

INITIATIVES TOWARDS SUSTAINABLE CAMPUS: A CASE OF DARK GREEN SCHOOLS -ACCREDITED UNIVERSITIES IN THE PHILIPPINES

Alice T. Valerio

De La Salle University-Dasmarias, Philippines
atvalerio@dlsud.edu.ph / alicevalerio@yahoo.com

ABSTRACT

Academic institutions are increasingly recognizing the potential value in incorporating sustainable development goals and other environmental aims into their vision and mission. This paper examines the various initiatives and challenges of DGS-accredited universities in the Philippines that will eventually lead towards sustainability. Data on the initiatives and best practices of two universities after DGS accreditation were gathered. Indeed, these schools have been inspired by the Dark Green Status that required adjustments to the instruction, research, and operational activities. These schools implemented environmentally responsible school operations, decreased residual waste generation, enhanced and integrated EE in various subjects, and other practices such as conserving energy, pollution control, biodiversity management, reducing carbon footprint, and the like. The DGS status can provide a great challenge to various schools towards sustainable institutional practices and foster meaningful change. This can also provide an opportunity whereby academic institutions become national and eventually global leaders in sustainability. Environmental education can benefit the academic community in protecting the environment and creating a better and cleaner world to live in.

Keywords: Dark Green Schools, initiatives, accreditation, sustainability, environmental education

Introduction

Over the years, organizations adopt environmental management systems (EMS) for their operations. The experiences of these agencies have helped to demonstrate the value of EMSs in the public sector and provided much valuable information that can help other public agencies in the future (PEER LRC EMS Program Benefits). Kuhar, Bettinger, Lehnhardt, Tracy, and Cox (2009) noted the significance of a partnership between and among scientists, educators, and local administrators to evaluate a model of education program that includes short- and long-term evaluation of knowledge and attitude change of sample students from 14 schools outside the Kalinzu Forest Reserve in Uganda. School personnel has been found to play a vital role in helping the school learn about sustainability recognizing their role in the planning, development, implementation, monitoring and evaluation of sustainable school initiatives (Gough, 2004).

Education for sustainable development provides a new approach to Environmental Education which attempts to move beyond education in and about the environment approaches to focus on equipping learners with the necessary skills to be able to take positive action to address a range of sustainability issues. Learning for sustainability motivates, equips and involves both individuals and institutions in reflecting on how they currently live and work. Learning for sustainability aims to go beyond individual behavior change or single actions often associated with education for the environment. It seeks to implement systemic change within the community, institutions, government and industry (Tilbury and Cooke, 2005).

Sustainability has been identified as one of the most pressing challenges facing higher education. Sustainability considerations cut across the core functions of education, research, and management operations of these organizations. It has been documented how environmental education (EE) and learning for sustainability initiatives can help achieve organizational change within this sector (National safety council; Ramsey, 2012; Kuhar et al., 2009). Learning for sustainability approaches still struggle to feature in mainstream school education and the whole-school approaches to sustainability are emerging, but are still rare. It is critical to strengthen the presence of EE within school curricula and teacher training to ensure that schools and students develop the capacity to contribute to sustainability. There is a need, therefore, to ensure that effective approaches

to learning for sustainability are developed (Tilbury and Cooke). Environmental education strategy framework has been formulated to develop the whole school community's awareness, understandings, skills, attitudes and involvement in addressing the environmental challenges facing society (Gough, 2004; VPPA, 1993; Woods, 2004).

In the Philippines, environmentalists have been urging the Department of Education (DepED) to push the country's 55,230 public and private elementary and secondary schools to be mindful of the DepEd Memorandum No. 33-2001 providing for the monitoring of school implementation of ecological solid waste management, including the promotion of "sorting-at-source", the 'use of recycled materials", and "banning any form of open burning". The zero waste resource management will contribute to a healthy and socially-responsible school system that will not add to the 35,000 MT of trash that the country generates daily (Villanueva, 2011). Environmental education, therefore, needs to be strengthened at all educational levels in the country.

Environmental education (EE) is often considered by educators as an ideal way to integrate classroom curricula, stimulate the academic and social growth of young people, and promote the conservation of the natural environment. The 2012 UN Conference on Sustainable Development, or Rio+20 (United Nations, 2012) recognized the role of Higher Education Institutions in building more sustainable societies and creating new paradigms. This is anchored on their mission of promoting development through both research and teaching, disseminating new knowledge and insight to their students and building their capabilities. Higher Education Institutions have a special responsibility to provide leadership on education for sustainable development for the benefit of present and future generations.

