.)
- _____ With Existing Student Organizations/School Clubs on socio-cultural sustainability affair (2 pts.)
- _____ The prevailing values of the school and the curriculum adequately prepare students for life as citizens of a multi-cultural society and global community; Presence of global awareness program in the curriculum and instruction (3 pts.)
- _____ The special needs of all students, especially those with physical or learning disabilities are catered for (Special Education Programs, Inclusive education, Presence of accessibility structures for Persons With Disabilities or children with special needs) (3 pts.)
- _____ The staff are skilled in conflict resolution strategies as a support for positive student behavior (3 pts.)
- _____ The school plays an active role in building support for cultural diversity both within the school and its wider community; Presence of programs for Indigenous Cultural Communities (3 pts.)

7. Economic Sustainability – (5 pts.)

- _____ A spirit of cooperation and sharing – not competition – is modeled in the allocation of resources in the school (2 pts.)
- _____ Students learn small business skills through opportunities to organize school and community projects (2 pts.)
- _____ A culture of maintenance ensures that school buildings and equipment are kept in good repair and maintained in good condition (1 pt.)

II. FOR HIGHER EDUCATION CATEGORY:

A. ADMINISTRATION (10 pts.)

- _____ Clear articulation and integration of social, ethical, environment and climate change dimension in the institution's vision, mission and governance (2 pts.)
- _____ Integration of social, economic, environmental sustainability and climate change dimension across the curriculum, commitment to critical systems thinking and interdisciplinarity, sustainability literacy expressed as a universal graduate attribute (2 pts.)
- _____ Socio-cultural Domain (2pts.)
- _____ Campus planning, design and development structured and managed to achieve low carbon/water/waste, to become a regenerative organisation within the context of the local bioregion. (2 pts.)
- _____ Policies and practices which foster equity, diversity and quality of life for students, staff, and the broader community within which the university is based (2 pts.)