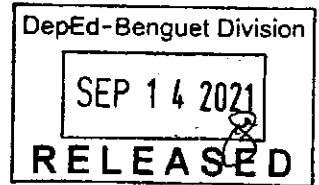




Republic of the Philippines  
**Department of Education**  
Schools Division of Benguet



07 September 2021

**DIVISION MEMORANDUM**

No. 361, s. 2021

TO: Public Schools District Supervisors/District-in-Charge/Coordinating Principal  
School Heads  
All School Teaching and Non-Teaching Personnel

**DIVISION SEARCH FOR RADIATING INSTITUTIONS OPERATING WITH  
SUSTAINABLE AND ENVIRONMENT-FRIENDLY PRACTICES (ROSE)**

1. Pursuant to DepEd-CAR Regional Memorandum No. 283, s. 2021, entitled *Regional Search for Radiating Institutions Operating with Sustainable and Environment-Friendly Practices (ROSE)*, this Office will conduct the **2021 Division Search for the ROSE School**.
2. This Search aims to encourage schools to be involved in environmental issues and concerns at their level; and develop skills among stakeholders to initiate active responses, and participations on environmental concerns. This is open to all public elementary and secondary schools in Benguet.
3. The objective, timeline, and the criteria for judging for this Search are attached for your reference and guidance.
4. All districts are expected to have one (1) entry per category. It is highly encouraged that a district-level search will be conducted to give equal opportunities for all interested schools. For more information, please contact Ms. Nerissa Barbosa at Landline 661-5864 or through her official social media account.
5. Immediate dissemination and compliance with this Memorandum are directed.

  
GLORIA B. BUYA-AO  
Schools Division Superintendent

Encl.: As stated  
Reference: Republic Act 9512  
DepEd-CAR Regional Memorandum No. 283, s. 2021

/SGOD/SMN/DRRM/nib



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## **2021 Regional Search for the ROSE School**

### **I. Rationale**

Pursuant to Republic Act 9512 or the National Environmental Awareness and Education Act of 2008 the Department of Education is mandated to integrate environmental education in its school curricula at all levels, whether public or private, including barangay daycare, preschool, non-formal, technical vocational, professional level, indigenous learning and out-of-school youth courses or programs. It shall cover both theoretical and practicum modules comprising activities, projects, programs including, but not limited to, tree planting; waste minimization, segregation, recycling, and composting; freshwater and marine conservation; forest management and conservation; relevant livelihood opportunities and economic benefits and other such programs and undertakings to aid the implementation of the different environmental protection law.

In support to RA 9512, the Department of Education – Cordillera Administrative Region (DepEd-CAR) will conduct the **Regional Search for Radiating Institutions Operating with Sustainable and Environment-friendly practices (ROSE)**.

### **II. Project objectives**

The search aims:

- a. To encourage schools/institutions to be involved actively in environmental issues; and
- b. To develop skills and understanding among learners, faculty and school administrators in initiating active responses and increasing community awareness and participation on environmental concerns.

### **III. Project background**

Sustainable and Environment-Friendly Schools are those that initiated and integrated in their instruction, research and/or administrations, programs which are environment-related.

In pursuit of a sustainable and environment-friendly school, the following can be adopted:

- Developing environmental policies for the school;
- Campus planning, design and development structured and managed to achieve zero net carbon/water/waste;
- Physical operations and maintenance focused on supporting and 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 school is based;
- Physical cleanliness, orderliness and beautification of the school;
- Energy conservation, efficiency and electrical safety;
- Water conservation/water management (maintenance of potable water) including prevention and 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;
- Environmental audits of school's operations and facilities;
- Integration of environmental themes in the curriculum;
- Conduct of in-service environmental training for teachers;
- Presence of environmental clubs and organizations;
- Development of environmental support instructional materials;
- Environmental research or studies;
- Linkages and exchanges on environment;
- Environmental awareness and community education such as exhibits, seminars, conferences and symposia, eco-tours, healthy lifestyle campaign;
- Climate change mitigation and adaptation program;
- Disaster risk reduction and management program.

#### **IV. Schedule of activities**

The following are the schedule of activities:

<b>ACTIVITIES</b>	<b>Timeline/Date</b>	<b>Person/s Involved</b>
<b>Search for the ROSE school-district level</b>	<b>September</b>	<b>PSDS/DIC, District Science Coordinator, District DRRM Coordinator</b>
<b>Announcement of District Winners</b>	<b>1<sup>st</sup> week of October</b>	<b>PSDS/DIC, District Science Coordinator, District DRRM Coordinator</b>
<b>Submission of District Entry to the Division Office</b>	<b>2<sup>nd</sup> Week of October (deadline: Oct. 15, 2021)</b>	<b>PSDS/District-in-charge (DIC)</b>
<b>Judging of Entries</b>	<b>3<sup>rd</sup> Week of October (Oct. 18-22)</b>	<b>EPS-Science, SGOD-DRRM, SGOD-YFP</b>
<b>Announcement of Division Winners</b>	<b>4<sup>th</sup> Week of October</b>	
<b>Submission of Division Entry to the Regional Level</b>	<b>1<sup>st</sup> Week of November</b>	
<b>Judging of Entries/Validation</b>	<b>2<sup>nd</sup> Week of November</b>	<b>ESSD/CLMD</b>
<b>Awarding of winners – Regional Level</b>	<b>3<sup>rd</sup> week of November</b>	<b>EPS-Science, ESSD</b>

#### **V. Participants**

The participants for the search are the public elementary and secondary schools in the Cordillera Administrative Region.