While sustainability is now a cornerstone of research and teaching, different higher education institutions are faced with the challenge of realigning institutional practices, processes and resources to fully institute sustainability on campus. Today, society needs high-quality environmental programs that succeed in moving values and changing behaviors in the direction of sustainability and environmental conservation (Thomson and Hoffman, 2003). Accreditation is one way of putting these institutions at a higher level. It is a critical assessment of educational programs to determine that the education provided is of uniform and sound quality. Being awarded accreditation ensures that an institution has been evaluated

and that it met set standards of quality determined by the accrediting organization granting the accreditation (College Accreditation, 2012).

In the Philippines, the Dark Green Schools (DGS) Program is a system of accreditation where a higher education institution is judged on its environmental thrusts as reflected in its Policies, Administration and Finance, Academics, Research, Outreach and Production. The conferment is an affirmation of the University's "effective integration of environmental concerns in its academic programs and its continuing efforts to improve the environmental situation within its community" (Environmental Resource Management Center). The DGS program ensures that students graduating from Philippine schools have the knowledge skills and motivation to work for the integrity of our country's environment, for the whole of God's creation, for their own sake and for the sake of generations to come. A green school essentially integrates the environment throughout the school in a variety of ways (mainly through academics, operations, student and community engagement). With integrated environmental content in school curriculum and policies facilitating regular environment friendly activities, the green schools aim to inculcate healthy and eco-friendly initiatives.

This paper will examine the initiatives of the two DGS-accredited schools in the Philippines such as DLSU-D and Miriam College. While they are given seven years of DGS status, they have to prove that they are worthy of the title through sustaining the environmental education programs in their respective campuses. It is believed that effective, relevant evaluation offers a way to improve education programs and enable them to succeed in accomplishing more of their objectives and goals. It is hoped that the DGS status provides a great challenge to various schools towards sustainable institutional practices and structure progressive action, and foster relevant change. This will give these institutions an opportunity to proactively address environmental problems and develops sustainable practices.

Methodology

Only DLSU-D and Miriam College were able to give substantial information, hence, these were considered in the study. The data on the initiatives/best practices of the school were gathered from the Director of the Environmental Resource and Management Center (ERMAC) of DLSU-D and Environmental Science Institute (ESI) of Miriam College. Since the accreditation took place in 2008 while the Dark Green Status was

awarded in February 2009, the performance report for CY2011-2012 were considered in the evaluation to give way to schools to follow the recommendations of the accreditors. Descriptive statistics were used in the evaluation of what were accomplished by the DGS-accredited institutions. Initiatives in this study refers to the environmental practices of these schools in order to meet the recommendations of the accreditors. Many of these practices have been sustained and have been identified as their best practices. Adhering to the recommendations will enable these schools to sustain its title of Dark Green School.

Background of the Dark Green Schools Program

The Environmental Education Network of the Philippines (EENP) now Philippine Network of Educators for Environment was founded in 1986. Since then, member schools have enhanced their environmental education programs. During the 2001 EENP National Conference held at the University of Eastern Philippines, the concept of DGS was approved. In 2004, the Foundation for Philippine Environment (FPE) verbally indicated its interest in the program. In January 2006, the FPE supported Congress for Developing a Framework for Assessing Dark Green Schools in the Philippines at the De la Salle University-Dasmariñas (DLSU-D) in Dasmariñas, Cavite.

The procedures for assessment is very much similar with the process being followed by other accrediting agencies in the Philippines. It starts with self-evaluation using the assessment instruments; preparation of reports by the school; school visitation by the assessment team; team evaluation and recommendation to the DGS committee; and EENP Board decision.

The DGS assessment has five important areas which include: Area 1 - Policy, Area 2 - Administration and Finance, Area 3 - Academics, Area 4 - Outreach/Extension Program, and Area 5 - Production. The School's Environmental Assessment Profile (SEAP) is a survey instrument used to assess the extent of compliance of the school on the various areas for assessment. The survey instrument could be responded by the school administrator, faculty, administrative officer/assistant and other personnel. Using a 5-point rating scale, with 5 as the highest, schools can be awarded the following status: Candidate Status, 2 and below; Light Green, 2.01–3.00; Green, 3.01–4.00; and Dark Green, 4.01–5.00. Hence, a school

may be adjudged light green, green and dark green depending on the degree of its actualization of the “whole-school approach” to environmental education.

