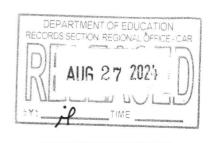


Republic of the Philippines

Department of EducationCORDILLERA ADMINISTRATIVE REGION



22 August 2024

REGIONAL MEMORANDUM No. 566 2024

2024 REGIONAL SEARCH FOR THE RADIATING INSTITUTION OPERATING WITH SUSTAINABLE AND ENVIRONMENT FRIENDLY PRACTICES (ROSE)

To: Assistant Regional Director
Schools Division Superintendents
School Heads of Public and Secondary Schools
All Others Concerned

- 1. The Department of Education, Cordillera Administrative Region announces the **2024 Regional Search for the ROSE School**. The project is in support of RA 9512 or the National Environmental Awareness and Education Act of 2008 mandating the Department of Education to integrate environmental education in its school curricula at all levels.
- 2. The search aims to encourage academic institutions to be involved in environmental issues and concerns at their level; and develop skills among stakeholders to initiate active responses on environmental problems. Attached are the mechanics of the search for your guidance and reference.
- 3. Schools Division Offices may submit 1 entry in each category on or before October 25, 2024. Submit documents in hard copy at the record section of the regional office for proper recording.
- 4. Attached are the criteria for judging and the timeline of activities.
- 5. For inquiries or concerns, please contact CES Jennifer P. Ande at (074) 422-1096 or 09190073814.
- 5. Wide dissemination of this Memorandum is desired.

ESTELA P. LEON-CARIÑO Edd, CESO III

Director IV / Regional Director

CLMD/JPA/acm









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2024 Regional Search for the ROSE

I. Timeline:

No.	Activities	Timeline				
1	Division Search for the Best Implementer of the project ROSE	August - October				
2	Submission of division entry to the 2024 project ROSE Search (1 entry per category) • Elementary = Big School - 1 Small School - 1 • Secondary = Big School - 1 Small school - 1	October 25, 2024				
3	Orientation on project ROSE	To be announce				
4	Evaluation of the manuscripts	October 28-31				
5	Onsite validation of the finalist	November				
6	Awarding & Recognition	December				

II. Criteria for judging:

a. Clear articulation and integration of social, ethical, environment and climate change dimensions in the institutions vision, mission, and governance					
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				
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,	3			
rainwater harvesting facility, etc.)				
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	2			
above (biodiversity conservation program, etc.)				
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)

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	Integration of environment themes in the curriculum									3			
	Presence	of	climate	change	and	Disaster	Risk	Reduction	themes	in	the	3	
	curriculu	m											

In coming any incompact and alimeter than the initial Conference		Г				
In-service environment and climate change training for faculty	2	ļ				
Presence of environment and climate change support instructional materials	2					
D. Eco organizations in campus (8 points)		T				
Functional eco-club among students with at least one eco project per school	4					
year for the past two years						
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	2					
learning to transform to a learning environment						
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-	3					
government organizations and industries						
F. Socio-cultural sustainability – (25 points)						
The prevailing values of the school and the curriculum is sensitive to issues of	4					
gender equity.						
-Female students hold leadership roles – good balance.						
-Presence of GAD focal point						
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.	3					
-Presence of global awareness program						
The special needs of all learners are catered.	4					
Special education program	1					
Inclusive education						
Presence of accessibility structures for persons with						
disabilities or learners with special needs.						
The staff are skilled in conflict resolution strategies as a support for positive	4					
student behavior	7					
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database obtained in a case of the case of						
Presence of program for conflict resolution						
Grievance committee						
• Child protection policy	-					
Support for cultural diversity – presence of programs for indigenous cultural	2					
communities						
G. Economic sustainability (5 points)						
The spirit of cooperation and sharing - not competition - is modeled in the	2					
allocation of resources in the school						
Students learn small business skills through opportunities to organize school	2					
and community projects						
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 maintenance						
 Brigada Eskwela, YCAP, Repair and maintenance activities. 						
Presence of instructional feedback mechanism for school						
maintenance						