<b>Public Elementary School</b>	<b>Small school category – enrolment of 249 and below</b>
	<b>Big school Category – enrollment of 250 up</b>
<b>Public Secondary School</b>	<b>Small school Category – enrolment of 249 and below</b>
	<b>Big school Category – enrollment of 250 up</b>

**VI. Criteria for judging**

- a. Clear articulation and integration of social, ethical, environment and climate change dimensions in the institutions vision, mission, and governance (15 points)

	Points
The School Improvement Plan, incorporates, integrates sustainability thrust, to include climate change dimensions	4
The policy is communicated to the constituents	3
A person or a committee was assigned to implement project and programs	3
Efforts to create awareness on SDGs (on any of the Sustainable Development Goals) among students	5

- b. Environment and climate change dimensions in school operations (30 points)

	Points
Waste management program (waste segregation, recycling, composting, MRF, sale of crafts, compost and other item from waste recycling etc.)	4
Paper conservation program (efficient consumption of paper, presence of paper conservation trays, etc.)	3
Energy efficiency and conservation program (replacement of incandescent with fluorescent lamps, turning off of machine when not in use, etc.)	3
Water conservation program (repair of leaking faucets, water efficient toilet flush, rainwater harvesting facility, etc.)	3
Pollution prevention program (air and water pollution program, ban on entry of smoke belching vehicles inside the school campus, presence of signages, etc.)	3
Greening program (presence of plants, mini gardens etc.)	5
Other environment and natural resources management programs not mentioned above (biodiversity conservation program, etc.)	2

Climate change and Disaster Risk Reduction programs	5
Environmental awards received (last 3 years)	2

c. Environment and climate change -related features of the school curriculum (10 points)

Integration of environment themes in the curriculum	3
Presence of climate change and Disaster Risk Reduction themes in the curriculum	3
In-service environment and climate change training for faculty	2
Presence of environment and climate change support instructional materials	2

d. Eco organizations in campus (8 points)

Functional eco-club among students with at least one eco project per school year for the past two years	4
Allocation of financial and logistic support by the school to the student eco-club	2
The campus as a living laboratory - student involvement in environmental learning to transform to a learning environment	2

e. Environmental partners and linkages (7 points)

Linkages with local and national agencies	3
Linkages with international agencies	1
Outreach and service to wider community, including partnership with non-government organizations and industries	3

f. Socio-cultural sustainability - (25 points)

The prevailing values of the school and the curriculum is sensitive to issues of gender equity. -Female students hold leadership roles - good balance. -Presence of GAD focal point	4
Students are given opportunities to participate in solving community problems	4
Existing student organizations/school clubs	4

A culture of maintenance ensures that all school buildings and equipment are kept in good repair and maintenance  <ul style="list-style-type: none"> <li>• Brigada Eskwela</li> <li>• Presence of instructional feedback mechanism for school maintenance</li> </ul>	1
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The prevailing values of the school adequately prepare students for life as citizens of a global community. -Presence of global awareness program	3
The special needs of all learners are catered. <ul style="list-style-type: none"> <li>• Special education program</li> <li>• Inclusive education</li> <li>• Presence of accessibility structures for persons with disabilities or learners with special needs.</li> </ul>	4
The staff are skilled in conflict resolution strategies as a support for positive student behavior <ul style="list-style-type: none"> <li>• Guidance counselor w/ counselling cases</li> <li>• Presence of program for conflict resolution</li> <li>• Grievance committee</li> <li>• Child protection policy</li> </ul>	4
Support for cultural diversity – presence of programs for indigenous cultural communities	2

**g. Economic sustainability (5 points)**

The spirit of cooperation and sharing – not competition – is modeled in the allocation of resources in the school	2
Students learn small business skills through opportunities to organize school and community projects <ul style="list-style-type: none"> <li>• Young Entrepreneur Cooperative in school or its equivalent.</li> <li>• Environment friendly income generating activities/ programs/projects with financial report</li> </ul>	2
A culture of maintenance ensures that all school buildings and equipment are kept in good repair and maintenance <ul style="list-style-type: none"> <li>• Brigada Eskwela</li> <li>• Presence of instructional feedback mechanism for school maintenance</li> </ul>	1