In 2008, the EENP has started piloting the accreditation of three universities in the Philippines, to wit: Miriam College in the National Capital Region; De La Salle University-Dasmaringas in the Southern Tagalog Region, and Visayas State University in Eastern Visayas Region. These schools found to meet the set standards and were awarded the DARK GREEN status. This status should be sustained by continued adherence to the set criteria and by meeting the recommendations of the accreditors.

Environmental Initiatives of DGS-Accredited Schools

A. De La Salle University-Dasmaringas

DLSU-D has been formally conferred the DARK GREEN STATUS by the Dark Green Schools (DGS) Program of the Environmental Education Network of the Philippines, Inc. during the 2nd International Conference and Scientific Meeting of the Environmental Education Network of the Philippines, Silliman University on May 4-6, 2009. The conferment is an affirmation of the University’s “effective integration of environmental concerns in its academic programs and its continuing efforts to improve the environmental situation within its community”.

Table 1 shows the environmental initiatives of DLSU-D two years after the accreditation. Some of the accomplishments were decreased residual waste generation by six percent due to “No Plastic Bag Policy” and increased efficiency of collection; planting of 10,200 trees and mangroves; energy and water audit in buildings; purchase of energy-efficient appliances; yearly measurement of the University’s carbon footprint; decrease carbon footprint in per capita fossil fuel use from transportation; and decreased carbon footprint in per capita fossil fuel use from transportation. There was also an increase in lesson integration of environmental issues by 53 percent.

Greening the campus reduces the environmental footprint through energy, water and material resource efficiencies in buildings and facilities. It adopts sustainable procurement practices like purchasing energy-efficient appliances and gradual conversion from T12 to T18 lamps and LED. The green practices also provide sustainable mobility options for students and faculty like implementation of the Green Certification system for student

activities, increasing talks organized by student organizations by 15 percent; increased participation of students to tree planting by 24 percent.; and adopting effective programs for waste minimization, recycling and reuse. As a matter of fact, the school generated a gross income of about PhP511,674 from the sale of recyclables, compost, disposed items and various co-curricular student activities which has an impact on income by 8 percent compared to last year's figure.

The University has been encouraging more sustainable lifestyles through its environment policies. The "no plastic bag policy" and policies on the purchase and use of tarpaulins and other environmentally preferable products have been strictly enforced. The ERMAC also passed the guidelines in the conduct of official University meetings that encourage sustainable practices. As regards the management of hazardous wastes, the University has a tie-up with De La Salle-Health Sciences Institute for the disposal of wastes. The University clinic also follows the Department of Health standards in the disposal of hospital wastes. Moreover, the Information and Communication Technology Center (ICTC) launched Project ICON that aims to collect e-waste from the community. It is also worth noting that the University has developed monitoring procedures in indoor and outdoor pollution, water and air quality. Consequently, the campus air quality conforms to national standards and the water quality of DLSU-D Lake conforms to Class C freshwater.

Because of all these efforts, DLSU-D was adjudged the National Winner (Tertiary Level) for the Most Sustainable and Eco-friendly School in the Philippines. It is also a Sustainable Campus Project Grantee of Greenpeace Southeast Asia and now given a PAASCU Level IV accreditation.

B. Miriam College

Over the course of its 85-year history, Miriam College has molded leaders and citizens who are responsible stewards of the environment. Starting with a pioneering module on pollution in the early 1970s, long before environmental concerns became "fashionable," Miriam College is now one of the few Philippine institutions with undergraduate and post graduate degrees in Environment.

Miriam College practices the whole-school approach in environmental education. The integrity of creation, one of the school's core

values, is inextricably bound to the institution's vision and goals. The school has successfully integrated its Seven Environmental Principles (7EP) into the academic programs of all its units, from preschool up to tertiary and graduate levels.

To complement its efforts in environmental education, Miriam College implements eco-friendly policies not just in academics but also in areas such as administration, outreach and even finance. Campus planning, pedestrianization, a GMO-free cafeteria, no smoking policy, no balloons policy, anti-smoke belching campaign, water and power conservation, and solid waste management are just some of the practices that have been mainstreamed by the institution.

The Environmental Studies Institute (ESI) of Miriam College is the school's unit that integrates academic, outreach and field projects on the environment. It is the manifestation of the institution's environmental thrust, which started in the early 70s and which has nurtured and expanded through the years to better serve society.

