**2017 NATIONAL SEARCH FOR SUSTAINABLE & ECO-FRIENDLY SCHOOLS**

***(A Recognition Awards for Sustainable & Eco-Friendly Schools)***

**ENTRY FORM**

**Name of School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Region \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Category \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Contact Person/s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Contact Number/s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**E-mail Address (Pls. write legibly) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

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1. **Please check for appropriateness. Please attach corresponding documents/evidence to the items checked. These documents can be photos, or text or videos.**
2. **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.)

* 1. **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.)

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* 1. **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.)

* 1. **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.)

* 1. **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.)

* 1. **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.)

* 1. **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.)

1. **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.)

* 1. **Curriculum and Instruction (20 pts.)**

\_\_\_\_\_\_\_\_\_\_\_\_\_ The campus as a “living laboratory” – student involvement in environmental learning to transform the learning environment (20 pts.)

* 1. **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.)

* 1. **Research (10 pts.)**

\_\_\_\_\_\_\_\_\_\_\_\_\_ Dedicated research on sustainability topics and consideration of “quadruple bottom line” sustainability aspects in all other research (10 pts.)

* 1. **Extension (10 pts.)**

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

* 1. **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.)

1. **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.)

1. **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:**

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**Signature over Printed Name**

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**Position/Institution**

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**Printed Name of Receiver: Date Received:**

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