



Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION
Schools Division of Benguet

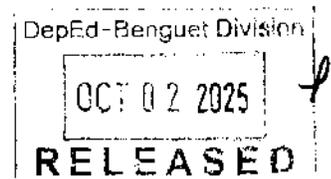
1 October 2025

Division Memorandum

No. 436, s. 2025

**Search for Radiating Institution Operating with Sustainable and Environment
Friendly Practices (ROSE)**

To: Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisors/ District In-Charge
School Heads of Public Elementary and Secondary Schools
All others Concerned



1. Pursuant to Regional Memo titled 2025 Regional Search for the Radiating Institution Operating with Sustainable and Environment Friendly Practices (ROSE), the Schools Division of Benguet will conduct a division search among all public elementary and secondary schools.
2. The activity aims to encourage academic institutions to be actively involved in addressing environmental issues and concerns at their level and develop skills among stakeholders to initiate active responses on environmental concerns.
3. Attached are the criteria for judging for your guidance and reference.
4. All entries must be submitted to the Schools Division Office on or before October 20, 2025.
5. Immediate and wide dissemination of this memorandum is desired.


ESTELA P. LEON-CARIÑO EJD, CESO III
Regional Director and
concurrent Officer-in-Charge
Office of the Schools Division Superintendent


/CID/amd/ff/mcddg

2025 DIVISION SEARCH FOR ROSE

I. Timeline

		Timeline
1	Submission of entries to the SDO Categories: Elementary -Big School -Small School Secondary- Big School Small School	October 15-20,2025
2	Submission of winning entry for each category to the Regional Office	October 24, 2025
3	Regional evaluation of entries	October 27-30, 2025

II. Criteria for Judging

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

• Waste management program (waste segregation, recycling, composting, MRF, sale of crafts, compost and other items 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 instruction 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 2 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	

25 Points

F. Socio-cultural sustainability

• The prevailing values of the school and the curriculum is sensitive to issues of gender equality <ul style="list-style-type: none"> ▪ 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	
• The prevailing values of the school adequately prepare students for life as citizens of a global community <ul style="list-style-type: none"> ▪ Presence of global awareness program 	3	
• The special needs of all learners are catered <ul style="list-style-type: none"> ▪ Special education program ▪ Inclusive education ▪ Presence of accessibility structures for persons with disabilities or learners with special needs 	4	
• The staff are skilled in conflict resolution strategies as a support for positive student behavior <ul style="list-style-type: none"> ▪ Guidance counselor with counseling cases ▪ Presence of program for conflict resolutions ▪ Grievance committee ▪ Child Protection policy 	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		
• Students learn small business skills through opportunities to organize school and community projects <ul style="list-style-type: none"> ▪ Young Entrepreneur Cooperative in school or its equivalent ▪ Environment friendly income generating activities/programs/projects with financial report 		
• A culture of maintenance ensures that all school buildings and equipment are kept in good repair and <ul style="list-style-type: none"> ▪ Brigada Eskwela, YCAP, Repair and maintenance activities ▪ Presence of instructional feedback mechanism for school maintenance 		