In 2010, Miriam College has erected the first solar streetlights in the campus; implemented the "no softdrinks" policy; and powered the Sikad in Lanao del Norte, Mindanao. In 2011, the school has reforested Sitio Balingcupang, Biak-na-Bato National Park in Bulacan; completed the Lessons Exemplar on Climate Change; and has launched Pinoy Low Carbon Lifestyle Website. This year, Miriam College has conducted trainings on Green Accreditation in Asia and Climate Change Adaptation and Disaster Risk Reduction and Management.

Table 2 shows the continuing education and campus practices of Miriam College after DGS accreditation. They have been active in giving trainings and seminars about the environment. A workshop is given for house helpers on project-making using indigenous scraps and recycled materials. For campus practices, specifically on solid waste management, they require the academic community to sort papers and miscellaneous trash with labelled bins provided in all classrooms and offices. Canteen concessionaires avoid the use of disposable dinnerware and they sell items that use environment-friendly packaging.

Miriam College has been very stringent in the segregation of wastes. Utility personnel are provided trolleys with compartments so that segregation of waste is maintained and kitchen wastes are brought to the composting area for proper processing. All segregated wastes are brought to the Material Recovery Facility.

Miriam College is a smoke-free campus. Smoking is prohibited in

all areas of the school. All vehicles entering the school are issued campus stickers after presenting proof of clean emissions and valid registration. Otherwise, they are issued with a traffic violation ticket. For the energy audit, they are strictly enforcing the energy and water conservation measures through the Makitips Program. A comparative chart showing monthly energy consumption of each unit is released regularly.

TABLE 1: DLSU-D'S Environmental Performance Report, SY 2011-2012
(Environmental Resource Management Center)

Category	Performance
A. Solid and Resource Waste	• Increase solid waste recovery rate from 48% to 56% compared to a national waste recovery rate of only 13%. • Generated a gross income of about Php 511,674 from sale of recyclables, compost, disposed items and various co-curricular student activities. An increase by 8% from last year's income. • Decrease residual waste generation by 6% due to "No Plastic Bag Policy" and increase efficiency of collection. • Increase collection of food waste from canteens from 95% to 98%. • CLAYGO Campaigns are already conducted as part of NSTP modules. • Declaration of University Paperless Day
B. Hazardous waste	• Tie-up with DLS-HSI for the disposal of hazardous waste. • University clinic follows the DOH standards in the disposal of hospital waste. • The ICTC launched Project ICON that aims to collect e-waste from the community.
C. Pollution Control	• Development of monitoring procedures in indoor and outdoor pollution, water and air quality. • Campus air quality conforms to national standards. • Water quality of DLSU-D lake conforms to Class C freshwater.
D. Tree Planting and Campus Trees	• A total of 10,200 trees and mangroves planted from August 2011 up to February 2012. • Renewed tie-up with DENR.
E. Biodiversity Conservation	• Renewed tie-up with DENR as PAMB member of the Mts. Palay-palay Protected Landscape. • On-going inventory of campus trees and fauna.
F. Energy and Water Management	• Energy and water audit conducted in buildings. • Implementation of Green Hour. • Purchase of energy efficient appliances. • Gradual conversion from T12 to T8 Lamps and LED. • Implementation of the Green Certification System for Student Activities. • Two E-jeeps. • On-line Faculty Loading and requests.
G. Project Carbon Neutral	• Yearly measurement of the University's Carbon Footprint. • Decrease carbon footprint in per capita fossil fuel use from transportation. • Increase carbon footprint from energy use due to increase enrolment but per capita carbon footprint is lower than last SY. • Carbon sequestration rate increased by 15%.
H. Environmental Education	• Increase lesson integration of environmental issues by 53%. • Increase number of seminars and talks organized by student organizations by 15%. • Increase participation of students to tree planting by 24%.

A. Campus Sustainability	• Approval by the Operations Council of the DLSU-D's Campus Sustainability Plan (2012-2027).
B. New Policies	• DLSU-D Environment Policy. • Policy in the Purchase and Use of Tarpaulins. • No Plastic Bag Policy • Guidelines in the Conduct of Official University meetings. • Policy in the Purchase of environmentally preferable products. • Green Certification Program for Student Activities.
C. Awards and Grants	• National Winner (Tertiary Level), Most Sustainable and Eco-friendly school in the Philippines. • Sustainable Campus Project Grantee, Greenpeace Southeast Asia. • PAASCU Level IV accredited.

TABLE 2: Continuing Education and Campus Practices of Miriam College (United Nations, 2012)

ONCEPT/ACTIVITY/ OBJECTIVES	METHODOLOGY
Continuing Education A. For Miriam Community Objectives: 1. to provide continuing information about the environment 2. to maintain interest B. For Caretakers Objectives: 1. to orient helpers on different ways to recycle trash found at home 2. to develop a potential livelihood project using recycled materials	▪ Different sectors are convened to plan creative and relevant activities for the annual celebration of Environment Week ▪ A workshop is given for house helpers on project-making using indigenous scraps and recycled materials
Solid Waste Management A.1 Paper Retrieval in offices Objective: To facilitate retrieval and sale of scrap paper	▪ Sorting of papers and miscellaneous trash is required of all offices and classrooms ▪ A box that's labeled DRY PAPER and a trash bin are provided in all classrooms and offices.
A.2 Segregation of Solid Waste Objectives: 1. To reduce the generation of waste by avoiding the use of one time disposable materials	▪ Disposable dinnerware such as plastic cups, spoons and forks, and paper plates are not used during birthday parties at the Child Study Center. ▪ Canteen concessionaires avoid the use of disposable dinnerware when feasible. Instead, washable wares are used. ▪ Canteen concessionaires sell items that use environment-friendly packaging. ▪ Food concessionaires that are already practicing Solid Waste Management is a major consideration in awarding contracts.

1. To segregate solid waste generated at the cafeteria in order to maximize resource retrieval and recycling.	- Properly labeled garbage bins are provided in all eating areas. - Very simple labels are used. If necessary, real objects coming from the waste stream are used to facilitate sorting at source. - Utility personnel are provided trolleys with compartments so that segregation of waste is maintained. - Kitchen wastes are brought to the composting area for proper processing. - Leftover foods are placed in the cement-lined pits and will be covered with leaves and soil after every deposit.
2. To process biodegradable waste into soil conditioners	The soil conditioners produced by composting biodegradable waste are used to nurture plants at the school's nursery.
3. To raise funds from the sales of recyclables wastes	- Janitors log all kinds of wastes brought to the MRF. A logbook is provided for this purpose. - Well segregated waste brought to the MRF are weighed and recorded. The junk dealer managing the MRF provides copies for ASD and participating unit reflecting the volume and kind of recyclables deposited. - ASD collates reports and bill the junk dealer, who pay through the college cashier. - The collection goes to the SWMP account of the school.
4. To manage residual waste generated in school. 5.A Plastic film and Polystyrene Retrieval Program	- Residual wastes are avoided; however, if generated, it is being managed. - Bins for plastic films and polystyrene (Styrofoam) are provided in every unit. These are collected by the MRF personnel and recorded in a log book. - When collection reaches 25 kg, PPIA (Phil. Plastic Industry Association) are called to collect and bring these to the recycling plants.
5.B To process waste from ladies rooms into compost	- All ladies rooms are provided with 2 trash bins to facilitate segregation of compostable waste (tissue and feminine napkins) and non-bio waste. - Compostable wastes are brought to the compost area while non-bio wastes are brought to the MRF. - Compostable wastes from the Ladies Room, together with the garden wastes, are processed into soil conditioners. - Processing of compost is part of the job description of the utility personnel assigned to ESI.

Clean Air Program B.1 Smoke Free Campus Objectives: 1. To promote clean air in the campus by adopting a no smoking policy 2. To veer away from the old practice of burning yard waste by practicing alternative, environment-friendly measures. 3. To control toxic gas emissions coming from motor vehicles, including tricycles	▪ Smoking is prohibited in all areas of the school. ▪ Composting instead of burning yard waste is the preferred practice in yard waste management. ▪ All vehicles entering the school are issued campus stickers after presenting proof of clean emissions and valid registration. ▪ Smoke belching vehicles are not allowed entry into the campus and are imposed with a traffic violation ticket. ▪ An annual shut down of the entire institution will be scheduled. Savings incurred through this practice are disseminated to all.
Energy and Resource Conservation C.1 Energy Audit Objectives: 1. To implement measures to conserve water and energy 2. To study the effectiveness of conservation measures	▪ Energy and water conservation measures are disseminated to all offices through the <i>Makitips</i> Program. ▪ A comparative chart showing monthly energy consumption of each unit is released regularly.

Conclusions

The accreditation of DLSU-D and Miriam College as Dark Green Schools has helped to demonstrate the value of environmental education in the academic community. It provides certain stature that proactively develops sustainable practices. This can provide much valuable information that can help other institutions in the future, initiating a cultural paradigm shift. Indeed, greening the campuses will foster more liveable, resource-efficient communities that are socially inclusive and have small environmental footprints.

References

- Peer Local Resource Center Environmental Management System Program Benefits, Zero Waste Alliance, Peer Local Resource Center, <http://www.zerowaste.org.lrc>
- Kuhar, C.W., Bettinger, T.L., Lehnhardt, K., Tracy, O., Cox, D. (2009) Evaluating for long-term impact of an environmental education program at the Kalinzu Forest Reserve, Uganda.

- Gough, A. (2004) *Evaluation of the Sustainable Schools Stormwater Action Project 2003/2004*. Burwood: Deakin University. Access at http://www.gould.org.au/QBL_outcomes.htm.
- Tilbury, D. and Cooke, K. (2005) *A National Review of Environmental Education and its Contribution to Sustainability in Australia: Frameworks for Sustainability - Key Findings*. Canberra: Australian Government Department of the Environment and Heritage and Australian Research Institute in Education for Sustainability (ARIES) from www.aries.mq.edu.au and www.deh.gov.au/education
- National Safety Council and Elsevier Ltd (2007 www.journals.elsevier.com/safety.../)
- Ramsey, S. (2012) Measure environmental performance, pollution control solutions for air, water, solid, and hazardous waste
- Kuhar, C.W., Bettinger, T.L., Lehnhardt, K., Tracy, O., Cox, D. (2009) Evaluating for long-term impact of an environmental education program at the Kalinzu Forest Reserve, Uganda.
- Gough, A. (2004) *Evaluation of the Sustainable Schools Stormwater Action Project 2003/2004*. Burwood: Deakin University. Access at http://www.gould.org.au/QBL_outcomes.htm.
- Victorian Primary Principals Association/Victorian Association of Secondary Principals (1993/1997) *Leadership in learning to care for the environment: An Environmental Education strategy for Victorian school principals*. North Melbourne:
- Woods, P. (2004). Environmental Education for a sustainable future: Formal schooling, Curriculum Leadership 23 July 2004.
- Villanueva, R. (2011). Enlist schools in ecological waste management, DepEd urged, The Philippine Star
- United Nations (2012). Higher Education Sustainability Initiative for Rio+20, United Nations Conference on Sustainable Development, Rio+20, June 20-22, 2012. Retrieved September 15, 2012, from www.uncsd2012.org/
- Thomson, G & Hoffman, J. (2003), measuring the success of environmental education programs, Canadian Parks and Wildlife Society and Sierra Club of Canada Retrieved September 15, 2012, from www.aries.mq.edu.au/pdf.../8-EvaluationOfEFS.pdf
- College Accreditation, Back to college, September 2012, www.back2college.com/library/accreditfaq.htm)
- Environmental Resource Management Center, De La Salle University-Dasmariñas, Dasmariñas, Cavite, Philippines
- Environmental Studies Institute, Miriam College, Quezon City, Philippines

Notes to Contributors

Manuscripts should be submitted to the Chief Editor, Jurnal Pemikir Pendidikan, Faculty of Psychology and Education, Universiti Malaysia Sabah, Jalan UMS, 88400 Kota Kinabalu, Sabah, and e-mail to fpp@ums.edu.my. It should be submitted both in electronic form and hard copy in accordance with the journal's guidelines below.

Submission Guidelines

Formatting

- JPP accepts edited manuscripts of up to 9,000 words, including endnotes and references, and reserves the right to return any manuscript that exceeds that length.
- All texts must be double-spaced, type size must be at least 12 points with 1-inch margins on all sides, and paper size should be set to 8.5 x 11 inch, even if printed on A4 paper.
- Authors should refer to the Chicago Manual of Style for general questions on style, grammar, punctuation, format, and for endnotes of theoretical, descriptive, or essay-like materials.
- For all nonlegal manuscripts, authors should use the Publication Manual of the American Psychological Association (APA) for reference and citation formats. Manuscripts with references and/or citations in another form will be returned to the author(s).

Abstracts and keywords

Each manuscript should be accompanied by an informative abstract, summarising the conceptual content of the article, with four to six keywords arranged in alphabetical order. The abstract should be as brief as possible (not more than 250 words) and typed on a separate sheet of paper.